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ANALYSIS OF THE FREQUENCY OF THE USAGE OF ENGLISH AND UZBEK VERB TENSES IN (ORAL) SPEECH BY THE METHODS OF N. Y. SHEYKO

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ABSTRACT

This article is dedicated to the analyses of the frequency of verb tenses in (oral) speech by the methods of N. Ya. Sheyko. The methods used by N. Ya. Sheyko based on the analyses of literary materials. In this investigation there were shown the percentage of the usage of verb tenses in English and Uzbek. The work includes the table of the dosage of verb tenses in both languages. It helps to create an opportunity in valid choice of language materials in learning grammar.

KEYWORDS

Frequency, dosage, analyses, verb tenses, language materials.

INTRODUCTION

The dosage of using verb-tenses are different in any languages. It is difficult to analyze the usage of verb-tenses in oral speech spontaneously. In many cases there was a need to analyze the frequency of the usage of verb-tenses in the language. We know that the any language phenomenon is closely related with grammar structure. In learning of language materials there is a need to deals with their order or dosage. From the history of analyzing verb-tenses of English we distinguish the works of famous Russian scholars, who made success on this sphere. Today these analyses

done by computer programs, investigates not only the frequency of the verb-tenses in oral speech, but also the percentage of their usage in several years. The corpus linguistics based on computer program help us to make any statistical and linguistic analyses of any language phenomenon.

In his work on determining the frequency of the usage of English verb-tenses N.Y.Sheyko paid attention to creation of textbooks in foreign language (especially, textbooks of oral speech). He considers

that, the main practical meaning for making textbooks in foreign language (English) and for rational placement and dosage of language material in learning process has the determination of concerning frequency of using one or other language components [3:197].

Language in common is practically endless, and make success in learning language is possible only by the preliminary choosing that components of it, which are the most usualness and consequently necessary for communication of chosen sphere [3]. It is interesting that, until the investigation of N.Y. Sheyko much attention was spent to the research on frequency of using sentences, but the works on definition of frequency of grammatical structures were in a bad condition.

In his work he considered questions on frequency of using finite forms (moods and modal forms) of English verb in modern dialogues. Structure with the finite forms of the verb belongs to the most extended phenomena in oral speech, so as in written forms of communication, that considers itself the actuality of the given problem for the methods of teaching languages.

The statistical investigation on using the structure of verb-tenses hold by N. Y. Sheyko is based on the material of modern plays and dialogical parts by British and American writers, which were written and published mainly in 1950's.

There were investigated the dialogues with the volume of 300000 words. Defining the percent of frequency of one or another finite form of verbs were produced according to the sums of all predicative units, i.e. all the cases of using the finite forms of the verbs in

compound and complex sentences, and quantities of all sentences, which do not include finite forms of the verb (i.e sentences with the partial or hole ellipses of the predicate in mono, compound and word-sentences).

Investigating these N. Y. Sheyko discovered that the per-sent of non- verbal (the sentences which do not contain the finite forms of the verb) sentences in modern dialogic speech was appeared high enough: it was fluctuated from 6,6% to 21,7% containing overage 13,6% from all the verbal units. [3:199].

The results of the investigations were given on the table (№1 next page). For his investigation he used the following original sources:

1. W. Greenwood. Saturday Night at the Crown. London 1958
2. Bruce Ashton. To Serve a King. London 1957.
3. James Hesketh. The Dancing Highwayman. London 1957.
4. John Osborn. Look Back in Anger. New-York, 1957.
5. Shelagh Delaney. A Taste of Honey. London, 1959.
6. William Saroyan. The Cave Dwellers. New - York, 1958.
7. Jane Roberston. Walk into My Par lour. London, 1955
8. William Igne. Bus Stop. New York 1958
9. Robert Anderson. Tea and Sympathy. New-York, 1958
10. Eugene O'Neill. Moon for the Misbegotten. London 1960.
11. William Faulkner. That Evening Sun. Moscow, 1958

- 12. Dorothy Parker. Arrangement in Black and White. Moscow, 1960
- 13. John Steinbeck. The Chrysanthemums. Moscow, 1960
- 14. William Saroyan. Piano. Moscow, 1960
- 15. Mitchell Wilson. Live with Lightning. Moscow, 1957

