

**TEACHING DEGREES OF ADJECTIVES WITH SONGS**

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**ANNOTATION**

The purpose of this research is to reveal the effectiveness of teaching degrees of adjectives with songs. The primary focus in the class is emphasized on adjectives and language is an instrument, which the students use to complete it. The task is an activity, serving to improve communicative language skills (linguistic, sociolinguistic and strategic competences, in which students use language to achieve specific outcomes degrees of adjectives, authentic sources with multiple possibilities in the graphic activities based on organizer: while lyrics are easily available for everyone nowadays online graphic are popular and easy for downloading, access to other types of authentic texts is unlimited. I also think the key to a successful degrees of adjectives-based lesson is to deal with the text as you would with any other type of short text, whether written or oral, to practice a variety of comprehension skills, work on specific grammar and vocabulary, or introduce a topic for discussion.

**Key words:** *degrees of adjectives , communicative language skills , adjectives-based lesson , lyrics , strategic competences , sociolinguistic and strategic competences*

**Аннотация :** Целью данного исследования является определение эффективности качества обучения студентов ДАШФАК с помощью песний. Основное внимание в классе уделяется качеству, а язык — это инструмент, который студенты используют для его завершения. Задача состоит в том, чтобы развивать коммуникативные языковые навыки (лингвистические, социологические и стратегические компетенции), в которых учащиеся используют язык для достижения конкретных результатов.

Степени прилагательных настоящих источников несколько в классе и в основанных разговора: равни и равно в наше время легко доступны для всех, онлайн-графики популярны и их легко скачать, оригинальные доступ к другим типам текстов неограничен. По моему мнению, ключом к успешному уроку на основе язык является умение иметь дело с текстом, а также с любым типом письменного или устного текста, отрабатывать различные навыки понимания, работать или обсуждать конкретную грамматику и словарный запас.

**Ключевые слова:** степени прилагательных, коммуникативные языковые навыки, урок на основе прилагательных, тексты песен, стратегические компетенции, социолингвистические и стратегические компетенции.

**Аннотация:** Ushbu tadqiqotning maqsadi go'shiq sanati orqali MTM talabalariga sifat darajalarini o'rgatish samaradorligini aniqlashdir. Auditoriyada asosiy e'tibor sifat darajalariga qaratiladi va talabalar uni o'zlashtirishlari uchun turli til mashlari bajariladi. Vazifa - bu kommunikativ til ko'nikmalarini (lingvistik, sotsiologik va strategik kompetentsiyalarni) rivojlantirishga xizmat qiluvchi faoliyat bo'lib, unda talabalar muayyan natijalarga erishish uchun tildan foydalanadilar.

**Калит so'zlar:** sifatlar darajalari, kommunikativ til qobiliyatlari, sifatlariga asoslangan dars, so'zlar, strategik vakolatlar, sotsiolingvistik va strategik vakolatlar

Rolplayer qiziqarli, kinosetik manbalar auditoriyada va qo'shiqlarga asoslangan boshqa tadbirlarda bir nechta imkoniyatlarga ega: hozirgi kunda hamma uchun osongina bajariladigan topshiriq turi bo'lib, bugungi kunda onlayn ko'rgazmalar ommabop va ularni yuklab olish oson, asl matnlarning boshqa turlariga kirish cheksizdir. Menimcha, ko'rgazmaga asoslangan darsni muvaffaqiyatli o'tkazishning kaliti bu yozuv yoki og'zaki hamda qisqa matnlarning har qanday turi kabi matn bilan muomala qilish, turli nutq malakalarini mashq qilish, qo'shiqlarni tinglash. muayyan grammatika va lug'at ustida ishlash yoki muhokama qilish uchun mavzu bilan tanishtirishni taqozo qiladigan topshiriq turidir.

## INTRODUCTION

The legislation of the Republic of Uzbekistan supports the educational development in the Republic by affirming the educational system as a priority in the sphere of social development: reformation of the schools and of professional and higher education, the humanization of the educational system and the increase of creative activity in this sphere. There have been adopted many laws in the sphere of education, especially in higher education. Since the adoption of law on December 12, 2014 on foreign languages the number of people who want to learn a foreign language, particularly, English has risen.

The students will be using their knowledge about linguistic skills (grammar structures and vocabulary) to rearrange the letters of the words whenever communication is interrupted as they read. Word categories and collocations will prove useful in some cases, spelling will be decisive in a few others, yet a good number of anagrams will be solved by focusing on meaning and thinking of words with similar letters (and which belong to the right category and with the right spelling) that might be the most appropriate for that context.

