

TEACHING ENGLISH GRAMMAR BY VERBAL INSTRUCTION RULES

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ANNOTATION:

In understanding English texts according to their specialty by reading, grammar plays great role and it is very important teaching them. That is why the article is dedicated one of the methods of teaching receptive grammar of English language, the passive voice sentences in the process of reading the mathematical texts. Taking into consideration the scientific works of famous physiologic and methodological scientists are worked out quantum "rule-instructions" for teaching recognizing and understanding the sentences with passive constructions to students of math faculty. "The first rule-instruction" are divided into twelve quanta (a, b, c, d, e, f, g, h, i, g, k, l). It has worked out the complex of exercises for mastering the given information about the passive construction after each "rule instruction". The exercises are created according to the principle "from easy to complex". The sentences with passive construction are presented in the micro texts. The passive construction is separated with red color (or it is underlined).

Keywords: passive construction; grammatical skills; presentation; principles; mathematical text; exercise; rule-instruction, quantum.

INTRODUCTION:

After completing the exercise, the teacher reports the following doses of information:

b) In negative sentences with a PC in the Past Indefinite verb form, between the verb form

was / were and the III form of the semantic verb, there is a negation of "**not**". Example:

The quadratic form **was not termed** nonsingular.

c) In interrogative sentences with a PC (with the exception of questions to the subject), the verb form was / were coming before the subject. Example:

Was the equation **known** as the auxiliary equating?

To master the training instructions "b" and "c", the corresponding exercises No. 2.3 from the complex exercise are performed.

Exercise number 2.3.:

a) listen to the speaker's exemplary reading of the following sentences, in pauses, read each sentence aloud, b) write the numbers of negative sentences in one column, interrogative sentences in another, c) find the second component of the PC in negative sentences and translate them into Uzbek orally, to interrogative give short answers to the sentences. (In total, there are 8 sentences from the PC in the exercise, 4 of them are interrogative, 4 of them are negative).

d) PC with a verb in the Past Indefinite form in most cases is transmitted in the Uzbek language in the form of the passive voice of the past categorical tense and the long past tense. Example:

..... The negative number **was introduced**.

..... Махфий сон **кабул қилинди**.

For a long time questions **were studied** without the aid of negative numbers.

Узок вақт масалалар махфий сонлар ёрдамисиз **урғанилган эди**.

e) In some cases, the PC with the verb in the Past Indefinite form is transmitted in the Uzbek

language by the active voice of the past categorical tense. Example:

This influx of heat during time “t” **was spent** in raising the temperature of the red element by “n”.

“t” вақтдаги бу иссиқлик оқими стержень элементи температурасидаги “n” микдорга купайтириш учун **сарф булади**.

To master the training instructions “d” and “e” exercises 2.4., 2.5., 2.6., 2.7 should be performed.

The third principle - the principle of gradation of rules - provides for the use of the main rule, additions to it and appropriate warnings related to the differentiation of homonymous features of grammatical phenomena. At the same time, warnings and additions should not be particular exceptions to the rules, but also rules clarifying another, more general rule [8, p.396]. Taking into account this principle, in the rules-instructions, for example, on translating PCs from English into Uzbek, the method of translating two-component PCs is first explained, since here PC components are transferred in the same sequence in which they are given in English:

The value of a fraction is not changed. Касрнинг киймати узгармайди.

Only after that, an additional training instruction for translating a three-component PC is offered, which is transferred to the Uzbek language in the following sequence: from the beginning, the first, then the third and, finally, the second components:

The numerator and denominator are multiplied by the same number.

Сурат ва махраж бир хил сон билан купайтирилади.

The principle of combining the methods of non-translatable and translatable semantization depends on the discrepancy between the grammatical structure of the studied and native languages. Since the discrepancies between the English and Uzbek

languages are significant, we used a combination of non-translatable and translated methods of semantization. From the beginning, the PC of the English language was translated into Uzbek, for example:

The role of zero is played by zero matrix.

