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Theme: EFFECTIVE STRATEGIES FOR TEACHING MODERN ENGLISH
INTERROGATIVE PRONOUNS AT UZBEK SCHOOLS
Graduation paper

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INTRODUCTION

I'm Dilshoda Obitova, the student of the Andizhan State University named after Zahiriddin Muhammad Bobur the faculty of the foreign languages. I'm a citizen of independent Uzbekistan which is a state with bright future. The land of my country is invaluable in the whole world. I'm unable to describe its golden valleys, long rivers, great mountains, fertile fields and so on. The people of Uzbekistan have become the true masters of the tremendous wealth of their native land: the Republic's mines, refineries, gold reserves, natural resources, and the land itself. Economic, scientific, technical and intellectual potential, created by the labor of many generations, all this is national property as well and serves to guarantee the well-being of the people, providing a basic for social progress, prosperity and might of the state. [2.7]

The inalienable right of the Uzbek people to self-determination was realized on August 31, 1991 with the proclamation of independence of the Republic of Uzbekistan. An ancient dream has come true: Uzbekistan has peacefully, through parliamentary means, acquired genuine statehood. This is the most significant event in the centuries-long history of the nation. The will of the multi-national population of the Republic has been ensured by the constitutional law "On the Fundamentals of the State Independence of the Republic of Uzbekistan." [2.11].

Our government pays great attention to education system. In our country everyone has the right to education. The state shall guarantee free secondary education. Schooling shall be under state supervision.[1.15]

As our President Islom Abduganievich says: "It's our civic responsibility to accomplish everything that we can do and that is needed, so that our children and future generations would get from us a rich, strong and powerful country and this sacred land, and they would treat us with the same respect and gratitude that we perceive to our great ancestors." [28.181]

The following statement proves how much attention our President attaches to the problem of training specialists. "I would like to emphasize the simple truth. Whatever tasks we set up today, whatever problems we have to solve, the results will depend on specialists and again on specialists. I will not exaggerate when I say – our future depends on that generation that will replace us, what people we shall bring up and educate." [28.182]

There is a possibility to radically reform the education system, to bring its contents, forms and methods close to the real needs of the society, to save the high and secondary

schools from conservatism and formalities which have rooted deeply into the system of education during the former, previous regime. Educational establishments of a new type, such as professional colleges, lyceums, business schools and academic lyceums are intensively being created.

During the last years the most important documents aimed at creation of favorable conditions to form a new highly educated generation and to support gifted children and the youth were adopted. Among these important documents are: the Laws of the Republic of Uzbekistan “On the National Program of Training Personnel”, “On Education”, “The Resolution of the Cabinet of Ministers”, “On measures of Organization of Special Secondary Education in the Republic of Uzbekistan”, “On the Problem of Development and Financing the Material and Technical basis for Lyceums and Professional Colleges for Years 1999- 2005”.

Among the above mentioned documents special attention is paid to “The National Program of Training Personnel” which is regarded as a part of the national idea and a basis and prerequisite to attain strategic objective in the development of Uzbekistan - creation of the legal democratic state, an equal member of commonwealth of the developed countries of the world.[28.182]

Uzbekistan spends on education as much money as many developed countries of the world do.

The Republic of Uzbekistan shall ensure a respectful attitude toward the languages, customs and traditions of all nationalities and ethnic groups living on its territory and create the conditions necessary for their development. [1,9]

There are many opportunities in our country for language learning and teaching. One of the steps to improving English language teaching in secondary schools is the decree declared on December 10, 2012 by the President of Uzbekistan Islom Abduganievich Karimov. He resolves to improve foreign language learning system with the decree about “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan “On Education” and “the National Programme for Training Personnel” in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, and further integration of the country to the world community, has been created. During the years of Independence, over 51.7 thousand teachers of foreign languages have graduated from universities, and English, German and French multimedia tutorials and textbooks for the 5-9 grades of

secondary schools, as well as electronic resources for learning English in primary schools have been created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

However, the analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is still partly run by using the traditional methods. Hence there's a need for further development of a continuum of foreign languages learning at all levels of education, and improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, school children continuing to learn the alphabet, reading and spelling in the second year (grade).

Also it is envisaged that university modules, especially in technical and international areas, will be offered mostly in English and other foreign languages at higher education institutions.

The State Testing Centre, along with other relevant agencies, is tasked with preparing draft proposals on introducing foreign languages testing to the entrance examinations for all higher educational institutions.

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 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.

The National Teleradio Company, State Committee for communications, information and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via "Ziyonet" educational network, promote publication of foreign language textbooks, magazines and other materials.[44]

So the English language becomes one of the most communicative languages of the world. Because as a global language English is being used as the language of science, business. technique and internet. So our education needs to develop the English language

teaching system at secondary schools as it is mentioned above. It requires the most qualified and knowledgeable English language teachers from higher schools.

As a future English teacher it is pride for me to contribute with my qualification paper to further development of teaching methodology and I hope this research will help effectively the teachers-in service in teaching English in future.

My qualification paper is devoted to one of the actual themes of Modern Comparative Methodology: **Effective strategies for teaching Modern English interrogative pronouns at Uzbek schools**. The theme of the interrogative pronouns is one of the most interesting ones for teaching at Uzbek secondary schools.

This qualification work can be characterized by the following:

The actuality of the theme: there are some researches on the comparative analysis of the interrogative pronouns in Modern English and other languages, but there has not been any scientific research devoted to the comparative analysis of the interrogative pronouns in Modern English and Uzbek and methods of teaching the English interrogative pronouns at Uzbek schools.

The aim of the research: Effective strategies for teaching Modern English interrogative pronouns at Uzbek schools based on the linguoadidactic comparison of the pronouns.

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 analyze interrogative pronouns in the languages by comparing;
- 3) to find out and explain the isomorphic features (similarities) and allomorphic features (dissimilarities) of the interrogative pronouns in the above mentioned languages;
- 4) to work out useful strategies and interactive methods of teaching English interrogative pronouns at Uzbek schools;

The object of the research: strategies and methods of teaching the English interrogative pronouns (at Uzbek schools) based on the comparative typological data of them for linguodidactic purposes.

The subject matter of the research: effective strategies for teaching the English interrogative pronouns at Uzbek schools.

Materials for research : the interrogative pronouns in the two languages compared for the purpose of working out effective methodology for teaching them at Uzbek schools, in which the references have been made to the already existing methods and procedures of

teaching closely related phenomena by such renowned specialists as V.D. Arakin, L.I.Rogova, S.F. Shatilov, U.K.Yusupov, U.Kh. Khashimov, J.J.Jalolov, etc.

Methods of the research are:

1. Comparative method;
2. Oppositional method;
3. Transformational method;
4. Componential method;
5. Method of modeling;
6. Statistical method;
7. Contextual method;
8. Distributional method;
9. Inductive method;
10. Deductive method.

The scientific novelty of the research lies in the following: 1) structural and semantic features of the interrogative pronouns in Modern English and Uzbek have been found through their comparison for linguadidactic purposes;

2) a detailed qualitative and quantitative analysis of the whole system of the interrogative pronouns in Modern English and Uzbek has been made;

3) useful strategies and methodical recommendations for teaching interrogative pronouns in Modern English at Uzbek schools based on comparative study of them for linguodidactic purposes have been worked out and offered for extensive use.

Methodology of the research: our methodology is based on the authentic research works by such linguists and methodologists as E.P. Shubin, V.V. Sitel, R.Quirk, S. Greenbaum, G. Leech, Jan Svartik, V.L.Kaushanskaya, R.L.Kovner, J. Buronov, U.Xoshimov, M.A. Belyayeva, V.D.Arakin, J.Jalolov, U.Yusupov, G.M.Xoshimov, Sh.S.Alimov, B.Ilyish, B.S.Khaimovich, B.I.Rogovskaya, U.H.Hoshimov,etc.

The theoretical value of the research lies in the fact that: the theory of the interrogative pronouns and the theory of their comparative analysis in the two non-related languages have been elaborated, based on the linguo-didactic comparison and its outcomes the methodological recommendations for teaching the interrogative pronouns 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 English, linguo-didactics, in theory and practice

of translation, comparative typology and interpretation of the text as well as in lectures on methodology of teaching foreign languages.

Field of application: the results of the research can be used in teaching English at schools, lyceums, colleges and universities.

The structure of the work: the work is composed of the three major parts: introduction, the main part, conclusion and bibliography.

The **introductory** part of the graduation paper is devoted to the disclosure of the actuality of the topic, aim and tasks, practical and theoretical values, methodology, methods, materials, field of application and structure of the graduation paper.

