



Teaching tenses to primary school children

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Abstract: The English language is challenging in many ways, and its large number of verb tenses can be particularly difficult to learn. Getting conceptual clarity in tenses is a fundamental step in learning English grammar. Get creative with innovative learning techniques to help your little one get mastery over these tricky concepts. The teachers could engage the students in a better way by using these tenses charts. Each professional has their teaching style, but a broad framework is always useful. This article will discuss some tips that could prove helpful while teaching tenses.

Key words: English grammar, tenses, tenses chart, storytelling, present tenses, past tenses, future tenses.

Today, about 60 percent of the world's population has two or more everyone knows that he can speak languages. Globalization processes in the world acceleration, transition to free market relations and higher production promotion of the introduction of technologies to "linguistic capital", i.e. foreign the need for specialists who have excellent command of languages (especially English) is strengthening. Foreign languages in order to ensure quality and efficiency in foreign language education the experience of reducing the learning/teaching age is becoming popular. To this The concept of "the younger the better / early is better" is broadly spread. English language education in Uzbekistan makes the second language information holder (cognizant) is directed to formation, i.e. the cultural created by the owner of the studied language the study of heritage is the main goal of English language education. The difference between English and other subjects in the educational system is that it is manifested in the fact that it is both an educational goal and an educational tool. English acquisition of speech skills (listening, speaking, reading, writing) in the language along with the goal of education, the language being studied is new and it also acquires the status of a means of obtaining and delivering useful information.[1]

The developmental goal of foreign language teaching includes the following:

- a) the components of speech ability are listening, perception, noticing, language distinguish between phenomena, logical expression of thought, etc.;
- b) with speech activity associated mental processes: thinking, memory, attention, imagination, analysis and synthesis, generalization;
- c) ability to communicate: emotion, eloquence, enterprising, polite, show initiative during conversation, appropriate use of gestures, etc.;
- d) foreign language and the country where the language is being studied, its people, culture, customs, etc, internal and external motivation, interest and enthusiasm for



learning; e) education during independent work and independent students after completing education preparation for education.[2]

Tenses are an essential element of English grammar that tells us how an action relates to the flow of time. It is natural to make mistakes while learning. "A mistake is not a disease, maybe it is its sign, this sign is the same in the reader's mind as the different features of the two languages because it doesn't match and it makes it difficult for him to learn the language is a sign", says Yarseva. Interference cases, to the result of observations than most students in certain linguistic situations are made by students, that is, students make exactly the same mistakes as each other they repeat. It is clear from this that these errors are caused not the individual factors of the students, but systemic language factors. A pedagogue who teaches a foreign language is definitely a language that causes such situations from the different characteristics between and allowing to overcome them it is necessary to be aware of the methods. The simplest examples are "He is a student" - "U talaba", "I am writing a letter" - "Men xatyozyapman" we see. It is possible that the English verb "to be" is not translated into Uzbek. Second in the example, the present continuous verb in English is the auxiliary verb "to be" and "-ing" expressed by the suffix, in Uzbek it is only the suffix "-yapti". The difference between the present, past, and future tense is relatively easier to break down than the simple, continuous, and perfect. This is because some students find it difficult to understand the simple and perfect tense usage. Continuous tense is relatively simpler to explain. You should be precise while differentiating between the simple tense and continuous tense so that students do not accidentally use them interchangeably. Today, two types of grammar are distinguished: linguistic and pedagogical. Linguistic grammar is the linguistic units and grammatical structure of a language and a set of rules is understood. Pedagogical grammar is linguistic grammar depending on the age, level of knowledge, mother tongue of students is a customized option. This concept was first introduced by N. Chomsky was introduced, and the scientist stated that the structure of grammatical rules, expression and explanation of the individual characteristics of learners (age, it is necessary to change and adapt based on mother tongue, profession). An example for, the Perfect category of the English verb does not exist in the Uzbek verb. But for the Uzbek audience, nowadays, "ravishdosh+bòlmoq auxiliary verb".

The structure of "verb" can be explained by analogy with the Present Perfect tense:

- Present perfect: I have done my homework.
- "Ravishdosh+ bo'lmoq": Men uygavazifalarimnibajaribbo'ldim.

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.



These are examples of foreign language grammar rules in the native language of the Uzbek audience shows that it is taught in comparison with grammatical rules. These are examples is an example of the explanation of rules in pedagogical grammar.[3]

Wide use of information technologies in foreign language education is recommended will be done. Therefore, in the process of teaching students grammatical phenomena, the following we found it necessary to use information technologies: computer technology (internet network), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, dreams, types of poetry, foreign language teaching project method and others. When using interactive methods, the student himself thinks freely independently, as a partner with the teacher works. Grammatical skills of students in English classes. Internet technology is improving the way to get information and communicate one of the modern forms. A test is taken to check and strengthen students' knowledge. Test in the process, students have the opportunity to work independently and self-assess will be. It is known that knowledge acquired independently is stored in the memory for a long time and can be recalled easy to get. Also, English grammar for students in school children. A cluster approach or method also effectively helps in teaching. This is the method It is not only effective, but also a very convenient way of imparting knowledge to students is considered. These methods help to learners not only the development of language skills but also increasing of their grammar competences.

To conclude, reading and learning English tenses is more difficult and demanding than other languages. If we use different activities in the process of teaching tenses, it will make our work more effective and easier. Teachers must understand that once a student has been taught erroneous tense habits, they are difficult to reverse. Clarity and a comprehensive approach to teaching tenses are probably the most effective.

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