LEARNING ENGLISH VERBS

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Annotation. This article discusses the problems of using the "Zoom" program during the Pandemic to learn English. Currently, there are many methods of teaching English, but still teachers a language of high quality and interesting for distance learning. Also, several modern methods of teaching the language on the "Zoom" platform were considered.

Keywords: distancelearning, form, Zoomprogram, methods, Internet

In the modern world, everything is changing rapidly, especially now in time COVID-19. The Methods of teaching English are also demand to change simultaneously. As a result, in the context of the pandemic, many educational organizations have switched to online education. At present, the use of information and communication technologies in teaching English is one of the priorities of education, on the basis of which it is possible to form vocabulary and grammar skills of students continuously. The most common are types of distance learning based on interactive television; computer telecommunication networks (regional, global), with various didactic capabilities depending on the configurations used (text files, multimedia technologies, video conferencing); a combination of technology and the Internet (through the Zoom program or Telegram).

One of the most advanced methods of learning a foreign language is the method of language immersion through the Zoom platform. "The rudiments of the idea of the method of language immersion were used by the German teacher Berlitz, who specifically avoided using his native language in teaching" [1, p. 112.] In his classes, he insisted that students talk more specifically in the language they are learning, and thus learn vocabulary and grammar without learning the rules and words. In accordance with the technique of "immersion", English should be the only means of communication between the teacher and students, with distance learning this is relevant and interesting for students.

The characteristic features of the immersion method are the following features:

- focus on mastering and the concept of a new topic (in our case, give an idea of the role of the verb in the sentence);

- creating an atmosphere of immersion in the atmosphere (the use of visual aids such as tables or diagrams);

- activation of the personality's reserve capabilities (during the conference, through "Zoom" to separate the functions of students according to their capabilities) [2, p.207.]. Thus, when using the "Zoom" platform, the student has the ability to conduct dialogues and independent work skills. The basis of the immersion method is the use of vocabulary and the perception of speech by ear - this is the main barrier to the Zoom program in distance learning. Therefore, it is necessary to apply various techniques that help create a comfortable environment during self-isolation.

It should be noted that on the Zoom platform, you can use various teaching methods, as mentioned above, for example, a presentation or a communicative method:

- Presentation through the Zoom program: presentation of verbs will then be correct when they are initially presented with a preposition in a connecting function. If the meaning of the verb with the preposition varies, then you need to be guided when presenting them to the level of knowledge of students. At the basic stage of mastering the language, learning and practicing the use of the *to look* verb in combination with several prepositions is impossible at once. It will be more appropriate to limit ourselves to the meaning of *to look at*, and then, as lexical skills are formed, other combinations of the same verb can be considered. If we are talking about level 2 and 3 of mastering the language, then it is recommended to give a verb in several meanings:

To remind of/ to remind about/ to remind to do smth Remind someone, something / remind about someone, about something / remind to do something;

- The communicative method through the program The communicative method is configured to overcome the problem of the language barrier, as it combines translation and grammar exercises with speech exercises, films, film clips, recordings of radio and television broadcasts, etc. They can introduce students to the history and culture of the country of the language being studied, help to visualize and comprehend the phenomena of nature and public life.

Thus, this situation greatly affects the condition of a person, his mood, performance, self-confidence, creative generation of ideas. To create a comfortable environment for communication, it is necessary to use various teaching methods on the Zoom platform. "When using this program, new principles for selecting and organizing speech and language material should be applied, of which the leading ones are activity,

personality-role, situational and thematic principles" [3, p. 98.]. In order to apply their knowledge in practice, students should train a lot, gradually overcoming the excitement that prevents them from concentrating and this can be done on the basis of the "Zoom" conference, and it is also necessary to apply the communicative method, which ensures the active participation of each student, stimulates speech communication, promotes the formation of interest and desire to learn a foreign language.