The first chapter of the graduation paper is named “Comparative study of English and Uzbek the interrogative pronouns for linguodidactic purposes” gives us clear information about interrogative pronouns and their types in the compared languages.

The second chapter of the graduation paper is named “Comparative study of English and Uzbek interrogative pronouns for linguadidactic purposes” gives us the structural types of the interrogative pronouns and the new information about similarities and dissimilarities of the interrogative pronouns in both Modern English and Uzbek languages and offers relevant typological data for teaching process.

The third chapter is about useful strategies and interactive methods for teaching the English interrogative pronouns at Uzbek schools.

In conclusion I summed up all my qualification paper about the interrogative pronouns and teaching them at Uzbek schools.

Chapter I. Theory of pronouns in Modern Linguistics

1.1.Theory of pronouns in Modern Linguistics

The opening chapter of my research presents a wide range of materials and information on the issue of Theory of pronouns in Modern Linguistics.

Pronoun is a notional part of speech, expressing reference to things and persons. According to B.A. Ilyish's point of view, the definition of pronoun as a separate part of speech has been causing many difficulties. More than once in the history of linguistics the very existence of pronoun as a part of speech has been denied (See ,for example, Л.Б.Щерба "О частях речи в русском языке" . Избранные работы по русскому языку, 1957, стр 68 сл.) However attempts of this kind have not proved successful and in present-day grammars, both English in Uzbek, pronouns are recognized as a part of speech. This in itself seems to prove that they indeed have some peculiar features which cannot be "explained away". [30.69]

B.S.Khaimovich's point about pronouns is similar to Ilyish's opinion. It has been known that words fall into classes known as parts of speech in accordance with their lexicogrammatical meanings, morphological categories, typical stem- building elements, combinability and functions.

The peculiarity of pronouns as a class of words is that they are not united by the above-mentioned features. True, they have certain grammatical peculiarities, but what unites them is the way they denote reality. [31.95]

B.S. Khaimovich gave a good definition to a pronoun: Pronouns are words serving to denote substances, qualities, quantities, circumstances, etc, not by naming or describing them, but by indicating them. [31.69]

Another definition of or "pronoun" is given by R.Quirk and S.Greenbaum is also worth mentioning:

"Pronoun constitute a heterogeneous class of items with numerous subclasses. Despite their variety, they are several features that pronouns (or major sub-classes of pronoun) have in common which distinguish them from nouns:

- 1) they do not admit determiners ;
- 2) they often have an objective case;
- 3) they often have person distinction ;
- 4) they often have overt gender contrast ;
- 5) Singular and plural forms are often not morphologically related.[39.95]

As to prof. G.M.Hoshimov, pronoun is a primary part of speech denoting substances, qualities, circumstances, etc. not by naming or describing, but indicating them, pointing to them. It has the grammatical meaning of “reference”, indication.

“Pronoun” means “a word” used instead of a noun or around the noun. In fact pronouns replace not only nouns, but also numerals, adverbs, adjectives etc. [29.28]

In the Uzbek language, the word “olmosh” (Eng. pronoun) has come from the Arabic language “almash” that means ‘to replace’ in English.[27.86]

Uzbek linguists, N. Mahmudov and A. Nurmonov give a good definition and illustration for the pronouns: “Boshqa so’zlar, shuningdek,so’z birikmasi va gap o’rnida almashinib qo’llaniluvchi, ularga ishora qiluvchi yoki so’roq bildiruvchi so’zlar olmosh hisoblanadi.”[34.14]

In my opinion, pronouns are a relatively small, class of words that function in the place of nouns or noun phrases, numerals, adjectives, adverbs and etc.

As to their structure pronouns maybe traditionally classified into:

- 1) ‘wh pronouns’: who, what, which, whose;
- 2) ‘self-pronouns’: myself, himself, themselves etc.
- 3) Other types of pronouns.[29.28]

Since pronouns form a class chiefly on the bases of their semantic peculiarities, it is but natural that the subdivision of pronouns into groups should be carried out on the same basis, though some grammatical peculiarities of each group are also taken into consideration. We usually find in grammars a classification of pronouns into personal, possessive, interrogative, relative etc. It is clear, however, that some of points in that classification are not grammatical at all. Thus, if we say, for example, that a pronoun is indefinite we do not characterize it from a grammatical, but from a semantic point of view. B.A.Ilyish says: there is no doubt that the pronoun *something* is indefinite in its meaning, but the indefiniteness of meaning is in no way reflected either in its morphological properties or syntactical functions. This is as much as to say that the indefiniteness of its meaning is irrelevant from the grammatical viewpoint. In a similar way, if we state that the pronoun *nothing* is negative, we characterize its meaning, but again, its irrelevant for grammar, since it does not entail anything concerning the morphological or syntactical peculiarities of the word. Therefore, in proceeding to a

study of pronouns, we will try to keep the grammatical viewpoint firmly in mind, though this will not always be an easy thing to do. [30.66]

B.S. Khaimovich and B. I. Rogovskaya classify pronouns into 12 types:

1. personal (I, you, they, we, he, she, it)
2. possessive (my, your, her, his, their, its, our)
3. reflexive (myself, himself, herself, ourselves, yourself etc.)
4. demonstrative (this, that, those, these)
5. interrogative (what, who, which, whom, whose)
6. connective (who, what, which, whose, that, where, why, how)
7. reciprocal (each other, one another)
8. indefinite (some, any, somebody, anything etc.)
9. negative (no, nobody, none, nothing, neither, nowhere)
10. generalizing (all, both, each, every, either)
11. quantitative (much, many, few, little, several)
12. contrasting (other, other's, others', another, others, others') [31. 95-117]

B.S. Khaimovich and B.I. Rogovskaya think that the pronouns of the type "one, one's, oneself" may belong to more than one group at the same time. So they treat them as follows:

Whose- 1) interrogative(connective)

2) possessive

One-generalizing, personal, indefinite

One's- possessive

Oneself- reflexive [

As to I.P. Ivanova, there are following 7 types of pronouns:

1. personal
2. possessive
3. demonstrative
4. interrogative
5. relative
7. reciprocal [29.29]

As to L.L. Iofic there are 13 types of pronouns in Modern English:

1. personal- I, you, they, we, he, she, it (as nominative case forms) and me, you, them, him, her, it, us (as objective case forms).
2. possessive- my, your, her, his, their, its, our, mine, yours, ours, hers, theirs.
3. reflexive- myself, himself, herself, ourselves, yourself, themselves, itself.

4. intensifying- myself, himself, herself, ourselves, yourself, themselves, itself.
5. interrogative- what, who, which, whom, whose.
6. relative- who, what, which, whose, that, where, why, how.
7. demonstrative- this, that, those, these, such, (the) same.
8. reciprocal- each other, one another.
9. indefinite- some, any, somebody, anything etc.
10. generalizing- all, both, each, every, either.
11. negative- no, nobody, none, nothing, neither, nowhere.
12. “indefinite-personal”, “generalizing-personal”- one
13. distinguishing- other, another[29.29]

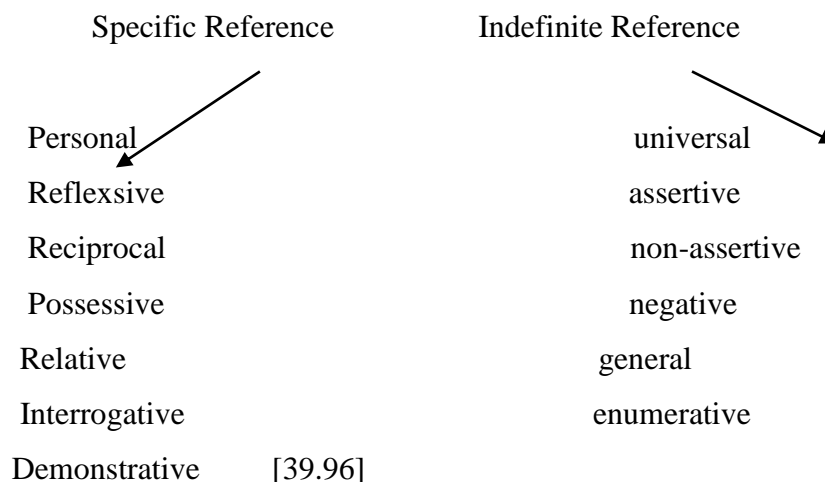
Professor G.M. Hoshimov’s structural classification is more complete than the others. He divides the pronouns into 15 types:

- 1) “wh”- pronouns: what-whatever, who-whomever, which-whichever, whom-whomever, whose.
- 2) Self- pronouns: myself, himself, herself, ourselves, yourself, themselves, itself.
- 3) “th” –pronouns: this, that, those, these.
- 4) “every”- pronouns: every, everybody, everyone, everything, everywhere.
- 5) “no”- pronouns: no, nobody, none, nothing, nowhere, non (here we think that non is also a negative pronoun as in: non is to be found now).
- 6) “neither”- pronouns: neither, neither’s
- 7) “either”- pronouns: either, either’s
- 8) “other”- pronouns: other, others, other’s, others’;
“another”- pronouns: another, another’s.
- 9) “each”- pronouns: each, each other, each other’s
- 10) “one”- pronouns: one, one another, one another’s.
- 11) “some”- pronouns: some, something, somebody, somewhere.
- 12) “any”- pronouns: any, anyone, anything, anybody.
- 13) “such”- pronouns: such(a day).

