

TEACHING VERBS OF MOTION

(development of a practical lesson based on the developed methodology for students of the 1st year of education

"Theory and Practice of Translation (English)"

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Abstract

The article presents the development of a practical lesson based on the created methodology for 1st year students of the direction of education "Theory and Practice of Translation (English)", conducted in eight groups at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi. The purpose of the lesson is to work out and consolidate verbs of motion conjugated by analogy in training exercises, which contributes to a quick understanding and memorization, as well as the active use of these verbs in oral and written speech by students. The article also discusses the etymological connections of Russian words with English words, which we consider as mnemonic devices that contribute to the easy memorization of new lexical units on the basis of associations.

Keywords: Development, practical lesson, methodology, lexical units, verbs of motion, Present Simple (P.S.), Present Continuous (P.C.).

Introduction

One of the topics studied in the Russian language classes is the topic "Verbs of motion". "The topic "Verbs of Motion" causes great difficulties for students of the Russian language... These difficulties can be explained by the following reasons:

- 1) the richness of lexical patterns of verbs of motion;
- 2) the need to distinguish between the designation of movement with and without transport;
- 3) the presence of non-prefix and prefix verbs of movements;
- 4) the existence of imperfective verbs among prefix verbs, denoting unidirectional and non-directed, single and repetitive motion;

5) among prefix verbs - used paired and non-correlative verbs, verbs with various prefixes, often quite close by chance.¹

In the lesson, together with first-year students of the direction of education "Theory and Practice of Translation (English Language)", we will consider the verbs идти-ходить, ехать-ездить, куда?, as well as 36 new lexical units on the topic "Transport", presented in Table No 1.

Table No 1.

№	In Russian	In Uzbek	Native connections
1.	Transport	transport	-
2.	Type of transport	Transport Turi	See, Video
3.	Terrestrial view Transport	Surface type	earth
4.	Bus	bus	bus
5.	Machine	machine	-
6.	Taxi (call)	taksi	-
7.	Trolleybus	Traleybus	-
8.	Tram	streetcar	-
9.	Electric bus	Electric bus	-
10.	Tesla electric machine	«Тесла»-electric car	-
11.	Underground view Transport	Underground type	earth
12.	Metro	metro	-
13.	Airy view Transport	air type	air, spirit, breathe, rest (compare the semantic parallel in the Uzbek language dam)
14.	Self-Flight	Aircraft	-
15.	Helicopter	vertolyot	-
16.	Ride	Train	-
17.	Water View Transport	type in water	water, see
18.	Teploход	Teploxod	heat, heating, heating
19.	Parokhod	paroxod	couple
20.	Quater	hangover	cutter, cut
21.	Boat	boat	-
22.	Ecology	Ecology	-
23.	Ecologists	Ecologists	-
24.	Nature	Nature conservationists	gender, to be born, birthday
25.	Protector	protector	shield
26.	Defenders of the Nature	Nature conservationists	-
27.	Ecological (m.r.)	Ecologist Toza	-
28.	Ecological (f.r.)		-
29.	Ecological (s.r.)		-
30.	Ecological (plural)		-
31.	Before	Gacha	-
32.	After	Then	-

It should be noted that the difference in the use of verbs of motion is easily explained with the help of two tenses of the English language: Present Simple (P.S.) and Present Continuous

¹ L.S. Korchik Verbs of Motion in Russian Language and Features of Their Teaching in the Chinese Classroom. P.85. <https://cyberleninka.ru/article/n/glagoly-dvizheniya-v-russkom-yazyke-i-osobennosti-ih-prepodavaniya-v-kitayskoy-auditorii/viewer>

(P.C.). The first indicates that the action takes place daily, regularly. Marker words are also important here, such as: every day, every month, every year, constantly, daily Present Continuous, i.e. a long extended time, indicates the action taking place at the moment of the speaker's speech, its duration. At the same time, the words that need to be paid attention to are now, at the moment. Let's consider the above with examples. If we want to talk about actions that occur regularly, then we use P.S. For example: I go to university every day. I go to the university every day. And we use P.C. to say the phrase: I'm going to the university now (I'm on the way). I'm going to the university now (I'm on my way). A similar explanation is given in relation to the verbs to go and to ride. Only during the explanation of the difference in the use of these verbs in the Uzbek group, it is necessary to focus on the fact that they walk on foot, i.e. on their own feet, and ride, i.e. move, on transport. It is important to conjugate the verb to ride in the present tense, because this verb causes difficulties even for those people whose Russian language is considered their native language. A typical mistake is the present tense form: often in people's speech you can hear: I go to work instead of I drive.

