



## Difficulties of Learning Verb Tenses of English for Native Schoolchildren (In the Aspect of Present Tenses)

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**Abstract:** The research work dedicated to identify the difficulties of learning present tenses of English for native schoolchildren. For analyzing this aspect, we focused our research to the grammar phenomena of each languages. As English and Uzbek belong to different family of languages, according to their different genetic and typological forms, there are many differences between these two languages. The interference of mother tongue can be reason for making mistakes regularly. It should be noted, when each form of present tense is explained pupils separately, it will not be difficult to do the exercises and tasks for each form of them. Main difficulties are arisen in choosing suitable form of a tense because of misunderstandings the difference between forms of the tenses.

**Keywords:** grammar, verb tenses, difficulties, mistakes, misunderstandings, schoolchildren.

### Introduction

Grammar considers as the main part of foreign language in learning it. Before talking about the grammar mistakes, we should understand the terms “grammar” and “content of teaching grammar”.

The term “grammar” is given clear in the works of G.V. Rogova [3]. By grammar, one can mean adequate comprehension and correct usage of words in the act of communication, that is, the intuitive knowledge of the grammar of a language [3:136]. This definition is not in a linguistic point of view. Rogova gives another definition to the term “grammar”. By grammar we also mean the system of the languages, the discovery and description of the nature of language itself. It isn't a natural grammar, but a constructed one [3:137]. So grammar is a very important in forming the sentences correctly [4:299]. It makes a logical meaning of the sentences. By the content of teaching grammar should be understood a part of grammar phenomena, demanding a special grammar explanations and corresponding of language exercises. In the comparison of the content of teaching grammar includes one or two of all the parameters of grammar phenomena. J. J. Jalolov [5] considers that, the grammar phenomena needs to explanation.

It's very important to point out that to the unit of content of teaching grammar includes every semantic, functional and formational features of grammar phenomena, presenting a definite difficulty and demanding working off in the exercises [3: 139-140]. As, we understand from the given below information, the grammar phenomena is the main part of the content of teaching grammar.

Grammar of English makes many difficulties for Uzbek schoolchildren. That's why we should define the ways of teaching grammar. In the works of V.S. Tsetlin, G. V. Rogova, V.D.Arakin there is considered the ways of teaching grammar.

We investigate the experiment done by G. V. Rogova.

In her investigation G. V. Rogova presents more clear explanation to the ways of teaching. In our point of view, teaching grammar should be based upon the following principles:

1. Conscious approach to the teaching of grammar. This means that in the sentences pattern teaching point are determined so that peoples can concrete their attention on some elements of the pattern to be able to use them as orienting the target language. For example: I can see a book. I can see many books.
2. Practical approach to the assimilation of grammar. It means that pupils learn those grammar items, which there need for immediate use either in oral or written language.
3. Structural approach to the teaching of grammar, i.e., grammar items are introduced and drilled in structures or sentence patterns. It has been proved and accepted by the majority of teacher and methodologists that by the majority of teachers and methodologists that whenever the aim is to teach pupils the command of the language and speaking in particular the structural approach meet the requirements.
4. Situational approach to the teaching of grammar. Pupils learn a grammar item used in situations for example the Possessive Case may be effectively introduced in classroom situations.
5. Different approach to the teaching of active grammar (grammar for conversation) and passive grammar (grammar for reading). Grammar items, them, and write sentences using them.

This five approaches guaranty the effective learning of grammar.

In the works on methodic by J.J. Jalolov [1:163-167] the grammar of language material is presented by 7 principles:

- 1) The principle of forming grammar mechanism
- 2) Communicative directed principle
- 3) Practical learning of grammar
- 4) The principle of learning grammar in structure
- 5) To learn the grammar in the speech situations
- 6) The principle of intellectual learning of grammar
- 7) The principle of difference learning of grammar

**Methods and Materials.** The chief difficulty in learning a new language is that of changing from the grammatical mechanism of native language.

The English verb tenses system also presents a lot of trouble to Uzbek pupils. There is the difference, which exists in both languages, which regard to time and tense.

The content of teaching English contain this difficult and easy grammar phenomena that should be explained by teacher. Therefore, the verb-tenses of English grammar are a part of such content.

It is important to point out that verb tenses of English are more differ from Uzbek tenses. Therefore, it makes difficulties to learn them by Uzbek schoolchildren.

A number of grammars consider that, the man grammar meaning of the perfect is the completion of action and the ability of usage of perfect tense with the meaning of action, going on up to the moment of speech.

We must stop in the point of view of A.I. Smirnitskiy, who considers the perfect not as the category of tense and not as the category of aspect, but as the special category of the “tense concerning”

The category of tense concerning defines as the given concerning to the time in common, differs from the category of tense, which gives the relation to the concrete time. We can find such position in perfect too, which doesn't transfer.

The relation to the time in common, but the relation, which always supposes the completeness of action before the moment of speech.