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CHET TILIDA LEKSIK MALAKANI SHAKLLANTIRISHNING MAQSADI VA MAZMUNI

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Annotatsiya: Ushbu maqolada chet tilida lug`at asnosida mazmun va mohiyatni o`qitishning leksik tamoyillari va xususiyatlari borasida ma`lumotlar ko`rsatilgan. Leksik birliklarning chet tili o`rganishdagi kompetentivlik jihatlari va ularning qo`llanilish jihatlari ochib berilgan.
**Kalit so`zlar:** leksik mahorat,birlik, kompetensiya,nutq faoliyati,lug`at birliklari

Chet tilini o'rganish doirasida leksik malakani shakllantirish masalasi o'rta maktabda til o'qitishning eng muhim muammolaridan biridir. Chet tilining til tizimining leksik tarkibini bilish va amaliy foydalanish talabaning ikkinchi darajali lingvistik shaxsining og'zaki-semantik darajasini rivojlantirishga imkon beradi, ya'ni. bu til darajasi, busiz chet tilini o'rganish va umuman olganda, chet tilining kommunikativ kompetentsiyasiga erishish mumkin emas.

Leksik mahorat ostida leksik birlikni uning ma'nosi va tilning boshqa leksik birliklari bilan birikmasidan kelib chiqqan holda tanlashning sintezlangan jarayonini tushunish odatiy holdir. Bundan tashqari, leksik ko'nikmalarning asosini so'z va iboralar shaklida harakat qiladigan leksik dinamik bog'lanishlar tashkil qiladi. Lug'at nutqning asosiy qurilish materiali bo'lganligi sababli, ya'ni. uning mazmun tomoni, keyin chet tilining lug'atini o'zlashtirish barcha nutq qobiliyatlarini rivojlantirishning asosiy shartidir.

Bundan kelib chiqadiki, leksik malakani o'rganish yakuniy maqsad emas, balki nutq faoliyatining barcha turlarini o'rgatish vositasidir. Chet tilini o'zlashtirish doirasidagi leksik mahorat muammosini ko'plab tadqiqotchilar ushbu malakaning murakkabligi va tuzilishini ko'rsatadilar. Tadqiqotchi I.N. Dmitrusenko leksik malakaning uchta asosiy komponentini belgilaydi:

1) leksik birlikni xotiradan esga tushirish;
2) leksik birlikning oldingi va keyingi birliklar bilan birikmasi;
3) leksik birlikni tanlashning kontekstga muvofiqligini aniqlash [1].

Leksik mahoratning alohida komponentlarini hisobga olish katta ahamiyatga ega, chunki ular o'qitishning optimal usullarini tanlashda, shuningdek, chet tilini o'rganish doirasida leksik ko'nikmani shakllantirishga mo'ljallangan leksik birliklarni tanlashda namoyon bo'ladi.

Leksik malakalar odatda ikki guruhga bo'linadi:

1) mahsuldor leksik malakalar, ya'ni. Nutq va yozishda so'zlarni tanlash va ishlatish ko'nikmalari;
2) retseptiv leksik qobiliyatlar, ya'ni. o'qish va tinglashda so'zlarni tanib olish va tushunish ko'nikmalari [1].

Leksik malaka shakl va ma'no bog'lanishiga asoslanadi va uning mohiyati shundan iboratki, o'quvchilar ongida idrok etilayotgan so'z yoki uning shakli bir zumda o'z ma'nosini keltirib chiqaradi. Aksincha, kerakli qiymat mos keladigan shaklni chaqiradi. Shu munosabat bilan leksik mahoratni rivojlantirish doirasida lug'atning semantik komponentini hisobga olish katta ahamiyatga ega. Lug'atning semantik tarkibiy qismlari "uning tuzilishini tashkil etuvchi qiymatlardan ko'ra ko'proq kasr birliklari" deb tushuniladi - ular ushbu standartlarning tashuvchilari [aks etilgan haqiqatda ma'lum jihatlar bilan ajralib turadigan ideal o'lchov standartlari] va muvofiqlik. aks ettirilgan ob'ektning voqelik belgilarining mavjudligi ushbu ob'ektni so'z bilan ifodalashga imkon beradi" [2, 38].

Leksik mahorat faol va passiv leksik minimum yoki lug'at tushunchalari bilan chambarchas bog'liq. Faol lug'at o'quvchilar tomonidan nutq va yozishda fikrlarni ifodalash uchun ko'pincha ishlatiladigan 18