Table-1

Frequency of using verb-tenses in indicative mood

Indefinite				Continuous			Perfect			Perfect continuous
Present	Past	future	Future In the past	present	past	future	Present	Past	futu re	Present
40\1,5	10,9\0,6	5,1	0,2	5	1,1	0,2	5,1\0,4	0,2	-	0,2
43,5\1,7	9,9\1,1	8,9\0,3	0,2	2,3	-	0,1	6,4\0,1	0,6	-	-
33,5\1,8	13\0,3	4,7\0,9	-	2,7\0,1	0,3	-	4\0,5	0,9\0,1	0,1	0,2
42,2\1	16,3\0,7	4,5\0,1	0,3	4,1	0,9	0,2	5,3	1,1	-	0,4
40,2\1,4	11,8\0,3	4,5	0,2	5,1	0,6	-	5,4	0,2	-	0,3
39,5\1,2	19,6\0,3	3,6	0,1	1,8	0,2	-	4,6		-	-
10\1,9	11,7\0,5	4,2	0,4	3,3\0,1	0,6	2	5,11,6	0,4	-	0,5
41,9\1,6	15,4\0,4	4,4	0,5	5,6	1,3	-	3,63,7	0,6	-	0,2
37,2\1,2	16,6\0,8	3,7\0,1	0,3	4,5	0,8	0,3	2	0,4	-	0,2
37\0,7	19,7\0,5	7,7	1,3	2,2	1,2	-	2,1	0,9	0,1	0,2
36,2\2	13,6\0,5	8,8\0,1	0,5	6,5	-	-	1,8	-	-	-
60,2\1,1	11\0,4	3,2	0,3	2,5	0,3	-	1,2	-	-	0,3
53,1\1,5	10	9	-	1,5	0,9	-	3,1	-	-	-



55,8\1,5	6,9	2,3	-	-	-	-	1,2	-	-	1,2
46\1	15\0,4	6,02	-	4,3	1,2	-	3,1	1,5	-	0,3
35,3	6,9	2,3	0,1	1,5	0,2	0,1	1,2	0,2	0,1	0,2
61,3	20,2	9,2	1,3	6,5	1,3	2	6,5	1,1	0,1	1,2
44,5	13,9	5,5	0,2	3,4	0,6	0,2	3,7	0,4	-	0,3

From the received information’s N. Y. Sheyko came to the following conclusions:

1) In fact, there were considered the following verb-tenses of indicative mood in common use (which are meet in the events more than 2%)

Present indefinite average percent---44,5%

Past indefinite-----13,9%

Future indefinite-----5,5%

Present perfect-----3,7%

Present continuous-----3,4%

According to N.Y. Sheyko in these 5 tenses in sums fits 70% of all predicative units, when in another tenses of indicative and indirect moods comes in sums only 7,4% of predicative units.

It follows that, the usage of five tense-structures in active (with nonverbal structures and imperative) is turned out enough for overwhelming majority of vital situations in oral dialogic communication.

2) During the making of textbooks of English oral speech there is no grounds getting of this order of

introducing verb-tenses, which are dictated with their frequency.

Half of the predicative units are related to the present indefinite active. That’s why the beginning and continuous periods of learning should be devoted to inculcation in communication of given tenses.

The order of using 4 tenses according to their frequency is bricked only in one situation: on teaching children of pre-school or beginning stage (till the 5th form there has the meaning that after the working off present indefinite to transgress to the structures with Present Continuous (description of pictures and actions).

The tense- aspect form of the Present Continuous and the Present Perfect possesses with originality of semantic structure and functional peculiarities.

According to the statistical investigations of M. A. Abdullaeva the Present

Continuous is comparatively rare phenomena: it’s frequency is low-627 times from 108784(=0,5%), in expressive oral speech for formation of action, which is going on that moment, it often used Present Indefinite in order to Present Continuous [1].

There are several views among the learners of English about the quantity of tenses in the English language. The widest one of them cite that there are more than 26 tenses in English. But, in fact there are only three tenses in English: Present, Past and Future. But, there appears another problem: What are “simple (general and repeated action), continuous (progressive and temporary actions), perfect (actions with some results in the present, that is now), perfect continuous (actions lasted for a particular period of time)” considered then? In fact we had better call them not “tenses” but “aspects of the time or of the tenses in English”. And these aspects exist both in Uzbek and in other languages as well. As it is said in in the glossary Cambridge grammar of English (a book on English grammar in an electronic version) “Aspect indicates the speaker’s perspective on time as indicated in a verb phrase, particularly whether an action is treated as finished or is still in progress or still relevant to the moment of speaking. English has two aspects: perfect and progressive (sometimes known as continuous)” [5]. All this is very correct and officially true as it has been proved in many dictionaries with the explanations such as “aspect /'æ.s.pɛkt/ noun [C or U] specialized the form of a verb which shows how the meaning of a verb is considered in relation to time, typically expressing whether an action is complete, repeated or continuous” [8], “ [uncountable and countable] technical the form of a verb in grammar that shows whether an action is continuing, or happens always, again and again, or once” [2].

