

MODULAR TECHNOLOGY OF TEACHING THE VERB LEXICON OF THE ENGLISH LANGUAGE TO THE STUDENTS OF THE LEVEL B1 OF THE REPUBLIC OF KARAKALPAKSTAN

Babaniyazova Nargiza Polatovna

Head of the Department of Foreign Languages, Associate Professor at the Nukus State Pedagogical Institute named after Azhiniyaz. Uzbekistan, Nukus

ABSTRACT

The aim of the research is teaching the verbal vocabulary of the English language to students of the B1 level in the Republic of Karakalpakstan using modular technology. The object of the study is the process of teaching English to students of the B1 level of the Republic Karakalpakstan. The technique of teaching verbal lexicon has been improved by describing in the English-Karakalpak languages the verbs of movement, circumstances, feelings, perceptions, expressions, imitations at the level B1; comparative analysis of the verbal lexicon of the English and Karakalpak languages is carried out, similarities and differences of simple, complex and compound verbs in semantics, paradigmatics and syntagmatics are revealed; inter-lingual and intra-lingual verbal interference, of modal verbs, auxiliary verbs, temporal form of verbal lexicon and phraseological units of the English and Karakalpak languages are revealed and described, and a typology of difficulties is defined; modules for teaching verbal lexicon of the English language under the system of educational-language assignments at the level of B1 are developed

Keywords: B1, teaching English language, educational reform, verbal lexis

INTRODUCTION

The increased attention to the knowledge of foreign languages on a global scale has increased the need for the study of English verbs by B1 level students, specialists in various industries to exchange views with their foreign colleagues, participate in international conferences and search for information on external sources. In this regard, an important role is played by scientific research on the development of industry terminology, vocabulary, creative thinking in the light of the formation of communicative competencies in English at Togliatti University, Moscow State University, Oxford and Norwich Universities of England, Canadian University of Toronto, University of England, Havana University of Cuba.

Of particular importance is the teaching of English verbs with the help of ICTs, the teaching of verb lexicon and lingua didactic factors of the B1 level on the basis of a differential approach at the Tuva State University, as well as the study of modular technology and its components at the Meleuz branch of the Moscow State University of Management and Technology, Krasnoyarsk State University and Tomsk Polytechnic University. All this indicates the need to study the verb lexicon based on comparative analysis of languages and to teach the verb lexicon to students of B1 level based on modular technology.

The priority importance of the problem of in-depth study of English and other foreign languages does not lose relevance. At the same time, such essential tasks as a broad introduction of training in demanded specialities and advanced training of personnel are also set¹.

LITERATURE REVIEW

Methods of teaching foreign languages were engaged in domestic researchers E.D.Polivanov, V.I.Andriyanova, M.H.Tokhtakhajeva, Zh.Zhalolov, T.K.Sattorov, U.K.Yusupov, M.Dzhusupov, G.H.Bokiyeva, L.T.Akhmedova, U.H.Hoshimov, D.U.Hoshimova, G.T.Makhkamova, A.Tazhieva, G.Sobirovaⁱⁱ.

Principles of lexical teaching, selection of lexical minimum, typology of methods of lexical material and stages of work on it were studied by domestic and foreign scientists V.A. Bukhbinder, S.V. Kalinina, G.V. Rogova, F.M.Rabinovich, N.I.Geiz, M.V.Lyakhovitsky, S.V.Shatilov, B.V.Belyaev, V.Allen, J.Srivener, M.Levis, M.McCarthy, J.V.Shatilov.Morgan, R. Carter, P. Nation, J. Richards, R. Phillipson, P. Laitvoun, N. Spada, M. Rinvolueri, U. Hoshimov, N. Kurmanbaevaⁱⁱⁱ.