I'm planning to have the students write a one-sentence personal response to the root and the topic in general, read a few and discuss them, and then use them again at the end of the lesson in a plenary discussion. The students will be asked to make any changes they want and to write a few more lines with the new information and personal thoughts which will hopefully demonstrate their critical thinking skills and help them to take a stance on the issue. The graduation project paper is devoted to the issue of teaching English vocabulary activities in preschool education teaching process through graphic organizer. There have been considered competences, approaches and techniques in teaching ESP vocabulary, as well as my own personal view of these issues. Students' task now is to find adjective words in the poem belongs to. Depending on the level of the students, this can be done by having them read the songs, fill in the missing lines independently or in small groups, and then check by listening to the songs, but you can also provide extra help by playing a few lines or providing extra oral prompts as needed. In all cases, although the students will be mainly using context clues to decide which line best fits each gap, they should also be asked to focus on rhyme schemes as a valuable aid in completing the task. Model the procedure and the type of thinking behind with one or two songs before having the students start working by themselves. The songs in the worksheets can be filled in with omitted adjectives, and compare it with the official list, and discuss after having finished the tasks differences. Alternatively, after playing a song for checking and correction purposes you can have the students start guessing which adjectives to use instead of dots so that it will be the next one and create further interest. No matter how you approach it, this process of reconstruction will surely get the students working on a variety of complex language skills: developing reading, writing, abilities in an engaging and meaningful way by learning songs.

**MAIN BODY**

According to Graves “*Effective curriculum and syllabus design are based on understanding learners needs and purposes for learning and the factors in the context that influence on the enhancement of the program or course*” Syllabus and curriculum are the two main instructions in the teaching process, but I think they are controversial issues in today's teaching. If I look at my syllabus of the subject which I lead, it irritates me a little. Because there are some themes which are repeated again in the second year of students' study like descriptive essays, discursive essays, reviews and so on. It is not so irritable owing to the fact that the students will be able to revise the themes, but there are other themes which do not match with my students', for example needs, level of knowledge or others. Sometimes there are so many suggested themes that an academic year is not enough to pass all of them. And these abovementioned reasons put a limit to teach productively. For instance, it is better to employ the students with a clear understanding and writing ability of 10 themes or types of written speech in a year rather than to pass 20 themes although the learners do not understand the previous theme just in order to cope with the requirements of the curriculum.

As we know, there are two types of syllabus like implementation and enactment. If I look through my syllabus and curriculum, it looks like an implementation instruction. Of course, it covers a wide range of spheres of life but in my point of view, the syllabus should be a form of enactment. Because the teacher is a creator and director of teaching process and only, he knows his learners' level, needs, interests, strong and weak points. The teacher should make his own syllabus by himself together with the learners taking into account some national standards. Because there are some themes in my curriculum that I think my students are not ready to learn them. They are on the stage of learning some techniques of writing, for example, parts of essays, the whole essays, different types of letters but they are not capable to write reports, articles. It takes much time to be competent in writing opinion essays or different types of letters fluently. It depends on a level, age, gender of students and others. The natural teaching process clarifies what and how to teach the students. It would be better if the syllabus were an enactment created by teacher and students in order to get much progress in the study. As it was mentioned and is still going to be discussed our syllabi, curriculum are not coincide regularly. The reason for its syllabi as well as is not done according to the student's interest, taken results and wildlings as well. They are designed by specialists and are implemented by teachers and learners so that it calls implementation view. In my perspective view it is little bit confusing and complicated by learners. The main reason for avoiding curriculum and syllabi. Thus, this is not authentic. They exactly stay between grammar translation and audio-lingual method. Among the teachers of Uzbekistan there are two ways to set the goals of each lesson:

1) due to traditional method (practical, educational, developing and upbringing aims)

2) due to empirical research from SLA and research on learning (cognitive, performance and effective). These three notions comprise all mental processes such as thinking, doing, feeling activity which are linked implicitly one another. These goals and objectives of my micro-teaching lessons are organized in the following way:

By the end of the lesson, students will be able to:

**(Cognitive):**to teach how to solve a problem collaboratively

a) Read a poem and define the denotation and connotation meaning of the words which are given in italics in the poem

b) Explain to a partner the meaning of the words (adjectives)

**(Performance):** division of statements regarding to chosen environmental problems.

- a) Pick out the causes of environmental issues;
- b) Switch with a small group and the partner checks each sentence;
- c) The original author of the sentences corrects feedback.