Those who say that there are more than 20 tenses in English count them in Active Voice as Present Simple, Present Continuous, Present Perfect, Present Perfect continuous, Past Simple, Past Continuous, Past Perfect, Past Perfect continuous, Future Simple, Future

Continuous, Future Perfect, Future Perfect continuous and add available Passive Voice forms of these tense forms/aspects in Present, Past, and Future tenses. If this is considered true then there should be the forms of tenses according to the construction “have something done” and others. As it has been given above, there are the aspects in Uzbek too, but not many of the learners of English notice that. Therefore, the experience on using grammatical aspects of time is not wide and cannot give the imagination of their use in its whole view. Analyzing the uses of these aspects in Uzbek we can say that the progressive aspect of time, which is given as “to be + V.ing” in English, can be given with the help of suffixes “-moq, moqda, -yapti” in Uzbek. It depends on the situation or the style of speech which one to choose “-moq, -moqda” or -yapti”. “-moq” and “moqda” are more formal than “-yapti”.

In the Uzbek grammar, the verb plays the main role. In the procedure of making sentence-structure the verb comes as predicate.

Predicate in Uzbek differ from English by its placing at the end of sentence. In the Uzbek languages, the verb- tenses the attitude of action to the moment of speech [9].

As we said, that in Uzbek grammar there are not any works dedicated to the working out of ordered norms of using verb-tenses in oral speech. This question needs to its resolving.

As so, we had dedicated this chapter to determine the usage of verb tenses in both languages, that we must try to answer the question commonly.

We decided to learn this problem by three ways:

- To learn the material of the textbooks of mother tongue for all stage
- To analyze all plays by Uzbek writers in the last six years and determine as the most used verb –tense in the dialogs
- To determine that verb-tenses which was given more explanations on the grammar.

a) Analyzing textbooks of native language for all the stage, we determine the verb-tenses given in the school program.

We do not meet any grammar rules or explanations in the textbook of 2nd and 3rd form.

In the textbook of 4th form a number of grammar exercises appointed for past tense [10].

The verb-tenses in the textbooks of 5th form are divided into 3 groups:

1. Future tense, 2. Present tense, 3. Past tense. In this textbook, the future tense is learned deeply than other two tenses. It is divided into 3 groups [9].

For the textbook of 7th form it is characteristic that there are given the distinction of past tenses, as in this part we can meet a number of exercises for learning it. [4].

We do not meet the parts on categories of verb in another textbook, because in another stages of education more hours are given for learning sentence-structure (common-compound).

All the given below information are approximate rough, so as, the verb tenses of the Uzbek language are

learned automatically by Uzbek schoolchildren during the communication.

II For investigating the frequency of verb-tenses of Uzbek in the plays of Uzbek writers, we choose the dialogues and monologues of 5 plays which were published in 1998- 2004. There is the list of this plays:

1. Qo’shjonov M. Diydor. T., 2004
2. Maxmud T. Omonat dunyo. T., 2004
3. Said Ahmad. Ko’chada qolgan odam. T., 2004
4. Farmon O. Yovvoyi odam. T., 2003
5. Hoshimov O’. Nurli dunyo. T., 1998

We cannot determine the percent of frequency of verb- tenses as N. Y. Sheyko, because there do not any information about the procedure of his analyses. And the frequency of verb-tenses in these 5 plays will be given commonly.

Investigating we revealed that in all the 5 plays about 90% of monological speech given in the past. Dialogical speech of the first play is mainly in the past tense, than follows the future tense and at the end the present tense.

But in the second play we often meet dialogues in the future tense, and the dialogues in the present tense and in the past tense is met seldom.

In the dialogue speech of the third play is characteristic that the future and past tenses of the Uzbek language are equal.

In another plays the dialogic speech is mainly given in the past tense, then follow the future and present tenses.

CONCLUSION

According to this investigation we concluded that, N. Ya. Sheyko made a valid analysis of the verb-tenses of English through learning dialogical speech in literary works. Statistical order of verb-tenses of English made by N. Ya. Sheyko showed that, present simple, past simple and future simple are used frequent then other tenses. It means that when we start to learn the language, one should pay attention to the choice of grammar materials while learning verb-tenses. The same analyses done in Uzbek language showed that in oral speech of Uzbek language is mainly used the past tenses. It explained by the language family and language group.

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