Structural, functional and semantic features of verb lexemes as a particular class of words characterising the characteristics of subjects and their relations have been studied and described by scientists such as L.G.Babenko, N.N.Boldyrev, A.V.Bondarko, E.Y.Gordon, T.A.Knyazeva I.N.Meshchaninov, L.A.Panasenko, A.I.Reidel, A.G.Silnitsky, D.Bolinger, B.Comrie^{iv}

Although the problem of teaching English vocabulary to students at the B1 level has been investigated earlier, the methodology of teaching English vocabulary to students at the B1 level using modular technology has not been the subject of individual scientific research.

The method of teaching the verb lexicon of the English language using the modular technology of teaching the verb lexicon of the English language to the students of the B1 level implies the development of the goals, tasks, content, principles, approaches, methods, forms and means of teaching in the aggregate. The purpose of training is to achieve the level of B1 in the assimilation of the verb lexicon of the English language with the use of modular technology, the formation of communicative and grammatical competence, which implies the correct use of the verb lexicon in English speech.

In order to determine the effectiveness of the proposed modular technology of teaching English vocabulary to students of the B1 level was conducted experimental training during the 2014/2015,2015/2016, 2016/2017 academic years at the Schumanai Professional College of Pedagogy and Services, the Academic Lyceum of Chimbay district and the Academic Lyceum № 3 of the Amudarya in the Republic of Karakalpakstan and at the Nukus Pedagogical College. The experiment included search, formation and final stages:

1. Search stage (2014). At this stage, the scientific literature has been studied, the ways to develop methods of teaching the English verbal vocabulary have been outlined, the survey of teachers and students of academic lyceums and professional colleges has been conducted, the level of formation of skills and abilities to use the English verbal and written vocabulary has been determined (establishing a slice).

- Experimental learning phase (2014-2017). The training was conducted on the 1st, 2nd and 3rd courses of academic lyceums and professional colleges, during which the proposed typology of learning and language tasks (the system of exercises) for teaching English vocabulary was tested.

3. The final stage (2018). At this stage of the experiment, where the results were analysed, conclusions were formulated and methodological recommendations were made.

Each module is designed for one month, as the acquisition of verb lexicon in the work programs of academic lyceums and professional colleges is planned throughout the academic

year, but there is no specific sequence of introduction of this lexical material in them. In the course of experimental training, more attention was paid to the assimilation of a large volume of material through individual and independent work of students. Each module consists of 6 training elements.

Training element #1 – Students are familiarised with the tasks of the learning elements, the criteria for the full assimilation of the topic, the purpose of work, determine what they need to master in the classroom and what they should master on their own.

The aim and objectives of this module are to develop skills and abilities of independent work by means of tasks for the assimilation and use of verbal and written vocabulary; to develop and improve, first of all, coherent oral speech; to develop analytical abilities of students; to direct their attention to the differentiation of language phenomena; to form a positive attitude to independent work; to increase interest in learning a foreign language.

Training element #1 is being held at the first class. The module is distributed to all students. They are introduced to its purpose and objectives, as well as to the way of obtaining knowledge of English vocabulary and the criteria for the assimilation of the material, oral input control is conducted.

Training element #2 – entry control. Orientation control is carried out in the course of the conversation, which gives the teacher the opportunity to get information about the level of preparedness of students for the work on the module.

The purpose of this training element is to update the knowledge of students, to generalize information about the verb of English, its role in proposals and information transfer, the formation of speech skills. Pupils are divided into mini-groups of 4 people, questionnaires are distributed and time for discussion is given. Then, a discussion and update is conducted on the questions. The TE-2 is carried out in the presence of the teacher as a consultant. It is recommended to use the educational and scientific literature as reference material.

Training element #3 – research work. Objective: To develop students' research skills, analyse and synthesise what they have learned, and develop their ability to formulate conclusions.

It is recommended to use books on practical English language and fiction for home reading to perform the task of the TE-3. The TE-3 is designed to explain the new material and is carried out in the classroom in the presence of the teacher. Each mini-group is given one rule. These groups, which are considered to be the main ones, discuss the rules and perform the tasks. The main groups are then disbanded and the working groups are created. From each major group, one representative goes to the working group. Thus, there are students in the working group who have read the rules. In the working group, each student explains his or her own rule to others. The level of improvement of other students' knowledge depends on them. The teacher acts as a counsellor.