14) “same”- pronouns: same (name), the same.

15) “both”- pronouns: both(of them)[29. 29,3]

As to R. Quirk’s point of view, we can broadly distinguish between items with *specific* reference and those with more *indefinite* reference of the types of pronouns:



Grammatical forms of pronouns are variable, changeable, but not all pronouns have a changeable form.

Functions of pronouns are subject, object, predicative, attribute, direct address in the sentence.

The pronoun has the following grammatical categories that are observed in its combinability with other parts of speech to perform certain grammatical functions:

- 1) Number;
- 2) case;
- 3) person.

From our point of view, the problem of ‘gender’ of pronouns is not relevant, but some grammarians think that there is such a category[39.97], for in Modern English pronouns have no morphological ‘gender’ category, because the cases of ‘he, she, it’ are rather lexical phenomena than grammatical, because we see no change in the pronouns themselves, unlike those of Russian “мой, моя, мое”, in which there is the explicit category of ‘gender’ of pronouns morphologically expressed .[29.32]

1.2.Theory of the interrogative pronouns in Modern Linguistics

Interrogative pronouns, just as the term suggests, are pronouns that express information of interrogations. They are the important means of transmitting, enquiring information and the study of interrogative pronouns is now playing a decisive role in the linguistic field. Scholars at home and abroad all have done tremendous descriptions, explanations and researches in this field. Most domestic linguists lay more emphasis on the description and classification of linguistic phenomena. Detailed as the classifications are, “they haven't reached a consensus on a united opinion; on the contrary, western scholars usually pay more attention to the formulation of the theoretical structure in the hope that it may be suitable for all languages. Their formulae are well-knit, but the disadvantage is obvious”. [11, 22]

Interrogative pronouns are mostly used when we want to ask a question and when we want something implicitly pointed to. In many cases it doesn't have an antecedent (the word, the pronoun references) – thus the need to ask the question in the first place! The most typical interrogative pronouns are: **what, which, who, whom, whose**. And if we add the suffix “ever, we will have” whatever, whichever, whoever, whomever, whosoever.

Let's have a look at the definitions by some linguists of the English interrogative pronouns. As to Khaimovich's point of view, “The meaning that unites interrogative pronouns is “an inquire” about some object (what, who), its properties(whose, which, what). As seen from the above, this group embraces pro-nouns (what, who, which, whose), pro-adjectives (what, which) and pro-adverbs (where,when, how, why).”[31.107]

Another definition of the interrogative pronoun which is given by R.Quirk and S. Greenbaum is completely different from that of Khaimovich's:

The interrogatives are identical in form and in case relations with the relation pronouns but in addition to the basic difference between interrogative and relative there are functional differences in detail.

(a) interrogative determiners:

personal: whose

personal or non-personal:which, what

(b) interrogative pronouns:

personal: who, what, whom, whose

non-personal: what

personal or non- personal: which.[26.101]

Barabash's opinion about interrogative pronouns is similar to Khaimovich's: Pronouns can be used for forming special questions. They are used to make an inquiry about forming special questions. They are used to make an inquiry about some object(who? What?) and its properties(whose, what, which). Thus these words maybe either pronouns or pro-adjectives.

In Modern Uzbek linguistics the interrogative pronouns, as the types of pronouns, are studied in morphology. An interrogative pronoun often stands for something that we are not aware of yet, because we are asking about. We use these pronouns specifically to ask questions. In many cases it does not have an antecedent (the word, the pronoun references)-this the need to ask the question in the first place. [34.22]

In the English language there are five interrogative pronouns(What? Who? Which? Whose? Whom?). Similar to the Uzbek language there are 5 main types of the interrogative pronouns. they are: kim, nima, qaysi, kimning(in possessive case) and kim(-ni, -ga, -da, -dan) (in the other cases). We give complete information about their quantitative features in the next chapter.

Let's analyze all the interrogative pronouns one by one:

What

It is an interrogative pronoun that asks for names of things:

What have you got, my dear? [23.11]

What is your name? [23.16]

What were her prospects?[24.128]

'What' can be subject, object, and predicate in the sentence:

What is the nature of impediment? [24.121]is as a subject

What did you say, Miss?[24.28]it is as an object

'What?'- said the master at last [24.6]

Who

We use 'who' when we want to know about subject of the action, or his/her profession, relation, status in the society, or just for asking one's name:

Who are the signers of the Declaration of Independence? [21.15]

Who was Naomi Brocklehurst? [24.35]

-Who is he?

-He is Prince Philippe. [24.60]

"Who" functions as the subject, object and predicate in the sentence:

Who recommended you to come here? [24.79] ('who' is as a subject)

Who, madam? [24.15] ('who' is a predicate)

Who do you go with? [21.39] ('who' is an object).

Whom

'whom' is the object form of the interrogative pronoun 'who'. It functions as an object of the sentence:

Whom do you suggest to nominate for fiancé of the Princes? [21.19]

Whom did you meet yesterday? [22.19]

'Whom' can be used with prepositions. In that case, it functions as an object of preposition:

To whom did you give the note? [22.25]

From whom have you taken this letter, Miss? [24.13]

Although "whom" is the correct form for the object of the verb, it is rarely used in normal spoken English. Usually 'who' is used instead of 'whom'.

Whose

It is a possessive form of 'who' and used when we want to ask about ownership.

Whose dog is this? [24.75]

Do you know, whose is this house? [21.14]

'Whose' functions as an attribute in the sentence:

Whose car did you drive here? [21.41]

Whosoever(ким бўлмасин)

We shall present our case to Parliament, or the Queen, or the House of Lords or whosoever is the right person.

We shall welcome whosoever is the kind person.

Which

"Which" is an interrogative pronoun that asks for a specific person or thing from a group.

Which way did they go? [23.63]

Which of these bags is yours? [24.25]

'Which' functions as an attribute in the sentence:

Which of them is the shortest? [21.23]

'Grandma, which knife is used for beefsteak?' [21.28]

Who and *what* are regularly used to distinguish "person" and "non-persons". *What* is however, used in reference to living beings as well when the inquiry concerns the occupation of the person spoken about as in *What is he? He is student.*

The pronoun *who* is the only interrogative pronoun which has a case opposite, *whom*, as in *Whom did you meet?*

However we observe here a distinct tendency to substitute the nominative case (*who*) for the objective (*whom*), which may eventually bring about the obliteration of case distinctions in the interrogative pronouns.

E.g. I went to the pictures. *Who with?* *Who are you trying to deceive?*

Whether as pronouns or determiners, *which* and *what* have a constant relationship to each other with respect to definiteness; *what* has indefinite reference and *which* definite reference:

Which girls
do you like the best?
What books

Which here implies that the choice is made from a limited number of known girls or books, whereas *what* implies a choice from an indefinite number of girls or books not previously specified. Moreover, the answer to a *which*- question would probably be more specific than the answer to a *what*-question. Like many other determiners (eg. *Both* and *all*), *which* has an alternative *of* - phrase construction

Which (of the) girls
do you like the best?
books

An interrogative pronoun will never have an antecedent. Since it asks a question, there is no way to know which noun an interrogative pronoun refers to. The antecedent remains a mystery until the question is answered. [45]

What versus Which

What - is used when specific information is requested from a general or open-ended possible range. *Which* - is used when specific information is requested from a restricted range of possibilities:

A: I've got your address. *What's* your phone number?

B: Oh it's 267358.

(an open-ended range of possible information)

A: *Which* is your coat?

B: That black one.

However, where the number of options is shared knowledge among speakers and listeners, what + noun is often used in informal contexts. Here, what is an interrogative pronoun used as a determiner:

[talking about a shop]

What side of the street is it on the left or on the right?

(or: Which side of the street is it on?)

A: Did you see that documentary about the viruses last night?

B: No, what channel was it on?

(or: Which channel was it on?)

