

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF REPUBLIC OF UZBEKISTAN**

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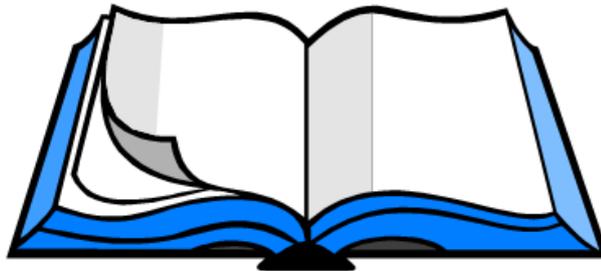
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Graduation paper

**Theme: EFFECTIVE STRATEGIES FOR TEACHING MODERN
ENGLISH COMPOSITE ADJECTIVES AT UZBEK SCHOOLS**



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Contents

Introduction	4-9
1. Actuality of the topic of the graduation paper	9
2. Aim of the research.....	9
3. Tasks of the research.....	9-10
4. Objects of the research.....	10
5. Subject matter of the research.....	10
6. Materials for the research.....	10
7. Methods of the research.....	10
8. Scientific novelty of the research.....	11
9. Methodology of the research.....	11-12
10. Theoretical value of the research.....	12
11. Practical value of the research.....	12
12. Field of the research.....	11
13. Structure of the graduation paper.....	12
Chapter one. Theory of adjectives and their types in Modern linguistics...	13-29
1.1 Theory of adjectives.....	13-22
1.2. The structural and semantic types of adjectives.....	23-29
Chapter two. Comparative study of English and Uzbek composite adjectives for linguadidactic purposes.....	30-57
2.1 Structural types of English and Uzbek composite adjectives.....	30-42
2.2. Isomorphic and allomorphic features of the composite adjectives in Modern English and Uzbek	43-57

Chapter three. Effective strategies for teaching Modern English composite adjectives at Uzbek schools.....	58-83
3.1.Effective strategies for teaching Modern English composite adjectives at Uzbek schools.....	58-66
3.2. System of exercises on composite adjectives	72-83
Conclusion.....	84-87
Bibliography.....	88-91

Introduction

I am IrodaAvazbekova graduating from the faculty of Foreign Languages, the Department of Grammar and Practical Course of the English language, Andizhan State University named after Zahiriddin Muhammad Bobur. I am proud and delighted to study and live in such a powerful and wonderful country - Uzbekistan! It is the land of renowned scientists, famous writers, great leaders and diligent and hard working multinational people who live in peace and concord, in the atmosphere of kindness and compassion by making interethnic harmony and enormous contribution to the world community.

It is honour to be at the same age with my country and regard its progresses and achievements as my own. Obviously, twenty one years is a rather short period of time when measured in terms of overall human history and the process of formation of states, their emergence on the map of the world. However, Uzbekistan for this brief phase of time has overcome a path equalling that of centuries and formed bright nation and blossoming motherland.

“Our people, primarily the younger generation formed in the years of independence, with their independent thinking, increasing level of self-awareness, looks to the future with a great confidence, will never turn from its chosen path of development.”[2.4] Certainly, in our country all the necessary conditions have been created for the demonstration of young people’s talent, finding their worthy place in life and becoming masters of their professions. This motivates us, the youth, to work harder and look confidently into the future as we are awarded to be born and live in this bliss land.

Today, no one can deny our achievements that are highly acknowledged on the international arena, the accomplishments made thanks to wide-ranging tasks and objectives we have set out for ourselves. The advance is obvious in every field of the society. Owing to the attempts of our head of the government, Uzbekistan has joined the ranks of modern, advanced democratic nations, shaped civil society, modernized and strengthened the economy, preserved our culture, customs and traditions.

Furthermore, while one can enjoy a trip to Samarkand, the others can be amazed by a visit to Bukhara and Khiva – our most ancient, historical cities and while looking through historical and cultural monuments, one can find chance to visit splendid, modern buildings,

skyscrapers and new, convenient colleges, lyceums and universities which really add up to the marvellous look of our cities with their inimitable design and technical facilities.

“It needs stressing that the education reforms program adopted fifteen years ago and dubbed “the National Program of Personnel Training” stands as an inseparable and integral part of our own “Uzbek model” of economic and political reforms based on gradual and evolutionary principle of building a new society in the country” [2.7]

During the development years of independence the economy of Uzbekistan has grown nearly 3.7 times, per capita real incomes have multiplied seven fold, and the average pension rates have increased almost nine fold, while salaries have grown eighteen times. In this light, life expectancy has risen by seven years, while we have secured fuel and energy as well as grain independence, along with complete self-supply of meat and dairy and other commodities.

As a good illustration of “Uzbek Model of Economic Development”, current global financial and economic crisis that has been drawing immense concern to all countries and still staying as the most complicated issue in the world, definitely displayed less harm on the economic growth of Uzbekistan.

In Uzbekistan, the issue of upbringing of harmoniously developed generation is one of the most important directions of the state policy. I must emphasize that much has been done in the sphere of education. Educational institutions, children’s art centres and sports complexes that are being constructed meet modern requirements for education in order to increase the creative and intellectual level of youth, their spiritual and physical development.

Owing to “the National Program of Personnel Training”, which was acclaimed in August 29,1997, the radical transform in education system has been made. During the past years new, overhauled and supplied with the latest teaching laboratory equipment’s schools, higher institutions, fundamental methodologies, up to date teaching curricula and innovation learning processes have been successfully implemented.[3.28]

Nowadays more than 230 thousand students are enrolled at 59 universities and other higher education institutions. Every year, the youth organizations, such as “Fund Forum” fund “Mehr Nuri”, “Forum of Culture and Arts of Uzbekistan, the Centre of youth initiatives “Kelajak Ovozi” and “The United Nations Population Fund” (UNFPA) organize youth festivals, concerts, educational exhibitions, creative projects, grant programs and various contests that are attended by representatives of the developed countries, worldwide Universities and

Institutions like the European Union "Tempus" program in Uzbekistan, Erasmus Mundus and Marie Curie education grant and exchange programs, Representative Offices of the British Council and the German Academic Exchange Service in Uzbekistan, universities of the USA, UK, Switzerland, Cyprus, Malaysia, Korea, Japan and others.

It deserves special mentioning that in the system of education our president attaches a great importance to teaching pupils not only liberal arts and vocational skills, but also teaching them foreign languages, as this is critical and at times difficult for them to maintain professional communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe.

As it is noted in the framework of the Law of the Republic of Uzbekistan "On Education", a comprehensive foreign languages teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

"I feel confident that everything has been done in Uzbekistan for people, who devoted themselves to the most humanistic trade in the world. It is especially pleasant to me to note you, the ones who understand well that if we truly wish to foster a worthwhile generation, we should have a well-deserved attitude to those who educate our youth." [1.5] said our president Islam Karimov. In my opinion, he sincerely appreciated the hard work of all teachers who are educating the enthusiastic, confident, bright-minded and competitive youth of our sacred land.

In order to construct a modern state with a developed market economy, ensuring the gradual changing from a strong state to a strong civil society, we have always realized that only those people, who comprehend the necessity of the national and universal human values, who possess modern knowledge and advanced technologies, can achieve the set of strategic goals of development.

Gradually, our government have been establishing all objectives on each sphere of the society. For instance, on December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning

system”.[web.6]According to the decree, starting from 2013/2014 school year foreign languages, mainly English steadily throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing learning the alphabet, reading and spelling in the second grade.[web.6]

Moreover, in order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

Concerning being a teacher, the opportunities that are established in our country for English language teachers places lifelong responsibilities and obligations in our professional activities and encourages us to get acquainted with the on-going reforms and innovations in the educational system of our country and abroad as well.

I really believe that Uzbek youth are capable of astonishing the whole world as the courage and great desire to investigate the globe for a better life is in our blood. When we talk about our great ancestors, about people who made enlightenment in literature and science, we should be proud of our ingenious forefathers who made immense contribution into the world civilization. We all are aware of the fact that the invention of the notion of algorithm, the decimal system and the concept of zero are associated with the name of Al Khorezmi. It was Abu Rayhon Beruni who had predicted the existence of a continent 500 years prior to the discovery of America. Abu Ali Ibn Sino – Avicenna is renowned for his first surgeries as early as the 11th century. Crucially, his work, “Canon of the Medical Science”, has been studied for 500 years in the most advanced European universities as a basic text. The astronomer Mirzo Ulughbek built an observatory in Samarkand back in the 15th century and created a star chart of the world.

Nowadays we, the independent youth of Uzbekistan, are ready to make new discoveries and attain their triumph while the professionals are currently acquiring a great importance in market of education. Therefore, in each institution the graduate students write “Qualification papers” as the foundation of other inventions and researches. I also attempt to investigate the very interesting and not particularly studied theme and I hope the results of my small

research will be really helpful for me and will serve as one of the effectual methodologies and norms in teaching English language in our country.

My Graduation paper is devoted to one of the actual themes of modern comparative linguistics: “Effective strategies for teaching Modern English composite adjectives at Uzbek schools”. I’m going to make a research in both English and Uzbek languages, whereas at present comparative study of languages is very essential and linguistically and methodologically very challenging.

Now if I shift to my Qualification paper it consists of Introduction, three chapters, conclusion and list of the used literature for the purpose.

Actuality of the topic of the graduation paper: despite of the fact that the composite adjectives have been more or less investigated in English and Uzbek individually, there hasn’t been any scientific research devoted to the comparative-typological study of the composite adjectives in Modern English and Uzbek and to the effective strategies of teaching the composite adjectives at Uzbek schools.

The aim of the research: working out an effective methodology of teaching English composite adjectives on the basis of comparative study of the composite adjectives in Modern English and Uzbek for linguadidactic purposes.

In order to achieve the above mentioned aim we should carry out the following tasks:

- 1) to identify and justify the actuality of the chosen theme;
- 2) to inventory the composite adjectives in two typologically dissimilar languages, English and Uzbek;
- 3) to make a qualitative and quantitative analysis of the composite adjective in Modern English and Uzbek ;
- 4) to establish and explain the isomorphic features(similarities) and allomorphic features(dissimilarities) of the composite adjectives in the two above mentioned languages;
- 5) to work out useful strategies and methodologies for teaching the composite adjectives in Modern English at Uzbek schools.

The object of the research: structural-semantic features of the composite adjectives in English and Uzbek languages for linguadidactic purposes.

The subject matter of the research: comparative linguistic nature of the classifications of the composite adjectives in Modern linguistics.

Materials for the research are: the concrete empirical examples of the composite adjectives in Modern English and Uzbek taken from the fiction by Modern English and Uzbek writers, from the mass media, and other materials on teaching English.

Methods of the research are: transformational method, comparative method, statistical method, oppositional method, componential analysis method, deductive and inductive methods, method of modelling.

The scientific novelty of the research lies in the following :

- 1) the semantic and structural features of the composite adjectives in the Modern English and Uzbek languages have been disclosed;
- 2) a detailed qualitative and quantitative analysis of the whole system of the composite adjectives in Modern English and Uzbek has been made;
- 3) useful strategies and methodical recommendations for teaching the composite adjectives in Modern English at Uzbek schools have been worked out and offered for extensive use.

Methodology of the research:

In my graduation paper I depart from the theoretical positions of such renowned linguists as:

Х.Абдурахмонов,(4)А.СБархударов(5),Ж.ББуронов(7),Б.АИльиш(9),В.Л.Каушанская(10), С.Хаймович, Б.ИРоговская(11), Г.МХошимов(13),НМамаатов(14),L.G Alixander(18),Т Biber(17),MNettle,Hopkins.D(28)

The theoretical value of the research lies in the fact that the theory of the composite adjectives of the two typologically non-related languages has been further elaborated, and on the basis of the linguodidactic comparison useful strategies (methodical recommendations) for teaching the composite adjectives in Modern English at Uzbek schools have been worked out and offered.

The practical value of the research is traced in that the results of the research can be used in lectures on theoretical grammar of contemporary English, socio-linguistics, intercultural

communication, in the theory and practice of translation, interpretation of text and comparative linguistics, as well as when lecturing on methodology of teaching foreign (English) language and providing sources for seminars in the practice of teaching English. The main provisions of this research may serve a basis for further study of the composite adjectives and other suchlike part of speeches.

Field of application: the results of this research work can be used in the process of teaching at schools, lyceums, colleges, and universities and may be extensively used in the theory and practice of translation.

The structure of the work: the work consists of an introduction, main part with three chapters, conclusion and list of the used literature.

Introduction notes specific topic chosen, which is determined by the relevance and novelty, sets goals and objectives and so on.

In the first chapter: we have given different theories of various linguists on the notion of the adjectives as a part of speech. We have analysed the structural and semantic types of adjectives in these two languages.

In the second chapter: we have made the grammatical analyses of composite adjectives in general and compared English and Uzbek composite adjectives for linguadidactic purposes. we have analysed the structural types of the composite adjectives and made the analyses of Isomorphic and allomorphic features of the composite adjectives in Modern English and Uzbek. On the basis of the results we have identified similarities and dissimilarities of Composite adjectives.

In the third chapter: we have summed up the results of the work and compiled a methodological manual with recommendations and effective strategies for teaching Modern English composite adjectives at Uzbek schools.

Chapter one. Theory of adjectives and their types in Modern linguistics

1.1 Theory of adjectives

Our research is devoted to the analyses of the composite adjectives in Modern English and Uzbek. For the purpose of classifying the adjectives and their composite forms we have analysed numerous works of Uzbek and foreign linguists, investigated various statistics on this field and observed the frequency of the composite adjectives in authentic materials and communication.

In this chapter mainly, I want to draw attention to some information taken from the works of several grammarians that is resourceful for investigating this part of speech in general. Hence, we should comprehend what the adjective is and what is its importance in both investigated languages.

There is not much to be said about the English adjective from the morphological point of view. As is well known, it has neither number, nor case, nor gender distinctions. Some adjectives have, colour however, degrees of comparison, which make part of the morphological system of a language. Thus, the English adjective differs materially not only from such highly inflected languages as Russian, Latin, and German, where the adjectives have a rather complicated system of forms, but even from Modern French, which has preserved number and gender distinctions to the present day. By what signs do we recognise an adjective as such in Modern English? In most cases this can be done only by taking into account semantic and syntactical phenomena. But in some cases, that is for certain adjectives, derivative suffixes are significant, too. Among these are the suffix *-less* (as in *useless*), the suffix *-like* (as in *ghostlike*), and a few others.

Occasionally, however, though a suffix often appears in adjectives, it cannot be taken as a certain proof of the word being an adjective, because the suffix may also make part of a word belonging to another part of speech. Thus, the suffix *-ful* would seem to be typically adjectival, as is its antonym *-less*. In fact we find the suffix *-ful* in adjectives often enough, as in *beautiful*,

useful, purposeful, meaningful, etc. But alongside of these we also find *spoonful, mouthful, handful*, etc., which are nouns. On the whole, the number of adjectives which can be recognised as such by their suffix seems to be insignificant as compared with the mass of English adjectives. The only morphological problem concerning adjectives is, then, that of degrees of comparison.[9.58]

According to G.M. Hashimov's theory, The adjective is a part of speech expressing the categorical semantics, meaning of property, quality of substance. Usually denote a size (big, small), quality(good, bad)measure (many, numerous),material(woollen, wooden, silk) and physical, physical state of a person or things. (old , happy, sad, soft).[13.15]

Russian grammarian A.S. Barkhudarov considers that the adjective expresses the quality of the one and the same thing and such qualities as size, colour, (white, red, dark-blue), age(old, young) , position in space (upper, inner, far), material, person's psychological state (angry , glad, sad) .Along with this, the characteristic feature of adjective is its compatibility with nouns in a sentence. So it is considered to be a noun modifier. (a green tree; the tree is green; the sun rose red.)

Words which express somefeature or a quality of a noun or a pronoun traditionally known as adjectives.To decide if a word is an adjective,several criteria are available.

