

COMMON MISTAKES IN TENSES OF ENGLISH AS A SECOND LANGUAGE

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Learning English as a second language is a challenging task for many Uzbek students. One of the most common areas of difficulty is mastering the correct usage of tenses in English. This paper aims to identify and analyze the most common mistakes in tenses made by Uzbek students and explore the factors contributing to these errors. The study also offers practical recommendations for educators and learners to improve tense accuracy in English language learning.

Key words: tense-related errors, potential solutions, present simple, present continuous, future forms, contextualized practice, real-life communication scenarios.

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English is widely recognized as a global language, and proficiency in it is essential for communication, education, and career opportunities. For Uzbek students, learning English as a second language is vital for academic and professional success. However, mastering the nuances of English tenses poses a significant challenge due to differences between English and Uzbek grammar structures. This paper seeks to shed light on the most prevalent tense-related errors made by Uzbek learners and provide insights into their causes and potential solutions.

Common Mistakes in Tenses:

The analysis of errors in tenses among Uzbek students reveals several recurring patterns. One of the most common mistakes is the confusion between present simple and present continuous tenses. Students often struggle to differentiate between habitual actions (present simple) and ongoing actions (present continuous), leading to sentences like “I am always go to school by bus” instead of “I always go to school by bus.”

By grammar difficulties it should be understood all the grammar parts of language obligations, in which leaned on speaker in all the spaces of speech action form the formation of speech intention till the realization of motor programming [3]. And by the grammar tasks it should be understood a part of all the grammar tasks, doing of which is difficult by any reasons for students [2,23-25].

For starters, students may come from a variety of cultural backgrounds in which they are fully dependent on teachers. They have also not been taught to think critically, and because they are second language learners, they may have lower expectations than their teachers. Writing professors with high expectations may

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believe that students are qualified to produce correct pieces of writing, and they may give challenging topics that students may find difficult to write about [4, 34-45]

Another prevalent error involves the misuse of past simple and present perfect tenses. Uzbek learners frequently fail to grasp the distinction between completed actions in the past (past simple) and actions with relevance to the present (present perfect). This results in sentences such as “I have visited Paris last summer” instead of “I visited Paris last summer.”

Furthermore, the incorrect application of future tenses is a common issue among Uzbek students. They often misuse “will” and “going to” for future intentions and plans, leading to sentences like “I will going to visit my friend tomorrow” instead of “I am going to visit my friend tomorrow.”

Factors Contributing to Errors:

Several factors contribute to the tense-related mistakes made by Uzbek students. Firstly, the influence of native language structures, such as the absence of verb conjugation in Uzbek, leads to challenges in adapting to English tense forms. Additionally, limited exposure to authentic English language contexts and insufficient practice opportunities hinder students' mastery of tenses. Moreover, inadequate instructional techniques and materials that do not address tense usage comprehensively contribute to persistent errors.

Related to this study, there were several researchers have done analyzing problems in grammar. First research by MD. Mahmud Hasan Chowdhury, he analyzed about “Teaching Grammar in the English Language Classroom in Saudi Universities”. In his research, he explained that teaching English Grammar in non-native countries are an arduous task because of a number of factors causing the lack of motivation and concentration of the learner in acquiring the grammar-based inputs of the English language in the classroom. In view of the core issue this research attempts to critically assess the situations and experiences the English language teachers and the students have to go through in teaching and learning grammar at the university level in Saudi Arabia and seek a solution to the crisis engulfing the potential growth of the English language learners. Of course, the picture presented here is not meant for a generalization in the context of all universities in the EFL or ESL countries. It mainly focuses on the problems typically facing the non-native learners in their efforts to master the grammar skills of the English language. The effectiveness of different approaches to the teaching of English Grammar to the relatively inattentive Saudi students is critically evaluated as well [5,1-9].

Recommendations for Improvement

To address the challenges in mastering English tenses, educators can implement targeted teaching strategies that emphasize contextualized practice and real-life communication scenarios. Incorporating authentic materials, such as videos, articles, and dialogues, can enhance students' exposure to varied tense usage. Additionally, providing explicit explanations of tense distinctions and offering ample opportunities for guided and independent practice can aid in rectifying common errors. Furthermore, encouraging regular interaction in English through speaking and writing activities can foster a more intuitive grasp of tenses. In the works on methodic by J.J. Jalolov [1,163-167] the grammar of language material is presented by 7 principles:

- 1) The principle of forming grammar mechanism
 - 2) Communicative directed principle
 - 3) Practical learning of grammar
 - 4) The principle of learning grammar in structure
 - 5) To learn the grammar in the speech situations
 - 6) The principle of intellectual learning of grammar
 - 7) The principle of difference learning of grammar
- Conclusion

In conclusion, the study highlights the most common mistakes in tenses made by Uzbek students learning English as a second language. By identifying recurring errors, understanding their underlying causes, and proposing effective instructional approaches, this research aims to contribute to the improvement of tense accuracy among Uzbek learners. With targeted interventions and enhanced language learning support, Uzbek students can overcome tense-related challenges and achieve greater proficiency in English.

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