



## TEACHING V1 STUDENTS ENGLISH VERB VOCABULARY BASED ON MODULE TECHNOLOGY

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**ABSTRACT:** - In the article, the theoretical problems of teaching the English verb lexicon to students of V1 level, the role of modular technology in teaching the verb lexicon, the educational and educational possibilities of teaching based on modular technology, language learning, knowing certain words in this language and using them in speech, priority directions for learning English are defined.

**KEYWORDS:** V1 level, English language, verb lexicon, theoretical problems of teaching, modular technology, educational and educational opportunities.

### INTRODUCTION

In the Strategy of Actions for the Development of the Republic of Uzbekistan for 2017-2021, language skills play a key role in the strategy, which is intended to fundamentally improve the effectiveness of the reforms, ensure the comprehensive development of the state and society, and create the necessary conditions for the modernization of all areas[1]. In this study, carried out in accordance with the fourth direction of the action strategy, special attention is paid to the development of education and science in the development of the social structure, support of the state policy on youth, in-depth acquisition of foreign

languages, and the study of languages integrated into sciences.

In the context of the integration of Uzbekistan into the international scientific and educational space, learning and teaching foreign languages, especially English, which is the language of international communication, becomes not only a component of fundamental education, but also one of the means of "expanding the mobility of students, increasing the competitiveness of graduates in the domestic and global labor markets"[2, page 5].

Improving the verb lexicon for teaching English verbs to V1 students on the basis of modular

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technology. Learning the language requires knowing certain words in this language and using them in speech. The word is the main structural-semantic unit of the language, which serves to name objects, processes, their properties and relationships between them. Through words, people record the results of their knowledge activities, without words it is impossible not only to express and convey concepts and ideas, but also to form them.

## **ANALYSIS OF LITERATURE ON THE SUBJECT**

V.A.Bukhbinder, S.V. Kalinina, G.V. Rogova, F.M. Rabinovich, N.I. Gez, M.V. Lyakhovitsky, S.V. Shatilov, B.V. Belyaev, U.Kh. Hoshimov, N.M. Kurmanbaev, W. Allen, Dj. Shrivener, M. Lewis, M. McCarthy, Dj. Morgan, R. Carter, P. Nation, Dj. Richards, R. Phillipson, P. Lightwone, N. Spada, M. Rinvolueri[3]. Studying the structural, functional and semantic properties of verbs as a class of special words, describing the properties of objects and their relations L.G. Babenko, N.N. Boldirev, A.V. Bondarko, E.Ya.Gordon, T.A.Knyazeva, I .N. Meshchaninov, A. Panasenko, A. I. Reidel, A. G. Silnitsky, D. Bolinger, B. Comrie<sup>8</sup> expressed in research[4]. The scientific literature was analyzed in order to determine the previous teaching-methodical experience on the studied problem, as well as to determine the promising directions for the development of the theory and practice of teaching English lexicon and verbs in general. Selection of the lexical minimum of vocabulary teaching I.A.Gruzinskaya, A.A.Lyubarskaya, receptive and productive learning of vocabulary P.Neishn, M.West, stages of working with vocabulary N.Geiz, S.Kalinina, I.Berman, use of lexical exercises and joint use is disclosed in the works of such well-known experts as E.P.Shubin, G.V.Rogova. The analysis of scientific works on the methodology of teaching foreign languages shows that most researchers, linguists, methodologists studied

the language, including the lexicon, from the point of view of grammar [5].

Words are presented as separate units that fill the gaps in grammatical devices, and lexical knowledge, competence and skills are included in declarative knowledge sentences. Mastering the lexicon of a foreign language is recognized as the basis for mastering all levels of this language. For this purpose, a broader approach is needed and lexicon should be at the center of learning as the main indicator of word and language acquisition in general. Because, first of all, only after being able to pronounce the word and knowing its meaning, the individual can perform all types of speech activities such as listening, speaking, reading, writing.