- An adjective can occur immediately before a noun: a big house .This is called the Adjective's *the attributive* function.
- An adjective can occur alone after forms of the verb *be*:this is the adjective's *the predicative* function.
- An adjective can be immediately preceded by *very* and other *intensifying* words: *very nice, terribly nice*.
- An adjective can be compared: *bigger/the biggest; more beautiful/the most beautiful*.
- Many adjectives permit the addition of *-ly*to form an adverb: *sad/ sadly*[23.199]

There are two main roles an adjective may take in a sentence, and with a few exceptions each adjective is able to take either role just as easily. The first role is to act as a predicative adjective, in which the adjective modifies a preceding noun as a predicate, linked by a verb. An example of a predicative adjective can be found in the sentence: A zebra is striped. in which the adjective striped is linked the subject of the sentence, zebra, by use of the copula verb to be in the is form.

The second role an adjective may take is as an attributive adjective, in which it modifies a noun by being linked directly to the noun as part of the noun phrase. An example of an attributive adjective may be seen in the sentence: ‘*The striped zebra pranced.*’ in which the adjective striped is directly connected to the subject of the sentence, *zebra*. In English, most attributive adjectives precede the noun they are going to modify, while in many Romance languages the adjective comes after the noun. While most adjectives in English are able to be used just as easily either in an attributive or a predicative sense, there are some which are restricted to one role or the other. For example, the adjective sole can be used grammatically only as an attributive adjective, as can be seen in the sentence: This is the sole survivor. On the other hand, trying to use the adjective sole in the predicative role would result in the ungrammatical sentence: This survivor is sole. Other English adjectives, such as alone, may be used only as a predicative adjective, while attempts to use them attributively result in ungrammatical sentences. The adjectives may be modified by adverbs or adverbial clauses, but not by other adjectives. Many adjectives, however, can easily translate into corresponding adverbs simply by adding the ending to them. This can be seen in pairs such as quick/quickly and happy/happily.

Here are thoughts of some linguists about the roles of adjectives that may take in a sentence and their functions as a part of speech.

The adjective expresses the property of an entity. In the sentence, the adjective performs the functions of an attribute (an adjunct) and a predicative. Of the two, the more typical function is that of an attribute since the function of a predicative can also be performed by other parts of speech. *The young man vs. The man is young.* In the latter example, the adjective is syntactically the complement of the verb be, but semantically they both constitute the predicate. As a lexeme, it has little meaning; it performs the function of productivity; it expresses the verbal categories of person, number, tense, etc. The combination of be + adjective is then comparable to a verb with its own lexical content. *The man is died vs the man died.*[36.115]

As it is stated the characteristic features of the adjective as a part of speech are as follows: their lexical-grammatical meaning of attributes or we may say that they express property of things or persons and from the point of view of their combinability they combine with nouns, as it has already been stated above, they express the properties of things. The words that express things we call nouns. It seems to be important to differentiate the combinability of a word with other words and reference of a word of a part of speech to

another part of speech. We put this because adjectives modify nouns but they can combine with adverbs, link verbs and the word "one": *a white horse*; *The horse is white*. *The sun rose red*. *The sun rose extremely red*. Their syntactic functions are: attribute and predicative and from the morphological viewpoint they have the category of degrees of comparison; the most productive stem-building affixes are: -ful, -less, -ish, -ous, -ive, -ir, un-, -pre-, in-.etc

If we talk about the degrees of comparison of adjectives it is clear to refer to three types of comparison whereas some linguists approach the number of the degrees of comparison as problematic on the grounds that the basic form of the adjective does not express any comparison by itself and therefore should be excluded from the category. This exclusion would reduce the category to two members only, i.e. the comparative and superlative degrees.

Now it is well known that not every adjective has degrees of comparison. This may depend on two factors. One of these is not grammatical, but semantic. Since degrees of comparison express a difference of degree in the same property, only those adjectives admit of degrees of comparison which denote properties capable of appearing in different degrees. Thus, it is obvious that, for example, the adjective middle has no degrees of comparison. The same might be said about many other adjectives, such as blind, deaf, dead, etc. However, this should not be taken too absolutely. Occasionally we may meet with such a sentence as this: You cannot be deader than dead. In a novel by E. Hemingway the hero compares the ways one and the same word sounds in different languages: Take dead, mort, muerto, and todt. Todt was the deadest of them all. But as a rule adjectives having such meanings do not appear in forms of comparison.[9.59]

The grammatical category of degrees of comparison is the opposition of three individual meanings: 1) positive degree 2) comparative degree 3) superlative degree The common or basic degree is called positive which is expressed by the absence of a marker. Therefore we say that it is expressed by a zero morpheme. So far as to the comparative and superlative degrees they have special material means. At the same time we'll have to admit that not all the qualitative adjectives form their degrees in the similar way. From the point of view of forming of the comparative and superlative degrees of comparison the qualitative adjectives must be divided into four groups. They are:

1) One and some two syllabic adjectives that form their degrees by the help of inflections -er and -est respectively,

short - shorter - the shortest; strong - stronger - the strongest; pretty - prettier - the prettiest

2) The adjectives which form their degrees by means of root-vowel and final consonant change:

many - more - the most ; much - more - the most; little - less - the least

far - further - the furthest (farther - the farthest)

3) The adjectives that form their degrees by means of suppletion

good -better-the best; bad -worse-the worst

We should note that the two adjectives form their degrees by means of suppletion. It concerns only the comparative degree (good - better; bad - worse). The superlative degrees of these adjectives are formed by root - vowel and final Consonant change(better-the best)and by adding "t" to the form of the comparative degree(in worse-the worst).

4) Many - syllabic adjectives which form their degrees by means of the words "more" and "most": interesting - more interesting - the most interesting beautiful - more beautiful - the most beautiful.[26.34]

So far, other grammarians also indicate that there are three degrees of comparison of adjectives for instance: positive; comparative; and superlative. These degrees are formed by morphological way, adding special morphemes that can change the morphemes of qualitative adjectives or by joining other words as a syntactical way.

Long-longer-the longest; dark-darker- the darkest;

Comfortable-more comfortable-the most comfortable.

Moreover we can make the meaning of adjectives stronger using the words much or far;

The Nile is much longer than the Thames; this book is far better than that one.

In order to express the least and the less degrees we can add the words –less and least to the positive forms of adjectives: less pleasant; least comfortable.

Besides such degrees, in order to compare two adjectives which are in the same degree we use **as...as** construction: *he is as young as my brother; my dictionary is as good as*

yours.[29.143] But in these sentences the degree or a quality is doubled. *my room is twice as large as yours; I have as twice as many friends as you have.*

Adjectival phrase

The term adjectival phrase, adjective phrase, or sometimes phrasal adjective may refer to any one of several types of grammatical phrase.

In syntax, the term adjectival phrase or adjective phrase refers to a phrase built upon an adjective, which functions as the head of that phrase. For example: the phrase *much quicker* than it is based on the adjective 'quick', and the phrase *fond of animals* is based on the adjective 'fond'. Such phrases may be used predicatively, as in They are much quicker than I (\approx they are quick) or they are fond of animals (\approx they are fond).

When used attributively within a noun phrase, complex adjectival phrases tend to occur after the noun: *I found a typist much quicker than I* (compare I found a quick typist, where a simple adjective occurs before the noun). The words modifying the head adjective may be adverbs (much quicker, very pretty), prepositional phrases (fond of animals, happy about the news), or subordinate clauses (happy that you came).

A different use of the term is for a phrase that modifies a noun as an adjective would, even if it does not contain or is not based on an adjective. These may be more precisely distinguished as phrasal noun modifiers. For example, in *Mr Clinton is a man of wealth*

the prepositional phrase of wealth modifies a man the way an adjective would, and it could be reworded with an adjective as *Mr Clinton is a wealthy man*. Similarly, *that boy is friendless* (an adjective friendless modifies the noun boy) and that boy is without a friend (a prepositional phrase without a friend modifies boy).[web.1]

Under some definitions the term adjectival phrase is only used for phrases in attributive position, within the noun phrase they modify. These may be more precisely distinguished as phrasal attributives or attributive phrases. This definition is commonly used in English style guides for writing, because attributive phrases are typically hyphenated, whereas predicative phrases generally are not, despite both modifying a noun.

Comparing *a light-blue purse* and a purse which is light blue; without the hyphen, *a light blue purse* would be read as a light purse which is blue – that is, without '*light blue*' being understood as a unit. Only *a light-blue* purse would be considered to contain an adjectival phrase

under this definition, although under the syntactic definition a purse which is light blue contains an adjectival phrase as well.

If we analyse the theory of adjectives in Uzbek language we can find some distinctive and similar features mainly in their syntactical and morphological functions.

The words that express the quality of substances and answer the questions **What? Which? What kind of?** are Adjectives. The main function of adjectives is to be a noun determiner. The morphological functions of adjectives are as follows: [web.9]

- It expresses the degrees of comparison of substance: *sho'x-sho'xroq-engsho'x*.
- It can be substantivized: *Kattalarnixurmatqilishkerak*.
- The noun after adjectives can change their forms by taking different suffixes but not adjectives: *Ko'kqalam, Ko'kqalamni, K'okqalamdakabi*.

Syntactical function of adjectives includes such theories:

- Its main functions are attributive and predicative: *Yoqimlishamolesaboshladi. Tabiatgo'zal*.

The adjective as an attribute does not coincide with the noun after it.

- 1) as an attribute: *shodonqiyofadakiribkeldi.*;
- 2) as a predicative: *Eshikochiq; darvozayopiq;*
- 3) when it is substantivized it functions as a subject: *yaxshilarko'paysin*
- 4) Object: *eskisiniyibol;*
- 5) attribute in genitive case: *Baxlningbog'iko'karmas;*
- 6) in functions as an adjunct word in (bitishuv): *Yaxshiish.* [15.47]

The number of Degrees of comparison of adjectives are the same in Uzbek language expect some distinctive features. They have three degrees of comparison:

Positive (oddiy), comparative (qiyosiy) and superlative (ortirma). The positive degree is used without affixes whereas we add the suffix *-roq* to the adjective or the words *qaraganda, nisbatan* after the adjective: *kengko'cha- buko'chakengroq; Toshkent Samarqandga qaraganda/nisbatan kata. Po'lattemirdanko'raqattiq.*

In Uzbek language the superlative degree of adjectives cannot be formed by morphological or synthetic way they are expressed by analytical or synthetic-analytic or by phrases: engkatta, judakatta ,g'oyatkatta, hammadankatta, barchasidankatta. Bu kuchlifutbolchi; bufutbolchikuchliroqbuengkuchlifutbolchi.[7. 111-112]

While investigating the adjectives we analysed such morphological features as “ozaytirma”, “kuchaytirma” degrees of adjectives in Uzbek language. we see that besides above mentioned, positive, comparative and superlative degrees of comparison of adjectives, in Uzbek language there are “ozaytirma” and “Kuchaytirma” adjectives. For example oq-oqish, qora-qoramtir, sariq-sarg'ish, qizil-qizg'ish. Qop-qora, timqora, oppoq, ko'm- ko'k

These kind of adjectives are formed by adding the words: juda,g'oyat, nihoyatda:goyatnafis,judabilimli, nihoyatdayoqimli. and mostly joined with hyphens:chala-chulpa,uvali-juvali,kalta-kulta,g'adur-budur.[4.141]

These adjectives are used to clarify the measure of the quality of things. This is one of the isomorphic features of adjectives

Taking into consideration all the morphological features of Adjectives in the two compared languages, we can note that the adjective is one of the main parts of speech in modern linguistics. That's why, before teaching this part of speech, we must be aware of the notion of adjectives theoretically and practically by comparing them in English and Uzbek languages.

1.2. The structural and semantic types of adjectives

Now, we would like to study the adjectives structurally by comparing them in Uzbek and English. The adjectives according to its structure may be **simple, derivative and compound**:

- The adjective consisting of root morphemes are simple adjectives. Simple adjectives aren't divided into the root and word-building affixes: red, hot, warm, dry, etc.
- Derivative adjectives are built from the root by adding word-building affixes: care-careful, happy-unhappy, child-childish, wool-woollen, correct-incorrect.
- The compound adjectives are such adjectives built from two or more stems: snow-white, sea-born, black-hearted, four-wheeled.[12.14]

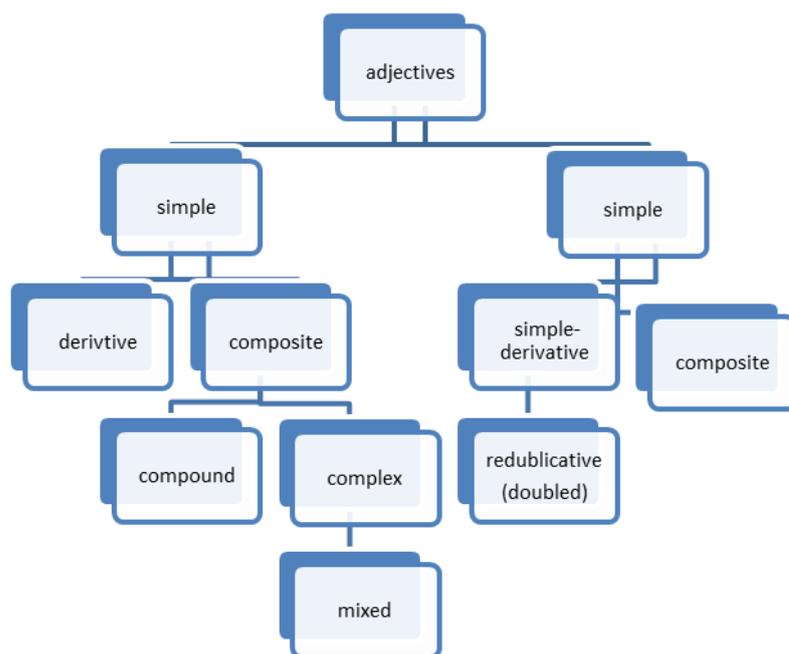
In my opinion, the term “compound” is somehow conservative and simple, I would like to use the word “composite” in order to determine the complex form of adjectives.

I think the chart below serves as the very helpful datum to compare the structures of adjectives in English and Uzbek languages.

Structural types of adjectives 1) English 2) Uzbek

(picture 1.1) 1

2



The first six structural types of adjectives in English are distinguished by professor Hashimov and I think these are the very types which are frequently used in speech and which easily coincides with Uzbek types of adjectives. Therefore we tried to match the appropriate adjectives in Uzbek language. As it is expected the corresponding was successful. Furthermore we inserted the extra type of adjective as “Reduplicative” which is observed in both languages

whereas the term “juftsifatlar” is used to express this type of adjective in English. Below we see the similarities and differences. Reduplicative adjectives in English (*dark-blue, reddish, snow-white, lovey-dovy.*) in Uzbek “juftsifatlar”(katta-katta, uzun-qisqa, yaxshi-yomon, oq-qora). Therefore I would suggest using the term “Paired adjectives” to define Uzbek “juftsifatlar”.

Let's analyse the chart

On the left column we tried to demonstrate the structural types of adjectives in English where the right column displays such types of adjectives in Uzbek.

1. The Adjectives consisting of root morphemes are simple adjectives. In English (*good bad, blue, black*) In Uzbek (*oq, qizil, pushti*)
2. Derivative adjectives are built from the roots by adding word building affixes: in English (*careful, unhappy, childish,*) In Uzbek language “ yasamasifatlar” (*sersavlat, baqquvvat, ma'noli*)
3. Composite adjectives such adjectives built from two or more stems: in English (*ivory white , red hot, steel-blue*) in Uzbek “ qo'shmasifatlar” (*jigarrang ochko'z, hozirjavob,*)

Composite adjectives in English language may be:

a) compound- the constituent elements are of equal status:

noun+noun- *jigar rang, adj+noun of dil, ochko'z,* (uzbek)

b) complex- the constituent elements are of no equal status:

prep+noun- *in door, out door, in-put, out-put.* (only in Uzbek)

adv+verb- *free-spending, tightly-fitting.* – *ertapishar, kechpishar.*

Verb+verb- *soldi-pishdi, ur-yiqit, keldi-ketdi, oldi-sotdi.*

C) Mixed adjectives in English- compound /complex and +affixes: *red-clicked, funny-looking, family-oriented, war-stricken, poverty-stricken, self-satisfied, self-inflicted, left-handed* (only in English.)

