

## COMMUNICATIVE EXERCISES IN TEACHING GRAMMAR CHARACTERISTICS OF ENGLISH VERBS

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### Annotation

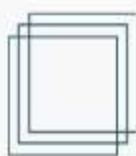
In this article, the principles of designing communicative-integrative exercises on teaching English verb and its grammatical features are explored at the level of higher education system students with English language specialty. The research was held by the author by making contrastive analysis of English 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

The main goal of today's methodology is the formation of communicative competence in students in the process of teaching foreign languages. Communicative competence, in turn, includes several sub-competencies, the first of which is linguistic competence. Linguistic competence means that a student has excellent knowledge and skills in English grammar and vocabulary. To do this, it is necessary to make a comparative analysis of the native language and a particular language unit in the target language, and to consider cases of interference depending on the results of the analysis. By linguistic interference we mean the errors made by a speaker of a second language as a result of the influence of one language on another. Once these situations are identified, the teacher should create a set of exercises to help students overcome these problems. In creating a set of exercises, it is advisable to move from the pre-communicative exercises to the basic (communicative) exercises, which serve the systematic principle, that is, from light to complex, and the formation of communicative competence. In our study, the main goal was to create a set of exercises for first-year students majoring in English to teach the grammatical features of the English verb phrase, and this article presents the main results of the study.

In order to teach any foreign language effectively, first of all, it is necessary to compare the native language of the students and the language they are learning, to make a comparative analysis of them. By comparing languages, the similarities and differences of these languages are revealed: while similarities make it easier to learn a second language, different features make learning a language more difficult, and these difficulties in turn lead to speech errors. will come. For example, in oral speech, some

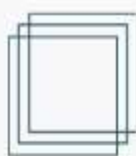


students may pause or mispronounce. The Department of Linguistics, which deals with the identification of similarities and differences between two languages by comparing them with each other in foreign language teaching, is called Contrastive Linguistics. According to V. B. Kashkin, a Russian scholar, two branches of linguistics, comparative (comparative) and comparative (contrastive) linguistics, deal with the comparison of languages. Comparative linguistics studies the stages of historical development, differences and commonalities of related languages by comparing them. Comparative linguistics, on the other hand, compares any two languages in the world, and the languages may not be related. For example, comparative linguistics is important in studying the similarities and differences between the phonetic, morphological, or syntactic units of English and Uzbek, Russian and German, Turkish, and Chinese. By linguistic interference we mean the errors made by a speaker of a second language as a result of the influence of one language on another. It is natural for students to make mistakes when learning a language. "Mistakes are not a disease, but a sign that the distinctive features of the two languages in the mind of the student are incompatible and make it difficult for him to learn the language," says Yarseva. Interference cases, according to the results of observations, are often made by most students in certain linguistic situations, i.e., students repeat the same mistakes as each other. From this it is clear that these errors are caused not by individual factors of students, but by systemic language factors.

- The learning process is focused on speaking activities: developing the ability to communicate through listening, speaking, reading and writing;
- Linking exercise to different life situations;
- Use of communicative exercises (information gap, jigsaw, debate, interviews);
- Individualization of education, ie taking into account the individual learning abilities and characteristics of each student.

Today, two types of grammar are distinguished: linguistic and pedagogical. Linguistic grammar is a set of language units, grammatical structures and rules of a language. Pedagogical grammar is a variant of linguistic grammar adapted to the age, level of knowledge and mother tongue of students. This concept was first introduced by N. Chomsky, who argued that the structure, expression and interpretation of grammatical rules should be changed and adapted based on the individual characteristics of students (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, the modern structure of the "auxiliary verb to be a friend" can be explained in the same way as in the Present Perfect tense:

In the communicative style, grammatical units are explained in a specific communication process, through some context, and the resulting grammatical units are reinforced through communicative exercises. Let's compare the sequence of



presenting the correct and incorrect verbs of the past tense in the traditional and communicative way:

### **The Traditional Way.**

1. The teacher teaches two pronunciation variants of the “ed” form;
2. In some cases, if the last letter of a verb ends in a consonant "d", it explains the hesitation (wed- wedded);
3. Students are given a table of incorrect verbs to read;
4. The pronunciation of incorrect verbs is taught in mechanical drills and students are asked to memorize them.

### **Communicative Method.**

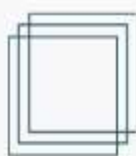
1. Divide students into two groups and give them two texts (about recent events) and familiarize them with the texts;
2. Ask them to find the verbs in the text that end in “ed” and explain that they are correct verbs. Then we give the example of the past tense of other correct verbs and explain the rules of pronunciation and hesitation;
3. Distinguish and explain the wrong verbs in the text;
4. Have students read the text again and discuss what they did not understand;

In conversation, students are asked to use the verb forms they have been taught. In order to know the level of teaching verbs in first-year Uzbek classrooms, it is necessary to analyze the curriculum for grammar. However, first of all, it is worth considering that different Methodists have analyzed the coverage of the topic, a set of exercises and assessment methods in the textbooks, namely in grammar textbooks. For example, Galskova.N. and Gez.N. They say that when choosing grammar based on a communicative approach, they should do the following when choosing sources of learning:

1. When choosing materials, they should include examples of natural language used in various communication processes, it is not necessary to use fictional, artificial examples;
2. Grammar rules should be presented in sufficient quantity to suit students' comprehension;
3. In the strengthening part of the lesson it is necessary to carry out interactive, active exercises among students, it is expedient to work in pairs, in groups.

### **Teaching Topics, New Grammar Rules Consists of 3 Stages:**

- Introduction to grammatical units or rules;
- Initial strengthening;



-Work on developing the ability to use grammatical concepts in oral and written speech.

A set of exercises is important in learning any aspect of language. Exercises are a key factor in acquiring and consolidating new knowledge. For this reason, it is important to organize the exercises properly, based on the goals and objectives of the lesson and in order to increase the effectiveness of the learning resources.

## **CONCLUSION**

Today, the main focus in foreign language teaching is on the formation of communicative competence in language learners. As a result, it is advisable to teach grammatical units and rules not in the traditional way, but based on a communicative approach. The exercise prepared for the study consisted of a set of exercises called pre-communicative and communicative exercises, which were arranged in a sequence from easy to difficult, from the structure of the grammatical unit to the rules of its use and in which cases the speaker used it in communication. The researcher based his set of exercises on the following factors:

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