



## **RULES FOR THE USE OF EPHEMERALS IN THE ENGLISH-UZBEK JOURNALISTIC STYLE**

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### **Abstract**

This article is a higher education institution based on English language specialization to teach students the English verb phrase and its grammatical features the use of ephemerals for teaching, the basics of creating a set of communicative-integrative exercises.

**Keywords:** Methodology, interference, competence, comparative analysis, typology of exercises, systematic principle, use of ephemerals, communicative-integrative.

### **INTRODUCTION**

**Relevance of the Topic:** Rules for the use of ephemerals in the teaching of foreign languages by students shaping is the main goal of today's methodology.

The rules for using ephemerals, in turn, include several sub-competencies, the first of which is linguistic competence. Linguistic competence means that a student has excellent knowledge and skills in English grammar and vocabulary. To do this, it is necessary to make a comparative analysis of the native language and a particular language unit in the target language, and to consider cases of interference depending on the results of the analysis.

By linguistic interference, we mean the errors made by a speaker of a second language as a result of the influence of one language on another. Once these situations are identified, the teacher should create a set of exercises to help students overcome these problems. In the creation of a set of exercises, words that appear as a synonym for words and phrases that seem awkward, inappropriate, or rude to say to a systematic principle, from light to complex, and to euphemisms (Greek *yeirpegsha* - soft expression).

Ephemerals serve to avoid calling a negative reality, to mitigate the negative effects of such a reality, to minimize the negative effects of obscene, annoying, disrespectful, unethical situations, or hidden realities that cannot be told directly; it is used to convey an unpleasant message in a softer, softer form. Instead of saying he was dead, he died, he died, he died; Instead of saying birth, it is better to use expressions such as tearful, relieved. In our study, the main goal was to create a set of exercises aimed





at teaching the grammatical features of the English verb phrase for first-year students majoring in English, and this article presents the main results of the research [1].

**Subject News:** For effective teaching of any foreign language, first of all, the mother of students comparing language and learning languages with each other, comparative analysis of them need Similarities and differences of these languages by comparing languages is manifested: similar features help to learn a second language more easily, the distinctive features make it difficult to learn the language, and this difficulty in turn lead to errors in speech.

For example, verbally some students may pause or mispronounce in speech. The Department of Linguistics, which deals with the identification of similarities and differences between two languages by comparing them with each other in foreign language teaching, is called Contrastive Linguistics.

It is natural for students to make mistakes when learning a language. "Error is not a disease, but a sign that the distinctive features of the two languages in the mind of the reader are incompatible and make it difficult for him to learn the language," says Yarseva. Interference cases, according to the results of observations, are often made by most students in certain linguistic situations, i.e., students repeat the same mistakes as each other. From this it is clear that these errors are caused not by individual factors of students, but by systemic language factors [3].

A teacher who teaches a foreign language must be aware of the differences between the languages that cause such situations and the methods that allow them to overcome them. The simplest examples are "He is a student", "I am writing a letter" and we can see that the English verb "to be" is not translated into Uzbek. In the second example, the present continuous verb is represented in English by the auxiliary verb "to be" and the suffix "-ing", while in Uzbek it is expressed only by the suffix "-yapman". Today, the main goal of the education system is to develop a new, individualized personality of each student, aimed at the full development of each student, his place in society and further self-improvement. is to create an education system based on a holistic approach.

The purpose of teaching foreign languages has changed according to this approach, and the new term "competence" (skill, ability) has become more common in the methodology. Competence (from the Latin "ability") - a set of knowledge, skills and abilities that are formed during the teaching of a subject, or the ability to perform any activity on the basis of acquired knowledge and skills.

This term was first introduced into linguistics by N. Chomsky. Later, the American scientist D. Haymes (1972) further refined this concept and Introduced the term





communicative competence into science. By the European Union the concept of communicative competence was analyzed in detail and its composition parts were developed. According to him, the communicative competence is as follows competencies: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural competencies.

In order to know the level of teaching verbs in first-year Uzbek classrooms, it is necessary to analyze the curriculum for grammar. However, first of all, it is worth considering that different Methodists have analyzed the coverage of the topic, a set of exercises and assessment methods in the textbooks, namely in grammar textbooks. For example, Galskova N. and Gez N. say that when choosing a source for learning grammar based on a communicative approach, they should do the following:

1. When choosing materials, they are natural in the different communication processes of language should be used examples, from fictional, artificial examples should not be used;
2. The form, meaning and use of grammatical units in educational sources the rules should be given separately, clearly. This is because students use the connections between these three links in different contexts they must see and understand;
3. Adequate grammar rules to the level of students' comprehension should be presented in a tailored manner;
4. Return the previous one before giving a new topic and between them the connection must be specified. The focus of foreign language teaching today is on language learners focuses on the formation of communicative competence. As a result, grammatical units and rules are also communicative rather than traditional it is advisable to teach based on the approach. For research the prepared exercise is called pre-communicative and communicative exercises consists of a set of exercises that are easy to look at, Grammar from the structure of the unit to the rules of its use and the communication of the speaker in the process, depending on the circumstances in which it is used.

Researcher based on the following factors when creating a set of exercises: 1) Students in explaining a particular topic, the languages they are learning with their mother tongue Emphasis was placed on similarities and differences between grammatical units; 2) This is the case for topics where there may be an interference problem prevention exercises were developed; 3) A systematic approach to the set of exercises Based on the principle of systematicity, a sequence of tasks was created, that is, from light to complex, from pre-communicative exercises moved to communicate exercises. 4) As much as possible, English and Uzbek culturally specific contexts were selected and included in the exercises. 5) State according to the educational standard and the





students' knowledge indicators, the exercises were given in difficulty according to the B2 level.

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