The consideration of perfect as the forms, transferring the retrospectively, does not effect it grammar the quality without opening its main grammar meaning.

The question is about the function of using the given forms. Though, the consideration of perfect as the forms of retrospectively is not wrong.

All those authors, who perceives the national meaning of perfect in that to give the connection of past with the present G.N.Vorontsova, W.Brayan [2] are near to the opinion of retrospectively.

G.N.Vorontsova considers the national meaning of perfect as a meaning of successions, i.e., the successive relation between the past and perfect.

**Result.** By grammar difficulties it should be understood all the grammar parts of language obligations, in which leaned on speaker in all the spaces of speech action- from the formation of speech intention till the realization of motor programming. And by the grammar tasks it should be understood a part of all the grammar tasks, doing of which is difficult by any reasons for students [5: 70].

Grammar difficulties create grammar mistakes in learning procedure of foreign language. Tense category is the main problem in learning English by Uzbek pupils, because there has a number of reasons influencing to this phenomena:

1. The formation of English verb-tenses is mostly analytic and the Uzbek verb-tenses are synthetic.
2. The classification of English and Uzbek tenses is different.
3. The relation between action and moment of speech in verb tenses has own character, i.e., the usage of verb tenses is different in both languages.

There is a problem on the differences of grammar difficulties and grammar mistakes. The grammar mistakes are the main part of grammar difficulties. By the term “grammar mistakes” is understood all the missed mistakes on grammar by pupils during the making of sentences of learned language.

Interference of in the language is the language is a very important question to resolve. We usually meet interference in the speech of Uzbek pupils during the making of English sentences.

What is the reason of making mistakes? The first reason, as we said the interference in the language. The second reason is the wrong teaching of grammar materials. The third reason is not to observing grammar minimum and maximum during the teaching of a language.

J. J. Jalolov investigated the grammar mistakes and analyzed them in every stage of school education [5:62]. He picked out 42 types of mistakes in elementary classes. He realized that the separate mistakes of elementary classes remained both secondary classes. The sums of mistakes were shortened, grown and remained constant, which gives three types of mistakes. There are three types of mistakes which considered by the Methodists: 1) high mistake, 2) average mistake and 3) low mistake.

Low mistakes, which are missed by pupils is met in the speech and they are learned automatically without help of teacher.

Average mistakes are met in the speech of pupils of elementary classes and may remain in the secondary classes. Teacher corrects such kind of mistakes.

High mistakes might be met in the speech of pupils of every stage and remains constant.

The tense category is a very difficult phenomenon in learning foreign language. Therefore, it needs to learn this phenomenon deeply. For Uzbek schoolchildren, English tenses are too difficult in learning. Because the tense- system of this language is different that Uzbek tense-system.

As we pointed out that, during the learning of foreign language verb-tense is considered a difficult phenomenon. The teaching and learning of verb-tenses needs effort.

Mistakes on learning tenses are met in many research works of English and Uzbek scientists.

E. G. Dobronetskaya [6:44-49] in her work on grammar difficulties presents the relation of time and action of every tense. He considers that, we should be able to resolve the main problem on passing mistakes. But we do not agree with her, because, only learning one phenomena we can not learn the other phenomena of a language.

Sattorov T. K. [7] in his dissertation pointed out some difficulties on learning English verb tenses. He pointed out two types of grammar phenomena “difficult” and “easy”, however his point of view much of efforts should be paid to the difficult phenomena.

J. J. Jalolov pointed out the typical mistakes of some tenses and gives the explanation to them.

All mistakes, in learning tenses are appeared in translation, formation of sentences, because as we know analytic formation of English tenses is difficult to understand by pupils. Mistake on usage of verb tenses creates the reason the wrong translation of verb tenses.

Mistakes on learning future tenses are the same, for every class of these tenses. In forming the sentences pupils usually miss an auxiliary “shall” or “will”: I ---- go to school tomorrow. But such kind of mistakes corrected by the pupils themselves.

In translating future Indefinite Uzbek pupils mixes the present Indefinite with it, because in Uzbek “*мен уқийман*” means a future action. But in English “*I read*” means a customary and repeated action in the present.

J. J. Jalolov [6:67] considers, as a mistake of Future Indefinite to pass the auxiliary “will”.

In Uzbek there are no any future tenses, which has the meaning of continuous action in future. That’s why pupils can hardly understand the meaning of Future Continuous tense of the English language.

The meaning of Future Perfect tense of English is easier to understand than the present continuous tense (*shall have done*)–(*қилган буламан*) gives the meaning of present future tense of Uzbek. But this action of Uzbek belongs to all the perfect tense of English.

The type of mistakes in learning the pass tenses of English has a different character in every class of this tense. There are the typical mistakes on learning the past indefinite:

1. Missing of auxiliary verb “did” on forming negative or interrogative sentences. Pupils often do such kind of mistakes, because in Uzbek the term auxiliary has narrow meaning than in England.
2. To the regular and irregular verbs on the past forms of the notional verbs. The term “regular” and “irregular” verb has not got in Uzbek grammar.

