

# IN ENGLISH CLASSES METHODS OF TEACHING

## AUXILIARY WORDS

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**Annotation:** Auxiliary words, their specific characteristics, classification, types, functional-stylistic features are thoroughly analyzed in the article, and the methods of teaching to students in English classes are discussed.

The article is a practical guide for teachers of general secondary schools, academic lyceums and teachers of higher education in the trainings organized by subject in teaching the subject "Uzbek language" in English. serves as a guide.

**Key words:** English lessons, independent word, auxiliary words, training, auxiliary, conjunction, loading, classification, equal, following conjunctions.

Words are divided into independent and auxiliary words according to whether or not they are an answer to a certain question, the presence or absence of an adjective meaning, whether they agree in the sentence as a part of a certain sentence or not. split

Words with the meaning of Atash or words that are used in their place and answer certain questions and act as a part of a sentence are independent words that have a lexical meaning or There are words that have changed to express grammatical meaning and cannot be answered to a certain question, such words are called auxiliary words. Auxiliary words connect independent words or sentences together and add additional meaning to their meanings. Auxiliary words include helpers, conjunctions, and prepositions.

The following brings the auxiliary word closer to the independent word<sup>1</sup>:

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<sup>1</sup> Sayfullayeva R. va boshqalar. Hozirgi o'zbek adabiy tili. -Toshkent: "Fan va texnologiya. 2009. –B. 266.

- a) separate form;
- b) the presence of a lexical meaning (the noun is an auxiliary, the verb is an auxiliary);
- d) often their approach to independent words, their origin.

Function words serve to grammatically connect independent parts of speech. These include: conjunctions, postpositions, particles.

Conjunctions are function words that connect homogeneous members of a sentence or parts of a complex sentence. They are divided into coordinating and subordinating. These include: and, but, however, or, that, and; because, therefore, etc. For example: The student brought books and notebooks to class. He reads a lot, so he knows a lot.

Coordinating conjunctions connect equal grammatical components: homogeneous members of a sentence, as well as often complex sentences. They are divided into three groups:

- 1) Coordinating conjunctions: and, also.
- 2) Adversative conjunctions: but, however.
- 3) Dividing conjunctions: or; to. They are often reused.

Subordinating conjunctions serve both to connect members of a sentence and to connect parts of a complex sentence. These include: because, in order, since.

Postpositions are function words that connect nouns and words used instead of them with other parts of speech, especially with verbs. They express conditional, causal, temporal, spatial, directional and other relationships between names or between a subject and a predicate.

Postpositions in the Uzbek language are divided into:

1. Actually postpositions: with, for, as, as if, etc.
2. Nominal postpositions: to the side, before, near, inside, etc.
3. Verbal postpositions: in comparison, by, with, nalinaya, in relation.

Postpositions in the Uzbek language are placed after the word they refer to. For example: with a pen, for the library, on boxing.

Postpositions are divided into groups based on the case in which they are used with words.

The following postpositions are actively used in the Uzbek language: uchun (for, for, for the sake of), orqali (by, through), bo'yicha (by), beri (with, from), singari (as), haqida (about, about, about ), tomon (to, to the side), oldin (before, before), keyin (after, behind), ustida (on), ichida (in, inside), orqasida (behind), yonida (near, at), oldida (at , before), tagida (under), orasida (between, among), tepasida (above), etc. Postpositions are very often replaced by case endings.

Particle are function words that give various additional meanings to a sentence or individual words. Particles are divided into two groups:

1. Particle words: even, only, total, only, too, really, exactly;
2. Affix particles: -mi, -chi, a (ya), -ki, -da, -oq (yoq)

In the English language the interrogative form is expressed according to the auxiliary verb. For example: What about you, aren't you going?

Am I, no, I'm not going? Did he really not recognize me that day? Is it possible for a person to do so much evil? I will leave as soon as I can see.

Particles give a word or sentence a meaning, affirmative, negative, restrictive, etc.

After students are given theoretical information about auxiliary words, their knowledge is strengthened through the following tasks:

### **1. Translate the following sentences into English.**

1. Men ingliz tilini o'rganish to'garagiga boryapman, chunki ingliz tilini yaxshi bilishim kerak.
2. Mustafon tanlovda birinchi o'rinni oldi, chunki u musobaqaga yaxshi tayyorlangan edi.
3. Darsga hamma keldi, lekin Maftuna kelmadi.
4. O'lkamizga yoz keldi, ammo hali havo unchalik isib ketmadi.
5. Talaba darsga keldi, ammo javob bermadi.
6. Golf Angliya, AQSH va Kanadada keng tarqalgan.
7. Sobir akvarel bo'yoqlar bilan ajoyib surat chizdi.
8. Telefon orqali oyim bilan gaplashdim.
9. Bu kitoblarni maktab kutubxonasi uchun oldim.
10. Konsertni radio orqali eshitdik.
11. O'qituvchi talaba bilan suhbatlashdi.
12. Dilshod matnini

o'qidi, lekin yozmadi.13. Biz darsda goh yozamiz, goh eshitamiz.14. Biz ham vatanimiz rivojiga o'z hissamizni qo'shamiz. 16. Karim sport turlaridan faqat boksgagina qiziqadi.

**2. Complete the table below by choosing the auxiliary words used in the above sentences.**

	CONNECTOR	AUXILIARY	LOAD
1.			

**3. Translate the sentences into Uzbek.**

1. They are playing volleyball. 2. After lessons the girls came to the stadium. 3. I do exercises on the treadmill. 4. Wrestlers perform different techniques on the mat. 5. The boy is standing near the football goal. 6. I do morning exercises every day.