I think this is a very clear and concrete classification. Here we can see that all simple adjectives are formed without affixes (*clean, dry, big*) until we do not add the morphemes which are used to make degrees of comparison (*cleaner, biggest, driest*). The derivative adjectives are

formed by adding the affixes to the root morpheme and in English there are plenty of such morphemes.

The most productive affixes are:(prefixes :-**ab**, -**dia**,-**dis**,-**extra**,-**il**,-**im**,-**in**,-**post**,-pre.suffixes: -**able**,-**ible**,-**an**,-**ant**,-**ent**,- **ed**,-**en**,-**ful**,-**ish**,-**less**,-**ness**,-**ly**,-**ous**.)

These words can be examples: abnormal, diachronic, disable, disagreeable, extra national, ill-bred, illegal, immortal, immovable, inaccessible, eatable, profitable, pedagogical, American, dependent, left-handed, careful, useful, boyish, collective, shameless, priceless, friendly, poisonous, courageous.[6.116]

In my opinion the Composite adjective is the combination of more than two root morphemes and usually linked with hyphens: trouble-free, true-blue, sea-born, wide-open, sugar-free and mixed type which both composite and derivative: blackguardly, black-hearted, self-satisfied, four-footed, far-reaching, grilled-chicken, time-consuming.

In comparison with the English language,the structural types of adjectives in the Uzbek language are : simple(sodda),derivative (yasama) composite qo'shma) and "paired" (juft) adjectives.

Simple adjectives are divided into simple which consists of only root morpheme(oq, qizil,qora, kata, kichik) and derivative which are formed with the help of adjective forming affixes: -**gi**,- **ki**, -**qi**,-**iy**, -**viy**,-**ba**,-**be**,-**no**,**kir**,-**qir**,-**gir**,**q**,-**k**,-**iq**,-**uq**,-**aki**,**simon**,-**lik**,-**ser**,-**iz**.

For example: (*yozgi,kuzgi,tungi,ilmiy,rasmiy,zamonaviy,baquvvat, beodob, besabr, bamani, nomard, keski, o'tkir, chopqir,yaltiroq, qaltiroq, ochiq, bo'giq, o'tkir,etc*)[4.136-138]

In Uzbek linguistics the words which contain more than two stems and define one and the same quality are the composite adjectives:*qo'lbola,o'zbilarmon,ochko'z,sohibjamol,tichliksevar,ertapishar,kechpishar .etc.*

Additionally there are such composite adjectives that both elements have separate grammatical and lexical meaning. These adjectives are written separately and both components are stressed.

For example:*bodomqovoq,yalangoyoq,jigarrang,to'qko'k,cho'qqi-soqol,sofdil,timqora, ochpushti,beshxonali,birjinsli, etc.*[4.139]

The last type of adjectives in Uzbek language is "Juftsifatlar" "Paired" adjectives. I would like to use the term "paired" because these kind of adjectives mostly consist of two elements that may not duplicate another: *uzun-qisqa, yaxshi-yomon, oq-qizil, past-baland, kata-kichik, katta-katta*. We do not use hyphens when we use these adjectives with particles **-u, -yu**. *Pastubaland, kattayukichik, oquqora*.

As a matter of fact, having investigated the structural types of adjectives we also need to analyse the semantic types of adjectives.

The adjective is a part of speech denoting quality of substance and in the chart below we tried to demonstrate and compare the semantic types of adjectives in both languages. It is stated that there are more semantic types in Uzbek language than English. In Uzbek language we can divide adjectives into more minor types and they are given in the chart. [16.51]

(picture2.1)

Semantic types of adjectives



Along with their meaning and grammatical features all the adjectives are divided into **qualitative** and **relative** adjectives. **Qualitative adjectives** (asliysifatlar) express qualities of colour, shape, taste and size possessed by the substances. **Relative adjectives** denote qualities of objects through their relation to materials, to place, to time, to some action. (nisbiysifatlar)

Some qualitative adjectives such as *greenish, darkish, incurable, unsuitable, chief, principal* have no degrees of comparison. Qualitative adjectives have certain typical suffixes (**-ful, -less, -ous, -able, -y, -ish, etc.**)

careful, careless, dangerous, convenient, comfortable, solvery, watery, whitish, shortish Relative adjectives have no degrees of comparison. They do not form adverbs with the suffix **-ly**. They

have certain typical suffixes(-en,ist,-an,-ic,-ical.)*wooden Italian, socialist, synthetic, analytical.*

The other grammarians also consider that the qualitative adjectives express the properties of nouns by means of special words denoting colour, size, skill, mental or moral attribute, distinctive character and characteristic trait etc. For example in English: *good, wide, small, thin, thick, fat, clever, green, blue, red, little, big, dry, shy, long, fluent, sharp, high, small, right, wrong.*

In Uzbek language such adjectives as *katta, keng, sariq, yosh, qari, tez, teng, tentak, tik, tinch, tortinchoq, shirin, mazali, bemaza* are considered to be qualitative adjectives. Besides, V.L. Kaushanskaya and her colleagues think that relative adjectives express properties characterizing an object through its reference to another object. In English: *excessive, excitable, exclamatory, frontless, golden, Indian, Chinese, individual, fundamental, risky, impressionable, homeless, weekly, floppy, gold, silky, and mental.* In Uzbek language these kind of adjectives are *Tushunarli, turli, tugalmas, ta'limsiz, tashlandiq, temirbeton, so'zsiz, qaqragan, tishli, toydek, tekin, odamsimon, tongi, tomirsiz, tolmas, oqko'ngil, iborali, ijodiy, sehrli, suynchl.* [10.117]

Having classified the adjectives according to their meaning, we should observe the order of the following adjectives. The concept of the position of adjectives in sentence according to their semantic features are very important. So far, the order of adjectives and rule of how to place them in sentence is somehow problematic.

Adjectives and nouns can modify other nouns. There are two types of words which can modify nouns: [33.212]

❖ **Classifiers** are nouns or adjectives which tell us what type something is: a kitchen table; a two-seat sofa.

❖ **Describers** are adjectives which tell us about the quality of a final noun or the speaker/writer's attitude to it: *a large towel; a nice sofa*

There are some rules about the order of describers and classifiers:

- Describers come before classifiers: *a large wooden table; a pair of cheap leather boots; a small sports car.*
- Describers often follow this order:

Opinion before **size** before **age** before **shape** before **colour.** *An interesting old film; a big yellow truck; a small round yellow clock.*

In general **subjective**(feeling and opinion) describers come before **objective** (factual characteristics)describers.

- Classifiers often follow this order:

Nationality before **material** before **type**

An Italian leather motorcycle jacket; an English wooden coffee table. We do not use more than two or three adjectives at once but it is possible:*I found a lovely little Swiss gold watch, Put it was too expensive.*

In comparison with Uzbek language, the adjectives do not have so strict order:*U o'taketgandarajadasovuqqon, shijoatlivafarosatliodamedi.*

Chapter two.Comparative study of English and Uzbek composite adjectives for linguadidactic purposes

2.1 Structural types of English and Uzbek composite adjectives

Before entirely analysing the composite adjectives which is the object of my research I would like to investigate the notion of **composite words** so that we could properly comprehend the composite adjectives.

The composite word is a word that consists of at least two elements, the first of which is might be either root, a word, a phrase, the second of which might be is either a root or a word. This is a process by which a composite lexeme is derived from two or more simpler lexemes. [web.2]

- They can be solid (two words written as one without a hyphen, such as keyboard, footprints, skateboard, goldfish),
- open (two words written as two words but forming a unit, with no hyphen, such as “post office” or “attorney general”),
- Hyphenated (two or more words linked with hyphens, such as well-being, self-imposed, ex-president, or freckle-faced).

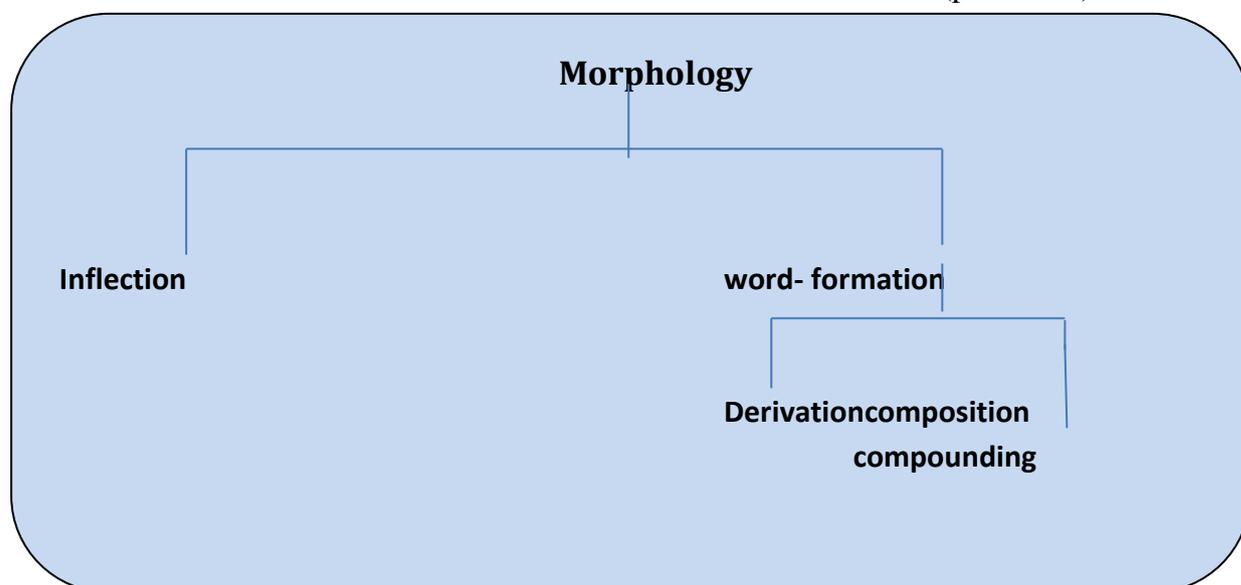
In the Uzbek language the composite words almost have the same definition but quite different types. The composite word is a lexica-grammatical phenomenon that contains more than one stem which has no syntactic connection between components and that is pronounced with one stress.[14.28]

For example: *qimmatbaho, yo'lboshlovchi, oqsoqol, qorasoch, qo'lqop, gultojixo'roz, Umumbashariy, umumabadiy, belbog', kungaboqar.*

So the composite words are two or more words joined to form a new word. It is obvious that as the result of joining words together in order to make composite words we form new words. Every new word serves to enlarge the vocabulary of the language. This process of word formation is not only characterized in lexicology but also in morphology.

Composite words composed of prefixes : we write most words formed with prefixes as one word (aftereffect, extracurricular, multiphase, socioeconomic, interlibrary, co-author, intramural, bilingual, multimedia, counter clockwise, antisocial, overanxious, to name a few).

(picture3.2)



Here I would like to emphasize the last term compounding and compare this process in the English and Uzbek languages. Compounding is one of the branches of morphology, which deals with word-formation. It is a powerful process of compacting information and enriching the vocabulary within a language, exploiting previously existing lexical items. The scheme above clarifies its place in morphology.

The theory of compounding is variously defined by linguists over time, although definitions obviously share a common concept, differences can be identified. Let us look more closely at some definitions and comment on them

(picture4.2)

#	Authors	Theories
1	Adams, Valerie (1973) “An introduction to Modern English word-formation, Longman: London and New York.	“A compound word is usually understood to be the result of the (fixed) combination of two free forms, or words that have an otherwise independent existence ... These items though clearly composed of two elements, have the identifying characteristics of single words: their constituents may not be separated by other”
2	M.Z Saidova “o’zbektilio’quvqo’llanma”	Compound word is a word which has at least two stems
3	D. Crystal The Cambridge “Encyclopedia of the English language”	A compound is a unit of a vocabulary which consists of more than one lexical stem. On the surface, there appear to be two (or more) lexemes present, but the parts are functioning as a single item, which has its own meaning and grammar.
4	N. Mamatov “O’zbekTilida Qo’shmaso’zlar”	“When two (or more) elements which could potentially be used as stems are combined to form another stem, the form is said to be a compound. A compound lexeme (or simply a compound) can thus be defined as a lexeme containing two or more potential stems. Since each potential stem contains at least one root, a compound must contain at least two roots

Some scholars seem to be more restrictive in their definitions, while others potentially allow broader combinatory patterns. If only “free forms” or words having an independent existence are combined into compounds, then combinations containing at least one element with no independent status as in audiobook, would be ruled out from these definitions

This chart contains different and at the same time quite related viewpoints of some famous English and Uzbek linguists on the term compounding. I think all grammarians were clear and ordinary in giving definitions. And to sum up all these views I guess compounding is a process by which a compound lexeme is derived from two or more simpler lexemes.

Particularly, Composition includes compounding and complexion.

1) Compounding-consists of two equal elements: *bed-room, red-hot,baseball fireworks ,passport,meantime,earthquake,thunderstorm.*

2) Complexion -consists of more than one element which is even unequal:

Passer-by, on-looker , babysit,bypass,because,upon,upgrade.

Here I briefly review the compound patterns of English, taking into consideration the three main lexical classes (nouns, verbs and adjectives)

(picture 5.2)

Left- hand constituent		N	V	Adj
	N	Cornbread	Stone-wash	girl-crazy
	V	Drawbridge Cut-throat	drip-dry	Stand-alone
	Adj	Blackboard	Blindfold	Purplish-red

Now we would like to classify the adjectives structurally by combining parts of speech in order to form the composite adjectives.

So far we have defined the compositeadjectivesis an adjective that comprises more than one word.The composite adjective is a group of words that provides a single description of a noun that follows. Use hyphens between the words to make the words appear as a single unit. Thus, proper hyphenation of composite adjectives increases understanding and speeds the reader along. In English language there are hundreds of composite adjectives which are formed structurally different.

(picture6.2)

PATTERNS	SUBGROUPS	COMPOSITE ADJECTIVES
N-ADJ	GRADING a) colour adjectives b) intensifying	a. <i>salmon-pink, peat brown, Avalon-pink, depression-brown</i> b. <i>dog-tired, stone-cold, paper-thin, stock-deaf</i>
	Time &Space	<i>knee-deep, day-long, citywide, waist-high, week-old</i>

	Specifying	<i>sugar-free, love-blind, rainproof, user-friendly</i>
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(picture7.2)

PATTERNS	SUBGROUPS	COMPOSITE ADJECTIVES
ADJ-ADJ	a)colour adjectives	<i>dark blue, light green, metallic grey, milky white, *greenish blue</i>
	b)intensifying	<i>scorching hot, burning hot, piping hot, wide awake, wide apart, wide aware, wide open, shiny new, squeaky clean, icy cold, freezing cold, dead tired, frozen stiff, hopping mad,</i>

Participle Compounds (picture8.2)

PATTERNS	SUBGROUP	Composite adjectives
N-PARTICIPLE	PRESENT PARTICIPLE	<i>man-eating, stomachchurning, Tory-voting, eye-catching, confidence-boosting, eye-catching, hair-raising, law-abiding, life-prolonging, nerve-wracking, peace-keeping.</i>
	PAST PARTICIPLE	<i>smoke-filled, U.S-led, church-owned, classroom-based, dome-shaped, family-oriented, Dallas-based, health-related, home-baked, horse-drawn, kingsized, mouth-eaten, state-run, wheelchair-bound, world-reknowned.</i>

In the next chart we can observe the combination of particles with other parts of speech in order to form composite adjectives. These blends are considered to be borderline cases where students might succeed or fail in choice.

