



PRINCIPLES OF DESIGNING COMMUNICATIVE EXERCISES FOR TEACHING GRAMMATICAL FEATURES OF ENGLISH VERB TO UZBEK AUDITORY STUDENTS

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Abstract: In this article, the principles of designing communicative-integrative exercises on teaching English verb and its grammatical features are explored at the level of higher education system students with English language specialty. The research was held by the author by making contrastive analysis of English and Uzbek Verb systems and finding out the field of interferences. While designing the system of exercises, a special attention was paid at the interference cases, the principles of systematic and communicative approach to the creation of exercises.

Keywords: Methodology, interference, competence, contrastive analysis, typology of exercises, systematic principle, CEFR levels.

Introduction. Formation of communicative competence in students in the process of teaching foreign languages is the main goal of today's methodology. Communicative competence, in turn, includes several sub-competencies, and the first of them is linguistic competence. Having linguistic competence means that the student has excellent knowledge and skills in English grammar and vocabulary. For this, it is necessary to analyze the mother tongue and a certain language unit in the studied language and consider the cases of interference depending on the results of the analysis.

In order to effectively teach any foreign language, first of all, it is necessary to compare the students' mother tongue and the language they are learning, and to analyze them. By comparing languages, similar and different features of these languages are revealed: similar features make it easier to learn a second language, while different features make it difficult to learn a language, and these difficulties, in turn, lead to errors in speech. comes. For example, in speaking, some students may pause or mispronounce. Contrastive linguistics is the branch of linguistics that deals with identifying their similar and different features by comparing two languages in teaching a foreign language. According to V. B. Kashkin, a Russian scientist, two



branches of linguistics, comparative and contrastive linguistics deal with the comparison of languages . Comparative linguistics studies the stages of historical development, differences and common aspects in them by comparing related languages.

By linguistic interference, we understand the errors made by the speaker of the second language as a result of the influence of one language on the second language [1]. It is natural for students to make mistakes while learning a language. "An error is not a disease, but a sign of it, this sign is a sign that the different features of two languages do not match each other in the mind of the student and makes it difficult for him to learn the language," Yarseva says [3]. According to the results of observations, cases of interference are often made by the majority of students in certain linguistic situations, that is, students repeat exactly the same mistakes as each other.

The simplest examples are "He is a student" - "U student", "I am writing a letter" - "I am writing a letter", we can see that the English verb "to be" is not translated into Uzbek. . In the second example, the present continuous verb is expressed by the auxiliary verb "to be" and the suffix "-ing" in English, while in Uzbek it is expressed only by the suffix "-yen". Currently, the main goal of the education system is to develop a new personality of each student, aimed at all-round development of each student, finding his place in society and further improving himself. is to create an educational system based on an attentive approach. The goal of teaching foreign languages changed according to this approach, and the new term "competence" (skill, ability) began to be used more often in the methodology.

Today, two types of grammar are distinguished: linguistic and pedagogical. Linguistic grammar means a set of linguistic units, grammatical structure and rules of a language. Pedagogical grammar is a variant of linguistic grammar adapted to the age, level of knowledge, mother tongue of students. This concept was introduced for the first time by N. Chomsky, and the scientist said that the structure, expression and explanation of grammar rules should be changed and adapted based on the individual characteristics of learners (age, mother tongue, profession). For example, the Perfect category of the English verb does not exist in the Uzbek verb. But for the Uzbek audience in the present tense, the structure of "rashdosh + auxiliary verb to be" can be explained by analogy with the Present Perfect tense:

- Present perfect: I have done my homework.
- "Relative + auxiliary verb to be": I finished my homework.

The Past Perfect can be compared with the Long Past tense verb:



- Past Perfect: We had watched the movie by midnight.
- Long past tense verb: We finished watching the movie by midnight.

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Verb conjugation in Uzbek takes separate affixes for each person-number indicator based on strict rules, but in English there is a change in conjugation only in the 3rd person. Differentiation of each category of tense, mood, and ratio by their affixal indicators is characteristic of Uzbek verbs, because this language belongs to the group of agglutinative languages. Since English is considered one of the analytical languages, it is known that it is not rich in grammatical additions. This phenomenon is also seen in the Grammatical categories of the verb. For example, in English, zampn indicators are made using auxiliary verbs (do, did, have, had, was, were, will, shall). In addition, the English language is very rich in modal verbs, but there are no such verb forms in the Uzbek language, the modal meaning is expressed using words such as need, necessary, and possible. These and similar differences can be the main obstacle for Uzbek students to learn English and cause linguistic interference.

CONCLUSION

Today, the main attention in teaching foreign languages is focused on the formation of communicative competence in language learners. As a result, it is desirable to teach grammatical units and rules based on a communicative approach rather than a traditional method. The exercise prepared for the study consists of a set of exercises called pre-communicative and communicative exercises, which were



arranged in sequence from easy to difficult, depending on the structure of the grammatical unit, the rules of its use and the situations in which the speaker uses it in the communication process. When creating a set of exercises, the researcher was based on the following factors: 1) When revealing a certain topic to students, emphasis was placed on the similarities and differences between the Grammatical units of their mother tongue and the language being studied; 2) Exercises aimed at preventing this situation were created in subjects where the problem of interference may arise; 3) In the set of exercises, based on the systematic approach (principle sistemnosti), a sequence of tasks was created, that is, from easy to complex, from preparatory (pre-communicative) exercises to mass (communicative) exercises. 4) As much as possible, contexts specific to English and Uzbek culture were selected and included in the exercises. 5) In accordance with the state educational standard and students' knowledge indicators, exercises of difficulty suitable for B2 level were given.

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