Let's analyze Uzbek interrogative pronouns one by one:

Kim

It asks about the person and functions as a subject in the sentence:

Mukarrama,ular kim ekan?[34.23]

Kim shaxmat to'garagiga qatnashadi?[34.22]

Kimning

It is in a possessive case form of 'kim' in the Uzbek language and functions as an attribute in the sentence:

Kimning qizi ekan,bu xurliqo? [25.12]

Kimning ketmoni tez chopadi? [25.53]

Kimni /-ga, /-da, /-dan

These are the objective cases of kim and functions as an object in the sentence:

Kimni olib kelay, hazratim? [25.142]

Kimdan huzur topdingiz? [25.26]

Nima

The Uzbek interrogative pronoun 'nima' is used when we want to know about things and sometimes events. It functions as a subject and an object in the sentence(in cases)

Nima insonga ziynat bag'ishlaydi?[25.183]

Dunyoda nima kuchli? [34.22]

Siz nimani ma'qul ko'rasiz,onajon?[25.55]

Qaysi

It is used for asking a specific person or thing from a group and can be attributed in the sentence:

Qaysi eshikdan kiriladi?[25.89]

Qaysi kitobni yoqtirasiz?[25.62]

Chapter II. Comparative study of English and Uzbek interrogative pronouns for linguadidactic purposes

II.1. Structural-semantic types of interrogative pronouns in Modern English and Uzbek.

Interrogative pronouns, just as the term suggests, are pronouns that express information of interrogations. They are the important means of transmitting enquiring information and the study of interrogative pronouns is now playing a decisive role in the linguistic field. Scholars at home and abroad all have done tremendous descriptions, explanations and researches in this field. Most domestic linguists lay more emphasis on the description and classification of linguistic phenomena. Detailed as the classifications are, “they haven't reached a consensus on a united opinion; on the contrary, western scholars usually pay more attention to the formulation of the theoretical structure in the hope that it may be suitable for all languages. Their formulae are well-knit, but the disadvantage is obvious”. [11.22]

Each language family, its branch or even each language has its individual grammatical mechanism. If we apply the same structure to all languages mechanically and leave all exceptions aside, then it is hard to avoid mistakes. Combining the domestic and international achievements, we try to make descriptions and explanations to English and Uzbek interrogative pronouns, especially who and kim using the general theories of contrastive linguistics and cognitive linguistics. Then the reasons and trends of their development are expounded on the basis of grammaticalization. Contrasting their similarities and differences, the thesis tries to achieve the combination of phenomenon description and theory explanation. Kim and who both enjoy the high rate of usages. In Uzbek, kim is defined as an indefinite personal interrogative pronoun, and the English who is in the same word category and has similar usages. Therefore, from the perspective of contrastive linguistics, who and kim satisfy the essential basis of comparison. The thesis makes a comparative analysis to kim and who from two aspects: interrogative usages and non-interrogative usages. Through plenty of linguistic examples, we find that they share similar interrogative usages, but differ in their non-interrogative usages due to different syntactic restrictions. What's more, because of the same cognitive model shared by human beings, kim and who have gone through similar developing paths in their usages. That is, interrogative usages are their basic usages, and non-interrogative usages like arbitrary reference and subjunctive reference are extended through

the progress of grammaticalization. This process is a process in which objective meanings gradually reduce, subjunctive meanings increase and interrogative signs disintegrate. In this process, interrogative pronouns come through usages in certain highly restrained local contexts to be reanalyzed as having non-interrogative usages or pragmatic functions. Making a relatively comprehensive comparison of interrogative and non-interrogative usages between *kim* and *who*, this thesis gives a full analysis to their similarities and differences in usages. Moreover, it reveals the deeper reasons of their usages change, which gets to the height of human cognition. It also provides the interrogative word study and contrastive linguistics with a new perspective, offers new materials for relevant studies, and achieves the combination of phenomenon description and theoretical study...

Pronouns are a relatively small, closed class of words that function in the place of nouns or noun phrases. They include personal pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, and some others, mainly indefinite pronouns.

The interrogative pronouns are *who*, *what*, *which*, and all of them can take the suffix *-ever* for emphasis. The pronoun *who* refers to a person or people; it has an oblique form *whom* though in informal contexts this is usually replaced by *who*, and a possessive form the pronoun or determiner *whose*. The pronoun *what* refers to things or abstracts. The word *which* is used to ask about alternatives from what is seen as a closed set: *which* (of the books) do you like best? (It can also be an interrogative determiner: *which* book?; this can form the alternative pronominal expressions *which* one and *which* ones.) *Which*, *who*, and *what* can be either singular or plural, although *who* and *what* often take a singular verb regardless of any supposed number. (For more information see *who*.)

We consider that language learners should keep in mind the above 10 interrogative pronouns are frequently seen as relative pronouns (pronouns that link phrases and clauses together) as well. The difference is that while it's possible to find a relative pronoun used in a question, interrogative pronouns only appear in a question. Here are more sentence examples of Interrogative Pronouns. In the following sentences the interrogative pronoun is underlined.

What are you talking about?

Who is the villain here?

Which color did you choose for your bedroom wall?

Whose camera is this?

Once we learn to speak French, whom are you going to talk to?

As it is said above, all the interrogative pronouns can also be used as relative pronouns. We'll see this below for more details.

There are five main interrogative pronouns in English: who, whom, whose, what and which. Who, whose and whom are interrogative pronouns that ask for names of persons. We use who when the answer is the subject of the verb.

Examples: Who broke the cup? Paul broke the cup.

Who sang the loudest? She sang the loudest.

Whom - we use whom when the answer is the object of the verb.

Examples: Whom is she talking to? She is talking to Philip.

Whom did you see? I saw Peter.

Although whom is the correct form for the object of the verb, it is rarely used in normal spoken English. Usually who is used instead of whom.

Whose - we use whose when we want to ask about ownership.

Examples: Whose is this house? Whose car did you drive here?

What - what is an interrogative pronoun that asks for names of things.

Examples: What is the time? What is your cat's name?

Which - which is an interrogative pronoun that asks for a specific person or thing from a group.

Examples: Which of these bags is yours? Which of them is the shortest?

As to their structure English and Uzbek interrogative pronouns are almost the same:

'Who' - 'kim' –they are the same.

'Whom' is an object form of the 'who'. A little difference here is in the Uzbek language 'whom' has 4 forms. They are: kimni, kimga, kimda, kimdan.

'whose' - 'kimning' - there is no difference between them. Because they are in a genitive case.

'What' - 'nima' –they are the same as to their structure in both languages.

'which' - 'qaysi' - they are the same as to their structural types.

About the semantic types of the interrogative pronouns, they are the same in the compared languages. For example, the word which asks the subject of the action is 'who'. In the Uzbek language, 'kim' is used for asking subject of the sentence.

Who left the door opened? - kim eshikni ochiq qoldirdi?

'Whom' gives the same meaning as kimni, kimda, kimga, kimdan.

Whom do you like the most? –kimni eng ko'p yoqtirasiz?

'Whose' also the same as to their semantic:

Whose car is that? – bu kimning mashinasi?

'which' is also similar to 'qaysi':

Which is your friend? – qaysi biri sizning do'stingiz?

So, they are similar to each other as to their semantic features.

II.2. Isomorphic and allomorphic features of the interrogative pronouns in Modern English and Uzbek languages

Strictly, isomorphism is a term in mathematics for an exact correspondence between both the elements of two sets and the relations defined by operations on these elements. It is used in linguistics, from the late 1940s, for a general principle by which the structuring of one level parallels or is made to parallel that of another. E.g. the relation of morpheme to allomorph was modeled on that of phoneme to allophone; a binary division of the syllable, into onset and rhyme, parallels that of the sentence into subject and predicate; semantic features, e.g. in componential analysis, parallel distinctive features in phonology.

A comparative analysis of the construction and uses of the Interrogative Sentences in English and Uzbek is attempted in this paper. In the course of discussion, the paper also deals with the similarities and dissimilarities between English and Uzbek that a Uzbek learner needs to bear in his/her mind to derive the Interrogative Sentences in English from the structural viewpoint of his/her mother tongue. Our paper also discusses the different uses of the Interrogatives both in English and Uzbek.

English and Uzbek are two distinctive languages. In addition to structural differences, the cultures represented by these two languages also differ widely from each other. Cultural and linguistic structural differences that exist between these two languages have been noted in several studies in the past. Uzbeks have exhibited a bitter sweet attitude toward English for a long time, and perhaps this attitude still continues, although a vast majority of the Uzbek people, appear to be moving certainly in favor of English because of globalization trends. While there is still a protective trend to not allow native language interference in English, interference is always there and this makes the learning difficult and/or faulty. More often than not, when Uzbek use English people communicate with others, they transfer the grammatical rules and regulations of their mother tongue to English and, therein, lies the cause for their errors. A good number of errors bear a strong resemblance to characteristics of learner's mother tongue.