(picture 9.2)

PATTERNS	COMPOSITE ADJECTIVE
PARTICLE-NOUN	<i>In-store, off-shore.</i>
VERB-NOUN	<i>See-through, built-in.</i>
PARTICLE-PARTICLE	<i>Incoming, in-grown.</i>
PARTICIPLE-ADVERBIAL	<i>Blown-out, boarded-up, left-over,</i>

PARTICIPLE	<i>paid-up, sawn-off.</i>
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(picture 10.2)

PATTERNS	SUBGROUPS	COMPOSITE ADJECTIVES
ADV-PARTICIPLE	PRESENT PARTICIPLE	<i>far-reaching, brightly-shining, constantly-changing, equally-damaging, free-spanding, harder-hitting, rapidly-growing, slowly-sinking, slyly-charming, badly-fitting, constantly-grinning, badly-maturing, slow-moving, straight-speaking, tightly-fitting</i>
	PAST PARTICIPLE	<i>Carefully-honed, extensively-researched, friendly-contested, ill-suited, internationally-acclaimed, lavishly-produced, new-born, newly-restored, recently-installed, specially-adapted strictly-controlled, strongly-worded, urgently-needed, well-timed, carefully-planned, comparably-sized, ethnically-based, federally-insured, finally-wrought, highly-educated, neatly-shaved.</i>

(picture 11.2)

PATTERNS	SUBGROUPS	COMPOSITE ADJECTIVES
ADJ-PARTICLES	PRESENT-PARTICIPLE	<i>good-looking, foul-smelling, tatty-looking, biggest-selling, double-crossing, free-standing, funny-looking, good-looking, longest-serving, lovely-sounding, respectable-looking, sickly-smelling.</i>
	PAST-PARTICIPLE	<i>Italian-born, British-born, clean-shaven, ready-made, soft-textured white-washed, straight-laced.</i>

(picture 12.2)

PATTERNS	Composite Adjectives
V-N	<i>cut-throat, cut-rate, daredevil, breakneck,</i>

	<i>push-button, tell-tale, catch-penny, turnkey, lacklustre</i>
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In the chart below we can see the very interesting composite adjectives in English which are differently ordered but frequently used in linguistics and in communication as well. In my opinion, structurally these adjectives similar to reduplicative words but here we can see semantically antonymic and non-antonymic pattern in the formation of the composites in which the both elements are adjectives. According to the Adams these types of composite adjectives are included in copulative compounds

(picture 13.2)

PATTERN	ANTONYMIC SUBGROUP	NON-ANTONYMIC SUBGROUP
ADJ-ADJ	<i>bitter-sweet, sweet-sour, clever-stupid, clever-silly</i>	<i>German-French, grey-green, red-blue, black-white, true-false, hot-cold, cold-warm, wet-dry</i>
COMB.FORM-ADJ	<i>tragicomic, hero comic</i>	<i>Anglo-Norman socio-economic</i>

(picture 14.2)

PATTERNS	COMPOSITE ADJECTIVES
SELF-ADJ	<i>self-evident, self-confident, self-adhesive</i>
SELF-ING PARTICIPLE	<i>self-adjusting, self-inflicting, Self-defeating</i>
SELF-ED PARTICIPLE	<i>self-assured, self-contained, self-induced</i>

Here we take the word self as a separate word and it is hyphenated. Furthermore, the suffixes like and type in words such as child-like and data-type, retain their meaning as separate words. This might be the boundary between affixation and compounding. We will see the realization of these type of composite adjectives in the chart below, nevertheless we aren't sure to call them composite words

(picture 15.2)

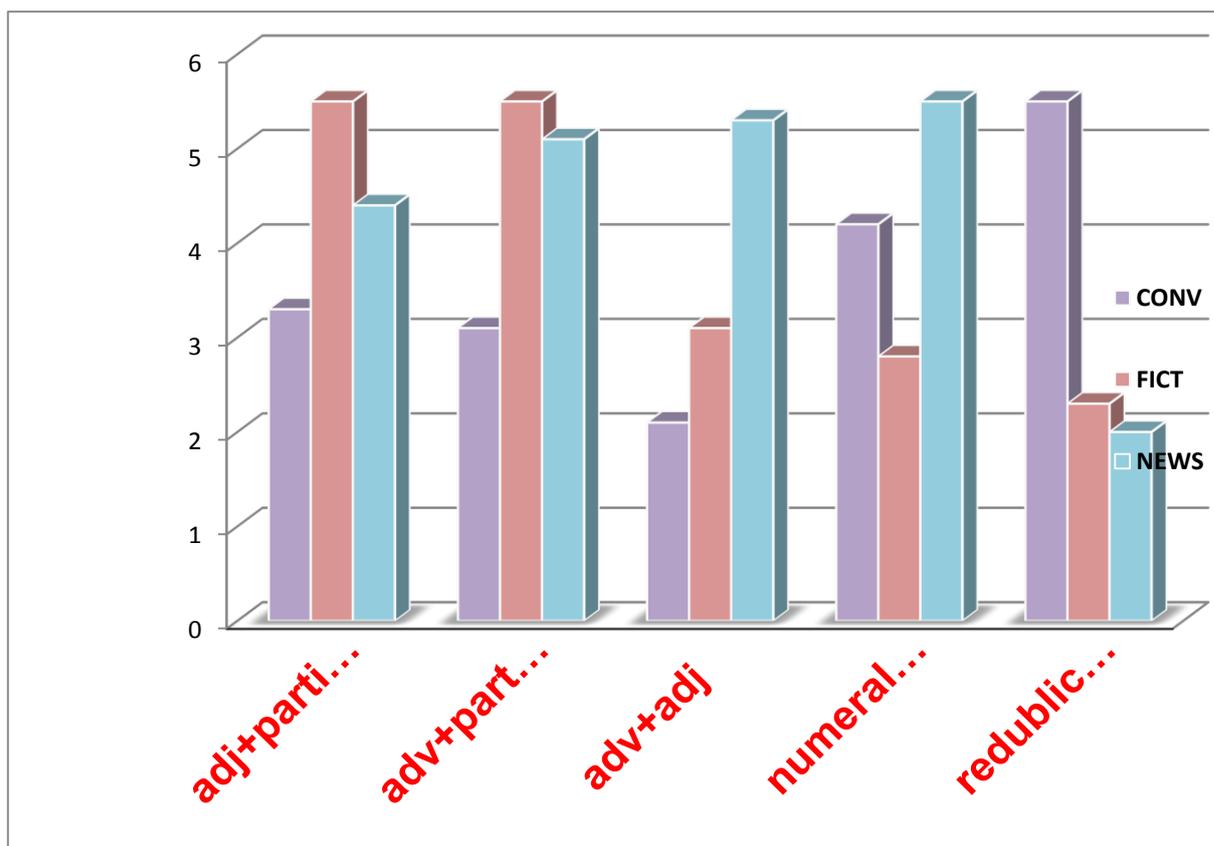
Pattern	Composite adjective
	<i>Business-like, cat-like, dream-like, rocklike,</i>

N-like	<i>shark like , unladylike, workmanlike.(in academic prose) block-like, bristle-like, cone-like, cup-like, finger-like, granule-like, needle-like, plate-like...</i>
N-type	<i>Terrorist-type, backward-type, A-type, birthday-type, churchy-type, content-type, data-type, examination-type, Hollywood-type, immediate-type, Israeli-type, leasing-type, Mr-Smith-type, off-type, pyroxene-type, serpentine-type, storage-type, supermarket-type, textbook-type.</i>

As it is observed the adjectives formed by the suffixes –like and –type, are particularly versatile in their ability to derive new adjectives from nouns. They are virtually absent in conversation and relatively frequent in academic prose and fiction.

In the diagram below I would like to define how and on which stages of life all those composite adjectives are used in English language.

(picture16.2)



With the help of diagrams, we tried to show the most frequently used composite adjectives in three spheres: in Conversation, Fiction and in News.

Adjectival compounds represent compact, integrated forms of expression, which apparently are not easy to produce ‘online’ (except for lexicalized compounds such as *sugar-free*, *tongue-tied*, *old-fashioned*, *cross-eyed* and *wishy-washy*.) Reduplicative compounds are more numerous in conversation than in other registers, possibly because, they are lexicalized and supported by serving an emotive purpose.

Fiction has many more compounds used as adjectives than conversation. There is a general balance between uncommon formation (such as *gauzy-bearded*, *dashingly-clad*, *incompetently-suppressed*) and compounds that contain relatively frequent elements (such *slow-moving* and *easy-going*.) Fiction also uses series of adjectival compounds more than other registers:

One day, after supper, he sat in the rocker by the stove, bone-tired, river-whipped and fell asleep.(FICT)

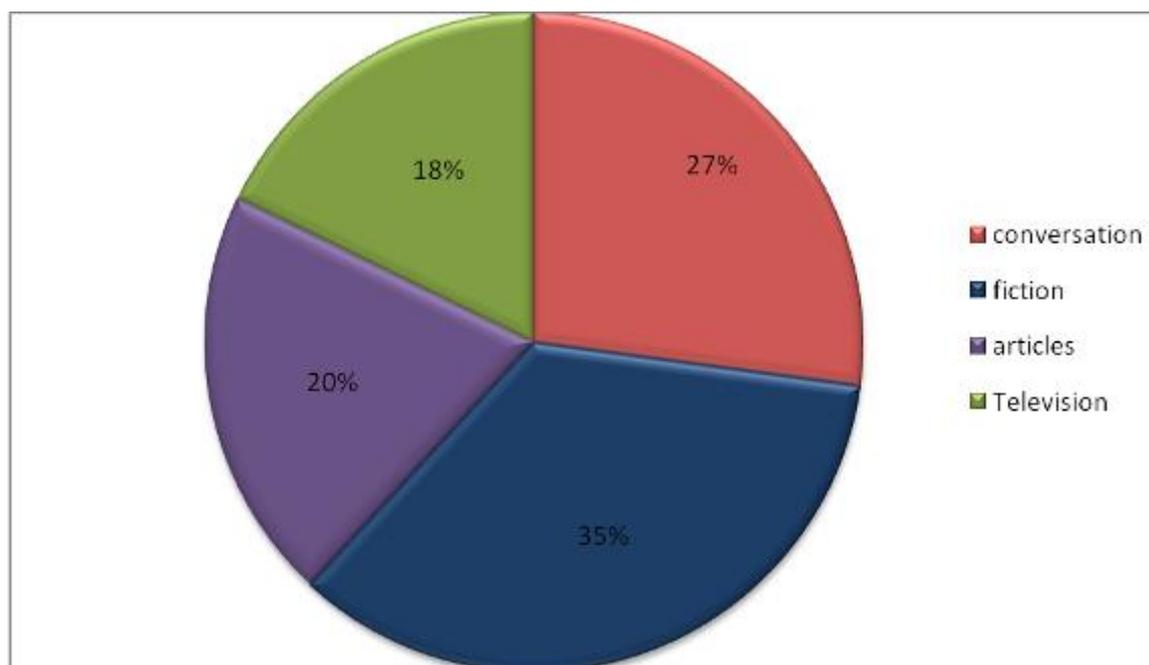
Adjectival compounds are abundant and frequent in News which shows a particular partiality for adverb-adjective compounds. In addition news writers use very frequent compounds consisting of numerals and nouns such as *six-man*, *24-hour* and *second-round*. Many of the more frequent compounds in news are familiar enough to be viewed, as lexicalized expressions, *high-speed* and *double decker*.

Compounds formed with –ed participle as the second element is especially common, in news e.g. *racially-motivated*. These forms provide an efficient way of compressing information into a two-word construction, as an alternative to a fuller clausal expression (often involving a relative clause), *attack that was motivated by racism*. Below, the compound in bold in 1 avoids the relative clause marked in brackets in 2. In original new text 1 is immediately followed by 2 suggesting that 1 captures for a more integrated statement of the quoted words of 2.

“In a speech before the ballot, Mr Kovac- whose career includes a stint as an economic advisor to Cuban leader Fidel Castro in the 1960s –said he was in favour of “socially –oriented market policies.” (NEWS)

After having analysed several fiction books, News articles and people’s regular conversation I decided to make a “Pie Chart” to reveal the usage of composite adjectives in the Uzbek language in four spheres.

(picture 17.2)



The survey shows that in general the composite adjectives are not so frequent as in the English language. Taking into consideration that the Uzbek language is rich in variety of the words we can observe a great number of composite adjectives in conversation. Mostly, in speech we can see the usage of another type of composite adjectives such as reduplicative.(yaxshi-yomon,katta-kichik,baland-past.etc.)

Here it is obvious that a huge per cent of adjectives are used in fictions. Because in novels and other books the composite adjectives help to describe the image more clearly and even can emphasize the notion. It is quite possible in narration:(xushxulq,shirinzabon,arzonbaho,kamso'z,qoramag'iz).

In television we can observe the colour modifying composite (nim-pushti,och-sariq, to'qqizil.)adjectives and composite adjectives expressed by numbers(5-kunlik anjuman,7-oylik chaqaloq, 20- kunliksayohat) in order to describe the things and events in details.

In conclusion the survey detected that the composite adjectives are used equally in both languages however a structural quantity of composite adjectives in English is a bit higher.

In general ,in my opinion the composite adjective is the process of forming a new word by combining two or more words into a morphological unit in order to modify a noun. The elements of the composite adjectives may consist of different parts of speech such as nouns, adverbs, verbs, numerals, participles and adjectives as well.

(stone-cold,wide-open,king-sized,black-white,carefully-honed,cut-throat.self-assured,etc)

We cannot take the elements of the composite adjectives individually because the words must be translated as a whole unit. Usually the parts of the composite adjectives combined with the help of hyphens.We use hyphens between the words to make the words appear as a single unit. Thus, proper hyphenation of composite adjectives increases understanding and speeds the reader along.

By using composite adjectives we can express our ideas more concretely and it is easy to recognise the meaning of such adjectives without translating them because we can clarify the meaning from its components.

“He is just what a young man ought to be,” she said, “sensible, good-humoured, lively;” and I never saw such happy manners![18]

Agreeing the investigation, the morphological features and syntactical functions of adjectives are comparable. All simple and composite adjectives in two compared languages represent the same function. Both types of adjectives are considered to be noun modifiers and describers.

Composite adjectives are regarded as productive features of English and new combinations are always possible.

2.2. Isomorphic and allomorphic features of the composite adjectives in Modern English and Uzbek.

In order to make my research more exact and based on facts, not to meagre statements, I am going to make quantitative and qualitative analyses. My research is based on linguodidactic analyses. Although all languages have universal features, the two languages English and Uzbek have many differences in their development and formation. Distinctive features can be seen not only in the perceptions of separate things, but also in the perceptions of the world, therefore it is very important not to confuse what exactly and how is used in a particular language.

Definitely, the composite adjectives exists in both languages nevertheless there might be some specific features that can be incompatible. Hence we are going to investigate all isomorphic and allomorphic features to avoid possible misperception in the language and to provide morphologically and semantically precise and easy intercourse among language users. Now I want to give detailed information about the composite adjectives which are supported with examples.

In view of some scholars the composite adjectives are adjectives that are made up of two or more words usually with hyphens (-) between them for example:

An English-speaking country.	An English-speaking country.
A time-saving gadget.	A time - saving gadget.
A thirty-floor building.	A thirty - floor building.

I should stress that “Hyphens” are very effective and productive way of forming composite adjectives in English. Hyphens can be used in different positions and its important when and how appropriately to use hyphens.

- Suspended hyphens: When two or more compound modifiers have a common base, this base is sometimes omitted in all except the last modifier, but the hyphens are retained (suspended). Examples: *Dotty has an amazing long- and short-term memory. Yoga sessions were 30-, 40-, and 60-minutes.*
- When the base word is capitalized, we hyphenate the composite words. Example: *Because I lived for a year with my non-English speaking aunt and my only-Spanish-speaking uncle, my English accent became non-existent.*
- Use hyphens when the composite adjective involves a number.

