



A Comparative- Contrastive Analysis in Teaching Grammar of a Foreign Language (On the Example of the English Perfect)

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Abstract: *The article examines the use of comparative analysis in teaching foreign language grammar using the English perfect as an example. On the one hand, such an analysis will reveal the history of the studied grammatical form's emergence and development, as well as the evolution of its semantics and the identification of its diachronic primary meaning; on the other hand, such an analysis will reveal the history of the studied grammatical form's emergence and development, as well as the evolution of its semantics and the identification of its diachronic primary meaning. The main task of this method is to identify typologically similar phenomena in two languages, native and foreign, to formulate the universal meaning of perfection and, relying on similar peripheral phenomena of the native language, by comparing and contrasting to help students understand the essence of the studied grammatical category.*

Keywords: teaching method, comparative analysis, perfect, diachronically, primary meaning, transposition

Introduction

Nowadays mobility and the ability to quickly receive new information and use it at a professional level are the key qualities for a specialist in any field of activity. In this regard, the need for proficiency in several foreign languages increases, at least at the level of understanding. In turn, this need puts

forward different requirements for the process of teaching foreign languages and for its teachers. Today, more attention is paid to the possibilities of studying a large number of foreign languages at the same time. To do this, it is necessary to develop a single system that allows you to quickly and effectively master all the necessary language skills.

The development of a system of intensive teaching of a foreign language led to the idea of creating a mechanism that allows one to simultaneously study several foreign languages in such a way that the parallelism of their mastering facilitates the learning process.

Visibility in language teaching is one of the main principles, to whom learning is based on specific images, directly perceived by students. In modern didactics Mishin's visualization refers to various types of perception (visual, ear. tactile, etc.). None of the types of visual aids has an absolute advantage over others. For example, the study of nature (themes "Seasons", "Weather", etc.), the most natural objects and images that are close to nature are important in such cases, comparative language learning receives more from advantage, as it is more spectacular, gives additional tone contact or differences of the studied objects.

Main part

L. V. Molchanova as a teaching system offers the most cardinal "bilingual" approach, which involves

the creation of conditions for switching from one language to another. At the same time, analyzing the degree to which the student's personality should become bilingual, it assumes the possibility of achieving not only receptive (understanding) and reproductive (repetition), but also productive (building an independent statement) level. [3, c.185-193] It is worth noting that the implementation of such a method is possible only in a language higher educational institution, in which students have a high level of language ability, with a high interest in the highest level of training.

Proficiency in any foreign language is a whole complex of linguistic knowledge, skills and abilities that are not used separately, but in various combinations depending on the complexity of speech activity. Linguistic knowledge means knowledge of phonetic, grammatical and lexical systems of a foreign language. These systems are basic, and understanding their structure serves as the basis for the development of speech skills and abilities.

Speaking skills provide the ability to effectively conduct speech activities in a foreign language and are subdivided in accordance with the classification of the types of this activities. So there are speaking, listening, reading and writing skills.

One way or another, these days teaching foreign language grammar is a very relevant topic primarily from the point of view of practitioners teachers. Questions arising in this communication, can be reduced to three points:

1. is whether to teach grammar,
2. how much time in percentage, she needs to be engaged,
3. how to teach her.

Detailed analysis of the comparative teaching method foreign languages was given by A.A. Mirolubov The founder of the comparative method was L.V. Shcherbp outlined the ways of creating passive and active grammars of the studied language, emphasizing the importance of consciously

overcoming difficulties, due to the influence of the native language, when studying a foreign.

Taking this aspect into account made it possible to strengthen the general educational values foreign language, had a positive effect on the native language

The consciously comparative method is characterized by the following methodological principles: communicative (speech) orientation, targeting the native language of students: differentiated approach to teaching language material, depending on the purpose of its assimilation, parallel and interconnected teaching of speaking, reading and writing;

reliance on the negative language experience of students in the target language.

In teaching a foreign language, it is especially important to conduct cross-language comparison. At the secondary level of education comparative analysis can not only show the juxtaposition of facts grammar, but it is also advisable to identify the common and the excellent, native and new target language. Moreover, in the description of the value that is absent in the native the language of the learners, there may be difficulties.

