

PRINCIPLES OF PRESENTING THE MATERIAL ON VOICE FORMS

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ABSTRACT:

The category of voice differs radically from all other hitherto considered categories from the point of view of its referential qualities. Indeed, all the previously described categories reflect various characteristics of processes, both direct and oblique, as certain facts of reality existing irrespective of the speaker's perception. For instance, the verbal category of person expresses the personal relation of the process. The verbal number, together with person. The verbal primary time denotes the absolute timing of the process, i.e. its timing in reference to the moment of speech. The category prospect expresses the timing of the process from the point of view of its relation. But we cannot say the same about the category of voice.

As a matter of fact, the situation reflected by the passive construction does not differ in the least from the situation reflected by the active constructions – the nature of the process is preserved intact, the situational participants remain in their places in their unchanged quality. What is changed then, with the transition from the adjective appraisal of the situation by the speaker the plane of his presentation of it. It is clearly seen when comparing any pair of situation by the speaker, the plane of his presentation of it.

KEYWORDS: the voice form, comparative analysis, category, syllabus, teaching English.

INTRODUCTION:

The teacher should realize difficulties the sentence pattern presents for his students.

Comparative analysis of the grammar item in English and in Russian or within the English language may be helpful. He should think of the shortest and simplest way for presentation of the new grammar item. The teacher should remember the more he speaks about the language the less time is left to practice. The more the teacher explains the less his students understand what he is trying to explain, this leads to the teacher giving more information than is necessary, which does not help the students in the usage of this particular grammar item, only hinders them.

It means that students learn those grammar items which they need for immediate use either in oral or written language. For example, from the first steps of language learning students need the Possessive Case for objects which belong to different people, namely, Mike's textbook, Ann's mother, the girl's doll, the boys' room, etc. The teacher masters grammar through performing various exercises in using a given grammar item.

Grammar items are introduced and drilled in structures or sentence patterns. It has been proved and accepted by the majority of teachers and methodologists that whenever the aim to teach students the command of the language, and speaking in particular, the structural approach meets the requirements.

Students are taught to understand English when spoken to and to speak it from the very beginning. This is possible provided they have learned sentence patterns and words as a pattern and they know how to adjust them to them to the situations they are given.

In our country the structural approach to the teaching of grammar attracted the attention of

many teachers. As a result structural approach to grammar teaching has been adopted by our schools since it allows the pupil to make up sentences by analogy, to use the same pattern for various situations. Students learn sentence patterns and how to use them in oral and written language.

The teacher should furnish students with words to change the lexical (semantic) meaning of the sentence pattern so that students will be able to use it in different situations. He should assimilate the grammar mechanism involved in sentence pattern and not the sentence itself.

Students learn a grammar item used in situations. For example, the Possessive Case may be effectively introduced in classroom situations. The teacher takes or simply touches various things and says this is Nina's pen; That is Sasha's exercise-book, and so on.

The teacher should select the situations for the particular grammar item he is going to present. He should look through the textbook and other teaching materials and find those situations which can ensure comprehension and the usage of the item.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism.

If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes:

"Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying you rule you can easily tell whether a sentence that you hear a grammatical English sentence or not."

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Students need grammar to be able to aud, speak, read, and write in the target language.

This "grammar" functions without the individual's awareness of technical nomenclature; in other words, he has no idea of the system of the language, and to use all the word-endings for singular and plural, for tense, and all the other grammar rules without special grammar lessons only due to the abundance of auding and speaking. His young mind grasps the facts and "makes simple grammar rules" for arranging the words to express carious thoughts and feelings. This is true because sometimes little children make mistakes by using a common rule for words to which that rule cannot be applied. For example, a little English child might be heard to say Two mans comed instead of Two men come, because the child is using the plural "s" rule for man to which the rule does not apply, and the past tense ed rule for come which does not obey the ordinary rule for the past tense formation. A little Russian child can say ножов instead of ножей using the case-ending "ов" for ножи to which it does not apply. Such mistakes are corrected as the child grows older and learns more of his language.

By “grammar” we also mean the system of the language, the discovery and description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several constructed grammars: traditional, structural, and transformational grammars. Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactic level; transformational grammar studies basic structures and transformation rules.

What we need is simplest and shortest grammar that meets the requirements of the school syllabus in foreign languages. This grammar must be simple enough to be grasped and held by any pupil. We cannot say that this problem has been solved.

Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading grammar material should be selected for the purpose. There exist principles of selecting grammar material both for teaching speaking knowledge (active minimum) and for teaching reading knowledge (passive minimum), the main one is the principle of frequency, i.e., how frequently this or that grammar item occurs. For example, the Present Simple (Indefinite) is frequently used both in conversation and in various texts. Therefore it should be included in the grammar minimum.

For selecting grammar material for reading the principle of polysemia, for instance, is of great importance.

Students should be taught to distinguish such grammar items which serve to express different meanings.

For example, -s (es)

The selection of grammar material involves choosing the appropriate kind of linguistic description, i.e., the grammar which constitutes the best base for developing speech habits.

Thus the school syllabus reflect a traditional approach to determining grammar material for foreign language teaching, students are given sentences patterns or structures, and through these structures they assimilate the English language, acquire grammar mechanisms of speech.

The content of grammar teaching is disputable among teachers and methodologists, and there are various approaches to the problem, students should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and be able to easily recognize grammar forms and structures while hearing and reading, to reproduce phrases and sentences stored up in their memory and say or write sentences of their own, using grammar items appropriate to the situation.

The property of the category of voice shows the its immediate connection with syntax, which finds expression in direct transformational relational between the active and passive constructions

The said fundamental meaningful difference between the two forms of the verb and the corresponding constructions that are built around them goes with all the concrete situational contexts. In particular, we find the object – experience featuring achieved by the passive in its typical uses in cases when the subject is unknown or is not to be mentioned for certain reasons, or when the attention of the speaker is centered on the action as such respectively.

Another act of terrorism has been committed in Argentina. Dinner was announced, and our conversation stopped.

All the functional distinctions of the passive both categorical and contextual connotative are sustained in its use with verbids.

For instance, in the following passive infinitive phrase the categorical object

experience featuring is accompanied by the logical accent of the process characterizing the quality of its situational object. *This event will never be forgotten.*

The past participle of the objective verb is passive in meaning, and phrases built up it by display all the cited characteristics. E.g. *Seen from the valley, the castle on the cliff presented a fantastic sight.*

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