Example: *The new go-go boots style is from a mid-1970s era.*

- Self words: Use hyphens to connect composite words (adjectives or nouns) using self (*self-report, self-esteem, self-directed, self-possession, self-important, self-aware, to name a few*).

Moreover, hyphenation is possible with other types of words. Prominently, its usage is very essential and reasonable for constitution of words. It is common to use hyphens for words that could be misunderstood, for example, re-pair (pair again), re-form (form again), co-op (not to be confused with coop), or un-ionized (not to be confused with unionized). In the sentence “*She works in the large-print area of the library,*” if there were no hyphen, one might think the area of the library was large, rather than the print of the books.

Adjective or adverb plus past participle is one of the most common patterns for forming composite adjectives. Some common examples would include: [web.1]

cold-blooded, kind-hearted, old-fashioned, open-minded, brightly-lit, deeply-rooted, densely-populated, well-behaved.

Most animals are warm-blooded but all reptiles are cold-blooded. He was a cold-blooded murderer and showed no emotion of any kind. She lived in an old-fashioned house, but was kind-hearted and open-minded. Nevertheless, she held deeply-rooted beliefs about the sanctity of marriage.

But **adverb / past participle** combinations when they are used with a copular verb like **be** or **seem**, and come after the noun they modify, are not hyphenated: *The streets in our town are dimly / brightly lit and encourage / discourage burglars.*

There are sometimes many possible combinations, e.g. *broad-minded, narrow-minded, absent-minded, strong-minded, as well as open-minded.* It is

partly a matter of knowing which adjectives or adverbs collocate or go with which participles and nouns. We have *brightly-lit streets*, but also *brightly-coloured dresses or swimsuits or sweets*.

Composite adjectives are regarded as productive features of English which means that use is not so restricted as it is in many categories of grammar. New combinations are always possible. For example, *brightly-patterned curtains illustrate the productive nature of this combination, as would brightly-shining stars*, and here we come to a new pattern, which is also very common:

Adj / adv / noun + present participle

Here are

some common examples:

good-looking, hard-

wearing, free-standing, far-reaching, long-lasting, never-ending, labour-saving, mouth-watering, and record-breaking. 1) *The good-looking chef was dressed in hard-wearing clothing and sitting in front of a free-standing cooker.* 2) *The dishes he had prepared with all the labour-saving devices at his disposal were all mouth-watering.* 3) *We signed a long-lasting agreement for his services which we hoped would be never-ending.*

Other common patterns for composite adjectives include:

noun + past

participle: *shop-soiled, tongue-tied, sun-dried.*

When they refused to

exchange *the shop-soiled* item, I was *tongue-tied* and

didn't know what to say.

noun + adjective: *trouble-free, lead-*

free, world-famous.

If you want *trouble-free motoring*, make sure you

use only *lead-free* petrol

adj + noun: *deep-sea, full-length, last-minute.*

The sun-

dried tomatoes that we sell are *world-famous*;

She was wearing *a full-*

length dress, quite unsuitable for *deep-sea* diving; *If nothing else works, a total pig-headed unwillingness to look facts in the face will see us through*; [32]

The forty-mile journey in the *two-door, open-top* convertible was *ill-advised* in such inclement weather.

number + noun: *two-door, twenty-page, forty-mile.* Composite adjectives of this kind can refer to: [17.81]

- Age: a three-year- old building
- Volume: a two-litre car
- Length: a twelve-inch ruler
- Price: a fifty-dollar dress

- Weight: a five kilo bag
- Area: a fifty-acre farm
- Duration: a four-hour meeting
- Depth: a six- foot hole
- Time/distance: a ten -minute walk.

The Uzbek composite adjectives aren't divided into such semantic category but In the Uzbek language we can use numbers with adjectives but without hyphens. The difference can be seen in the formation of adjectives we add the suffix –lik to the noun which is used with numerals. For instance:

Oltioylik bola; beshkunlikbayram; sakkizqirralikyulduz; uchkechalikyo'l.

In general, a composite adjective is a group of words that provides a single description of a noun that follows. Here are some examples in the English language.

- He said that the large-appliance industry has been weakened by the recent economic depression.
- His "better-late-than-never" attitude kept him from hearing the opening remarks of many meetings.

Here we can notice that if the composite adjectives are used as quotations they may be long and may consist of more elements. According to the statistics the longest composite adjectives in the English language are the adjectives denoting scientific terms.[web.7]

- anthropological(15)
- immunoelectrophoretically (25 letters)
- psychoneuroendocrinological (27 letters)
- spectrophotofluorometrically (28 letters),

Ordinarily hyphenated composite adjectives with intensive adverbs in front of adjectives: [web.8]

"very much-admired classicist"
"really well- accepted proposal"
"get-it- yourself look"
"well-thought-out"

Each composite adjective in these sentences

provides a single description of the noun that follows it, regardless of whether the adjective has two, three, or more words in it. The decision to place a hyphen between two words or to leave the hyphen out will often have a significant effect on the meaning of a sentence. Examples:

- We need more qualified workers. (We need what? Great numbers of qualified workers.)
- We need more-qualified workers. (We need what? Workers who are more qualified than the workers we have now.)
- The large appliance industry is suffering. (Which industry?The appliance industry, which is large.)
- The large-appliance industry is suffering. (Which industry?The industry that produces large appliances.)

Hyphenated composite adjectives are used only before nouns. When they come after nouns, they are not hyphenated.[web.6]

Examples:

- The up-to-date report was submitted on time. (comes before the noun)
- The report was up to date. (comes after the noun)

Occasionally, we do not need to use hyphens to form composite adjectives which is very important in structuring them:

- Composite adjectives including comparatives and superlatives do not need to be hyphenated for example: She bakes the most delicious pies; so-calledat the least desirable moment; a more recent update; the most ambitious athlete; a lesser known author.
- No hyphen is needed with composite words or adjectives that are open (two words written as one unit with no hyphen) or with when there is no ambiguity.

Examples of open compound words: *truck stop, uneven bars, full moon, fruit fly, and fishing net*. If a composite adjective is not confusing , a hyphen may not be necessary (“*a Sunday morning walk*” needs no hyphen between *Sunday* and *morning*).

"If nothing else works, a total pig-headed unwillingness to look facts in the face will see us through." [41]

Major style guides advise consulting a dictionary to determine whether a composite adjective should be hyphenated; the dictionary's hyphenation should be followed even when the composite adjective precedes a noun. Hyphens are unnecessary in other unambiguous, regularly used composite adjectives.[web.4]

Examples:

- Man-eating shark (as opposed to man eating shark, which could be interpreted as a man eating the meat of a shark)
- Wild-goose chase (as opposed to wild goose chase, which could be interpreted as a goose chase that is wild)
- Long-term contract (as opposed to long term contract, which could be interpreted as a long contract about a term)

Conventionally, and with the support of modern writing guides, compound modifiers that appear before a noun phrase may include a hyphen between each word, subject to a number of exceptions. Hyphens are used in this way to help prevent confusion; without their use, a reader might interpret the words separately, rather than as a phrase.

Interestingly, hyphenation is also used creatively to indicate that an idea that would normally be expressed by a phrase is being treated as a single word for communicative purposes because it has crystallized in the writer's mind into a firm, single concept. Thus, for example, the expression simple to serve is normally a phrase, just like easy to control. But it can also be used as a hyphenated word as in *simple-to-serve recipe dishes*.

But for creative hyphenation we are unlikely to find anything more striking than this:

On Pitcairn there is little evidence of the *what-we-have-we-hold, no-surrender*, the *Queen's-picture-in-every-room* sort of attitude.[35]

Adverbs that do not end in -ly may take the hyphen to form a composite adjective. The reason is obvious.

A fast-moving script suggests a roller coaster plot while a fast moving script might have pace but it is emotionally charged (emotionally moving) at the same time.[36]

However, with words like *well* and *fast* (which are both adjectives and adverbs), a hyphen can be used to avoid ambiguity.

Example:

Jacob took the well-fatted calf to the riverside. ('well-fatted calf' as in a very plump calf) Jacob took the well fatted calf to the riverside. ('well fatted calf' could

be construed as a 'well' (i.e., healthy) and 'fatted' calf. In the first example, the 'well-fatted calf' could be ill.) we can see here the changings in semantics while using hyphens.

well-known actor (< hyphen with 'well')

widely known actor (< no hyphen with any other adverb)

"He was at the same time haughty, reserved and fastidious and his manners though well-bred were not inviting."[8]

"In the 19th century, before the science of archaeology became well- developed, the Ottomans laid out the brick and concrete city that stands today."[32]
"Another well-polished asset, [Gordon] Brown's reputation for sound economic stewardship, has become ever more tarnished." [23]

Composite Adjectives from Proper Nouns

Often

adjectives are formed from proper nouns (i.e, the names of things), which should be written using capital letters. In these circumstances, there is no need to group the words together using hyphens.[web.5]

Examples: Did you manage to get the Billy Elliot tickets?

(The words 'Billy Elliot' are one adjective describing the tickets. As the capital letters group the words, there is no need to use a hyphen.

'Waking the Dead' (This is correct. It's a composite adjective using title case. The title of the movie)

Composite Adjectives with Quotation Marks and

Italics

Although a less common practice, it is also possible to group the words in a compound adjective using quotation marks, italics or a combination of the two. (Italics tend to be used for foreign words and italics used to group the adjective.)[web.4]

Examples: Amber looked at the stick in the water, looked me in the eye and then turned away, giving me a *"get it yourself"* look. (quotation marks used to group the adjective)

For more than ten years, Jack claimed to be part of the *"Mary Celeste"* crew before admitting to his cousin at a party that he was not.

"It is your original ethnic theme park. I could eat the air, food-promise-crammed. Street life chugs, as thick and rich as arterial blood. Guitar-twang speech, a harmonic convergence of it, is all around."[31]

Composite adjectives in Uzbek consist of more than two stems which modify one and
asame quality of substance: ochko'z, sofdil,hozirjavob,

kamgap, ishyoqmas, qo'lbola, tichliksevar, ertapishar, kehpishar, shirinso'z, kastyumbopo'nqavatli, qo'yko'z.etc.

Considerably, we can figure out that the most allomorphic feature of Uzbek and English composite adjectives is evident in using hyphens. Hyphenation is very significant and frequent in English however Uzbek composite adjectives are formed by joining two stems together or combining them without hyphens as an adjective phrase.

1)“Mashinada yuk ustigato`shalganbrezentdasimobichakmonkiygan, qalinqoshlaribir-birigatutashibketgan, yag`rindor, qoramag`izyigityonboshlabyotibdi.”[35.10]

With the purpose of finding out **the allomorphic** and **the isomorphic** features of composite adjectives in English and Uzbek languages. We need to have detailed analyses of both sides.

❖ **Structural allomorphic features of the composite adjectives:**

1. Forming the Uzbek simple adjectives differs from the English.

In spite of the English language, there are three structural types of adjectives in Uzbek language. 1) Simple (sodda) 2) “Reduplicative” or “paired”(Juft). 3) Composite (qo'shma)

Simple adjectives in Uzbek linguistics are divided into more minor parts, which represents their allomorphic feature. 1) simple without affixes; 2) derivative.

1) Yaxshiqizyoqadagi - yulduz, yaxshio'g'il- ko'kdagi yulduz. (maqol) (yaxshi- is without suffixes- simple adjective)

2) Ilimlimingyashar, ilimsizbiryashar. (maqol) (ilimli, ilimsiz- are derivative adjectives which are formed with the help of adjective forming suffixes)

But in English language simple and derivative adjectives are stated as two partly different types of adjectives not as second type of simple adjectives.

2. The hyphen is very essential in forming the English composite adjectives and in the Uzbek language mostly the composite adjectives are formed without hyphens.

As we have analysed before, the main structural allomorphic feature of the English composite adjectives is that they are hyphenated

whereas the composite adjectives in the Uzbek language mostly considered to be combined without hyphens.

Moreover, there are such composite adjectives whose elements are taken separately and structured like a phrase: bodomqovoq, yalanoyoq, jigar rang, gulnor rang, binafsha rang, to'qko'k, cho'qqisoqol, sofdil, timqora, och-pushti, nimpushti.etc.

“So`zlaguvchio`zso`zinitamomqilmasdanoq, hartamondanungabirmazmundasavolyog`di: - Qani, Farmon, ayt-chi, seningbuarzonbaxoilojingnimadaniborat.”[19.198]

Furthermore, there are some composite adjectives that can be written together without hyphens (sohibjamol, o'zbilarmon) or written a part like a phrase (jigar rang, cho'qqisoqol.) But sometimes even hyphenation is possible (och-pushti, nim-pushti, och-sariq).

3. The formation of the composite adjectives in the English language is not restricted and new combinations are always possible.

Composite adjectives are regarded as productive features of English which means that use is not so restricted as it is in many categories of grammar. We can make new combinations by changing the elements. For example: *brightly-patterned curtains* illustrate the productive nature of this combination, as would *brightly-shining stars*, and here we come to a new pattern, which is also very common: *brightly-lit streets*, but also *brightly-coloured dresses* or *swimsuits* or *sweets*. There are sometimes many possible combinations: *broad-minded, narrow-minded, absent-minded, strong-minded, as well as open-minded.*

4. It is possible to make the composite adjectives with quotation marks and italics in the English language as I mentioned above.

For example:

"get it yourself" look; Better-late-than-never attitude; 'Billy Elliot' ticket.

5. Differences in “reduplicative adjectives”

Such adjectives as (katta-katta, baland-baland, ko'p-ko'p) are considered to be the paired adjectives in the Uzbek language and they aren't one type of composite adjectives. But the words (even-steven, lovey-dovey, okey-dokey, curly-whirly) are reduplicative adjectives and

they are one more specific type of the composite adjectives in the English language.

As I mentioned in previous chapters reduplicative adjectives in English quite different from Uzbek ones. I would like to use the term “double or dual adjectives” for (juftsifatlar). Because Complex words that consist of more than two parts include such words as composite(qo’shma), reduplicative (takror) and (juft) .

6. The composite adjectives in the English language are transformed into simple adjectives while translating them into Uzbek language.

By this allomorphic feature of the composite adjectives we may see some differences in the translation of some composite adjectives, as the composite adjectives in the English language changed into simple adjectives or adjective phrases in the Uzbek language as a result of translation.

Forexample:good-looking-kelishgan,well-educated-o’qimishli,well-bred- tarbiyali,higly-educated-malakali,self-centred-xudbin,push-botton tugma,white-washed-oqlangan,life-prolonging-barhayot.

Lovely-sounding- hush ovozli, sickly-smelling-yoqimsizhidli, far-reaching-uzoqniko’rabilguvchi,world-knowned-dunyogamashxur, freezing-cold-muzlatuvchisovuq, greenish-blue-ko’kishmoviy, dark blue-to’qko’k, wide-open-kengochiq,burning-hot-kuydiradiganissiq,Hollywood-type- hollyvudturdagi, needle-like-ignakabi, peace-keeping-tinchliksaqllovchi.

7. Some structural forms of the composite adjectives are not existent in the Uzbek language.

Apart from the Uzbek language, one of the structural allomorphic features of the English composite adjectives is that the structures –**Particle-noun, particle-particle, adverbial-particle** are also possible to form new composite adjectives.

(in-store,off-shore, in-coming, in-growing ,blown-out, left-over.)

❖ Semantic and Structural isomorphic features

1. The composite adjectives denoting the colour in both compared languages have the same meaning.

After having analysed the semantic types of the adjectives we are aware of the fact that the qualitative and relative adjectives exist in both languages and they denote the quality of the substance. Especially, the semantic isomorphic features of the composite adjectives much more noticeable in adjectives denoting the colour.

(a dark-blue sweater, a reddish-orange dress, milky-white dress, dark blue sky)
(to'qqizillablar, nim-pushtiatirgul, oq-qorako'ylak, to'q-qizg'ishlolalar.)

