

DIFFICULTIES FACED BY HIGH SCHOOL STUDENTS IN LEARNING ENGLISH

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Annotation: *This article is about shortcomings, difficulties, problems and their solutions in learning English. It is known that English and Uzbek languages belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. The root causes of these are detailed in this article.*

Key word: *Phonetics, word combinations, pronunciation, tenses, pronouns, verbs, adverbs*

The people who have passed the test of years and centuries, who have seen a lot, who are living today breathing the air of freedom, who have realized their dignity, human honor, who are the heirs of great people, who are national pride and no force can stop our nation, which has restored its pride, is taking its rightful place in the international arena, believes in its strength and tomorrow, strives for the prosperity of its country and its children. " These thoughts of our country's president encourage young people to always be in search. On top of that, attention to youth is high in our country. In accordance with the decisions of the President of December 10, 2012 on "Measures to further improve the system of learning foreign languages", teaching foreign languages to the young generation in our country has been further strengthened.

However, teaching a foreign language is a very responsible profession. Teachers should be very knowledgeable and at the same time patient. Because it is natural that children face many difficulties during language learning.

It is known that English and Uzbek languages belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners.

In secondary schools, students face many difficulties in learning pronunciation.

For example: almost all students have difficulty learning the sounds [th] and [ð]. The reason for this is the lack of interdental sounds in the Uzbek language. Our children's language is not used to the pronunciation of these sounds.

~ Since the pronunciation of the sound [r] in English is different from r in Uzbek, students also have difficulty in pronouncing this sound.

~ The pronunciation of the sounds [t, d] is also not the same in both languages. Therefore, their pronunciation is difficult for some students.

~ The [w] sound does not exist in Uzbek either. Students also have some difficulties in pronouncing this sound correctly. When pronouncing it, they confuse it with [v] in Uzbek language.

In order to teach the correct pronunciation of the above-mentioned sounds, the teacher should clearly explain to the children the location of the tongue as much as possible, check it regularly through repetition exercises, and pay special attention to the students' pronunciation in each lesson.

Difficulties in sounds are also eliminated. In addition, the following cases also create phonetic difficulties for students:

~The letter e is not pronounced at the end of the word - apple, Pete;

~The letter combination gh cannot be read in the middle of a word — eight, night;

~ If the letter k is not pronounced before n at the beginning of the word - knock, knee and a number of other difficulties can be observed.

Based on my experience, I can say that the difficulty characteristic of the majority of Uzbek students is that they add the sound [θ] before the suffixes in their pronunciation when plural or tense-forming suffixes are added: books [bu'kθs], happened [hæp'ænθd]. It seems that by adding such an unnecessary sound, they are also changing the position of the word stress. The inability of students to read the transcription is also a special problem. To teach the correct pronunciation of words, it is necessary to teach the signs representing sounds.

When speaking about grammatical difficulties encountered in teaching English in secondary schools, it can be said that students face many difficulties. If a person knows all the words in the language, but does not know the connections between sentences and words, he will have difficulty understanding the content of the speech. Therefore, it is very important to teach grammar to students in secondary schools. If the student does not have good grammar skills, he will not be able to express his opinion correctly. Difficulty in speaking, writing and translating.

Language grammar is a unique complex system. That is why it is not easy to learn it. School students usually face the following difficulties:

Article problem. This can be said to be the biggest problem in learning grammar. When we talked with many English language learners, almost all of them said that articles and tenses are the main difficulties in mastering English grammar. In fact, since the Uzbek language does not have an article phrase, it is difficult to use and translate it.

Article rules should be memorized. However, many exceptions to the rules make it difficult for students, especially school-age students, to master it. If the translation is taught more clearly, students will not have many difficulties in using the article. For example: it is possible to teach that the indefinite article is translated as one, some kind of one, and the definite article is translated as that, yet.

In a word, if the cases of using the article are repeatedly explained to children with the help of examples, it is possible to reduce the difficulties in mastering this group of auxiliary words in the English language.

Another difficulty in mastering English grammar is prepositions. In the Uzbek language, prepositions are expressed by agreement suffixes. In English, the adverbs of agreement are expressed by prepositions.

For example, the place-time agreement in Uzbek can be expressed by the prepositions in, on, at in English.

For example: in — in January, in 2015, in a week on — on Monday, on January 15, on birthday at — at the weekend, at 10 o'clock.

In English we use the above prepositions.

For example: in — in Uzbekistan, in Madrid, in our week on — on the sofa, on the table at — at the station, at school.

The dissimilarity of word order in English and Uzbek languages. It is known that the word order in English is strict, in most cases the object always comes at the beginning of the sentence and

the participle comes after it. In the Uzbek language, even if we replace the parts of the sentence, the meaning does not change. Students face difficulties in translation.

According to Methodists, when teaching English grammar, it is necessary first of all to correctly choose the grammar minimum and take into account the specific features of English grammar. The specific difficulties and features of English grammar are the following: the presence of incorrect verbs in English, the strictness of sentence construction in English, the abundance of articles, prepositions and tenses in English. Similar features distinguish English grammar from Uzbek grammar.

According to Jalolov, we can mainly use two ways to teach grammar to students: 1. Inductive. 2. Deductive.

In the inductive method, students are first given a rule and then an example. In the deductive method, an example is given first, then a rule. When teaching English to school-aged children, we must first pay attention to diversity for children. We can teach English grammar based on pictures or through songs and poems. Among the problems observed in schools, there are aspects such as passivity, boredom, and inability to concentrate in school.

As for the lexical difficulties in teaching English, they are as follows:

~almost all words in the English language have different meanings. That is, one word means more than one. According to M. Norova, one word in English has a maximum of 23 meanings.

~The fact that a certain part of the vocabulary of the English language came from other languages;

~The English language is rich in idioms and many others.

In conclusion, it is natural to encounter difficulties in learning a foreign language. It is necessary for teachers to monitor where the students are having difficulties, find ways to eliminate them, and create relief for the students. After all, difficulties in mastering language materials prevent them from acquiring skills in all types of speech activities.

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