The use of Interrogative Sentences clearly reveals this phenomenon. When we want to know something, or inquire about something, we use sentences that are called Interrogative Sentences or Questions. Usually, we ask questions, or inquire about some person or thing that

either performed some action or activity, or received the action. Questions are also asked about the manner, the reason, the time and the place of the performance of the action. So, we have to be very sure about the thing or idea our potential question is aiming at and our use of the Interrogative Word should be based mainly.

Let's analyze isomorphic and allomorphic features of the interrogative pronouns as to their qualitative character:

Isomorphic features of the interrogative pronouns as to their qualitative character In both languages there are isomorphic features, because of the need of communication.

Firstly, in both languages, there is a pronoun that is used for asking person: who-kim. The English interrogative pronoun **who** has the category of case:

Nom: who(Who is it?)

Gen: whose(Whose book is this?)

Accus: whom(Whom are you waiting for?)

The uzbek demonstrative pronouns **kim**, **nima** have the categories of number, possession and case.

Number

Singular Plural

Kim kimlar

Possession

Singular

Plural

1st person: kimim, nimam

kimlarimiz, nimalarimiz

2and person: kiming, nimang

kimlaringiz, nimalaringiz

3rd person: kimi, nimasi

kimlari, nimala

Case

Singular

Plural

Nom. Kim, nima

kimlar, nimalar

Gen. kimning, nimaning

kimlarning, nimalarning

Accus. Kimni, nimani

kimlarni, nimalarni

Dat. Kimga, nimaga

kimlarga, nimalarga

Loc. Kimda, nimada

kimlarda, nimalarda

Abl. Kimdan, nimadan

kimlardan, nimalardan [43.72]

Secondly, the interrogative pronoun for asking things are what-nima, which-qaysi.

Thirdly, there is a genitive case form of the interrogative pronouns for asking possessiveness in both compared languages: whose- kimning.

Isomorphic features as to their quantitative features

There is not almost similarities as to the quantitative features of the interrogative pronouns.

Allomorphic features of the interrogative pronouns as to their qualitative character

For the beginning there are many dissimilarities in the languages. Because the Uzbek language is considered agglutinative language as to its structure. Contrasting, the English language is analytical language. This is the cause why the differences have in these languages. According to their qualitative character, the Uzbek pronoun kim in contrast to the English pronoun who can be used to inquire about person's profession:

U kim bo'lib ishlaydi?

What is he? (what does he do?)

This differences may cause such errors as “ Who is he?”(instead of “What is he?”)[43.73]

As it is seen above there are 10 interrogative pronouns in the Modern English Language. Contrasting, Uzbek language has only 6 of them.

Another dissimilarity is seen in case formant of the Uzbek interrogative pronoun.”Whom” is an object form of the English interrogative pronoun ‘who’ and comparing to the Uzbek language, there are kimni, kinga, kimda, kimdan which gives the same meaning with “whom”. In the Uzbek language, the case formants are made with adding suffixes (-ni, -ga, -da, -dan) to the root.

And about allomorphic features of the interrogative pronouns as to their quantity is seen clearly while comparing. Because, the only ‘whom’ is given with four interrogative pronouns in the Uzbek language as we said above. This table shows clear information about the dissimilarities of the quantity features:

<i>English interrogative pronouns</i>	<i>Uzbek interrogative pronouns</i>
What?	Nima?

Who?	Kim?
Which?	Qaysi?
Whose?	Kimning?
Whom?	Kimni?
	Kinga?
	Kimda?
	Kimdan?
Whoever	
Whatever	
Whichever	
Whosever	
whomever	

In English, there are two common but contrasting ways of asking questions, one by which we ask for specific information, and another by which we only want a simple yes or no as an answer [11, 19] In the former case, in English, for specific information, we make use of a set of function words, and all these words except " how " begin with Wh.. . These Wh.. words demand specific information. They can not be answered by yes or no.

The ‘Wh..’ words are grouped into three classes. The Wh.. words, the classes they belong to , their uses, the transliteration of their Uzbek substitutes are given below.

interrogative pronouns :

who for person - kim;

what for thing - nima;

which (of) for person and thing - qaysi, qay biri

whose for person kimning;

interrogative adverbs:

when to know " at what time" - qachon, qay paytda, soat nechada;

where to know " at what place" - qayerda, qayerga;

why to know " for what reason" – nega, nima uchun, nima sababdan;

how to know " in what way" - qanday, qanday qilib;

interrogative adjectives;

which person or thing - kim, qaysi ;

what thing - nima ;

how many number or amount – nechtar;

how much amount - qancha.

We know that in English these Wh.. words take their places at the beginning of sentences.

Who pays the bill?

Who stole the pen?

Which of you has killed the man?

What disturbs him? [23.4]

Here, Wh. .. words are subjects and the structure of every sentence is like that of Declarative Sentence. That is, it follows the structure:

Subject + Verb + Object/Complement.

And, the transliterations of the above sentences are -

Kim xisob kitob qildi?- who the bill pays (subject object verb)

Kim qalamni o'g'irladi? - who the pen stole (subject object verb)

Ikkalangizdan qaysi biringiz u kishini o'ldirdingiz? - which of you two the man has killed (subject object verb)

Kim uni bezovta qildi? - what him disturbs (subject object verb)

In Uzbek sentences, like the English Interrogative pronouns, the corresponding Interrogative word doesn't often come first. But, as for the rest of the structure, in Uzbek, the object is followed by a verb.

Kim javob beradi?, Kim yordam beradi? Kim Andijonda yashaydi?

Kim Andijon davlat universitetida o'qiydi?

but

Siz kimga yordam bermoqchisiz., Siz kimsiz?

Ota-onangizdan qaysi biri nafaqada?

In these sentences, the subject comes first, followed by corresponding Interrogative Adverbs or objectives, and the verb comes at the end. However, to achieve distinctive emphasis the speaker may reverse the structure in Uzbek.

This sort of structure is used in only to achieve specific purposes like when the speaker tries to put an emphasis on, or is emotion-stricken, and the like .

In English The Interrogative Adjective occurs before the subject and modifies it. It can be used as object also. But, in all cases, the Wh.. word comes first. Let us consider the following sentences:

- (1) Which book was stolen?
- (2) What misfortune has upset you?
- (3) Whose father is a doctor?
- (4) How many children are present?

The Wh... word along with the noun it modifies acts as subject. Therefore, the structure stands as -"Subject + Verb +" like that of a Declarative Sentence. Similarly, if we look at the following sentences,

- (6) Which book has Jack stolen?
- (7) What misfortune has Jack referred to?
- (8) Whose father have you called?
- (9) How many children have you called?

We find that the same phrases of the sentences 1-3 act as objects of the verbs in the sentences 4-9.

In the Uzbek translation some of the above given sentences:

- (1) Qaysi kitob o'g'irlandi? - which book was stolen?
- (2) Qanday omadsizlik sizni diqqat qildi? which misfortune you has upset?
- (3) Kimning otasi shifokor? - whose father doctor?

We see that the structure is similar. In other words, if the Interrogative Adjectives are used as subjects, and are followed by a verb, the Uzbek and English Interrogative Sentences are alike in structure. If the sentence has an object, the object comes before the verb as it is seen in the sentence - Qaysi kitob o'g'irlandi? - which book was stolen?

In the same manner, if we look at the transliterated translation of the sentences numbering from 1 to 8 , we find them as --

- (5) Qaysi kitobni Jack o'g'irladi? - which book Jack has stolen
- (6) Qaysi omadsizligi haqida Jack gapirdi? - what misfortune Rabi has referred to

(7) Kimning otasiga qo'ngirioq qildingiz? - whose father you have called

This structure is dissimilar to that of Uzbek in the fact that the auxiliary verb comes before the subject of the sentence. But, here, it is to be noted that there is no trend of using any auxiliary verb in Uzbek.

When what and which are used as interrogative adjectives, both the 'Wh' words give the same meaning in Uzbek, whereas in English both words are not alike in usage [29,72]

If the Wh.. words - whom, which and what - act as the objects of preposition in formal English, we use Preposition + whom /what /which structure. This structure is not very easy for the Uzbek speaking people because it doesn't correspond to the Uzbek structure. Such as – English transliterated Uzbek:

(1) With whom did you go? - Siz kim bilan bordingiz?

(2) To which address did you send it ? - Uni qaysi manzilga jo'natdingiz?