2. The paired adjectives in Uzbek language and the reduplicative adjectives in the English have the same structure and besides we can see some similarities in the semantics of these adjectives.

I would like to remark that we couldn't find the term in English that could substitute the notion "juftso'zlar or sifatlar" The concept "reduplicative" is possibly used for both. Even most grammarians consider that the reduplicative adjectives are one type of composite adjectives.

For example: Uzbek- kata-katta, uzun- qisqa, yaxshi-yomon, kata-kichik, yosh-qari, issiq-sovuq, quyuk-suyuq, baland-baland, oppoq-oppoq;

In these examples we can see the formation of such adjectives either duplicating one and the same word or compounding words by using their antonyms.

Hence, we can find such antonymic form of adjectives in English but they are included in composite form of adjectives.

Examples: *bitter-sweet, sweet-sour, clever-stupid, clever-silly, tragic comic, hero comic.*

I think that these examples demonstrate both semantic and structural isomorphic features of the composite adjectives in the two compared languages. Because structurally, they are joined with hyphens and semantically these above mentioned composite adjectives also have same antonymic meaning.

Real reduplicative adjectives: lovey-dovey, okey-dokey, curly-whirly, easy-peasy, wishy-washy, roly-poly, super-duper, even-steven, oldy-worldy, goody-goody.

The structure of English reduplicative adjectives noticeably different. Some elements of the adjectives have no clear meaning. One isomorphic feature is that these adjectives are hyphenated in both languages.

❖ **Syntactical isomorphic features.**

1. The composite adjectives in both languages have the same functions in the sentence.

By analysing the sentences below, we can observe that the composite adjectives are used as noun modifiers which have an attributive function in the sentence. This can serve as a syntactical isomorphic feature of the composite adjectives.

“Qog`ozlarno`qaturib,hamdaularnio`qibbo`lgandankeyinadvokatningcho`ziyuzlarigabirkulguy oyildi, uningmoshbirinchmo`ylovlariniikkitomongakeribyuborganbukulishdachinakamotaningboladank ulganigao`xshaganbirnarsaboredi...”[24.274]

“Manashuorqamdantilinosiltiribyugurgilabkelayotgan, oqko`ngil,lavzihalolOrtiqalioldidayuzimniyorug`qil, insholarimniyozi bberaversin...”[40.12]

1)“A well-developed sense of humour is the pole that adds balance to your steps as you walk the tightrope of life.”[web5]

2) Mr Bingley and his sisters came to give their personal invitations for the long-expected ball in Nether field.[18]

Overall in my opinion all composite adjectives in these compared languages have clear and exact forms and functions that we cannot confuse. They usually consist of more than one part.

It is obvious that we have both isomorphic and allomorphic features of this phenomenon. Owing to the universal and common process of the language development, all languages may have some similarities. On the other hand, every language is special and considering that the Uzbek language belongs to the agglutinative and the English represents analytical language types we may find some dissimilar features as well. And these dissimilarities may cause some confusions in the language.

Chapter three. Effective strategies for teaching Modern English composite adjectives at Uzbek schools

3.1. Effective strategies for teaching Modern English composite adjectives at Uzbek schools.

Learning styles and Teaching methods

Across the centuries people have studied how foreign languages are learnt. Many experts now believe that one way we learn foreign language is by **exposure** to it. Which means by hearing or reading it all around us without studying it. They say we then pick it up automatically, learning it without realizing. This is the main way how children learn their first language.

Experts also say that to learn a foreign language, particularly as adults, exposure to language is not enough. We also need to **focus** our attention **on the form** of the foreign language, on how it is pronounced or written, on how its grammar is formed and used. I think in order to achieve this and manage the language successfully we need the help of **Teachers** who are capable to assist and support anytime.

Moreover, research has identified three main ways in which we learn a foreign language. Firstly experts talk of us **acquiring** language. This means the same as **picking it up**. Secondly, to learn language we need to use it in interaction with other people. The person we are talking to will show us directly or indirectly, if they have understood us or not. If they have not we need to try again, using other language, until we manage to communicate successfully. Thirdly, research shows that the foreign language learners also need to **focus on form**. [24.41]

Nowadays, experts generally agree that we do not learn a foreign language best through learning grammar and translating –**Grammar-translation method**. We learn by constantly practicing until we form habits (behaviorist or structuralist) approach or just by communicating, **(the communicative approach)**

In my opinion the communicative approach is one of the successful methods of teaching English language. The advent of the communicative approach in the 1970s set the stage for the major re-think of the role of the vocabulary. Interaction will help us appropriately use the vocabulary that we have learnt, reflect on grammar and improve communication skills. Teachers

need to remember that some learners may like to learn or are used to learning in particular ways. Thus teachers always need to match their teaching to the characteristics and needs of the learner.

I suggest making **questionnaires** in the classroom very often in order to analyse which method of learning English would they prefer: *communicative, form-focused, grammar-translation or combination of those*. Because arranging the classroom according to the wishes of learners provides the very effective way of teaching. In addition to this, in the teaching process, teachers should pay attention to the **learning styles** and **learning strategies** too.

I think, teachers should try various methods of teaching. I would like to offer **communicative method** of teaching because communication is the source of interaction which develops students' speaking skills and critical thinking as well. Communication helps students to revise and reflect on what they have learnt during the lessons.

Moreover, while making new exercises on the composite adjectives I also used **case study** and **interactive** methods of teaching. In my opinion, using authentic **materials, realia, real life situations** is very effective in teaching new themes and explaining new topics. Besides, I tried to choose various modes of interaction to the different tasks of the exercises. Because students should build community in the classroom in order to make friendly and successful learning process. That's why students should learn how to work in pairs, groups and in teams.

I would like to recommend and explain several methods of teaching. I think such methodologies have more advantages than ordinary methods of teaching. Because they are new, innovation and effective. According to this methodology, the teacher's role is only to assist the students and the students are motivated to think, to be creative and active. Owing to these methods, the lessons will be planned properly and the classroom will be organized appropriately.

Learning style is the way in which the learner naturally prefers to take in, process and remember information and skills. Here are some commonly mentioned learning styles:[24.52](picture18.3)

Visual	The learner learns best through seeing
Auditory	The learner learns best through hearing
Kinesthetic	The learner learns best through the body
Group	The learner learns best through working with others
Individual	The learner learns best through working alone

Reflective	The learner learns best when given time to consider choices
Impulsive	The learner learns best when able to respond immediately

We displayed these chart because all foreign language teachers should be aware of the learning styles in order to help students to choose appropriate learning strategies. I think a good teacher should assist his pupils to show the right directions to learn and make his student be an **autonomous learner**. I suggest that teachers should take into consideration such features as:

- Learners' characteristics may not be fixed. We must not limit a learner by thinking they can only learn in a particular way.
- Most of them are visual learners, thus teacher should bring some authentic material to the lessons (pictures, objects, cards, movies, cartoons).we can use **I pods, Computers and Projectors**. It is better if we connect to the internet directly during the activities. Nowadays, it is very effective making **online tasks** and asking the students complete them online. **Watching videos and seeing the pictures** of the things written in the text that they are reading is very interesting and helpful. I think when they watch the thing that they are learning they will be able easily remember and memorize it. Mostly it is effective in learning vocabulary.
- For kinaesthetic learner I suggest teachers to bring some objects related to the topic of the lesson, so that they could touch them and speculate what might it be and try to describe. It is very helpful in improving critical thinking.
- So we can find out what our learners characteristics are by *asking them, observing them, giving them questionnaires, askingat the end of the lesson* whether they liked the activities done in the class.

The role of the teacher in the classroom

Our role as a teacher is firstly to encourage a learner to learn and to get interested in the language. That's why I think the role of motivation is very important in the teaching process.

Motivation-is the thoughts and feelings we have which make us want to do something continue to want to do it and turn our wishes into action.[25.98]

Learners can be motivated either by target language culture, people or country.

In order to motivate learners teachers should:

- ✓ Set a personal example with your own behaviour to be motivated as a teacher yourself.

- ✓ Create a relaxed atmosphere in the classroom.
- ✓ Increase the learners' self-confidence about language learning.(help learners to feel that they can be good at learning)praise their progresses and don't judge their failures.
- ✓ Increase the learners' awareness of their goals. (what they want to achieve).inspire them make clear aims and motivate them to achieve their target.

Every teacher changes roles during a lesson. These roles will be appropriate to the types of lesson, activities lesson aims and the level and the age of the learners. At different times we may act as a

• Planner	• Parent
• Informer	• Friend
• Manager	• Monitor

For example when learners are doing a role play ,one role is to make sure that they are doing what we want them to do. This is called **monitoring**. When we present a new language to the class,our role is to inform and explain to our learners. This is called the role of **informer**.When there are Problems with discipline we are **managers and** sometimes act as **a friend** or **a parent**. This comforts when learners upset or unhappy. I recommend to change these roles more often.

“Teaching the language with sense of humour”

Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students,but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field.

Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere encouraging for learning and communication. It is easy to create a humour in the classroom by reading , speaking, listening and also writing. We can also use this method at schools.That's why I consider this strategy very effective. Besides we can choose different funny stories, jokes and hilarious texts related to the topic. For example for Nasriddin's stories and others we can use this website:

<http://www.agendaweb.org/reading/comprehension>

from this website we can find online exercises related to different topics. Mostly it's very helpful for reading classes. After reading the text pupils will be able to do the grammar exercises on the text and check the answers immediately online.

“Words for words approach”

I recommend our teachers to use this approach more often. Because it's better to organize pupil-centred lessons not teacher-centred. Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the pupils she/he can just go on saying mnemonics or its associated meaning in words. Here the teacher goes on saying only words instead of sentences, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences.

For example in teaching the language this technique can be used as an effective strategy by the teacher to develop word power, increase pupils' range of vocabulary and develop their thinking, guessing and speculating skills. In this method pupils learn how to give extra definitions to the words, guessing words without dictionaries and from the context.

We can use websites to work online with worksheets, handouts and glossaries.

http://www.eslprintables.com/vocabulary_worksheets.

“Effective lesson planning”

A lesson plan is a set of notes that helps us to think through what we are going to teach it and how we are going to teach it. It also guides us during and after the lesson. We can identify the most important components of the lesson plan by thinking carefully about what we want our learners to do and how we want them to do it. The main components of the lesson plan are:[24.86-96]

(Picture20.3)



In the chart I tried to show the most important components of a good lesson plan of a teacher. Here I would like to emphasize such points as:

✓ **To be able to put a clear objectives and aims-**

what we want learners to learn or to be able to do by the end of the lesson. Besides, teachers should also take in to consideration subsidiary aims, personal aims and assumptions. These concepts lead to the main aim and help us to reach the objectives of the lesson.

✓ **Procedure should be properly organized.**

Teacher should make appropriate tasks and activities for each stage. Pre, while and post activities should contain suitable but different tasks. I strongly recommend to organize tasks in the form such testing types:

- Matching;

- Multiple choice test
- True /false activities
- Gap filling;
- Questionnaires.etc,

✓ **To choose suitable supplementary materials and teaching aids.**

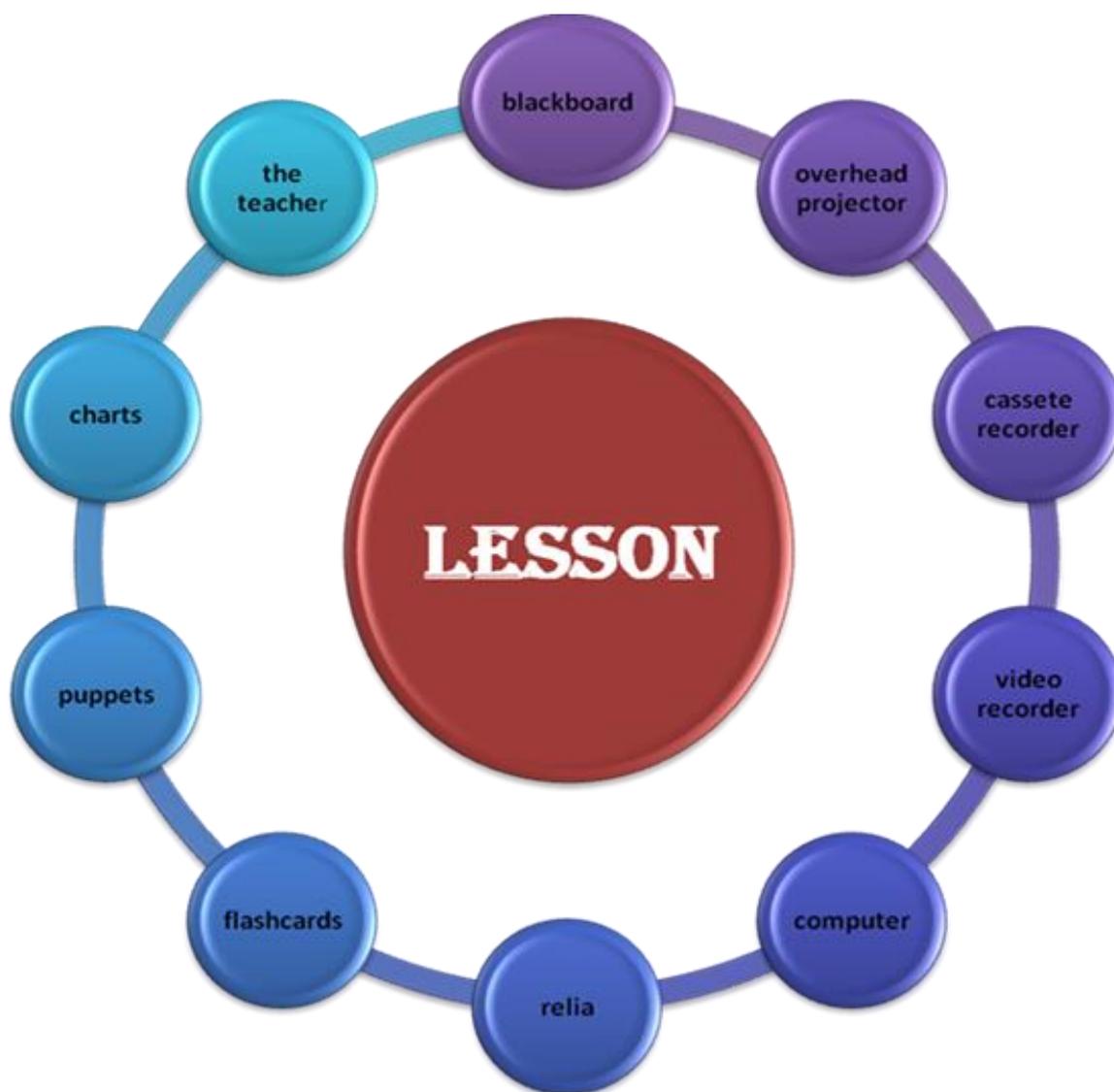
Supplementary materials are books and other materials that we can use in addition to the course book. They include *skills development materials, grammar, vocabulary, and phonology practice materials, collections of communicative activities and teachers resource materials.* [24.114]

- ✓ We should know how to choose materials and how to appropriately adopt them to the lesson and learners.
- ✓ At each lesson we should use at least two of these materials:
 - Simple books for graded readers(tales, simple narratives)
 - Skill practice books(vocabulary or grammar books)
 - Websites (educational ,language learning online websites)
 - Videos(movies, authentic videos, TV shows on computer)
 - Electronic materials(CD-ROMs, computer programs)
 - Games(vocabulary, grammar games or speaking games like “jeopardy game”, “jigsaw learning” and others)

✓ **To be able to select suitable innovation teaching aids:**

Teaching aids are the resources and equipment available to us in the classroom,as well as the resources we can bring into the classroom .we should choose one of them according to the main and subsidiary aims of the lesson.

