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Linguodidactic bases of teaching English adjectives and their degrees

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Annotation: This article is about Linguo-didactic bases of teaching English adjectives and their degrees, The Linguo-didactic method increased the learners' achievements in the experimental group, according to the study's findings. Adjectives in English Linguo-didactic was identified as the new English vocabulary in the questionnaires. The students require a certain teaching style.

Keywords: linguo-didactic bases, adjectives, degrees of adjectives.

INTRODUCTION

Vocabulary is crucial in the learning of English, especially for young children. Learning English for specific objectives allows prospective art professionals to develop skills and talents that will enhance their personal competitiveness and increase their prospects of professional success. It should be remembered that competitiveness can only be attained through a combination of factors. In non-linguistic universities, the goals and content of teaching a foreign language are centered on the students' major. Mastering the necessary and sufficient level of communicative competence to solve social and communicative problems in the fields of general cultural and professional activity, as well as mastering business communication skills, are the goals of the program of teaching foreign languages to students engaged in art.

The combination of professional-oriented foreign language instruction with special majors is the essence of professional-oriented foreign language teaching. The principle of professional communicative orientation, which ensures the integration of the "Foreign Language" discipline into the general professional training of art

students, using the experience gained while studying special disciplines, is one of the most fundamental methodological principles in teaching a foreign language in a non-linguistic university. Linguistic and methodological components make up the content of professionally oriented training. The linguistic component of teaching English in relation to art specialties is represented by a text library reflecting the classification of texts in this specialty; lexical material in the form of an art terminological system and corresponding grammatical constructions; and lexical material in the form of a terminological system for art. The methodological component allows for individual work with actual texts as well as the generation of linguistic and contextual hypotheses. The texts are chosen based on the students' training majors: for example, "Note Values," "Song Structure," "Origin of Music," "Major Scales," "Minor Scales," "Language of Music," for students of theater specialties - "The Origin of Theater," "Classical Theater," "Dramatic Theater," and so on. Aside from the content, teachers should focus on using forms and instructional methods that can help students develop the necessary professional abilities. The idea that teachers should start constructing foreign language programs by determining what

students of a certain major would specifically need in their professional engagement in the field of foreign languages is now widely accepted among Uzbek teachers.

Take a pair of real things to demonstrate comparative degree. Make certain that each object has its own unique characteristics. Two pencils, for example, of varied lengths. Ask the kids what adjectives they may use to compare and contrast the objects before describing the comparative degree. This method will elicit any prior knowledge the students may have on the subject. A pair of animals or common objects can be shown on overhead transparencies or slides by the teacher. Allow the pupils to contrast and compare the two.

Examples

- The elephant is taller than the horse.
- The shirt is longer than the shorts.

Students will eventually learn that when one thing is compared or contrasted with another in terms of a given attribute, we employ a comparative degree with the use of real objects, slides, or overhead transparencies. After that, the teacher may show a slide or overhead transparencies about comparative degree formation (see "Comparative and Superlative Degree Formation").

Superlative Degree

The teacher may choose four or five real things of the same kind to teach the superlative degree. For instance, four or five pencils of various lengths. Inquire of the students how they would distinguish the pencils.

Examples

- This is a long pencil.
- This pencil is longer than that.
- This is the longest pencil.

The teacher creates three phrases for three degrees of adjectives using a few flash cards depicting various qualities of common things.

The teacher may then provide a tabular list of the three degrees of adjectives.

Formation of Comparative and Superlative

1. Most adjectives of one syllable and some of more than one syllable form the comparative by adding “-er” and the superlative by adding “-est” to the positive.

<u>Positive</u>	<u>Comparative</u>	
<u>Superlative</u>		
bold	bolder	boldest
clever	cleverer	cleverest
deep	deeper	deepest
sweet	sweeter	sweetest
tall	taller	tallest

2. When the positive ends in “e”, add “-r” for the comparative and “-st” for the superlative.

<u>Positive</u>	<u>Comparative</u>	
<u>Superlative</u>		
able	abler	ablest
brave	braver	bravest
fine	finer	finest
simple	simpler	simplest
wise	wiser	wisest

3. When the positive ends in “y”, preceded by a consonant, the “y” is changed into “i” before adding “-er” for the comparative and “-est” for the superlative.

<u>Positive</u>	<u>Comparative</u>	
<u>Superlative</u>		
busy	busier	busiest
happy	happier	happiest
noisy	noisier	noisiest
pretty	prettier	prettiest
wealthy	wealthier	wealthiest

4. When the positive is a word of one syllable and ends in a single consonant, preceded by a short vowel, the consonant is doubled before adding “-er” for the comparative and “-est” for the superlative.

<u>Positive</u>	<u>Comparative</u>	
<u>Superlative</u>		
big	bigger	biggest

fat	fatter	fattest
hot	hotter	hottest
sad	sadder	saddest
thin	thinner	thinnest

5. Adjectives of more than two or more syllables form the comparative by using the adverb “more”, and form superlative by using the adverb “most”.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
difficult	more difficult	most difficult
satisfactory	more satisfactory	most satisfactory
useful	more useful	most useful

6. **Irregular Comparison:** Some adjectives are compared irregularly, i.e. their comparatives and superlatives are not formed from the positive.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
many	more	most

Once the uses, distinctions, and construction of the three degrees have been grasped, the instructor can engage in the exercises below to make the concepts plain. Teachers are encouraged to adjust the activities to their students' age, background, and skill level.

Conclusion: Properly chosen games and activities are quite beneficial since they quickly capture the interest of the kids. Allow them to practice their language skills at the same time. This document contains some approaches and sample games that I have found to be

particularly beneficial and enjoyable for my pupils. The accurate use of the positive, comparative, and superlative degrees is a critical ingredient when students are learning how to express their viewpoint or make comparative judgments, thus these strategies and activities may take more than one session.

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