

SOME RECOMMENDED METHODS FOR TEACHING ENGLISH TENSES

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ABSTRACT

The proposed article is devoted to the problem of finding effective methodological techniques in teaching English Past Simple and Present Perfect to first-year students. Based on own professional experience, the author carefully analyzed and systematized the typical mistakes that students make when studying this grammatical material, and compiled a detailed table in which various cases of using the tenses Past Simple and Present Perfect were indicated. This table became a support that helped students choose the correct grammatical tense used in describing a specific situation, thereby facilitating the process of mastering these grammatical tenses.

Keywords: Methods of teaching a foreign language, grammar of the English language; teaching grammar, the initial stage of learning English, English verbs, tense forms of the English verbs.

INTRODUCTION

Currently, one of the essential requirements for university graduates is the foreign language competence of university students. Therefore, one of the most important goals in the process of teaching foreign languages is the formation of foreign language competence among students. Upon successful achievement of this goal, students get the opportunity to freely communicate with native speakers of a foreign language, remove language barriers, and use a foreign language as a means of interpersonal and professional communication. In this regard, in the learning process, special attention is paid to the formation of grammatical skills, which is extremely important for effective and successful foreign language communication in the professional field.

The purpose of this work is to describe the experience of using some methodological techniques aimed at eliminating the difficulties of students using the tense forms of the English language. The paper *aims* to develop and test methodological techniques in the study of the tenses of the English verb Past Simple and Present Perfect and to note how effective these techniques are. In accordance with the set goals and aims of achieving the results of the study, such methods as analysis, generalization, and observation of the learning process of the peculiarities of the tenses of the English verb were used.

Learning a foreign language cannot happen without learning grammar, because mastering the grammar of the language being studied, the ability to correctly combine words is one of the most important conditions for using the language. Grammar is of paramount practical importance, as it helps to ensure the formation of oral and written communication skills.

The experience of using some methodological techniques in teaching English tenses Past Simple and Present Perfect. In this case, the author shares the experience of teaching the Past Simple and Present Perfect tenses to first-year students. One of the main difficulties in

developing oral and written language skills is the assimilation by students of the tenses of the English verb and the correct choice of the tenses for each specific situation. These difficulties are related to the fact that the system of English tenses is quite difficult to learn and requires systematic development.

A particular difficulty for students studying English grammar is the use of such tenses as Past Simple and Present Perfect. Many students do not understand why the same completed action can be conveyed in English in two different tenses: “I have seen him today”, “I saw him yesterday”.

It should be noted that, based on own professional experience, the author has carefully analyzed and systematized the typical mistakes that students make when studying this grammatical material:

Usage of *Past Simple*:

- with time markers, such as *already, just, yet, recently, so far, up to now, since, for, this week/month/year/century*.

Usage of *Present Perfect*:

- with past tense markers;
- in special questions with the question word *when*;
- when describing sequential actions that have occurred in the past;
- in retellings.

As practice shows, when studying any grammatical phenomenon, various diagrams or tables are of great help to students. Such supports should be visual and represent the most significant features of the grammatical phenomenon being studied. The supports are designed to make it easier for students to master a foreign language, eliminate various kinds of difficulties, stimulate students' communication in a foreign language, focus on new material being studied, and form strong skills and abilities.

Taking into account the above-mentioned errors, the author compiled a table (Table. 1), in which various cases of the use of the Past Simple and Present Perfect tenses were indicated. Opposite each case of use in the columns of the table are the signs “+” or “-”: when describing the particular situation, only the grammatical tense where the “+” sign is indicated is used.

Table 1: Cases of application of the Past Simple and Present Perfect tenses

The situations	The Past Simple tense	The Present Perfect tense
The time interval when the action occurred is important	+	-
The result of the action is important	-	+
Time markers: <i>Yesterday, the day before yesterday, last week/month/year /century, some time ago (2 weeks ago, 5 years ago, etc), the other day, in 2020</i>	+	-
Time markers: <i>Already, just, yet, recently, so far, up to now, for, this week/month/year/century, since Sunday / 2010 / 6 a.m.</i>	-	+
The use of <i>never</i> and <i>ever</i> in relation to actions that have occurred in the past	+	-
The use of <i>never</i> and <i>ever</i> in relation to actions that have occurred so far	-	+
A past action that is not related to the present tense	+	-
An action that happened in the past, but is important now	-	+

Completed past action, if the time is specified	+	-
The completed action, if the time is “ blurred ”, is inaccurate or not specified at all	-	+
The action happened in the past and cannot happen again	+	-
The action happened in the past and may happen again	-	+
The past action, if the time period has already ended	+	-
Completed action, if the time period during which this action occurred has not yet ended	-	+
Description of a series of sequential actions in the past	+	-
Actions that have been repeated several times up to the current moment	-	+
News report	-	+
Description of the details of the event during the report of the news	+	-
The action started in the past and ended in the past	+	-
The action started in the past, but still continues in the present	-	+
An action performed by a person who is no longer alive	+	-
The action took place in the past, but the situation has already changed in the present	+	-
The action took place in the past, but in the present the situation has not changed, but remains the same	-	+
After words <i>when, after, until, as soon as, by the time</i> , if the action relates to the past	+	-
After words <i>when, after, until, as soon as, by the time</i> , if the action relates to the future	-	+
After words <i>this morning, this afternoon, this evening, this night</i> , if the morning/afternoon/evening/night is not over yet	-	+
After words <i>this morning, this afternoon, this evening, this night</i> , if the morning/afternoon/evening/night is over	+	-
Special questions with a question word when	+	-

CONCLUSION

It can be confirmed that in the course of the study, the set goals and objectives were solved. The author of the article has developed and proposed methodological techniques for teaching students such English tenses as Past Simple and Present Perfect. Having tried these techniques in practice, it is safe to say that the experience of their application in teaching grammatical tenses Past Simple and Present Perfect turned out to be positive. The absolute majority of students in the two control groups, who were offered a developed table and a system of exercises to consolidate the studied material, learned the differences in grammatical tenses Past Simple and Present Perfect much faster and felt much more confident when choosing the correct grammatical form, compared with other groups.

The positive results obtained are encouraging and stimulating the development of methodological techniques in teaching other grammatical phenomena. The author hopes that the described experience will be useful for teachers of a foreign language in higher educational institutions.

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