

GRAMMATICAL ERRORS IN THE USE OF VERB TENSES BY POLYTECHNIC STUDENTS AND METHODS FOR THEIR CORRECTION

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ANNOTATION: This thesis examines the common errors in the use of verb tenses by polytechnic students and proposes effective methods for their correction. The study identifies the most frequent mistakes in Present Simple, Present Continuous, Past Simple, Present Perfect, and Future tenses. Causes of errors include interference from the native language, insufficient communicative practice, and learning grammar rules out of context. The thesis highlights the importance of using contextual teaching, communicative exercises, error analysis, and digital technologies to improve students' grammar competence. The implementation of these methods enhances students' oral and written skills, increases their communicative activity, and prepares them for professional use of English.

Key words: verb tenses, grammatical errors, polytechnic students, error analysis, communicative competence, contextual approach

Аннотация: Данная тезисная работа исследует распространённые ошибки в употреблении времён английских глаголов студентами политехникума и предлагает эффективные методы их устранения. В исследовании выявлены наиболее частые ошибки в Present Simple, Present Continuous, Past Simple, Present Perfect и Future. Причинами ошибок являются влияние родного языка, недостаточная коммуникативная практика и изучение грамматических правил вне контекста. В работе подчеркивается важность использования контекстного обучения, коммуникативных упражнений, анализа ошибок и цифровых технологий для повышения грамматической компетенции студентов. Применение этих методов улучшает устные и письменные навыки студентов, увеличивает их коммуникативную активность и готовит к профессиональному использованию английского языка.

Ключевые слова: времена глаголов, грамматические ошибки, студенты политехникума, анализ ошибок, коммуникативная компетенция, контекстный подход

INTRODUCTION

Nowadays, the processes of globalization, the expansion of international relations, and the rapid development of information technologies require the thorough

mastery of foreign languages, particularly English. English is not only a means of international communication but also a language of significant importance in modern professional activities, science, and technology. Therefore, effective teaching of English in polytechnic institutions and the development of students' language competence remain urgent pedagogical tasks. The ability of students to express their thoughts clearly and accurately in English enhances their future professional competitiveness. However, practical experience shows that **incorrect use of verb tenses** is one of the major problems in the speech of polytechnic students, negatively affecting both their oral and written communication. Therefore, this thesis focuses on **analyzing students' errors in the use of verb tenses and developing effective methods to correct them**.

MAIN PART

Grammatical errors are an inevitable part of the language learning process, arising from the incorrect application of grammatical rules within the language system. In this study, grammatical errors were classified into **systematic errors**, **random errors**, and **interference-based errors**. In the speech of polytechnic students, systematic and interference-based errors are predominant. Theoretical analysis: reviewing scientific literature and educational-methodological sources; Practical observation: analyzing students' oral and written works; identifying which tense forms are most frequently used incorrectly; Questionnaires and interviews: assessing students' ability to complete grammar exercises independently and on time.

1. Common Errors in the Use of Verb Tenses by Students

Practical observations show that polytechnic students frequently make the following mistakes in both oral and written speech: **Errors in Present Simple and Present Continuous tenses** – students cannot distinguish between habitual actions and ongoing actions; **Errors in Past Simple and Present Perfect tenses** – confusion between events and their results; **Errors in Future tenses** – incorrect use of “will” and “going to” forms.

2. Causes of Errors in Tense Usage. Interference from the native language (directly transferring Uzbek tense concepts into English); Traditional rule-based **grammar instruction** (learning rules without linking them to real speech); Insufficient communicative exercises; Low motivation of students.

3. **Methods for Correcting Tense Errors. Contextual approach** – teaching grammar through texts and communicative situations; **Communicative exercises** – role plays, dialogues, and problem-solving situations; **Error analysis** – identifying individual mistakes and correcting them; Digital technologies – using interactive applications and online exercises to promote independent learning.

4. **Practical Recommendations.** Link each tense topic to professionally-oriented texts; Teach students to analyze and correct their own mistakes; Increase

communicative activity through pair and group work; Conduct regular reflective and assessment sessions.

CONCLUSION AND RECOMMENDATIONS

The study shows that: Incorrect use of verb tenses is widespread among polytechnic students and negatively affects their communicative competence in English; Errors are often related to native language interference, insufficient communicative practice, and learning rules out of context; The most effective methods for correcting tense errors include the contextual approach, communicative exercises, error analysis, and digital technologies; Applying these recommendations strengthens students' grammar knowledge, increases their communicative activity, and ensures effective use of English in professional activities.

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