(picture21.3)



Present days new innovation teaching methods require using all possible modern technologies, teaching equipment and techniques while having a lesson. Therefore modern teacher should use all the aids those are displayed in the chart above.

- Aids that teacher can prepare in advance ,like charts ,flashcards and transparencies for overhead projector ,will help teacher to make sure that the lesson procedures match her aims.
- **Realia** is very useful and easy aid,the objects that can be easily bring into the classroom and can be used to teach vocabulary, grammatical structures, for building dialogues and narratives, for games and quizzes. They include *cards, menus, timetables, leaflets.*

- Even teacher can act as an aid, we can use our hand gestures, facial expressions and mime to elicit vocabulary items, clarify meaning and create context.

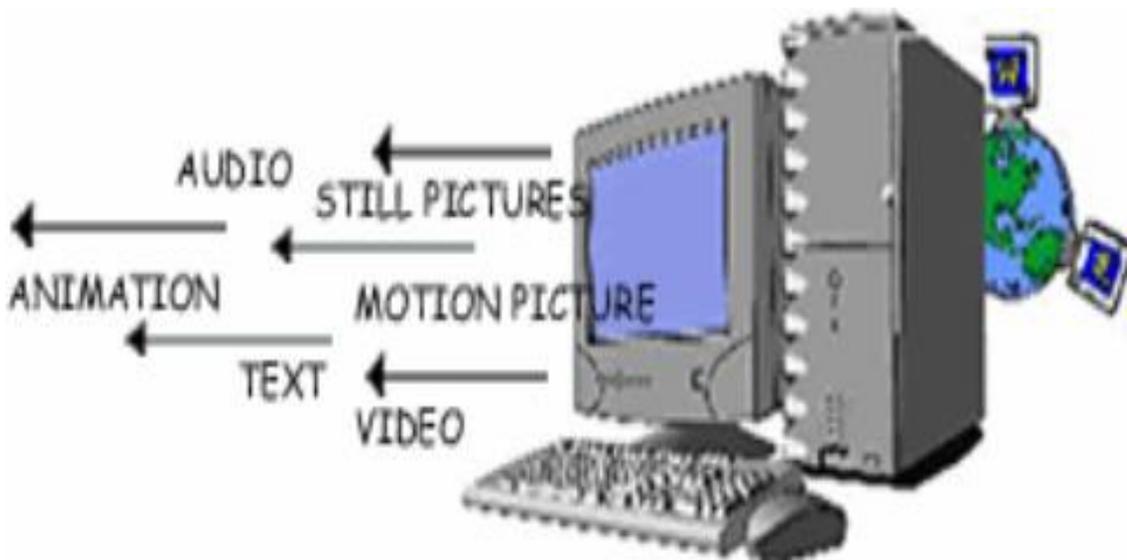
“Using Multimedia”

Multimedia- is the combination of various digital media types such as **text, images, audio and video, into an integrated multi-sensory** interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the pupils and what the industry needs.

I recommend to focus on using **multimedia technology** as an innovative teaching and learning strategy in a **problem-based** learning environment by giving the pupils a multimedia project to train them in this skill set.

Look at the picture

(picture 21.3.2)

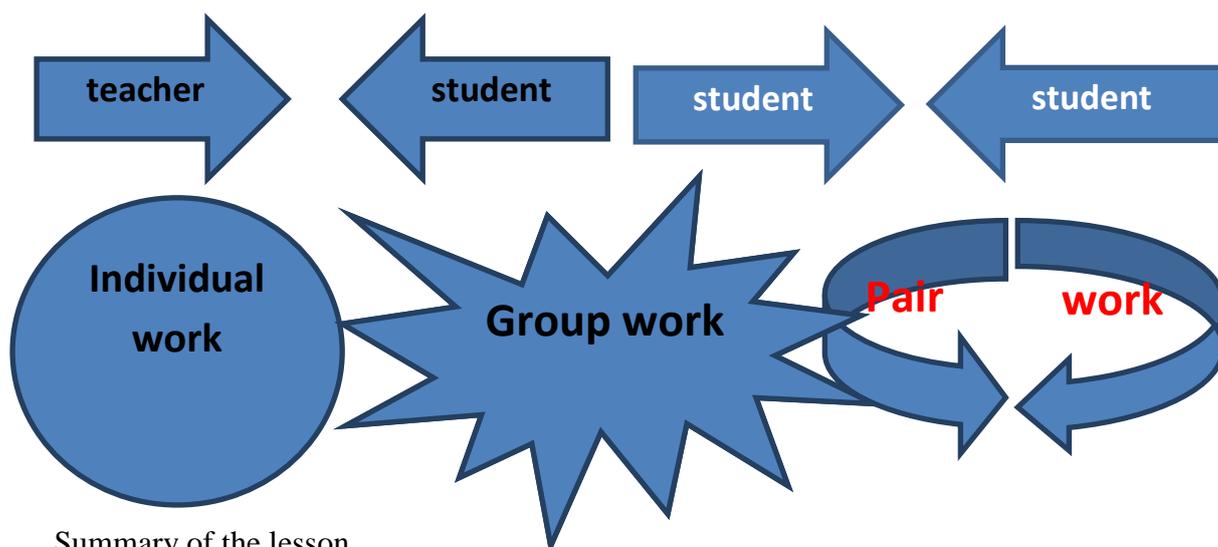


Besides, it is also possible to use online MS power point presentations, Graphics and Flash Slide, Show Software and download Video slides for, PC, iPods, mp3/mp4 devices from this website: <http://www.download-esl.com/videos.html>

“Choosing mode of interaction”

Choosing appropriate mode of interaction is very important in completing the tasks for learners. Using various interactions for different tasks can enlarge pupils outlook, improve critical thinking and especially it is very necessary for making friendly atmosphere and for building community in the classroom. I guess each task at the lesson should have various modes of interaction as it is very useful strategy. Mostly it could be either:

(picture 22.3)



Summary of the lesson

Lesson plan:

Teacher: IrodaAvazbekova

Date: __/__/__

Group: _____

Level: pre-intermediate

Subject: English (Integrated skills lesson)

Theme: “Describing people and reflecting on Personality”

Objectives:

- Enlarge students’ range of vocabulary
- Raise students’ awareness on the matter of having a clear idea on the appearance and characteristics of people they meet.
- Learn how to use a given vocabulary, using it in communication.
- Develop students’ personality and critical thinking.
- Teach students how to use composite adjectives in writing and in speech

The equipment: computer, white -board , overhead, projector, hand-outs, cards, pictures, dictionary, sheet of papers, markers, tape, USB flash drive.

The course of the lesson:

1. Preliminaries of the lesson
 - Greeting
 - Calling the register (2 min)
 - Checking up the homework (5 min)
2. The presentation of the new material
 - **Pre-activities**

Brainstorming

Time: 15 minutes

Aim: to be aware of the new theme and to “warm up” the pupils.

Material: projector, hand-outs.

Procedure:

1. Task. Asking some questions about adjectives.
2. Task. Playing a game “ Adjective Hunt”
 - I will divide the group into 4 teams. (*Optimists, Actives, Joyful and cheerful.*)
 - They need to find the composite adjectives among composite words from the box.
3. “Questionnaire”-Filling in the questionnaire about someone’s personality.
4. Matching task.

During- activities:

Time: 15 minutes

Aim: To develop pupils’ critical thinking and speculating on the new theme. **Material:** projector, computer, sheet of papers, handouts.

Procedure:

1. Task. Reading the text
2. Task. Replacing the simple adjectives with the composite ones.
 - Pupils will read the text and check the vocabulary.

- Pupils will work in pairs and try to replace simple adjectives with the composite ones from the box.

Post activity:

Time :15 minutes

Aim: to be able to revise and reflect on the new theme.

Material: projector, flash drive, hand-outs.

Procedure:

1. Task . Fill in the gap
2. Task. Home work.
 - Pupils will be divided into two groups and try to guess the second part of the composite adjectives.
 - Pupils will be assessed and will write down homework.

3.2. System of exercises on composite adjectives

Topic:“ Describing people and reflecting on personalities”

Pre-activities:

1. Task Answering the questions

- Please children could you tell me, what kind of words are adjectives?
- What structural types of adjectives do you know?
- What kind of words are composite words?

2. Task playing a game

Let's play a game! "Adjective hunt" You will be divided into 4 groups. (*Optimists, Actives, Joyful and cheerful.*) look at the picture on the projector and you have 2 minutes to circle 16 composite adjectives in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

Adjective Hunt		
Earthquake	Everything	Peat brown,
without	Avalon-pink	Longhouse
rainproof	crosswalk	afternoon
backbone	citywide	southwest
supermarket	superstructure	milky white
dead tired	classroom-based	northeast
somehow	moonlight	classroom
someone	bodyguard	Incoming
supermen	highly-educated	badly-fitting
breakneck	keyboard	alongside
Italian-born	neatly-shave	meanwhile
hard-working	stonewall	Hollywood-type

Now we are going to discuss a very interesting and quite psychological topic.

But first of all, I want you to answer several Yes/No questions. (10 minutes)

I will give different colourful stickers to students who is active while doing the tasks and the end we will count the stickers and assess them.

1. Work individually and fill in the questionnaire.
2. (yes/no answers are possible)

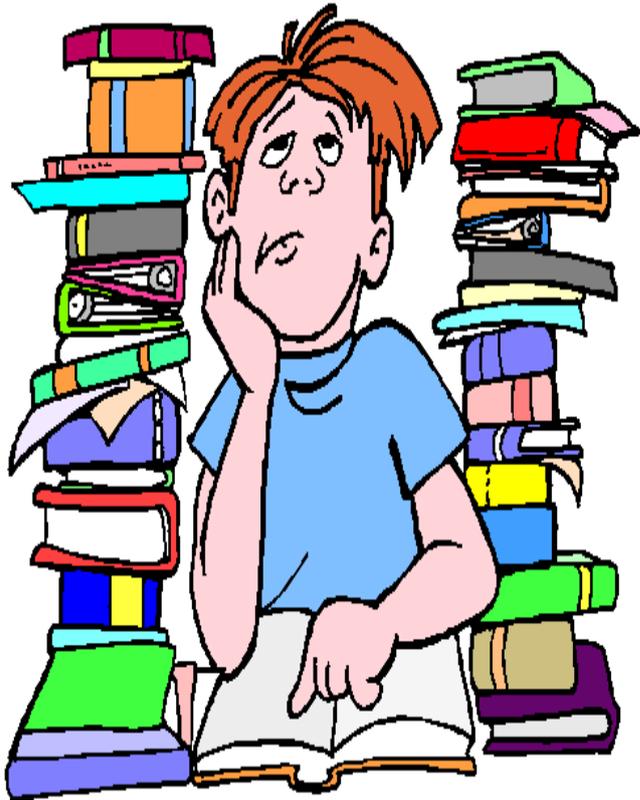
What sort of person are you?

1. Are you usually smiling and happy?
2. Do you enjoy the company of others?
3. Do you find it difficult to meet people?
4. Does your mood change often and suddenly for no reason?
5. Do you notice other people's feelings?
6. Do you think that the future will be good?
7. Can your friends depend on you?
8. Is your room often in a mess?
9. Do you get annoyed if you have to wait for anyone?
10. Do you work hard?
11. Do you keep your feelings and ideas to yourself?
12. Do you easily take decisions?

2) (pair work) Match these adjectives with the questions in the questionnaire. (5 minutes)

a) Untidy	g) Hard-working
b) Optimistic	h) Moody
c) reliable	i) Quick-witted
d) Good-tempered	j) Reliable
e) Warm-hearted	k) Shy
f) Easy-going	l) Impatient

3) (group work) we choose 3 pupils and ask the group to do that quiz about them. Besides pupils can use one of those composite adjectives in order to describe their friends personality.



(picture24)

During – activities

Task.1

Look at the computer. Read how Jack is describing his friend Tom and try to translate new vocabulary from context without dictionary. Then write down new words on your notebook. (5min)

Task.2

Work in pairs. Try to replace simple adjectives with composite adjectives in the box demonstrated on the projector. (10min)

Post activity

Now I am going to divide you into three groups. Each of you should choose one of these composite adjectives that shown on the screen.

Tom is my classmate. He is strong and tall boy. He has straight, brown hair, big eyes very thin lips, round head and red chucks. Everybody thinks that he is kind and sociable, but he is sometimes egoistic. I think he is intelligent, because he gives me advice and likes reading books and he writes on his left hand. But he is very forgetful and loses things all the time. Usually, he wears light shirt, fashionable but very tight jeans and light sandals. I like him very much.

far-reaching, brightly-shining, constantly-changing, good-looking, foul-smelling, tatty-looking, biggest-selling, newly-restored, recently-installed, specially-adapted strictly-controlled, strongly-worded

The pupils who chose present participle adjectives will be in **the first group** and the pupils who chose composite adjectives in past participle form will join the **second group**.

Task.1

Fill in the gap and try to guess the second part of the composite adjectives in this handout. (10min)

1. There is a shop in London which sells things for left-..... people.
2. One little girl was very badly-.....she kept shouting during lunch and then threw food all over the floor.
3. He's just bought a brand-..... car.
4. They're very well-....., so they can afford to go to expensive restaurants.
5. It's a twenty-..... walk to the house, but it takes much less than that in the car.
6. They were both wearing short-..... shirts.
7. She's got a little stall in the market where she sells second-..... things.
8. It was a very badly-..... article: I noticed several punctuation mistakes and lots of spelling mistakes.
9. She's just got a.....-time job. she works three hours a day on Mondays, Wednesdays and Fridays.
10. The airport is about ten miles south-..... of the city centre.

Now we are going to check answers read the sentences turn by turn.(5min)

I ask pupils what they have learnt today and I ask them to give feedback.

Home work

1. Task. Find 10 composite adjectives from the dictionary and match them with the simple adjectives.
2. Task. Write about your friends' character by using the composite adjectives. (7 sentences)

Samples:

1) *Jack is hard-working.....*

2) Nick is self-centred.....

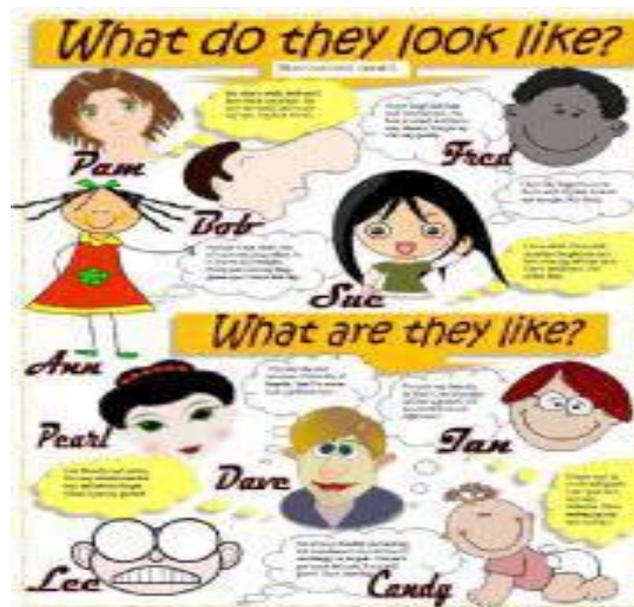
3.Task. Write down the home task! Visit these websites:

www.eslprintables.com

http://www.eslprintables.com/vocabulary_worksheets/describing_people/describing_personality/DESCRIBING_PEOPLE_Appearance

download one of the worksheets to describe people and their personality. Complete the tasks in the worksheet.

Samples of worksheet:



The pupils on duty please can you give me the register;

I'm going to assess our active students. (2 min)

Thank you for your attention; Lesson is Over - Good Bye!!!

Here are the extra exercises related this topic for a higher level learners.

Pupils will be aware of the composite adjectives more clearly.

Exercises for Drilling.

Writing exercises

Exercise. 1

(Pair work) Correct the following sentences or leave them as is if they are already correct.

Try to find the composite adjectives.

