



Peculiarities of Teaching English Students to Grammar Events

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Annotation: In this article, the interference that appears in the acquisition of grammatical phenomena in teaching English to students, the reasons for its origin, and the ways to overcome these difficulties showed. Proposed receptive, reproductive and productive exercises designed to overcome grammatical difficulties.

Keywords: grammatical form, difficulties, meaning, grammatical event, interference, methodical analysis, auxiliary verb.

Introduction

In order to understand the language and express one's thoughts in it correctly, it is necessary to master the grammar mechanism of the studied language. In fact, even if a person knows all the words in a sentence, if he does not notice the connections between the words in this sentence, he may not understand its meaning. On the contrary, even if one, two or even more unfamiliar words are used in a sentence, if a person has a good command of the language structure, he can understand the meaning of these words or at least understand the meaning of the sentence by finding these words in the dictionary. A number of scientists have considered the issues of interference in the conditions of multilingualism in their research works.

For example, Russian scientists I.L. Beam, N.D. Galskova, P.B. Gurvich, R.K. Minyar-Beloruhev, E.I. Passov, G.V. Rogova, I.I. Khaleeva, V.S. Vyashenko, R.G. Gasanova, S.J. The Kasimovas who have pointed out the problems of interference in the context of multilingualism.

Material and methods

In our republic, a number of researchers have considered the problems of interference in the conditions of multilingualism in their research work. For example, A.A. Abduazizov, U.Q.Yusupov, H.M. Makhmatkulov, G.T. Mahkamova, M. Dzhusupov, D.D. Djalalov and others.

In this article, we will look at some of the most common problems with grammatical meaning and how to overcome them. In the classification of grammatical difficulties, there is cross-linguistic and intra-lingual interference. Interference is a complex process.

In interlanguage interference, the transfer of elements from the native language to the studied language is observed: the dual content of the sentence in the foreign language, the conditional use of the verb, the stability of the word structure, the formation of verb forms. Linguistic interference occurs in the studied language: formative (in English, the suffix –ed participates in the expression of the adjective of the past tense, an adjective formed from a noun); polysemousness (verbs analogous to the verbs to be, -to have) leading independent in European languages comes in meaning and is used as an auxiliary verb and modal verb to form complex tenses); Grammatical phenomena similar in sound and writing but fragmentary in meaning, e.g. auxiliary verbs in the perfect tense)



Result and discussion

Typology takes into account the difficulties that arise in the acquisition of language material. Grammatical means to methodically typify grammar it is necessary to understand the definition (indication) of the type of grammatical material, taking into account the difficulties that arise during the acquisition of forms and constructions, then the method for teaching each type is defined and chosen. To create a methodological typology of grammar:

1. Difficulties specific to certain forms and word combinations.
2. Difficulties between forms and word combinations of the studied foreign language grammar.
3. It is necessary to determine the difficulties that arise due to the negative influence between foreign language and native language grammatical phenomena.

Difficulty in a particular grammatical event is related to the form, meaning and application of this event. Due to the fact that the grammatical form has many meanings, performs many tasks, and has a large number ofonyms, mastering such forms causes great difficulties for students. For example, the verbs -to be and -to have can be used independently and as auxiliary verbs and modal verbs:

1. to be - in the function of the main verb:

*My children **were** in the garden*

to be - auxiliary (conjunction) verb on duty:

*They **are** my friends.*

to be (to) - modal verb on duty:

*I **was to** meet my friends at the station.*

2. to have - in the function of the main verb:

I will have enough time to do it tomorrow.

to have - as an auxiliary verb:

Have you ever been in Moscow?

to have (to) - modal verb function:

They had to leave those books in the room.

We want to show a system of exercises designed to eliminate possible difficulties in the use of the verb -to be.

In conclusion, in this article, we tried to show some interference problems in teaching English grammar to students and ways to overcome them. It is worth saying that overcoming difficulties comparing, completing sentences, translating sentences from English to Uzbek (or vice versa), finding grammatical events in sentences and underlining them, answering questions, writing interrogative and negative forms of given sentences, rewriting given sentences using a certain grammatical event (performing exercises such as paraphrasing) is very important in overcoming interference.

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