Ноль ролини факат ноль матрица уйнайди.

The PC of the English language is translated into Uzbek not only with the passive voice, but also with the help of the active voice, as in this example. In such cases, it is also necessary to resort to the non-translational method. To this end, the teacher, with the help of an arrow (or posing a question on the content), explains the direction of the action expressed by the verb-predicate on the subject.

The role of zero is played by zero matrix.

In those cases, where the corresponding PC of the English language has an analogy in the Uzbek language, one can limit oneself only to translational semantization. For example:

The equation is satisfied by the function $a=xy$.

Тенглама $a=xy$ фукция билан каноатлатирилади.

Thus, when compiling rules-instructions for recognizing English PCs in mathematical texts and translating them into Uzbek, we were guided by all the principles developed by I.M. Berman, and also took into account the requirements put forward by the author for formulating rules-instructions.

How should the presentation of grammatical material have intended for teaching reading take place, taking into account the requirements and principles described above? Each new construction should be demonstrated in a micro text, since only the context helps to correctly understand the content of the phenomenon under study. At the same time, a single presentation of a construction is not enough; it must occur several times in the micro text. In the mathematical micro texts, we have selected, the passive construction of interest to us occurred two to four times.

Grammar material should be presented in graphic form. This means that the micro text containing the new passive construction should either be projected on the screen or written in advance on a poster or, in extreme cases, on a blackboard. The new grammatical form should be highlighted in red or underlined.

First, the teacher invites students to read the micro text by themselves and try to understand its general content, for example:

REDUCING FRACTION:

The value of a fraction **is not changed** if the numerator and denominator **are multiplied** by the same number. This **is shown** in the following example:

$$\frac{2 \times 5}{7 \times 5} = \frac{10}{35}$$

It **is called** reducing the fraction to higher terms.

Then he voices the text, writes out on the board and translates into his native language sentences containing a passive construction with a verb in the form of Present Indefinite, reporting a rule-instruction consisting of several teaching instructions, on the basis of which students perform exercises to recognize and understand the passive construction with a verb in the Present Indefinite form. It should be noted that the communication of all the necessary information about a given grammatical structure contained in the rule-instruction is not rational at once, because this makes it difficult to assimilate it. Therefore, it is necessary to give information in certain doses. This way of presenting the material is called "knowledge quantization" [6, c.152], each "quantum" (dose) is followed by exercises for their assimilation. In our case, the minimum dose of information is contained in the training instructions. So, for example, rule-instruction No. 1 contains 12 training instructions (a, b, c, d, e, f, g, h, i, d, k, l):

a) If the sentence contains a combination of the verb form is/are (in mathematical texts the verb form am is almost never found in the composition of the PC) with the III form of the semantic verb (regular verbs have the suffix "-ed", incorrect ones are given in the translation table and the III form is highlighted in red color), then this form is Present Indefinite Passive (passive voice, present indefinite tense).

b) A verb in the passive voice indicates an action directed at the subject.

After giving the training instructions "a" and "b" students perform exercise 1.1, 1.2.

Exercise 1.1.:

a) read each of these sentences to yourself,
b) determine the presence of Present Indefinite Passive in it and write down the number of the corresponding sentences in your notebook (There are 10 sentences in total in the exercise).

Exercise 1.2.:

a) listen to the speaker's exemplary reading of the following sentences,
b) based on the printed text, repeat each sentence after the speaker in pauses (There are 10 sentences in total in the exercise).

Each dose of information is followed by exercises for their assimilation. In our case, the minimum dose of information is contained in the training instructions. For example, rule-instruction №1 contains 12 training instructions.

Thus, in the conditions of the described methodology for the presentation of passive constructions of the English language for reading literature, students in the specialty master actions with new passive constructions based on verbal rules-instructions formulated on the basis of modern requirements and principles, and graphically distinguished formal features of the construction, which in aggregate and constitutes an indicative basis for the assimilation of grammatical actions.

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