1. We need more qualified workers. (meaning we need more workers who are qualified).
2. We need more qualified workers (meaning we need workers who are more qualified).
3. Gretta is a well respected seamstress, according to Mr. Braun, who is himself well respected in the sewing world. Her grade point average had nothing to do with her sewing skills.
4. The dancers were repaired when the dance changed from Tango to Cha-Cha-Cha.
5. Jacob's dancing shoe needed to be re paired after the evening of long, old time square dances.
6. Ming's fish net stocking had a hole in it after catching it on her brass buckled pumps.
7. The middle aged man's fish net was tangled after the incredibly windy storm.
10. I love a clean, comfortable, freshly made bed with tight-fitting sheets.
11. Jeff bought an extra large tee shirt (or T-shirt) because the medium-to-large-sizes were all-out.
12. I learned a lot in high school, but am glad I am no longer a high school student.
13. It was a life changing trip; most life-changing was making it to the mountain-top.
14. His "better late than never" attitude kept him from seeing the humming-bird presentation

Answers

1. We need more qualified workers. (meaning we need more workers who are qualified).
2. We need more-qualified workers (meaning we need workers who are more qualified).
3. Gretta is a well-respected seamstress, according to Mr. Braun, who is himself well respected in the sewing world. Her grade-point average had nothing to do with her sewing skills.
4. The dancers were re-paired when the dance changed from Tango to Cha-Cha-Cha.
5. Jacob's dancing shoe needed to be repaired after the evening of long, old-time square dances.
6. Ming's fishnet stocking had a hole in it after catching it on her brass-buckled pumps.

7. The middle-aged man's fishnet was tangled after the incredibly windy storm.
8. We arrived at the football field at halftime.
9. This ad says it is a half-time position, but I'm not interested in jobs that are half time.
10. I love a clean, comfortable, freshly made bed with tight-fitting sheets.
11. Jeff bought an extra-large tee shirt (or T-shirt) because the medium-to-large sizes were all out.
12. I learned a lot in high school, but am glad I am no longer a high-school student.
13. It was a life-changing trip; most life changing was making it to the mountain top.
14. His "better-late-than-never" attitude kept him from seeing the humming-bird presentation.

Exercise 2. Look at the projector. Try to find adjectives

(very effective for teaching vocabulary and for brainstorming the theme.)

The first four words you see describe you.

U U L
L U U L A Z Y S B
N D M Q N L M H A P P Y F
R W T G Y J D I M P A T I E N T G
C G E N U I N E H E L E G A N T C T G
P O H E C Y T P R E Y P E A C E F U L C B
C M K C A X U G S L R E S E R V E D G U Q
M O P B C L T P O M Z W I T T Y C
C U A S E C A F B A Y A A O F U A
O H R S R N U Y S N N U S E N T I M E N T A L R X
S A A S Q T L G T M D L Z G L O V E L Y H P D I D
I R G I Q R A Z U V I K D E P E N D E N T G S N H
O M C I O N R C I Z B O G O V E R D R A M A T I C R H N
A E N U A C P N C O T A L E N T E D S V T R G R A D L
R G S T U G J R C H A R I S M A T I C P I C A
E Q N E O O N S T H O N E S T N U O T E F X
D Z B F V N A I V E F S H Y J Z E L I F X
W D Q J O Z I I C U
C D K I N D Y Y V T A L
J L K R K V P A S S I O N A T E Z X H E L
I N S E C U R E S T H O U G H T F U L L J
E L O Q U E N T J V W R E S T L E S S
H E J O U T S P O K E N U F T E X
O U T G O I N G C N G K L
E G U O S W E E T
V L O

Reading exercises.

Exercise.1 read the text

You will be divided into 3 groups.

You will be given 5 minutes to complete the **cluster** by using simple and all composite adjectives from the text.

“A true friend”

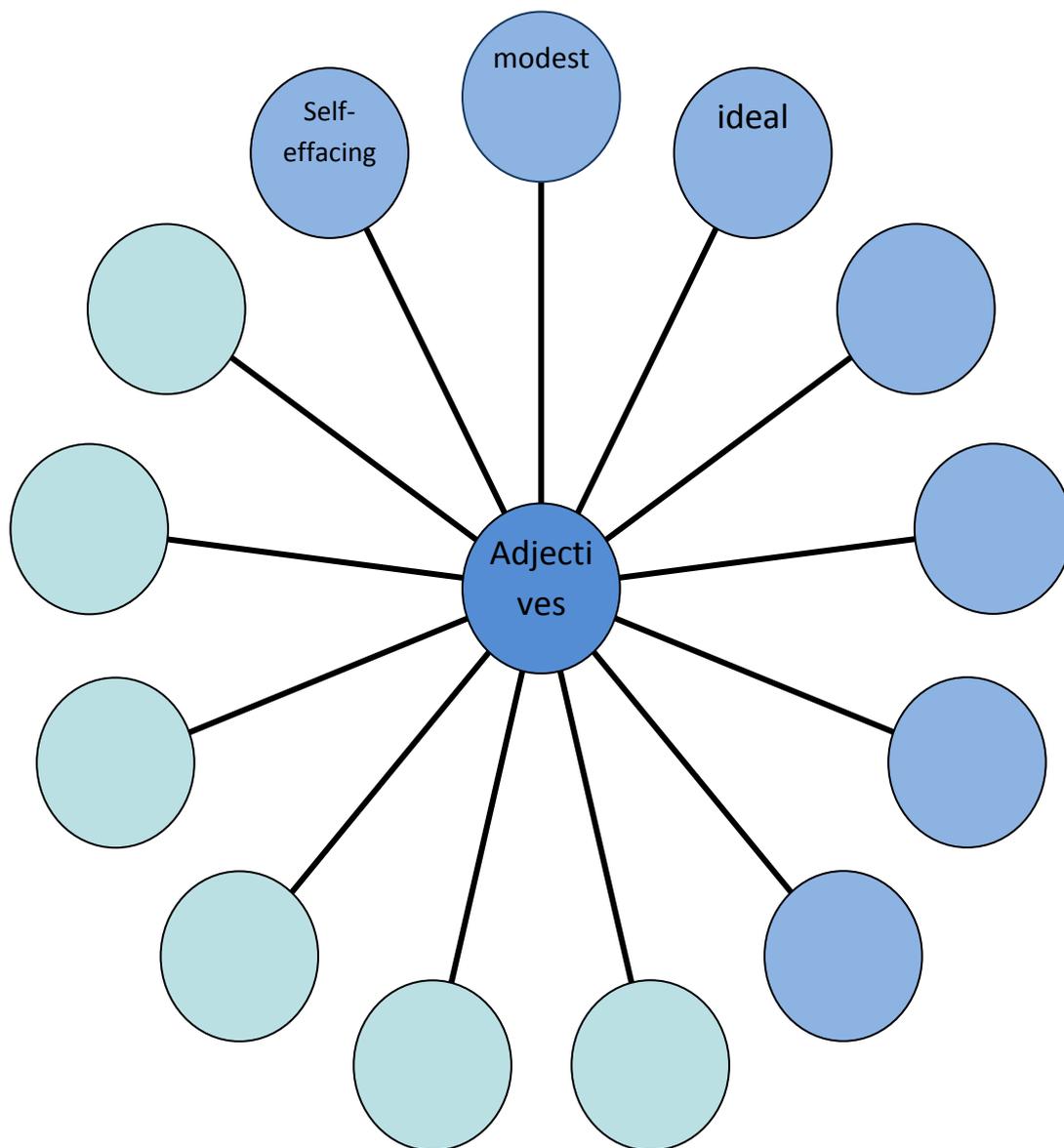
A true friend is a source of joy, hope and inspiration to his friend.

He is self-effacing and modest. He has all the regards for his friends. He is ideal in every respect.

Peter is my best friend. He belongs to a well-to-do family. He has been my class fellow since my very childhood. His father is chartered accountant and his mother is a teacher. He is very self-confident in his studies. He is brilliant and well-bred. He always stands first in his class. He is also business-like in other curricular activities. He is a very good speaker. He is very highly-educated bowler. He has represented his school in inter-school tournament and won several prizes. He is very friendly-contended to the needy and the poor. He is very studious and well-informed. He has vast knowledge of many things. He is very well-behaved. Peter is very soft-spoken, he never loses his temper. Even if in most difficult situation he is cool and self-adjusting. He is very practical. His advice is very carefully-planned and specially-adopted.

Peter is regular in his studies. He is always ready in his homework. He is very punctual. He always comes to school in time. He is an early-riser boy. He respects his parents and well-timed and respectable-looking.

He wants to become a doctor to serve the society. I consider myself fortunate to have good friend like Peter. All the qualities make him my best friend.



Speaking exercises.

Fun Ways to Teaching Adjectives: Interactive Activities

Teaching parts of speech used to be boring, but not anymore. These interactive activities can make teaching about adjectives fun and exciting. Sometimes we may be bored of the normal "drill and kill" methods of teaching parts of speech? We can try some of these interactive activities with the composite adjectives instead!

“A Slimy, Green, Sticky...Iguana!”

Let the pupils write the most sting adjectives they can think of (e.g., crooked, terrifying, high-pitched) on notecards, with one adjective on each notecard, and place them in a bucket or large container. Alternatively, make the bucket of notecards yourself. Pull three adjectives out of the bucket and encourage kids to write down as many objects they can think of that fit all three adjectives. For younger students, stick to only two adjectives and let them work in small groups. Let kids share their responses, and see which ones are the most common and which ones are unique to one student or group.

“Who Am I?”

In this activity, pupils take turns using only adjectives to describe an object to the class. Give the student a piece of paper with the name of an object written on it, such as "dinosaur" or "evergreen." The pupil must then start saying adjectives that describe the object on the paper. The rest of the class tries to guess what the object is based on the adjectives used. For example, a pupil who gets the word "evergreen" might use the following adjectives to describe it: olive green, prickly, alive, tall or instead of simple we can use the composite adjectives. If a pupil uses a different part of speech, such as "plant" or "tree," the pupil who realizes it first takes a turn instead.

“Dig Through the Dictionary”

Pupils may not realize just how many adjectives the English language contains, and how rich and unique they can be. For this adjective activity, each small group of pupils will need a large dictionary. The groups should then work together to look through the dictionary to find the composite adjectives that they think are the most interesting. Each group should make a list of fifteen composite adjectives, and each member of the group should choose several of these adjectives. Then pupils draw pictures to define the adjectives, each one on a separate page, and include the adjective and its definition on the page as well.

Conclusion

Being a graduating student, I feel that it is my luck to study at “the Piloting” group that has developed both my professional skills and personality. Owing to highly qualified teachers and especially, we have learnt the most effective and innovation methods of learning and teaching the English language. Besides, we got the opportunity to be able to write such a “Graduation Paper” under their supervision.

My Graduation Paper is devoted to one of the actual themes of modern linguistics: “Effective strategies for teaching Modern English composite adjectives at Uzbek schools”. I have tried to make a research in both English and Uzbek languages and tried to give a systematized comparative typological study of the composite adjectives.

Although the composite adjectives have been more or less investigated in English and Uzbek individually, there hasn't been any scientific research devoted to the comparative-typological study of the composite adjectives in Modern English and Uzbek and to the effective methods of teaching this theme at Uzbek schools.

I think our research can be a successful methodology in teaching English because while comparing the two linguistic notions we have found out their isomorphic and allomorphic features that may cause some confusion in the learning process. Having analysed those features, we have supported them with interesting exercises and activities.

The adjective is the universal phenomenon in Modern linguistics. A message void of adjectives is the least expressive one. Therefore adjectives are somehow the backbone of any expression we want to make accurate and clear in encoding the message.

Adjectives help us respect real and straight communication rules. Without the use of adjectives, we may lose a lot and we may be short in expressing our emotions, opinions, and the impressions we have about a given subject. We are going to see to what extent the use of adjectives is helpful in our interactive contact with others. For example: *Yesterday, I bought a car.*

This sentence seems stiff and dull. It may make you respond to it indifferently because the speaker is giving a vague idea about the car he had bought. His sentence doesn't really carry a complete well-spoken idea. What the speaker needs to make his sentence expressive, attractive and provoking, is by relying on adjectives to colour it and present it in a beautiful structure. Now if we compare the first sentence with the following: *Yesterday, I bought a blue car.*

The image is getting a little clearer with the adjective «blue». Now we know something new about the car. It is not yellow or black, it is rather red. However, actually, it is not yet fully clear enough for us to form a complete image about the car so as to estimate or underestimate it. Therefore, one sentence can bear as many adjectives as you like, provided that they don't raise misunderstanding or confuse the listener. Yet, the speaker should normally respect the appropriate organization of adjectives in a sentence.

Furthermore, we should bear in mind that the usage of as many adjectives as possible in sentences is rather inappropriate. I would like to suggest expressing our thoughts using composite adjectives instead of two or three simple ones. For instance: *Jack is polite,*

disciplined and neat boy; or we can say, Jack is Well-bred boy.

Using composite adjectives we are able to express our ideas more concretely and it is easy to understand the meaning of such adjectives without any translation because we can clarify the meaning from its elements. For example: *she was dressed in a funny-looking, dark-blue, hand-made dress.*[web.1]

On the other hand, the semantic meaning of elements of composite adjectives may be incompatible. For example: *he brought us sickly-smelling, royal-blue, curly-whirly blanket.*[web1]

Along with the result of our research, the morphological features and syntactical functions of adjectives are comparable. All simple and composite adjectives in two compared languages represent the same function. Both types of adjectives are considered to be noun modifiers and describers.

Semantic types of the composite adjectives in Uzbek and English are fairly similar. However, in structural classification of such adjectives there are some distinctive features. In the English language the composite adjectives are divided into several types such as: **Adj+colourAdj+ingparticiple; Adj+ed participle; Adj+noun;Noun+Adj;Adv+ing participle; Noun+ingparticiple** ; etc. One of the main relevant features of the composite adjectives in English is that they are hyphenated.

In the Uzbek language the composite adjectives are not divided into such types. They can be written together without hyphens (*sohibjamol, o'zbiarmon*) or written a part like a phrase (*jigar rang, cho'qqisoqol.*) but sometimes hyphenation is possible (*och-pushti, nim-pushti, och-sariq*). Such adjectives as (*katta-katta, baland-baland, ko'p-ko'p*) these are paired adjectives in the Uzbek language and they aren't one type of composite adjectives whereas the words (*even-stevens, lovey-dovey, okey-dokey, curly-whirly*) are reduplicative adjectives in English language and they are considered to be one more specific type of the composite adjectives.

It is hard to say exactly how people learn languages although plenty of researches have been done into this subject.

Many methods have been proposed for the teaching the foreign language. And they have met with varying degrees of success and failure. Statistically, people learn languages in three effective ways: By acquiring the language, interacting with other people and by focusing on form.

Taking into consideration these features we need to create the most effective methods of teaching such as grammar-translation method, communicative approach, words for words

approach, task-based learning, problem-based learning and others.

Certainly, we should recognise how to choose and use methods effectively and they should be appropriate to the level, age, educational background and even culture. Especially, the methods by which pupils are taught must have some effect on their motivation as the motivation plays an important role in language teaching. Teaching process should inspire learners to learn more and get interested in the topic. So, the psychological approach to each method will be useful.

Teacher should know how to adopt the materials to any topic and to any level of learners. There must be some variability and innovation in methods. We should know how to vary the activities and materials. Students need frequent of activity; they need activities which are exciting and stimulating their curiosity; they need to be involved in something active; they need to have more game activities; they should have “case study” to develop critical thinking and speculating. Especially, every lesson must be supported with the Multimedia techniques.

In my opinion, learning a foreign language should be “having fun” so that we could enjoy learning. Therefore, achieving this mostly depends on our teachers. And the strategies that we have worked out for teaching generally and teaching the composite adjectives as well (chapter 3 of my research work) surely fits the requirements of the present day educational system. We hope that my research will be effective for teaching the English language at Uzbek schools and also will serve as a foundation to the further investigations of such themes by others.

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