Training element #4 – practical work. This learning element is carried out by the students themselves within two weeks. They choose how to work with practical tasks: individually, in pairs or groups. They can get advice from their teacher at any time. The results of the practical work are prepared by the students by a specific deadline.

Training element #5 – summing up the results (output control). The aim is to assess the completeness of the learning material; analyse your mistakes. Karakalpakstan; 103 of them are in control groups and 103 in experimental groups. Each training institution had one course for the control group and one for the experimental group. Experimental teachers were instructed on how to conduct training sessions on the developed training methodology. Classes in the control groups were conducted according to the textbook "English B1", and in the experimental groups - according to the textbook "English B1" and a specially developed module and dictionary for students B1.

To evaluate the qualitative and quantitative significance of differences in the assimilation of verbal vocabulary by students in experimental and control groups, we carried out statistical analysis in absolute numbers and percentages.

As a result of the experimental teaching based on the use of the modular technology, Karakalpak students have mastered English verb vocabulary to a better extent: they better distinguish the meaning of lexemes; they distinguish the grammatical indicators of the English verb lexicon much better and faster; they use English verb vocabulary more often and correctly both isolated and as a part of word combinations, sentences, and in general in oral and written speech; they have increased their language skills; they have increased their language skills; and they have competently and logically follow up on their words.

Thus, the experimental methodology of teaching English vocabulary using modular technology, developed and implemented in the educational process, fully justifies itself. This testifies to its vitality and efficiency in general, and the system of educational-linguistic tasks (typology of exercises) - in particular, in the practice of teaching English to Karakalpak students, as well as students of other Turkic language schools, lyceums and colleges.

CONCLUSIONS

Teaching the verb vocabulary of English is a complex linguistic and methodological problem, covering the language in the statics and dynamics, which implies the creation of a unique typology of exercises for each specific group of students, in our case for students of Karakalpak audience.

Differences in semantic, morphological and structural features of the verb of English and Karakalpak languages give rise to speech interference in the English speech of Karakalpak students.

The speech interference found in the English speech of Karakalpak students is typical and high-frequency in the aspect of the problem under study. It is manifested on phonetic, lexical, morphological and syntactic levels.

To overcome the interference in the English speech of Karakalpak students, a special system of exercises and tasks has been created on the basis of modular technology of foreign language teaching, which consists of six educational elements.

Programs, textbooks, teaching aids in English language, designed for students of B1 level, need to be improved with an emphasis on the verb lexicon of English language, which grammatically and semantically represents a tremendous educational and scientific difficulty for the students of Karakalpak audience and the Turkic language audience as a whole.

The results of the pre-experimental slice showed a rather low level of proficiency of Karakalpak students in English verb vocabulary both in lexical and morphological and syntactic terms, which is negatively reflected in their oral and written speech.

The results of the experimental training showed the effectiveness of the developed modular technology of teaching the students of Karakalpak audience the verb lexicon of the English language. Experimental training conducted with the use of modern pedagogical technologies contributed to the improvement of English language teaching in the Karakalpak audience, increase of the level of individualised training and efficiency of the educational process. The effectiveness of the proposed method of teaching the verb lexicon of the studied language with the use of modular technology in English classes in the Karakalpak audience is confirmed by the qualitative and quantitative results of the training experiment conducted in academic lyceums and professional colleges of the Republic of Karakalpakstan. Qualitative and quantitative indicators of the teaching experiment are higher than the results of the stating slice.

Methodical recommendations on teaching the students of the B1 level of Karakalpak audience the verbal vocabulary of the English language, which can be used in the educational process and other educational institutions of this type of the Republic of Uzbekistan, have been developed.

The prospect of scientific research is seen in the development of new methodological complexes, depending on the characteristics of the professional orientation of the educational institution, specialty, which implies adaptation of the use of new pedagogical technologies in the humanitarian and technical education, in which the English language is given considerable attention in the creation of new ones.

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