During the procedure of learning all continuous tenses, there appears same mistakes. Missing of - “ing” at the end notional verb.

The meaning of action denoted by past continuous tense at English is not considered in Uzbek. Such kind of action has not got in past tense of Uzbek.

Past perfect is a very difficult verb-tense, which creates a number of difficulties in learning them because the sentences “ I have come” “ I came”, “I had come “ in Uzbek has the meaning of completed action. Pupils, firstly do not understand the meaning of the past perfect, but it’s enough to explain them that in this tense, the action is completed to a definite moment in the past.

J. J. Jalalov [1:167- 170] considers as the main difficulties present indefinite: 1) missing the verb-suffixes “-s”, “-es” in the third person; 2) the mixture of auxiliary verbs “to do–do/does“; 3) the mixture of the meanings of the verb “to do“ as an auxiliary and notional verbs: 4) missing the auxiliaries “to do “, “to be“ in the negative and interrogative sentences: 5) mixture of the various forms of the verb “to be”.

In translating the sentences of the present indefinite also makes a number of difficulties. The sentence “I play tennis” in Uzbek gives the meaning of future action “*мен теннис ўйнаймаман*”.

As we see that the present indefinite is a difficult phenomenon. This tense should be investigated deeply.

He considered that the main difficulties of the present continuous are: 1) missing of the verb forms “to be”, 2) mixing of the verb forms to be, 3) missing the affix “-ing”.

In the Uzbek language there is not the auxiliary verb “to be”. It’s difficult to understand the meaning of this auxiliary verb:

I I am - мен I we are - биз

II you are – сен II you are -сиз

III he, she, it is- у III they are -улар

The present perfect tense is the tense denoting connected action in the present. But in Uzbek language only the long past tense and present future denoted the completed meaning of action.

*I have done this work just now.*

*Мен ҳозиргина бу ишни қилдим (қилиб бўлдим).*

The main difficulties on learning the present perfect are: 1)mixing the auxiliaries “have”/ “has”, 2) missing the third form of the notional verb during making the sentences, 3) to make mistakes on translating (to translate wrong).

**Discussion.** Living languages are always in the process of developing. (Zlatoustova, 2003) That is why in teaching and learning the second language, each teacher and learner comes across with the differences between two languages. This phenomenon is called interlingual interference. According U. Veynreyx, E. Хауген, Vinogradov V. A. and Rabinovich A. I., interlingual interference is deflection from norms of one or each contacted languages which is displayed in the bilingual’s speech as a result of introducing with more than one languages (Weinreich, 1953, p. 11; Vinogradov, 1972, p. 16; Haugen, 1972, p. 62; Rabinovich, 1970, p. 1). Taking into consideration these peculiarities of learning and teaching the second language not only it should be included to determine the similarities and distinctions, conformity and discrepancy of interlingual interference for the task of learning languages comparatively in the purpose of linguistics and didactics, but it should be defined methodological relevance of similarities and distinctions of interlingual interference. Solving these complex tasks turn comparative linguistic into real base for private methods teaching foreign languages (Yusupov, 2007, p. 100). As practice shows that acquiring competence even in the field of mother tongue is caused a lot of difficulties. In bilingual auditory, these objective difficulties complicate the interlingual interference related to differences in the system of mother tongue and the second language. That is why, in the purpose of defining canals of interference of mother tongue it is necessary to carry out comparative analysis of language system of the English and Uzbek languages. Here we will not compare all mechanism of comparing language system; it will be compared only forms of the present tense in the English and Uzbek languages. As it is known, the action which has effect on the language is described in present tenses comparatively. That is why; when tenses of the verb are described present tense is taken as a principle. In the process of speech present tenses are used a lot. In teaching English pupils of primary classes come across with forms of present tenses because plants`, animals`, people`s and things` actions are usually given in one of the forms of the present tense.

For example:

- ✓ What is this?
- ✓ It is a dog.
- ✓ What is it doing?
- ✓ It is barking.

As English and Uzbek belong to different family of languages, according to their different genetic and typological forms, there are a lot of differences between these two languages. Especially, pupils regularly make mistakes in mastering present tense forms of the verb and using them in the speech practically because of lack of pupils` attention and mastering presented material badly. The

interference of mother tongue can be reason for making mistakes regularly. It should be noted, when each form of present tense is explained pupils separately, it will not be difficult to do the exercises and tasks for each form of them. Main difficulties are arisen in choosing suitable form of a tense because of misunderstandings the difference between forms of the tenses.

**Conclusion:** from the given in formations we made the conclusion that learning of every English verb-tenses creates a number of difficulties for Uzbek pupils. The present indefinite is a very difficult tense, which needs to deeply learning.

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