Apart from the Wh questions, there is another kind Interrogative Sentences to which the answer is given by Yes or No. To make this kind of sentence, we place the first auxiliary verb before the subject in English and to express this we have to use " -mi " in Uzbek. For example, "Have you read the book?" gives the Uzbek transliteration - Siz kitobni o'qib chiqdingizmi? - you the book have read.

The addition of the suffix at the end of the word " -mi" in Uzbek transliteration is the result of the shifting of the auxiliary verb before the subject. Here, it is necessary to note that Uzbek has no corresponding word for English Auxiliary verbs. Only the suffixes show their appearance in Uzbek.

In addition to the above two cases of Interrogative Sentences, we also have another sort of question known as Tag Question. For Question Tags, we have affirmative question after negative statement and vice versa. The Tag Questions are not unique in English. We also have it in Uzbek. This type of tag question is used for the sake of confirmation or denial of any statement. In Uzbek, we frequently use the term " Shundaymi?, Shunday emasmi? " [40.32]his is similar to any kind of tag question in English. But, it is not a real question at all. Rather, through this sort of tag question, the speaker tries to find out whether he/she is in agreement with the listener [40.32].

Now, we are going to talk about the use of The Declarative Mood to ask questions. It is true that the Interrogatives are the principal means of asking questions. But it is not the only medium for asking a question. Sometimes, the declarative mood, in which we declare something in the manner of proposition, acts as a question. The sentence - " Surely

you remember that, comrades? " in George Orwell's Animal Farm is undoubtedly a question. In written English, this is shown by a question mark, and in case of verbal communication by distinctive intonation [32.127]

English speaking people say the sentence "How do you do?" after an introduction. Originally it was an inquiry about other people's health. The expression is, from a structural point of view, an Interrogative. But now it is merely a formal greeting. But, we the Uzbek speaking people do not have any such expression but we say 'Yaxshimisiz(?)' or 'Assalomu-aleykum' which the listener doesn't need to give the full answer.

There are many types of pronoun defined - here is a basic list, although you may find that other sites or books give a slightly different selection. Some languages other than English may have yet more forms of pronoun.

So, language learners should be aware of the allomorphic and isomorphic features of the English and Uzbek pronouns. It gives a good opportunity for learning the language easy by comparing.

Chapter 111. Effective strategies for teaching Modern English interrogative pronouns at Uzbek schools.

111.1. Effective strategies for teaching Modern English interrogative pronouns at Uzbek schools.

First of all, let's have a look for the new strategies on teaching English by M.Spart. I use it by adapting for teaching interrogative pronouns. Here is given new strategies, their advantages and disadvantages, and the keys to success for using these strategies at the English lessons.

Strategy/Methology	Advantages	Disadvantages/ Cautions	Keys to Success
Demonstration: Performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application.	Helps people who learn well by modeling others. <ul style="list-style-type: none"> • Promotes self-confidence • Provides opportunity for targeted questions 	Is of limited value for people who do not learn best by observing others. <ul style="list-style-type: none"> • May not be appropriate for the different learning rates of the 	Be able to do well what you want to demonstrate. <ul style="list-style-type: none"> • Carefully plan the demonstration. • Keep the demonstration

<p>Task: imagine you are in a foreign country and introduce yourself to your new friend. Make up the dialogue “About yourself” and ask him or her about himself/herself. Use interrogative pronouns in your questions.</p>	<p>and answers.</p> <ul style="list-style-type: none"> • Allows attention to be focused on specific details rather than general theories. 	<p>participants.</p> <ul style="list-style-type: none"> • Requires that demonstrator have specialized expertise if highly technical tasks are involved. 	<p>simple and the explanation thorough enough to meet your objectives.</p> <ul style="list-style-type: none"> • Augment the demonstration with other visual aids. • Give learners an opportunity to practice what has been demonstrated.
<p>Game: Used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles.</p> <p>Task: Give the letters on the piece of the papers and students should make up the interrogative pronouns by collecting the letters.</p>	<p>Actively involves learners</p> <ul style="list-style-type: none"> • Can add or regenerate motivation • Promotes team learning and collaborative skills • Provides a challenge that can lead to confidence in knowing and expressing the material • Provides feedback • Can create a “fun” learning 	<p>Can create in-group/out-group feelings</p> <ul style="list-style-type: none"> • Can demotivate those who are not competitive by nature • Can create feelings of inadequacy in those not as skilled or forceful • Can discourage creativity if the format is very rigid and the focus is strongly on winning 	<ul style="list-style-type: none"> • Choose relevant games at an appropriate level that can be reasonably expected to achieve the learning objectives • Introduce the game and make the objectives clear • Give clear and thorough directions • Create a friendly versus

	environment		cut-throat mentality; do not put down losers or allow others to do so • Do not take sides or show partiality • Keep a handle on things
<p>Independent Study: Designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. May be done using computer/webbased technology.</p> <p>Task: tell the students to get more information on the internet from the books and review all of them</p>	<p>Fosters independent learning skills</p> <ul style="list-style-type: none"> • Allows learners to progress at their own rate • Enhances other learning experiences • Provides opportunity for learner to obtain prerequisite knowledge • Allows for flexible, individual schedules and self-pacing 	<p>May be disconnected from immediate objectives</p> <ul style="list-style-type: none"> • May be difficult to identify/access appropriate materials • Computer-based materials are time-consuming and expensive to develop and may lack complexity needed for more advanced learners 	<p>Choose activities carefully to ensure relevance and connectivity</p> <ul style="list-style-type: none"> • Provide guidance about resources and how to locate and access them
<p>Large Group Discussion/ Question</p>	<ul style="list-style-type: none"> • Puts the burden of learning on the 	<p>Can be time-consuming</p>	<ul style="list-style-type: none"> • Develop questions related

<p>& Answer: Employs the art of seeking information and stimulating thinking and elaboration at all levels of human reasoning to achieve a given objective</p> <p>Task: students should work on groups and discuss what are their functions in the sentences and so on.</p>	<p>student and increases learner involvement</p> <ul style="list-style-type: none"> • Provides both learner and teacher immediate feedback • Is useful for guiding learners to higher levels of thinking and inquiry • Provides valuable clues about learner motivation and how to best facilitate learning • Helps students identify and build on preexisting knowledge 	<ul style="list-style-type: none"> • Relies on learner preparation and willingness to participate • Can lead to a dominant few controlling the floor to the exclusion of fuller participation • Cannot ensure full participation within a large group 	<p>to learning objectives designed to stimulate thinking and move learners to the next level</p> <ul style="list-style-type: none"> • Use open-ended questions with more than one right answer that ask learners to think critically rather than recite facts • Have a clear question sequence • Develop group facilitation skills to manage the interactions, time, and process effectively, paying attention to both task and group interaction functions

Strategy/Methology	Advantages	Disadvantages/Cautions	Keys to Success
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<p>Lecture/Presentation:</p> <p>Primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information.</p> <p>Task:show the presentation of the interrogative pronouns with slides and give information as a lecture. Sometimes ask the students about the interrogative pronouns in order to know whether they understanding or not the new theme.</p> <ul style="list-style-type: none"> • Integrate lecture with other more interactive techniques in the session, varying the pace every 10-15 minutes to avoid exceeding attention spans • Manage time to allow for questions and then the planned conclusion • Spice it up with analogies, stories, quotes, startling statistics, vivid 	<p>Can be an effective means of providing new information and clarifying existing information to a large heterogeneous group in a short period of time</p> <ul style="list-style-type: none"> • Is useful for covering underlying concepts, principles, and systems • Can be a good means to set the stage and lay the necessary groundwork and parameters for a activity • May stimulate learner interest in future study • May be recorded for future use 	<p>Can be an effective means of providing new information and clarifying existing information to a large heterogeneous group in a short period of time</p> <ul style="list-style-type: none"> • Is useful for covering underlying concepts, principles, and systems • Can be a good means to set the stage and lay the necessary groundwork and parameters for a subsequent activity • May stimulate learner interest in future study • May be recorded for future use 	<ul style="list-style-type: none"> • Identify which learning objectives are partially or fully best achieved by this method (generally those at the lower level of thinking, such as knowing or understanding as opposed to applying, synthesizing, or evaluating) • Avoid the temptation to overload; limit objectives to 3-5 for a 1 hour time frame
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<p>language, etc.</p> <ul style="list-style-type: none"> • Develop quality supporting audiovisual aids and know how to use them and any needed equipment; avoid overloading slides with information and talking to a screen rather than to learners • Be aware of and demonstrate effective presentational skills, including gestures, posture, tone of voice, talking with rather than at, making eye contact, avoiding distracting behaviors, etc. 			<ul style="list-style-type: none"> • Develop a solid introduction, body, and closure • Develop concrete examples of major principles • Use sign posts (e.g., “there are three main points,” “this is a key finding,” “the most important thing to remember is,” “in conclusion,” etc.) and transitions • Summarize periodically and in the conclusion
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Strategy/Methodology	Advantages	Disadvantages/Cautions	Keys to Success
<p>Role Play: One or more participants adopt a specified role and try to behave in ways characteristic of a person in that role. In medical education, often revolves around a specified clinical scenario.</p> <p>Task: ask students to play a role: one of them is a famous person and another one is a journalist. Ask the famous</p>	<ul style="list-style-type: none"> • Actively involves participants • Adds variety, reality, and specificity to the learning experience • Develops problem-solving and verbal expression skills • Provides practice to build skills before real-world application and when “real” experiences are not readily available • Enables learners to experiment in a safe environment with behaviors which strike them as potentially useful and to identify behaviors which are not • Can provide an entirely new perspective on a situation and develop insights about feelings and relationships • Provides teacher immediate feedback about the learner’s understanding and ability to apply concepts 	<ul style="list-style-type: none"> • Puts pressure on learner to perform, which can create embarrassment and even resistance • Depends heavily on learner’s imagination and willingness to participate • Can engender strong emotions related to past experiences, empathy, etc. • Can lack focus unless wellplanned, orchestrated, and monitored • Can reinforce ineffective behaviors/strategies if performance is not observed by knowledgeable person who provides appropriate feedback • Can be unpredictable in terms of 	<ul style="list-style-type: none"> • Establish a safe environment for learner to experiment and make mistakes without sanction • Use realistic situations that relate to learning objectives • Use only when learners have adequate knowledge and skills to perform what is requested • Provide clear directions and specific time limits • Observe performance (for multiple groups, rotate through them) • Conduct a