For 2013, the state educational standards of the Continuing Education system for foreign languages, curricula, teaching manuals, teaching-methodical manuals, teaching-methodical sets were studied and analyzed[6]. As a result of the analysis, it was determined that the level of knowledge of English verbs is not specified in the programs, and the minimum vocabulary that students at the V1 level should acquire is not specified in the programs, and it was determined that students should emphasize what they should pay attention to when learning words on a specific topic. You can only rely on specific vocabulary on the topics recommended in the program. This approach allows you to choose verbs in English just like in any foreign language. English B1 textbooks of V1 levels pay little attention to English verbs and do not have enough didactic material to work with verbs that are difficult to master and exclude the possibility of learning their specific use in speech, and the number of examples in exercises is not enough to strengthen vocabulary, suggestion exercises and assignments are not aimed at independent acquisition of knowledge, especially thinking

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and the formation of skills of using words in the appropriate context. Textbooks, teaching-methodical sets, and teaching-methodical sets are methodologically appropriate and interesting, but they do not provide and develop enough educational and language materials for the formation of students' lexical competence [7]. does not satisfy, and in rare cases, educational and linguistic materials for independent work require the identification of the typology of the difficulties of the English verb on the basis of lexical and grammatical interference.

Many teachers talk about the difficulties they face in learning the lexicon of new verbs. These include lack of language environment, lack of knowledge of methods of effective teaching of foreign language verbs using innovative pedagogical and modular technologies. During the training of more than 70 teachers, it was found that the lessons do not pay enough attention to increasing the vocabulary of students, especially the lexicon of English verbs.

The teachers' pay attention to the meanings of the new words, but it was observed that in all the participating classes, the traditional grammar translation method was mainly used. Words are learned separately, which does not help to develop the skills of using them in speech. Students do not have an understanding of how words are made from other word groups. In all the lessons we attended, there was no mention of verb-forming prefixes and suffixes. Grammatical categories of the verb are explained in many cases without logical connections for three years.

Teachers explain such shortcomings as a lack of time, insufficiently comprehensive development of the curriculum, poorly thought-out educational and language exercises in textbooks.

The tasks given to determine the level of students' knowledge of English verbs were in accordance with the program and the teaching stage. A total of 15 tasks were given in order to determine their meaning and use in the sentence [7]. The level of knowledge was 36%. This indicates that Uzbek students have a low level of knowledge of the English verb lexicon. Thus, the results of the survey conducted in order to determine and systematize the level of knowledge of English verbs by students and the main difficulties in mastering linguistic material due to the influence of speech interference:

low knowledge of the meanings of English verbs;

often use them incorrectly in oral and written speech;

showed many cases of making mistakes in translating English verbs from English to Uzbek.

Students at the V1 level have difficulties in identifying the morphological and syntactic features of English verbs. They make mistakes in the semantic differentiation of verbs, have little knowledge of their structure, etc. All this is another confirmation that it is necessary to carry out purposeful work on the formation of skills and abilities to use verbs in oral and written speech of students in English.

It is based on the fact that modular teaching of students at level V1 provides them with the opportunity to form a more complete picture and knowledge about the subject. This knowledge and imagination can be transformed into skills and abilities that can be used creatively when needed in the teaching process. This is done in learning English as a foreign language based on modular technologies and in other aspects of the linguistic hierarchy, the lexicon of English verbs.

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In English and Uzbek, verbs exist in three different tenses: present, past, and future. However, the tense forms in the languages being compared do not always match. The system of tenses in the Uzbek language is quite widespread: there are eight forms of the past tense, three forms of the present tense, and three forms of the future tense. Each form is represented by certain suffixes. The form of the past tense in English is formed with the help of the second form of the verb or an auxiliary verb: to have + Participle II form of the main verb. For example: He came at 8 o'clock. – соат 8 да келди. They had finished all their work by that time. – Бу вақтгача улар барча ишларини тугатган эдилар..

A comparative study of the Uzbek and English languages showed that there are great differences in the morphological and syntactic aspects of the verbs of both languages. These differences cause cross-linguistic interference in Uzbek students' learning of English verbs. To eliminate it, it is necessary to create a typology of special language teaching tasks using modular technology.

In conclusion, the qualitative and quantitative results of teaching English indicate the need to introduce modular technology into the learning process of students at the V1 level. Because it helps to speed up the educational process and to master this language learning material consciously.

Experiential teaching with the help of modern pedagogical technologies leads to the improvement of English language teaching in the Uzbek audience, to increase the level of individualized teaching and to increase the level of efficiency of the educational process.

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