

*Xoliqova Xumora Jahongir qizi*

*Fergana State University foreign languages faculty*

*Philology: English, student of group 21.93*

[\*xumoraxoliqova0499@gmail.com\*](mailto:xumoraxoliqova0499@gmail.com)

## CHALLENGES FACED BY SECONDARY STUDENTS IN ENGLISH LANGUAGE ACQUISITION

**Abstract:** This paper examines the difficulties secondary students encounter in acquiring English proficiency. Through a review of existing research and analysis of student experiences, the study identifies key challenges, including limited exposure to English, inadequate teaching methodologies, and insufficient motivation. The paper concludes by proposing strategies to mitigate these obstacles and enhance English language learning outcomes in secondary education.

**Key words:** punishment, apathy, motivation, innovation

**Introduction:** The importance of English proficiency in the 21st century is undeniable. Yet, secondary students often face significant obstacles in mastering this language. This study investigates the barriers to English proficiency development within secondary education, examining factors such as teaching methods, student motivation, and access to language resources. By understanding these obstacles, we can develop more effective strategies to support students in achieving their English language goals.

An English teacher faces a major task: to structure lessons in such a way as to attract students, provide knowledge and interest them for future years. Here I would recommend turning to theory again. To develop motivation in adolescence, it is worth studying its levels. A.K. Markova identifies several levels of development of educational motivation, which are close to me.

First level: negative attitude towards learning.

The basis of this stage is the child's desire to stay out of trouble and avoid punishment. If this does not work out, then the student first blames himself for the problems, and then those around him, first of all, the teacher.

At this stage, it is important to analyze the reasons for the child's behavior and try to find solutions. Discuss the problem with himself or with his parents, explain or reduce punishments or complaints. Help your child feel successful.

Next level: neutral attitude towards teaching.

Here, the student, as a rule, is bored in class, experiences apathy and indifference. At this stage, it is worth trying to find contact with the student, find out what interests him in life and try to integrate his interests into language learning. Most likely, this work will have to be done together with parents, because the effect will be brighter and stronger.

Next is the level at which a positive attitude towards learning appears. The student strives to learn new things, is interested in activities in the classroom, the program, and the teacher's suggestions.

Finally, the level of an active, creative attitude towards learning. The student not only studies the program, but also looks for options for gaining knowledge, asks additional questions, takes assignments home, and strives to continue studying the topic of the lesson at home.

At these two levels, it is important to support the child, give tasks according to his abilities or a little more difficult, so as not to scare him away, but to guide him into the world of new knowledge. At the same time, it is important to monitor the students' states, because a change in motivation levels is possible at one moment and can be caused by the experiences of adolescents and the general workload.

In this part of the article, I want to note that it is important not only to know the basics of the psychology of motivation, but also to be a multifaceted specialist. A teacher must constantly educate himself and update his knowledge. In order to be a specialist in the 21st century, it is necessary to process a lot of different information, read about all related sciences, modern pedagogical and psychological research, trends in the development of society, and so on. Only then is it possible to give knowledge, not be afraid of innovations or deviations from the plan, and be an interesting person whom children follow.

Finally, the last but no less important problem in this material is the insufficient number of hours provided for lessons.

Typically, in secondary school, English (or another foreign language) is taught 3 times a week for 45 minutes. In the lessons, according to the plan, there should be a theoretical part, discussion, and practical application. In addition, it is necessary to devote time to each student to track how he understood the topic and the issue being discussed. In order for the children to feel comfortable and to know that their knowledge is important, the teacher must be in contact with everyone. Simple mathematics will show that if there are 15 children in a class, then about 2-3 minutes are allocated for individual attention. The effectiveness of such work is not worth explaining

In this regard, some topics have to be covered in more than one lesson so that students can understand and master the material. Then the lesson plan shifts and the kids have to catch up on something at home or in extra time in classes. Unfortunately, with both options, the effectiveness of the lesson decreases and the material is absorbed worse.

In my practice, I try to devote time to all the difficult questions that arise for each child, I select work formats both individually and with the entire educational group. From the first day we meet, I teach children to ask questions, clarify information, and not be afraid to work with a teacher, because for many children this is difficult and/or embarrassing. If the children are uncomfortable asking questions about the educational material, I suggest asking the question in an individual format (during recess or via messages).

Unfortunately, today there is no golden rule for solving this problem. Time is one of the most valuable resources in our lives and, as a rule, it is always in short supply. Not only for learning a foreign language, but also for sports, creativity, communication, relaxation, and finally. Therefore, our task is not to shorten the program or remove some parts from it, but to work with our time management, improve speed reading skills, methods for quickly mastering the material, and simply learn how to effectively spend energy and replenish it.

## **Conclusion**

This research has highlighted the multifaceted nature of the obstacles faced by secondary students in their pursuit of English proficiency. From limited exposure to the language to pedagogical limitations and issues of student motivation, the challenges are complex and require a comprehensive response. By prioritizing student-centered learning, utilizing innovative technologies, and promoting a love of language, educators can create a more conducive environment for students to overcome these obstacles and achieve their full potential in English.

## **References:**

1. Markova A.K. Formation of learning motivation at school age, Questions of Psychology No. 3, 2001.



2. Nemova N.V. How to create an environment that encourages success / School Director Magazine, No. 7, 2002.
3. Trofimova N.S., Formation of educational motivation of middle school students. / Information Portal Educational social network, 2016.
4. Jacobson, P.M. Psychological problems of human behavior motivation / P.M. Jacobson - M.: Academy, 2002.