COMPARATIVE ANALYSIS OF THE PRESENT TENSE FORMS IN THE ENGLISH AND UZBEK LANGUAGES

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Received 01-NOV-2015; Accepted 29-JAN-2016; Online 01-MAR-2016

Abstract: This article introduces scientists’ opinions about interlingual interference, the importance of using present tense forms in primary classes and comparative analysis of present tense forms of the English and Uzbek language system taking into consideration the interlingual interference. In the article it is given table which shows distinctions between two languages clearly. The author indicates the reasons of appearing interference and states that in the process of teaching and learning the second language it should be chosen effective methods and a range of exercises to overcome the strong and weak interlingual interference and agrees with defining methodological relevance of similarities and distinctions of interlingual interference. It also given recommendation for future teachers what to do in order to avoid the negative influence of mother tongue in learning the second language.

Keywords: interlingual interference, present tense, the kinds of interference.

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. Xaugen, 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.
The interference of mother tongue influences on defining the difference between them seriously because there are 4 forms of the present tenses in English and 2 forms of the present tenses in Uzbek. The table which is given below shows the definite difference between English and Uzbek.

<table>
<thead>
<tr>
<th>Present Simple Tense</th>
<th>Present tense in English</th>
<th>Present tense in Uzbek</th>
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</thead>
<tbody>
<tr>
<td>It is used for something that is permanently true, for habits and for permanent actions. (Walker E. and Elsworth S., 2000, p. 10)</td>
<td>I (we, you, they) write.</td>
<td>This tense is used to express the action which is happening now and will happen after that.</td>
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<tr>
<td>She (he, it) writes.</td>
<td>Men yozaman Biz yozamiz</td>
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<tr>
<td></td>
<td>Sen yozasan Siz yozasiz</td>
<td>Sen yozasan Siz yozasiz</td>
</tr>
<tr>
<td></td>
<td>U yozadi Ular yozadilar</td>
<td>U yozadi Ular yozadilar</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Present Future Tense</th>
<th>Present Continuous Tense</th>
<th>Present Perfect Continuous Tense</th>
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<tbody>
<tr>
<td>It is used for an action which is in progress now. I am writing. He (she, it) is writing. We (you, they) are writing.</td>
<td>Men yozyapman Biz yozyapmiz Sen yozyapsan Siz yozyapsiz U yozyapti Ular yozyaptilar</td>
<td>It is used to refer to an activity which has been taking place in the recent period up to the present. I (we, you, they) have been writing. He (she, it) has been writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I (we, you, they) have written. He (she, it) has written.</td>
</tr>
</tbody>
</table>

The table shows that in English the present simple tense is formed by adding -s, -es to the 3rd person, other persons are conjugated without suffixes. In Uzbek it is not existed this form of the present tense, that is why it is translated into Uzbek like present future tense taking a suffix -a.

For example:

I get up at 7 o’clock every day.

Men har kuni ertalab soat 7 da turaman.

In English the present continuous tense coincides with the present continuous tense according to their meaning and usage. But the formation of the continuous forms is quite different. In the Uzbek language the present continuous tense is formed by adding the suffix -moqda, -yap, in English it is formed with the help of auxiliary verb “to be” and adding the suffix -ing to the main verb. Because of different formation pupils have difficulties with making up the correct sentences. They usually omit the auxiliary verb “to be” in the present continuous tense and forget to add the suffix -e and -es to the 3rd person in the present simple tense. In the Uzbek language there is no similar form of present tenses which can be coincided with the present perfect tense and present perfect continuous tense in English. The sentences in present perfect and the present perfect continuous tense can be translated from English into Uzbek using one of the forms of the past tenses of the Uzbek language.

Interlangual interference can be strong and weak. The weak interference disappears after doing some exercises fast. The strong interference lives long, it requires doing a lot of exercises (Yusupov, 2007, p. 104). That is why; it should be given tasks and exercises in teaching materials devoting to distinguish the distinctions between tense forms persistently. It helps pupils to remember and acquire skills on given material.
A future teacher of foreign language must not only acquire the language independently, understand its structure deeply and correctly from linguistic point of view, but she or he should know the sides of foreign languages which draw together or differ this language from pupils’ mother tongue (Arakin, 1973, p. 6).

References


