

PROBLEM ANALYSIS OF NEGERIL PEKANBARU, KHAYRUNNISAH AND SMA NEGERI PEKANBARU “MAKING STUDENTS CHANGE WORDS IN X4 SMA CLASS IN TEXTILES IN X4 SMA CLASS”.

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Abstract: *This article deals with the problems of NEGERIL PEKANBARU, HAIRUNNIS and SMA NEGERI PEKANBARU, “X4 SMA CLASS STUDENTS HAVE NO WORDS IN X4 SMA CLASS”. Selected as a topic, this method explores the shortcomings of the method of improving students' memory and deepening their knowledge of English, based on their thinking*

АНАЛИЗ ПРОБЛЕМЫ НЕГЕРИЛ ПЕКАНБАРУ, ХАЙРУННИСАХ И СМА НЕГЕРИ ПЕКАНБАРУ «ЗАСТАВИТЬ СТУДЕНТОВ ИЗМЕНЯТЬ СЛОВА В X4 SMA CLASS В ТЕКСТИЛЕ В X4 SMA CLASS».

Аннотация: *В данной статье рассматриваются проблемы НЕГЕРИЛ ПЕКАНБАРУ, ХАЙРУННИС и СМА НЕГЕРИ ПЕКАНБАРУ: «У СТУДЕНТОВ X4 SMA CLASS НЕТ СЛОВ В X4 SMA CLASS». Выбранный в качестве темы, этот метод исследует недостатки метода улучшения памяти учащихся и углубления их знаний английского языка на основе их мышления.*

NEGERIL PEKANBARU, XAYRUNNISAH VA SMA NEGERI PEKANBARU “X4 SMA SINIFIDA TEKSTILLARNING X4 SMA SINIFIDA O'QUVCHILARNI SO'ZLARNI O'ZGARTIRISH” NING MUAMMOLI TAHLILI.

Annotatsiya: *Ushbu maqola NEGERIL PEKANBARU, HAIRUNNIS va SMA NEGERI PEKANBARU, "X4 SMA SINF O'QUVCHILARI X4 SMA SINFIDA SO'Z YO'Q" muammolari bilan bog'liq. Mavzu sifatida tanlangan bu metod o'quvchilarning fikrlash doirasidan kelib chiqqan holda, xotirasini yaxshilash va ingliz tili bo'yicha bilimlarini chuqurlashtirish usulining kamchiliklarini o'rganadi.*

Introduction:

In developing countries, English grammar is an important competence to support the major English skills such as listening, reading, writing, speaking. However, you will have some difficulties to learn these skills before not knowing English grammar. As for Khairunnisah, he tried to improve learners English grammar. Everyone uses different ways to understand English grammar. The large number of methods in English

indicates the large number of people who know English. The more people who know English, the more the method will be. That is, everyone understands English within their own thinking. Everyone agrees on the method he understands. Khairunnisah, on the other hand, knows that by studying the psychology of pupils, he should use a method that suits them. He works a lot on his own in this regard. This helped him find his own method. After finding out how to teach English to students through a number of scientific studies, he wrote an article about it and presented it to the public. After the article was well-received by critics, his self-confidence increased and he wanted to work with readers as soon as possible, without even seeing the difficulties of his profession.

Main body:

In his article, he used 4steps to explain learners easier and quicker. Tenses that covers four steps of tenses mastery: memorizing tenses names, formulating tenses patterns, understanding tenses meanings, applying in context. The first step of memorizing the symbols then continued by combining the basics and the aspects that become the 12 tenses; simple past tense, past continues tense, past perfect, past perfect continues, simple present, present continues, present perfect, present perfect continues, simple future, future continues, future perfect, future perfect continues. This was also done easily by the students that they looked enjoy and patient even the teacher drilled them by jumbling the order of the symbols. This did not make him angry, but he felt how much the method he found delighted the pupils.

2. The second step of formulating the symbols then was started by focusing on the inflection of each tenses that is by only focusing on the predicate (verb forms) without mentioning the subjects or objects of the sentence patterns. It is to simplify the process of decoding by only have a short form to remember. When the teacher pointed one symbol the students directly called the formula of the predicate and so on. This was also not difficult for the students to do comparing with the conventional technique that to memorize the formula of the tenses, the students should mention the complete formula of subject, predicate, object, or complement that need more time and boredom among students.

3. The step of understanding then was continued at the second meeting. After some review, the teacher displayed the symbols of the 12 tenses and mentioned the meaning of each symbols. When in conventional way, the teacher explains the meaning of the tenses in long explanation, in TST the meaning of the tenses is given shortly and simple by exposing the use of verbs and prepositions such ended in, over time etc.4. For the rest of the half period, the final step of applying the tenses was begun. Here, the students were asked to continue a sentence with certain tenses to become a complete text that by concerning the formula of the sentence given, students should know in what tense they should write. Below is the table of students' test result in the four steps of TST.

Conclusion:

Improving more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. These methods are really great, I really like all of them. But if he added them some activities, games, video and etc. For instance, instead of only memorizing tenses he should do some tests, then they do some mistakes and give some examples connected with their own lives then they understand easily. In addition to this, it will be more understandable, amazing, interesting and memorable for new learners. If you use only 4 steps, new learners will be fed up with English grammar. That is, they know English perfectly. This will benefit everyone. Learning Haming English better by listening will help you understand. You should watch more English movies and try to understand what they mean. Then the English-speaking person can easily understand what he is talking about. This method is also good, but it will be even better if you make it more fun.

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