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**АДАБИЁТШУНОСЛИК ВА ТАРЖИМАШУНОСЛИКНИНГ  
ДОЛЗАРЪ МУАММОЛАРИ: АДАБИЙ ЖАРАЁН, ҚИЁСИЙ  
АДАБИЁТШУНОСЛИК, УСЛУБШУНОСЛИК ВА ТИЛШУНОСЛИК  
МАСАЛАЛАРИ**

**Халқаро миқёсидаги илмий-амалий анжуман  
материаллари  
ТЎПЛАМИ**

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within each generating system. There are also codes that control the combination of different semiotic systems in the movie and work at their junction.

4. Film discourse is an open semiotics that has the ability to interact with the environment.

5. Depending on the approach to research, the units of cinema discourse can be considered the minimum non-discrete image units; large segments (frame, plan), which in addition to the visual component include movement, sound, etc.; chain of frames.

6. Cinema discourse is a multi-code semiotics, which is based on several codes that operate within each generating system. There are also codes that control the combination of different semiotic systems in the movie and work at their junction, genre emotiveness and emotionalogenicity (drama, comedy, tragedy, thriller, etc.), an artistic chronotope in the form of a temporal perspective of a retrospective (futurolological film, historical drama) and localization of events - both fictional and real ones (alien life and events of an abandoned God of Texas town). The cinema discourse also reflects the ethno cultural specific features of both the creators of the film itself and the habitat, coupled with the socio-cultural environment of their artistic creations.

**Conclusion.** Finally, the cinema discourse contains concepts on the basis of which a distinct value component of the message of the director, cameraman and screenwriter is formed - masters of the image and word all rolled into one. Their formation is also facilitated by the imaginative worldview of film artists - the general and his assistants (decorators and costume designers, make-up artists, etc.).

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## **VERB. THE TENSE CATEGORY IS UZBEK AND ENGLISH COMPARED TO LANGUAGES**

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Language is a social phenomenon. Today there are more than 3000 languages in the world. They differ from each other mainly in 3 aspects: phonetic, lexical and grammatical structure, and languages that are similar in these 3 aspects form a family of related languages. There are currently 20 language families. First of all, it should be noted that no language can fully develop

and form on its own. Languages are formed and enriched as a result of transition from one language to another, interacting with each other.

The languages of the world are divided into 2 large groups:

1. Analytical languages: sentence construction, auxiliary words form sentences. For example English
2. Synthetic languages: mainly adverbs and conjunctions serve to form a sentence. For example, the Uzbek language.

It is worth emphasizing the above point once again that no language can be completely analytic or synthetic. That is, even if a single language is considered mainly synthetic, it has some features of analytic languages, and some aspects of syntactic languages can be found in analytic languages.

Verb is a group of words with many grammatical categories in both English and Uzbek languages. The famous Russian linguist V.V. As Vinogradov said, "The verb is the most complex and large group of words." The mutually connecting aspects of two languages:

- 1) It belongs to the group of independent words;
- 2) Action gives meaning; to run
- 3) It both creates another word group and is the basis for creation; ing. teach - teacher, sing - singer, Uzb. torture, trial (there was an exchange of sounds); ing. Wide-widen, Uzb. Consciously, with you. The difference here is that in Uzbek, a verb cannot be formed from a verb by affixation, but in English, it is. Example, write-rewrite
- 4) There are categories of tense, person-number, ratio, inclination (but they have different aspects).
- 5) The main syntactic function is participle. In English it comes after the possessive, in Uzbek it is mostly at the end of the sentence. It is the main central part of the sentence.

In addition, there are functional specific forms of the verb, which are as follows:

1. Uzb. Pure verb form. It is formed by adding suffixes of the relational form of the verb to the base of the verb. M: read, is reading; Ing.. Infinitive to speak
2. Action name/ Gerund reading - reading;
3. Adjective /participleI a running boy - a running boy
4. Ravishdosh/ ParticipleII ing. written poem, Uzb. after writing

Time/ Tense. This category indicates the speaker's attitude to time, i.e. the time when an action is performed or not performed. Both languages have three main tenses. These are: Present/writes; Past/Wrote; Future writes/will/shall write. These are also divided within themselves, and in this respect, the quantity is more in English. However, in Uzbek, the meanings of this time can be given with the help of auxiliary verbs and imperfect verbs. All three tenses include Simple, Continuous, Perfect, and Perfect continuous. Let's look at the example of the past tense:

Simple Past Tense/Past Simple: Past continuous continuous is used for action. I wrote a letter yesterday. I wrote a letter yesterday.

Past continuous verb/Past continuous: In the past tense, it is used to refer to an action that is being done at a specific time. I was writing a letter yesterday at 11pm. I was writing a letter last night at 11 o'clock. Basically, the exact time is displayed, that is, the time is default.

Past perfect tense/Past perfect. A work done in the past tense serves to express an action that was done before the action. The result is primary. After I had watched TV, I wrote a letter. After watching TV, I wrote a letter.

Past perfect continuous. In the past tense, it represents the time of an action that was done until a certain time. This tense shows that the action that started before the past tense continued until the past tense. It is directly related to the past tense. I was tired because I had been playing football. I was tired because I was playing football. (He was tired in the past tense, he was playing football before he was tired.) Ann's clothes were covered with paint. She had been painting. Ann's clothes were colorful. He was painting. (Before Ann's clothes were colored, she was painting)

In a brief word, we have found out the following similarities and differences;

#### SIMILARITIES:

1. There are three main tense forms in both languages. (Present, Past, Future)
2. Four kinds of forms/inflections in past tense;

3. Mostly tense forms come with time of adverb astoday, yesterday, tomorrow, always, now/ bugun, kecha, ertaga, doim , hozir
4. Imperative mood/ Buyruq mayli can expresses the meaning of present-future which is indicated to the second person. Ex. *Speak!/ Gapir; Don't tell/ airtma; Go/ bor.*
5. Present or present continuous forms can be used instead of future which for describing planned action. Ex: *I am coming tomorrow. / Men ertaga kelayapman.*

#### DIFFERENCES:

1. Quantitative of tense forms (16 tense forms in English; 10 tense forms in Uzbek)
2. Formation of tense
3. Coinciding with other categories of verb (In Uzbek tense forms should be coincided with person and number, mood; in English tense forms are coincided with Aspect)
4. Meaning of Mood;
5. Syntactical function

Category of tense is very controversial theme to be analyzed in the two languages, as they are completely different in structure and grammar

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### STAGES OF LEARNING TO SPEAK IN ENGLISH LESSONS

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**Abstract:** *Teaching and learning spoken language is an integral part of any language classroom. Spoken language not only offers "opportunities" for learning as a primary communication tool in the classroom, but is also an important component of the curriculum content and learning outcomes. Nevertheless, teaching spoken language remains a difficult task for many English teachers. The key question here is whether what happens in the classroom is related to the spoken language, to "teaching" or "learning" to talk. The article discusses some of the main stages of learning to speak in English lessons.*

**Key words:** *speaking, communicate, vocabulary, presentation, stage*

#### INTRODUCTION

Learning to speak another language is not an easy task. Conversational speech is a very complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural, and the knowledge and skills of the speaker must be quickly activated in real time. Therefore, it is important that speaking is taught in language classes in the right way.

There are the following forms of language that we use to introduce speaking into the classroom:

- individual words

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