

## METHODOLOGY OF WORKING ON THE FUTURE TENSE CATEGORY OF THE VERB GROUP IN PRIMARY CLASSES

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### **Abstract:**

This article presents ideas and methods for working on the tense category of the verb word group belonging to the group of independent word groups in elementary grades. This article is relevant in that it contains theoretical information about several methods, as well as guidelines for their practical application.

**Keywords:** practical exercises, future tense, category, tense adverbs, program, result, knowledge, skill, competence, present tense, experience, daily activity.

### **INTRODUCTION**

In linguistics, the concept of time is a relative concept. That is, the tense category of verbs is determined in comparison with the time of speech. Accordingly, the tense category of verbs consists of the following three groups:

1. Past tense;
2. Present tense;
3. Future tense.

The essence of the form of the verb tense is revealed on the basis of a comparison of when the action is performed, that is, when the action is performed before and after the speech. Words in the verb group change by taking tense endings. Present tense verbs-what is he doing? will be the answer to the question, what did the past tense verbs do? Their lexical meanings are also known from these questions. Teaching students to effectively use the above-mentioned questions to make the tense form in words related to the verb group will have a positive effect. Because on the basis of these question word, students can form any tense form. The past tense form of the verb group expresses the time before the speech, the present tense expresses the moment of the speech, and the future tense expresses the action-state after the speech. .

To express verbs in the present tense form, the following suffixes are added to verbs:

1. -moqchi;
2. -moqda
3. -r(ar);
4. Forms such as -ajak.

### **LITERATURE ANALYSIS AND METHODS**

In the process of teaching students, the verb group in primary grades, along with teaching its specific features, some essences of the tense category are also revealed. That is, although the essence of this

concept is not revealed to the students in depth, its content is explained based on basic information. In linguistics, the verb is a relatively comprehensive and complex word group, so it is taught step by step in classes.

The national program developed by the Republican Education Center, integrated with the experience of foreign education, divided the delivery of basic information about the tense category of the verb word group to students in the second grade period. That is, the tense category, which is considered to be one of the main characteristics of the verb word group, is taught to students from the 2nd grade.

The topic that we want to discuss through our small scientific research work, that is, the basic information about the future tense form of verbs, will also be taught to students in the second grade. This is covered in the fifth section of the Mother Tongue and Reading Literacy textbook, "Who Will I Be When I Grow Up?"

## RESULTS

Present Tense Past Tense Future Tense

Common interrogative: What is he doing? Common interrogative: What did he do? Common interrogative: What do you want to do?

Adverbs: -yapti, -yotir, -ayotir

Suffixes: -di, -gan Suffixes: -a, -y (these two suffixes are related only to this period)

Educational period: 2nd grade Educational period: 2nd grade Educational period: 2nd grade

From basic concepts, they learn how to change a verb by accepting a tense suffix. From basic concepts, they learn how to change a verb by accepting a tense suffix. learn how to change.

## DISCUSSION

If we pay attention to the above-mentioned scientific evidence and opinions, the period of studying the tense category of the verb word group is mainly the second class. The name of the section where primary school students get their first understanding of the future tense is also directly related to this tense form. That is, "Who do I want to be when I grow up", within the framework of this section, the teacher talks more about the future with the students using the interview method. The process of giving students an understanding of the future tense takes place in the following form:

1. Comparison, that is, it is carried out by means of comparison;
2. The essence of initial concepts about this tense is revealed;
3. It is said that they are formed by adding the suffixes -a, -y to words denoting action;
4. It is consciously explained that the action is to be performed not now, but sooner, next year, in other words, in the future.

The above is a brief summary of teaching elementary school students about the future. The use of practical exercises and sentences integrated with daily life in order to turn this given knowledge into skills and competences gives a high performance. The sentences should be in the following form:

1. I am reading a book - you are reading now. That is, this action is currently being carried out. I will read a book tomorrow - not right now, you will read tomorrow. That is, the action will be carried out tomorrow. Or it can be in the form of reading a book in the evening.
2. I'm going to the library-I'm going to the library.

In this section, students can strengthen their knowledge by creating a short text on the topic "Who do I want to be in the future" along with receiving information about the future.

## **CONCLUSION**

In conclusion, it can be said that the process of learning verbs in primary grades is mainly covered in the second grade and is continued in the next stages. The process of imparting these initial concepts also includes the future tense. Knowledge about the form of the future tense is strengthened through practical exercises, sentences based on daily activities, various modern interactive methods and didactic games.

## **List of Used Literature**

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