When teaching a foreign language, one of the main areas of interference is grammar, which occurs when learners instinctively see parts of their native language that they understand in unfamiliar elements of the foreign language system. The difficulty is exacerbated by the nature of traditional grammar instruction. They frequently reduce down to a list of several contextually determined syntagmatic interpretations of a specific grammatical form, and students who are taught at the same time frequently do not completely get its paradigmatic meaning and morphological structure. This primarily concerns such analytical forms like Continuous Tense, Future Tense, Perfect. Looks not entirely justified and the approach in which the grammatical phenomena of a foreign language are explained by the means of the foreign language itself, without referring to the

native, as is the case, for example, in many modern communication courses. This approach leads to the fact that trainees often have a hard time understanding how morphological form they deal. This is especially relevant if there are no direct analogues of such forms in the native language of the trainees: in this case, the mechanisms of spontaneous positive transfer simply do not work from a native language to a foreign one.

Based on the foregoing, the question arises next arguments: what should be the methodology of teaching Russian-speaking students in English grammar in order to enable them to overcome difficulties with understanding and the interfering influence of their native language? The purpose of our work is to develop a new, more effective, methodology for teaching Russian-speaking students English grammar, and we propose to use comparative analysis as the most important element of such a methodology. The purpose of this article is to carry out a linguodidactic and psychological-pedagogical substantiation of the advisability of resorting to comparative-comparative analysis when teaching English grammar. We will demonstrate the correctness of the proposed technique by focusing on the perfect temporal form of the English verb, which is one of the most challenging for Russian-speaking pupils, owing to the lack of a perfect verb form in current Russian. The fact that grasping the meaning of this grammatical category is difficult shows that the strategy to teaching it is flawed, as it does not allow for the semantisation of this grammatical event for some reason. The perfect often remains a strange and incomprehensible construct in the imaginations of trainees.

Since it is difficult to understand the basic meaning of the modern English perfect, it seems reasonable to turn to the diachronically original meaning of this grammatical form - the meaning that was inherent in it before grammaticalization, when it was still only a syntactic construction. It is necessary to explicate the semantic evolution of the perfect and draw the attention of trainees to the diachronic primary

semantics of the possessive turnover that lies at its foundation.

However comparative approach, which is basically pragmatic, the comparative method is directed at specific applied and practical purposes, it does not eliminate the theoretical part of considering its difficulties.

Both strategies are perfectly suited for the aims of this job, as you can see from these descriptions. The comparative method, which is based on comparative historical analysis, will allow researchers to reconstruct the "protorealia" - that is, to show which grammatical structure the present English perfect derives from and to establish its semantic growth. Moreover, this method will allow us to consider the perfect in a broad perspective, talk about perfect and perfect as such, and see how perfect arises and develops in other European languages. In our case, such a comparison, naturally, will be carried out mainly in relation to the Russian language. Such an analysis will allow us to grasp the very essence of perfect and perfection, to reveal its original, primary meaning. It will also make it possible to carry out all these procedures in relation to this grammatical category in the Russian language, and this, in turn, will make it possible to make a positive transfer to the English language system.

As a result, comparative analysis is a theoretical examination of the linguistic phenomena of the languages under consideration. Although the use of the practical comparison approach is not entirely discouraged, the goal in this case is to theoretically, through comparative analysis, cause pupils to comprehend the studied grammatical category at its earliest stage of development - the stage of material acquaintance.

Conclusion

Consequently, we propose to use such an approach to teaching the perfect category, which is not represented by a native speaker of modern Russian, and in which this category is disclosed and, in a sense, reconstructed in Russian-speaking thinking. It

is first actualized in the native language, and then transferred to the studied English language's structure. There should not be an abstract explanation of this category, but rather its reconstruction, the actualization of perfect semantics in students' Russian-speaking thinking, followed by a transfer to English. With this approach, it is assumed that not only the mechanisms of explicit thinking will be involved, but also the deep layers of implicit knowledge.

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