At the beginning, together with the students, in task No 1, we conjugate the verb (2nd conjugation) with the stress on the last syllable and with the alternation d/zh. With the change of the ending in the 2nd person singular to -ish and the ending -yat in the 3rd person plural:

Task 1. Conjugate the verb:

№	In Russian	In Uzbek	Native connections
1.	Walk	walk	Hod, steamship (compare above: this is a Russian word in the Uzbek language)

Then the verb (2nd conjugation) with alternating ж/зж, with a change in the ending in the 2nd person singular to -иш and the ending -ят in the 3rd person plural:

№	In Russian	In Uzbek	Native connections
1.	Ezdit	Drive	Food

Next, the verb (1st conjugation) with alternating h/d, with a change in the ending in the 2nd person singular to -esh and the ending -ut in the 3rd person plural:

№	In Russian	In Uzbek	Native connections
1.		Drive	-

Last, we will work out the verb (1st conjugation) with the alternation of х/д, with the change of the ending in the 2nd person singular to -ёш and the ending -ut in the 3rd person plural:

№	In Russian	In Uzbek	Native connections
1.	Go	Go	-

The second task is aimed at working out the verbs to go and to walk.

Task 2. Put the verb to go – to walk in the correct form.

1. Every day we ... to the club. When we... to the club, we meet friends. 2. On Saturdays we ... in the cinema. When we (you) ... from the cinema, we are talking about the film. 3.

Now I ... to the store. When I... there, I buy newspapers at the kiosk. 4. At the moment, we ... to the park. When we... In the park, it's warm outside. 5. Every day students ... in a café and talk. 6. I've been doing it for several years... not in the dining room, but in the buffet. 7. It's winter now. When we... home, it's already dark.

Subsequent tasks are aimed at working out the verbs of motion, so that students remember the difference and correctly use in speech to go (on foot), to go (on transport).

Task 3. Put the verbs to go, to go, to go, to walk in the desired form.

1. I... on a bicycle home. 2. I every Sunday ... To visit my grandfather on a bicycle. 3. Every summer, this student... to Europe by train. 4. – Where are you going...? –I... to the clinic, to the doctor. 5. You... to visit your grandmother on foot or ... By bus?

Task 4. Insert the verbs to go, to go, to ride, to walk.

1. We are now... to the theater on foot. We often... to the theater on foot. 2. You're now... To the institute by taxi? You're always.... To the institute by taxi? 3. He... to work by bus. He every day... to work by bus. 4. We are on Wednesdays... to my grandfather on the train. We sometimes... to my grandfather by bus. 5. Sometimes we ... to visit his acquaintances. 6. Now you ... to the theater by car. You often... To the theater by car? 7. Children now.... to the store on foot. They often... to the store on foot.

Task 5. Insert the words "go", "hodish", "hodit", "hodem", "hodite", "hodite", "hodit".

1. I ... to the pool on Sundays. 2. My brother... to the pool every day. 3. I am seven years old. I'm already... to school. 4. You often... to the stadium? 5. Every Sunday we to the theater. 6. Iza never... walk alone. 7. Schochsulton and Marjona, you... dancing? 8. Shokhrukh often ... to the library. 9. We rarely... afoot. 10. My grandmother sometimes ... to the theater. 10. – Why are you ... so slowly? "My leg hurts. 11. – Where ... Sardor? –He... to the library.

Students then complete **Task No 6** in writing and orally: **Answer the questions. Replace personal pronouns in parentheses with possessive pronouns.**

- 1) "Do you go to university on foot, or do you go by bus?"
–I... Ho... To the university peshkom / I am ... to the university by bus.
- 2) "Does your mother go to work on a bus or take a taxi?"
– ... (I adj. places.)) Mom is... On the way to work/car... taxi.
- 3) "Do you often go to the mountains with your family?"
–...We are... chasto ezd... to the mountains with his family.
- 4) "Are your grandmother and little girl coming to you as a guest?"
– ..., ... (i) Proverbs. places.)) A grandmother with a grandfather ... Often... to us in the guest.
They live around us.
- 5) "Where are you going now?"
"I'm eating now... In a guest to a grandmother and a grandfather.
- 6) "Do you go for a walk with a dog?"

—...I... Ho... For a walk with a dog. I don't have a dog.

7) "Do you often go to the doctor?"

—...I... Often ho... to the doctor.

8) "Are you driving a car or a bus now?"

"I'm eating now... on....

9) – Do you want to study for a driver's license?

—...I... Ho... To study for rights.

10) "Are you going to Samarkand with the class?"

—...I... Ed... with a class in Samarkand. I'm eating... to Samarkand with parents, without class.

Students complete task No 7 on their own, then check it together with the teacher.

Task 7.