<p>person about all his/her life by using the interrogative pronouns</p>	<ul style="list-style-type: none"> • Improves the likelihood of transfer of learning from the classroom to the real world 	<p>outcomes</p> <ul style="list-style-type: none"> • Can be time-consuming 	<p>feedback/debriefing session after the role plays</p>
<p>Self-Awareness Exercise/Tests: Provide insight into how the learner thinks, acts, reacts, or “scores” regarding a particular topic. Task: do the test on the theme of the interrogative pronouns</p>	<ul style="list-style-type: none"> • Provides personal relevance to the learner • Provides a change of pace that creates a high degree of interest • Can facilitate individual insights into the need to make personal improvements 	<p>Can reduce morale if participants don’t like what they learn about themselves</p> <ul style="list-style-type: none"> • May create dead time while waiting for everyone in the group to finish • May create embarrassment and discomfort if learners do not know whether results must be shared and/or if learners are forced to share and compare 	<ul style="list-style-type: none"> • Choose instruments with demonstrated validity and reliability • Tie the concepts measured clearly to learning objectives • Provide adequate instructions and time for completion • Furnish an interpretation from which each learner can analyze his/her own results • Don’t force people to share their results

			<ul style="list-style-type: none"> • Avoid judgments and psychoanalyzing
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Strategy/Methodology	Advantages	Disadvantages/Cautions	Keys to Success
Direct Patient Contact: Practicing patient care and communication skills, along with clinical problem-solving, through direct contact with patients.	<ul style="list-style-type: none"> • Provides real-life setting and context • Provides learner with a variety of hands-on experiences • Can provide continuous feedback • Approach can be individualized to the learner • Promotes development of communication and problem-solving skills 	<ul style="list-style-type: none"> • Provides real-life setting and context • Provides learner with a variety of hands-on experiences • Can provide continuous feedback • Approach can be individualized to the learner • Promotes development of communication and problem-solving skills 	<ul style="list-style-type: none"> • Ensure learners are prepared for time spent on their own with patients (have prerequisite knowledge and basic skills) • Integrate patient interactions with the educational process • Train preceptors

Strategy/Methodology	Advantages	Disadvantages/Cautions	Keys to Success
One-to-One, Precepting: Instruction is provided by direct personal interaction	<ul style="list-style-type: none"> • Actively involves learner in a natural work environment • Allows for an 	<ul style="list-style-type: none"> • Relies heavily on the preceptor being a good role model and having effective teaching, questioning, 	Get training to precept and provide constructive feedback <ul style="list-style-type: none"> • Orient learner(s) and make behavioral

<p>between teacher and learner, and may involve giving information, demonstrating, questioning, problem-solving, directing learner's work, observing and assessing learner's performance, and providing feedback. In medical education, case presentation is often a part of this process. Ward/bedside rounds involve a similar process involving a group of learners, often at different levels, in an inpatient setting.</p>	<p>individualized approach tailored to specific needs of the learner</p> <ul style="list-style-type: none"> • Provides opportunity for role modeling, demonstration, and observation of appropriate professional habits and attitudes • Provides practice to build skills and problemsolving in real situations with expert supervision, guidance, and the opportunity for continuous feedback • Can foster teamwork and cooperation • Promotes development of verbal communication 	<p>and feedback skills</p> <ul style="list-style-type: none"> • Can be hampered by personality conflicts • Can be time-consuming 	<p>and learning expectations and objectives clear</p> <ul style="list-style-type: none"> • Demonstrate and role model what you are teaching • Identify the level of the learner(s); diagnose learner needs and tailor approach appropriately • Take advantage of the "teachable moment" • Ask open-ended questions to elicit learner's thoughts and plans, assess understanding, and stimulate/ challenge learners • Provide ongoing constructive feedback • Help the learner apply new ideas and skills • Encourage independent inquiry and selfstudy
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	skills		
<p>Role Modelling:</p> <p>Intentional teaching strategy in which learners listen to and observe role model performing regular duties of the profession and/or “thinking out loud.”</p> <p>Used to introduce learners to clinical skills and problem solving and help them develop appropriate ethical behaviours, habits, and attitudes.</p>	<ul style="list-style-type: none"> • Can be subtle but powerful learning • Tends to generate high learner interest • Doesn’t require additional planning on part of role model 	<ul style="list-style-type: none"> • Relies on learner identifying with the model • Role model who does not effectively represent desired behaviours can send the wrong message 	<ul style="list-style-type: none"> • Be aware that this occurs unconsciously as well as intentionally and consider what is being communicated • Connect learning to objectives • Make thinking visible to the learner during the learning experience
<p>Standardized Patients: Use of actors trained to portray a specific patient role in a consistent and accurate manner to act as a “real” patient would, react differentially</p>	<ul style="list-style-type: none"> • Can closely imitate reality • Provide opportunity for focused learning • Can be used when “real” experiences are not available or would be 	<ul style="list-style-type: none"> • Is costly and time-consuming to hire and train standardized patients • Using standardized patients can be logistically complex and require considerable support 	<ul style="list-style-type: none"> • Develop standardized training for standardized patients • Monitor the quality of standardized patient portrayals and feedback

<p>depending on behavior of the health professional in training, and to assess learners and provide appropriate feedback</p>	<p>potentially harmful to the patient</p> <ul style="list-style-type: none"> • Can provide standardized stimulus for learning and assessment • Can provide opportunity for feedback to the learner from the “patient” perspective 		
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[41.89-96]

III.2. System of exercises on the interrogative pronouns for drilling

LESSON PLAN

Date -/-/-

Form/grade (Group) -/-

The theme: the power of advertising

Grammar topic: Interrogative pronouns

Equipment:

- 1) Text book;
- 2) Blackboard;
- 3) Computer set;
- 4) Summary of the lesson;
- 5) handouts;
- 6) Visual aids;
- 7) Technical aids:
 - a) computer
 - b) Projector
 - c) CD Player
- 8) Dictionaries;
- 9) Slides ;
- 10) Presentation;

The objectives: Enriching the students' knowledge of English

The course of the lesson:

I. The preliminaries of the lesson :

1. Greeting:
 - Good morning pupils!
 - Good morning teacher!
 - I'm glad to see you!
 - We are glad to see you too!
2. Calling the register
 1.
 2.
 3.
 4.
 -

16.

3. Making reports or exchanging questions and answers on the daily news (good and bad):

What is the news for today?

Whose birthday is today?

What is the weather for today?

What is going on around you, at school?

4. Checking up the home task (whom to ask is to be planned. Home task should be checked with everybody).

What was the homework for today?

Who didn't do the homework?

Who did the homework completely?

Raise your hands, please.

(c) Written home task

(d) Oral home task

(e) Exchange of questions and answers on the home task

(f) Assessment / Evaluation

II. Presentation of the new material

- **Pre-activities:**

(3) Brainstorming on marketing and business

(I ask the students to answer these questions)

Do you like advertisements?