**(Affective):** feel confident and motivated to use the mentioned vocabulary words and statements with their peers.

But sometimes the English language teachers face some challenges to set their goals. In order to make it easier they can apply **backwards design** which involves to find out the last expectation from the lesson then determine the evidence and planning learning instructions and experiences, thus, the teacher has to go backwards. By this we can find out the goals which are suitable for our learners. In conclusion, setting goals before each class are beneficial for both learners and teachers. Therefore, this crucial part must be designed in achievable way.

Educating students and getting a positive result are main objectives of teachers. Clear organization plan, appropriate teaching methods designing make the lesson absorbing easier faster and longer lasting. For that must put more précised task so that to provide its result. During the classes in my stick opinion four competences must be interconnected, objectives over them have to be the same as well.

*What kind of competence (-ies) are you trying to address in the lesson plan (i.e., linguistic, sociolinguistic, pragmatic, strategic, and/or all the competencies)? The answer to this question will support your lesson plan from a theoretical language perspective.*

Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain adjective, thus will plan to either its synonymy, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus, the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), because of the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc.

It demands to be checked by others at least three in order to take feedback, by drafting and then exchange to change provide its clarity resurrection of rough errors intended meaning sequence of clause and phrase and finally the objected and expected results. As for me I found this way to be valid and authentic. After drafting my lesson plan, I passed it to much more experienced personnel from our chair to keep it original objection because what is being taught must be simultaneously. More specifically coincidence should be the same.

**Look at the this song below once again and predict who sang the song “DIAMOND”. After listening to poem, discuss the main idea.**

**RIHANNA- DIAMONDS**

SHINE BRIGHT LIKE A DIAMOND

SHINE BRIGHT LIKE A DIAMOND

FIND LIGHT IN THE \_\_\_\_\_ SEA

I CHOOSE TO BE HAPPY  
YOU AND I, YOU AND I  
WE ARE LIKE DIAMONDS IN THE SKY  
YOU'RE SHOOTING \_\_\_\_\_ I SEE  
A VISION OF ECSTASY  
WHEN YOU HOLD ME, I'M ALIVE?  
WE'RE LIKE DIAMONDS IN THE SKY  
I KNEW WE'D \_\_\_\_\_ ON THE RIGHT AWAY  
OH, RIGHT AWAY  
AT FIRST SIGHT I LEFT THE ENERGY OF SUN RAYS  
I SAW THE LIFE INSIDE YOUR EYES  
SO, SHINE BRIGHT, \_\_\_\_\_, YOU AND I,  
WE'RE BEATIFUL LIKE DIAMONDS IN THE SKY  
EYE TO EYE, SO ALIVE  
WE'RE BEATIFUL LIKE DIAMONDS IN THE SKY  
{2}  
SHINING BRIGHT LIKE A DIAMOND  
SHINING \_\_\_\_\_ LIKE A DIAMOND  
SHINING BRIGHT LIKE A DIAMOND  
WE'RE LIKE DIAMONDS IN THE SKY  
PALMS RISE TO THE UNIVERSITY  
AS WE MOONSHINE, AND MOLLY,  
\_\_\_\_\_THE WARMTH, WE'LL NEVER DIE  
WE'RE LIKE DIAMONDS IN THE SKY  
YOU'RE \_\_\_\_\_ STAR I SEE  
A VISION OF ECSTASY

WHEN YOU HOLD ME, I'M \_\_\_\_\_?

WE'RE LIKE DIAMONDS IN THE SKY

AT FIRST SIGHT I FELT THE ENERGY OF THE SUN RAYS,

I SAW THE LIFE INSIDE YOU EYES.

SO, SHINE BRIGHT, YOU AND I,

WE'RE LIKE DIAMONDS IN THE SKY

EYE TO EYE, SO ALIVE

WE'RE BEATIFUL LIKE \_\_\_\_\_ IN THE SKY

{7}

SHINE BRIGHT LIKE A DIAMOND

## CONCLUSION

To sum up pragmatics has been defined in various ways. I consider that pragmatics as the study of *speaker meaning*: the focus is upon the interpretation of what people mean by their utterances rather than what the phrases in the utterances mean by themselves. Speaker meaning is necessarily bound to *contextual meaning* and how the particular context influences what is uttered. The context comprises the addressee, the place, the time and other circumstances.

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