1. Rewrite.

2. Write the endings.

3. Simple stress in words.

4. Speak well what you have written.

1. The doctor says...: "Walk from home to the store! We need to walk more. 2. Mama govor... to the child: "Don't run... (run) without knee pads! You're always falling... (fall). You always have pain... knees." 3. Grandma is constantly sick... head. She moves... to the clinic. 4. The arm no longer hurts... after treatment. 5. A student does not take... taxi. She's going... by bus. 6. Ne khod... down the street without an umbrella! ID... rain. 7. Do not take medications without a doctor's prescription! 8. Grandma and Grandpa Are Alive... not far from my grandchildren. The grandchildren themselves ride... to visit them. 9. "Don't drive a car very fast!" Police officers. 10. "Do not have dinner after 6 (six) pm." So the talk... Doctors. 11. Devochka lyublyutsya ezd... On a bicycle. She constantly travels... By bike from home to school. Never falling... from a bicycle. 12. Grandma First Ready... breakfast, then breakfast... with his children and grandchildren. Then he went... for a walk. It has been moving a lot... afoot. 13. Mom's work near home. She doesn't drive... Neither by car, nor by bus. She moves... to work from home on foot. 14. Children constantly watch... television set. They have more... head and pain... eyes. "Don't watch TV for a long time!" (advise) doctors. 15. "Don't whistle at home!" parents. 16. Deti ezd... By bus to school. They are told... that you have to pay for the fare. 17. Children are already riding well... on bicycles. They are happy... (please) your parents. 18. Kata's Boyfriend... (ride) a horse. He is a combiner... walking and riding. 19. Doctors Council... People should walk more, not travel by transport. "Go on foot to work, for a walk!" Doctors. 20. Ya kazhdyj den ho ... (walk) on foot from home to the university. 21. Today is the 9th of May. People are id... to Red Square. They move... on Red Square. 22. Young people b... (take) a taxi. They f... (to go) to the mountains. 23. You often move... To visit your grandparents? 24. Syn cat... (ride) a motorcycle without a helmet. Now he is f... (to go) to the mountains without parents. 25. Our family is out every day... in the park from 9 (nine) to 10 (ten). We've been moving a lot... afoot. 26. My aunt is alive... on the 5th (fifth) floor. She's going... by elevator. She has more... feet and knees. Alive near my aunt... my older brother.

Task No 8 is aimed at auditory perception of different forms.

Task 8.

1. Listen to the song "I am. I'm coming."
2. Fill in the missing endings of verbs.
3. Write the missing personal pronouns in the I.p.

I'm going. I'm on my way

... ed... .. Go....

... ed... ID....

Where ... ID...?

... ID... for work.

Where ... Ed...?

... ed... On the Hunt.

Like a job?

... work... home!

Home for work

... work... house.

To the forest for hunting?

Shoot at the living?

On the photo.

To take pictures of the living!

... ed... .

... ID....

... ed... ID....

Where ... ID...?

... ID... in the theater.

Where ... Ed...?

... Ed... in Staty.

To the theater for a performance?

To the theater on the ballet?

In the opera theater

Bought ... Tickets.

In the states? To New York?

to Michigan, to Nebraska?

I didn't guess,

... ed... Go to Alaska!



To the theater for a performance?

To the theater on the ballet?

In the opera theater

Bought ... Tickets.

In the states? To New York?

to Michigan, to Nebraska?

I didn't guess,

... ed... Go to Alaska!

The last task in the form of a monologue is performed by students in writing.

Task 9.

1. **Read the monologue.**
2. **Write it down in a notebook.**
3. **Put stress in words.**

Modes of transport

There are many types of transport in Tashkent. Among them are ground, underground and air. There are many buses and cars on the streets of Tashkent. Trolleybuses and trams do not run in Tashkent. Many people walk to work and study. Many people drive their own cars, call taxis. Electric buses and Tesla electric cars drive on the streets of Uzbekistan and Russia. They are considered an environmentally friendly mode of transport. This pleases environmentalists and conservationists.

My name is Ismail. Now I walk to school, sometimes I take the bus. My university is 3 (three) stops from my home. I am studying for a license. I love driving.

The metro is growing in Tashkent. The metro is considered an underground mode of transport. Gradually, the metro is turning from an underground mode of transport into a surface mode of transport. Train cars ride on rails on the surface of the ground. Many people love the subway because it is cool underground. And many people love it because now they roll on the surface of the earth and see city buildings, houses, trees.

I don't like air transport. I don't like airplanes, but I love trains. When you travel on the train, you observe nature, birds, animals. I don't travel now and I really miss the train ride.

In my favorite cities: Moscow, St. Petersburg and Nizhny Novgorod, as well as in Kyrgyzstan (on Issik-Kul) there is also a water type of transport: motor ships, steamships, boats and boats. I love to ride a pleasure boat on the water. In summer, a warm wind blows pleasantly in your face. You can't catch a cold. You can admire the beauty: water expanses and wonderful nature. Fish swim in the water. They are pleasing to the eye. I really like to go to Russia in the summer and ride a motor ship and a boat.

Do not sit at home, travel more by all means of transport!

Students are given homework in order to check its completion in the following lesson: Retell the monologue from task 9.

In practice, we have once again seen that the grammar of the English language, in particular the two tenses Present Simple and Present Continuous, helps to easily and quickly explain the difference between the verbs of motion - to walk and go, to go and to go - to students of the direction of education "Theory and Practice of Translation (English)". It is also necessary to recall the similarity of the Russian and English infinitives, the possibility of using both the infinitive and the nominal part of speech in English, which have been discussed a lot before, but due to the fact that this is not the subject of this article, we do not focus our attention on this.

It should also be noted as a note that students have already studied infinitive constructions in the previous classes, such as: I like to do, you can't do, as well as cases of nouns, so they easily cope with all tasks, in particular lexical, because the text contains many sentences for working out cases. Due to the fact that the article reflects only one development out of numerous classes, We consider this note to be appropriate.

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