**4. Answer the questions.**

1. What did you do after dinner last night? 2. Do your classes end before or after noon today? 3. Does bus 2 stop in front of the Lyceum? 4. Who is sitting in the car? 5. How to get to the Kokaldosh Madrasah? 6. Did you talk to your friends on the phone? 7. How many years have you been studying foreign languages? 8. Do you live near the market? 9. What kind of gift have you prepared for your month? 9. What's in the box?

The subject can be studied on the basis of "SINKWAY" technology. "CINQUEVIN" means "5 lines" in French. Cinquain is an unrhymed poem that helps to synthesize (bring together) information, in which information about the studied concept (event, event, topic) is gathered, and the reader zi is expressed in different variants and through different perspectives.

Rules for creating a syncway:

Syntax is an important skill for expressing complex ideas, intuitions, and feelings in just a few words.

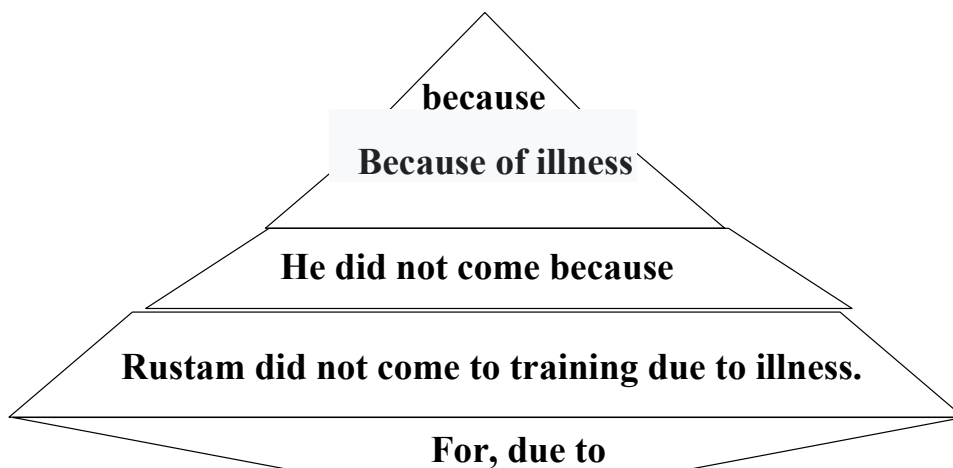
The process of creating a syncway helps to better understand the topic

It provides information about a concept.

The subject (key word) is given in the first line (noun is usually chosen), and one or two qualifiers are chosen for it in the second line (2 adjectives are written). In the third line, it is filled with action-state (3 verbs or adverbs are written)). In the fourth line, the word is turned into a common sentence by various methods (a sentence consisting of 4 words is written). In the fifth line, the synonym of the key word (synonymous word is written for the topic) is given.

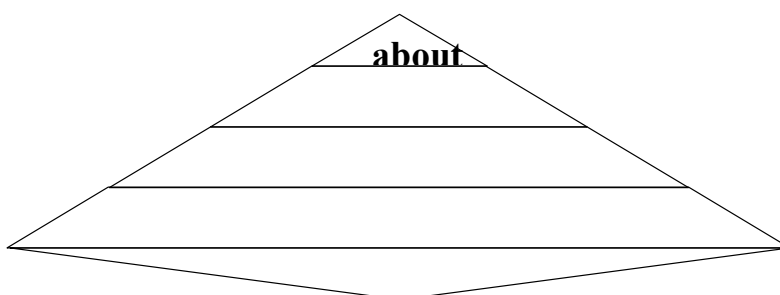
**Assignment:** Define the following assistants using the "Sinquain" method.

**Example: Keyword: because**

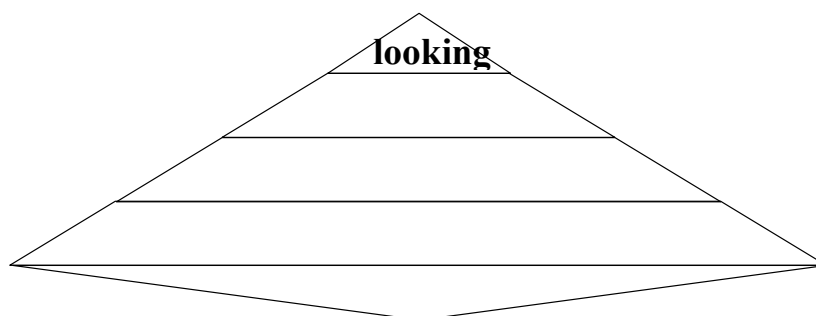


Fill in the blanks using the example above.

**Key word: about**



**Key word: looking**



## CONTROL QUESTIONS

1. What words are included in the group of auxiliary words?
2. What are the specific features of conjunctions? Give examples of conjunctions in the Uzbek language.
3. What are the characteristics of assistants? Give examples of auxiliaries in the Uzbek language.
4. Can auxiliaries be replaced by adverbs? Give examples.

To sum up, free communication through English language classes and exercises that activate communication presented in the course of the lesson are based on the linguistic, linguistic, psychological, sociopsychological and paralinguistic characteristics of the students, as well as general didactic and specific methodological characteristics. can be used as the main tool in raising a well-rounded person with good grammar and high morals. Planning the teaching of auxiliary words in English language classes is not only a means of controlling students' practical knowledge, but also a factor in expanding their knowledge, putting theory into practice, and forming the ability to express their thoughts independently.

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