TAXIS AND THE CHALLENGES OF MASTERING PERFECT TENSES IN ENGLISH

Majidova Kamola

Student of Master's, Faculty of Foreign Languages
University of Exact and Social Sciences

ANNOTATION

This article analyzes the challenges Uzbek speakers face in acquiring English Perfect tenses within the framework of taxis. The grammatical differences between Uzbek and English are considered as one of the primary sources of these difficulties. The semantic and syntactic characteristics of Perfect tenses are examined through comparative analysis, and the problems encountered during the learning process are identified. Additionally, the article proposes effective methods to overcome these challenges. The findings of this study can be useful for students learning English and linguists researching cross-linguistic influences.

Keywords: Taxis, Perfect tenses, English language, grammatical differences, language acquisition challenges, syntax, semantics, comparative analysis, pedagogical methods.

АННОТАЦИЯ

В данной статье анализируются трудности, с которыми сталкиваются носители узбекского языка при освоении перфектных времен в английском языке в контексте таксиса. Грамматические различия между узбекским и английским языками рассматриваются как одна из основных причин этих трудностей. Семантические и синтаксические особенности перфектных времен изучаются с помощью сравнительного анализа, а также выявляются проблемы, возникающие в процессе изучения. Кроме того, в статье предлагаются эффективные методы преодоления этих трудностей. Результаты данного исследования могут быть полезны для студентов, изучающих английский язык, и для лингвистов, исследующих влияние родного языка на изучение иностранного.

Ключевые слова: Таксис, перфектные времена, английский язык, грамматические различия, трудности в освоении языка, синтаксис, семантика, сравнительный анализ, педагогические методы.

ANNOTATSIYA

Mazkur maqolada ingliz tilidagi Perfect zamon shakllarining o'zbek tilidagi taksis bilan bog'liq holda o'zlashtirilishidagi asosiy qiyinchiliklar tahlil qilinadi. O'zbek va ingliz tillari o'rtasidagi grammatik tafovutlar ushbu qiyinchiliklarning sabablaridan biri sifatida ko'rib chiqiladi. Perfect zamon shakllarining semantik va

sintaktik xususiyatlari qiyosiy tahlil qilinib, o'rganish jarayonida uchraydigan muammolar aniqlanadi. Shuningdek, maqolada ushbu qiyinchiliklarni yengish uchun samarali metodlar taklif etiladi. Tadqiqot natijalari ingliz tilini o'rganayotgan o'quvchilar va tilshunoslar uchun foydali bo'lishi mumkin.

Kalit so'zlar: Taksis, Perfect zamon shakllari, ingliz tili, grammatik tafovutlar, o'zlashtirish qiyinchiliklari, til o'rganish, sintaksis, semantika, qiyosiy tahlil, pedagogik metodlar.

INTRODUCTION

Modern linguistic studies increasingly focus on the grammatical structure of English, particularly on the acquisition of tense and aspect categories. English Perfect tenses play a crucial role in expressing the logical relationship between events in time. Meanwhile, in Uzbek, taxis serves as one of the primary linguistic mechanisms for conveying the interrelation of actions. Consequently, Uzbek speakers learning English often encounter difficulties in mastering Perfect tenses. Since there is no direct equivalent for these forms in Uzbek, explaining their semantic and syntactic features is of great importance. This issue is not only relevant to learners in Uzbekistan but also to speakers of other languages, making it a subject of extensive research in international linguistics.

DISCUSSION AND RESULTS

Foreign scholars, including Huddleston and Pullum (2002) and Biber et al. (1999), have analyzed the complex grammatical and semantic properties of Perfect tenses. Their studies indicate that learners often struggle with these forms and frequently make errors in their application. Krashen (1982) and Swain (2005) emphasize the importance of immersion and interactive approaches in language acquisition. This underscores the need to refine teaching methodologies in Uzbekistan's foreign language education system. Although English instruction in Uzbekistan is steadily developing, there is still a demand for more effective methodological solutions in teaching and applying Perfect tenses. This article aims to analyze the primary difficulties associated with mastering Perfect tenses and propose practical solutions to address them.

Perfect tenses in English are essential grammatical structures used to express completion, experience, duration, and results. These forms indicate how an action relates to a specific moment in time. The primary Perfect constructions include Present Perfect, Past Perfect, and Future Perfect, each serving different temporal and logical functions. For example:

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∗**Present Perfect:** "I have finished my homework." (Emphasizes the completion of an action with relevance to the present moment.)

∗**Past Perfect:** "She had left before I arrived." (Indicates that one action was completed before another past event.)

∗**Future Perfect:** "By next year, he will have completed his studies." (Shows that an action will be completed before a specific future point.)

In Uzbek, taxis expresses relationships between events but lacks a direct grammatical equivalent for Perfect tenses. Instead, meaning is often conveyed through context and aspectual markers. According to G'. Makhmudov, the semantic function of English Perfect tenses corresponds to certain Uzbek aspectual structures but requires additional explanation in instruction. For instance:

∗**Uzbek equivalent of Present Perfect:** "Men uy vazifamni bajardim." (Literal: "I did my homework.")

∗**Uzbek equivalent of Past Perfect:** "U men kelishimdan oldin ketgan edi." (Literal: "He had left before I arrived.")

While these Uzbek constructions convey similar meanings, they do not exhibit the same grammatical precision as English Perfect tenses. As a result, Uzbek learners often struggle with understanding their use and function.

According to Swain (2005) recommends, teaching students the concept of completion before introducing the result-oriented nature of Perfect tenses. One effective strategy involves using contrastive analysis, where Uzbek learners compare English Perfect tenses with their native linguistic structures. However, Krashen (1982) highlights the role of context and immersion in language acquisition. Implementing visual and contextual examples can help students grasp abstract grammatical concepts more effectively. For instance, using timeline diagrams to illustrate the temporal relationships expressed by Perfect tenses has proven beneficial.

Ellis (1997) suggests incorporating real-life examples and authentic texts into language instruction. Reading and analyzing English literature, newspapers, and academic texts containing Perfect tenses can enhance students' understanding and usage of these forms. Moreover, encouraging students to use these structures in their own writing fosters active learning.

In conclusion, Perfect tenses represent a critical grammatical category in English, and their acquisition poses challenges for Uzbek learners due to fundamental differences in linguistic structures. This article has examined the semantic and syntactic difficulties associated with learning these forms and proposed pedagogical solutions to address them. The research findings can contribute to the improvement of English language instruction in Uzbekistan and beyond. Future studies may further

explore the cognitive mechanisms underlying the acquisition of Perfect tenses and develop targeted instructional approaches based on empirical data.

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