What is a marketing?

Have you ever heard about marketing?

What is a promotion?

What do you think, are the products are true to their advertisements?

What kind of advertisements do you know?

(4) I make a presentation of the new words with computer and projector and ask them to exchange of questions and answers , reactions to them

C) Developing skills and habits of using the Interrogative Pronouns:

A) choose the interrogative pronouns among these words.

Where, when, which, who, how, whose, why, what, whom, how far....

B) The Pronouns Scavenger Hunt

Get those active children moving around the classroom, while teaching them to recognize the nouns that specific pronouns may replace. Prepare for this activity by hiding different pictures and nouns around the classroom. For each round, let the students look for those that match the pronoun you will mention. For example, if you say "who" for a certain round, they must only gather pictures of persons that can be replaced by this particular pronoun, such as "sister" and "waitress". You may ask them to stick these pictures and nouns on the board under the corresponding pronoun.

You may want to do this activity by groups too. Assign one pronoun for each group, so that every group will be looking for and collecting different pictures and nouns.

C) Put the correct interrogative pronouns in the gaps.

I distribute pupils sheets of papers and ask them to fill put the questions.

1. came the latest?
- 2.... ... colour do you like more?
- 3.... kind of lipstick do you need?
4. book is this?
5. does your father do?
6. shop is the cheapest in this city?
7. do you do in your free time?
8. To ... did you give your dicytionary?

D)look at the board and answer the questions

(I use computer set and show the sentences with slides)

- Who is able to accept failure in the class?
- What should do to be good with language?
- Which of you is able to work fast?
- Whose ideas can be best creative ideas?

E) Pronouns Memory Game

It goes like this:

1. All the cards are placed on the table face-down (or posted on the board in a similar way). A group cards have questions or interrogative pronouns and the other group of cards have the answers with its pictures. The players can be divided into two groups.

2. The groups take turns turning over the cards.

3. Each player gets a chance to turn over two cards. If they do not match, they have to be turned back again so everybody else cannot see. If they match, they stay as they are, with the pictures facing front already.

4. The players must try to remember the positions of the pictures as they were turned over by the others, and then match as many as they can when it is their turn.

Now for your pronouns lesson, you can prepare cards with the basic interrogative pronouns-what,who,which,whose. On the other cards, place pictures of people that match these pronouns. For example, the pronoun "what" matches a picture of a pen while the pronoun "who" matches a picture of a teacher. If you have more pictures, then you can repeat the pronouns so there will be equal matches.

2)While (during) activities:

1. Drilling (exercising)

1 language exercise (pick out the Interrogative Pronouns)

What is a coupon?

What is a cheque?

Who is a customer?

Who is a sales assistant?

What is a money?

What is a market?

2 speech exercise (questions and answers)

1a. work in groups. Look the adverts you wrote down in your exercises books questions about it:

e.g. I found this advert on a hoarding in the middle of the road. It advertises a new fruit drink. I like it because it shows a happy family in Uzbekistan. They look health and happy and that is how I would like to feel too

1 where you found them?

- 2 What products are advertised?
- 3 which adverts you like and why?
- 4 which you don't like and why?

3)Post activities:

A) Consolidating. Communicative use of the Interrogative pronouns

There are several different activities for teaching students about pronouns. One idea, is to place nouns on a magnetic board. In this case, I would have students place the correct magnetic pronoun over the noun. There are also a variety of worksheets to use. One worksheet activity, is to have the nouns underlined in sentences. Have the students write the sentences replacing the noun with the interrogative pronouns and make up the interrogative sentences using the interrogative pronouns: (eg.see the pictures below)

B) Work in groups (3-4) to talk on the topic "What I couldn't do yesterday"

a. Competitive activities

- *Merry moment*

1) **Rebus**

2) **Crosswords**

3) **Tongue twisters**

1) *What a terrible tongue twister,
what a terrible tongue twister...*

2) *What did you have for breakfast?*

- rubber balls and liquor!

What did you have for lunch?

-rubber balls and liquor!

What did you have for dinner?

rubber balls and liquor!

3) *which wristwatch is a swiss wristwatch?*

4) *whoever slit the sheets is a good sheet slitter.*

Home task

1) Written:

Exercise 2.1.read and write about the power of advertisements. And find the interrogative pronouns in the text.

2) Oral:

Work in pairs. Make a dialogue about what makes the product to be sold more? (use the interrogative pronouns in your dialogue)

Assessment / Evaluations for activeness in class





Who is Eating?

WH questions, pronouns (he, she, they),
and present progressive tense

Conclusion

Every language has interrogative pronouns. An interrogative pronoun often stands for something that we are not aware of yet, because we are asking about it. We use these pronouns specifically to ask questions.

In the introductory part, we wrote about the actuality of the theme, and there we showed why we needed to study the interrogative pronouns by comparing them in the English and Uzbek languages. There are some researches on the comparative analysis of the interrogative pronouns in Modern English and other languages(not Uzbek), so our research is the first one which is devoted to comparative analysis of the interrogative pronouns in Modern English and Uzbek and about the methods of teaching interrogative pronouns at Uzbek schools.

As to its aim we carried out the following tasks:

1. we identified and justified the actuality of the chosen theme
2. we analyzed interrogative pronouns in the languages by comparing with the help of materials for the research
3. we showed allomorphic and isomorphic features of the interrogative pronouns in Modern English and Uzbek
4. we worked out useful strategies and interactive methods for teaching interrogative pronouns at Uzbek schools as to its subject and object matter.
5. we used comparative, oppositional, transformational, componential, statistical, contextual, distributional, inductive, and deductive methods for our research
6. we compared the interrogative pronouns and worked out its methodology as to comparison, because every method is based on comparison

In the first chapter we learned pronouns in Modern Linguistics according to the methodology of the research and worked out theory of the interrogative pronouns one by one in both languages. So, in both compared languages we use interrogative pronouns to ask questions. The interrogative pronoun represents the thing that we don't know (what we are asking the question about). There are four main interrogative pronouns: who, whom, what, which. The possessive pronoun whose can also be an interrogative pronoun (an interrogative possessive pronoun). Whom is the correct form when the pronoun is the object of the verb, as

in "Whom did you see?" ("I saw John.") However, in normal, spoken English we rarely use whom. Most native speakers would say (or even write): "Who did you see?"

We sometimes use the suffix "-ever" to make compounds from some of these pronouns (mainly whoever, whatever, whichever). When we add "-ever", we use it for emphasis, often to show confusion or surprise.

The second chapter is dedicated to the comparative study of the interrogative pronouns in Modern English and Uzbek. There we showed structural and semantic types of the interrogative pronouns and allomorphic and isomorphic features of the interrogative pronouns. From the above study it appears that there are points of similarity and dissimilarity between English and Uzbek Interrogative Sentences. The principal similarity is seen when the interrogative pronoun "who" acts as the subject of the sentence in both languages. And also the functions of the interrogative pronouns "whose", "which", and "whom" are the same with Uzbek interrogative pronouns *kimning*, *qaysi*, *kimga*, *kimda*, *kimdan*, and *kimdan*.

One of the dissimilarities of the interrogative pronouns as to their qualitative character is seen Uzbek pronoun *kim* in contrast to the English pronoun *who* can be used to inquire about person's profession:

U kim bo'lib ishlaydi?

What is he? (what does he do?)

This differences may cause such errors as "Who is he?" (instead of "What is he?")

Another dissimilarities of the interrogative pronouns according to its quantitative features is in case formant of the Uzbek interrogative pronoun. "Whom" is an object form of the English interrogative pronoun 'who' and comparing to the Uzbek language, there are *kimni*, *kimga*, *kimda*, *kimdan* which gives the same meaning with "whom". In the Uzbek language, the case formants are made with adding suffixes (-ni, -ga, -da, -dan) to the root.

The basic causes of dissimilarity are seen in the case of Wh... words when they act as objects, and also in the case of yes / no question. In the matter of Question Tags, in comparison to English, we, the Uzbek speaking people, have our own expression with the same objective of English. Thus in various ways of using Interrogative Sentences we, the Uzbek speaking people, have some similarities as well as dissimilarities with the native speakers of English.

The similarities are explained by the general laws of language development, because the interrogative pronouns are communicatively very much in demand, so without them we cannot communicate properly.

The dissimilarities are accounted for by the idiomatism of the languages compared, because the native speakers of the two languages have their original mind, thinking which is in some way or other inimitable.

While building up certain methodology of teaching English interrogative pronouns at Uzbek schools we have to take into consideration their similarities and dissimilarities, making an accent on the latter by exercising a lot.

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