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## Teaching Future Forms through Daily Conversations

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**Abstract:** It is commonly agreed that language and culture are closely interrelated. This article deals with issues related to linguistic approaches to tense category, particularly future forms. Different languages will create different limitations therefore people who share a culture but speak different languages, will have different world views. Still language is rooted in culture and culture is reflected and passed on by language from generation to generation. One of the linguistic sciences that appeared in linguistics is Cultural linguistics which is the branch of linguistics arisen on the juncture of linguistics and cultural science investigating displays of culture of the people which are reflected and fixed in a language. The basic purpose of this article is to make an in-depth study of the interpretation in communication, integrated learning and reading skills in English language. In the introductory part of the work, the author gives a brief overview of the substance of the topic and its importance today. The first part of the work is dedicated to covering the theoretical part of the subject. The second part is devoted to the practical work of the teacher on the organization of the lesson, the evaluation and the lesson planning.

**Keywords:** Maxim of quantity, quality, relevance and manner Gender, discourse, communication, feminine, masculine.

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When the Republic of Uzbekistan became Independent, many changes in various spheres of life have been accomplished, as well as, in educational system. Great attention is being paid to educational facilities and healthy life style of younger generation. There were many reforms in the field of education and other fields of social life of the whole population in our country. We all know that education is mainly conducted in traditional methods. According to the decree further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

During the 29 years of independence an enormous number of successful reformations have been carried out by our government under the leadership of the president of our Republic Shavkat Miromonovich Mirziyoyev. Although this is a rather short period of time for a young state to develop, our motherland has been able to overcome many difficulties and began to prosper again in many fields of life. Today Uzbekistan is a world-known mighty and peaceful country that stands at the same rank with the world's independent democratic nations. We think that the following data can illustrate the practical evidence of our opinion: Over the 29year period of time our economy has grown 4.7 times, the life expectancy rates have increased to 9 years, monthly wages have grown nearly 20 times and the number of families owning a car has tripled as a contrast to the years before independence when only a tenth of Uzbek families had their own car. The educational system of the republic of Uzbekistan is also advancing at a high speed.

“As far as spirituality and enlightenment enter the number of major factors of the people's upbringing, we must display the state's care of the matters in this sphere and create all necessary conditions for their development” 1 – that is how our president expresses his intensive care of educating the youth of our republic. Our government allocates more than the

half of the state budget every year for cultivating the system of education. At present, Uzbekistan is among the leading countries of the world where 99% of the population is literate and 12 years of education including primary and secondary general schooling, vocational and academic education is compulsory and is under state financing. Educating the young generation has always been a top priority and the cardinal focus of social development in our republic.

As much as I understood, linguistic competence is the ability of knowing and recognizing linguistic rules, using correct structures. Linguistic competence is important only in understanding words, phrases, sentences texts utterances, being expert in giving correct structures but this competence is not enough to accomplish communicative goal. In general, linguistic competence deals with making up grammatically correct sentences. That`s to say, it considers mainly grammatical, syntactical, stylistic and lexical rules and pays attention to using them correctly in communication. Even though, nowadays the most important issue is communicative language teaching approach, our teachers still conduct their lessons based mainly on linguistic competence.

From my own experience I remember how my teacher at university always made us learn a set of sentences to differentiate verb tenses. The sentences from famous Kaushanskaya, Buronov`s books are still in my memory. But we could recognize the tense form only in those sentences. In fact, I could differentiate tense forms only when I became a teacher and had a chance to use some communicative tasks.

Secondly, I give them chance for using the grammar in their speech providing real-life situations or other similar tasks.

Finally, we consolidate it with interesting communicative means and activities. Furthermore, I try to involve various interaction types for my lessons which are really beneficial to feel like in real life situations.

As it is mentioned in the book according to Celce-Murcia & Olshtain, pragmatics studies the context within which an interaction occurs as well as the intention of the language user. To my understanding, pragmatics is an ability to understand the meaning of a word, a phrase or a sentence in a particular context. Without knowing the context, it is not easy to understand or infer what the speaker is saying or what the topic of their conversation is. Linguistically, the sentence might be incorrect but it can have correct pragmatic meaning. What is more intriguing for me that once communicators understand each other`s intended meanings, with grammatically incorrect sentences the communication can be successful. There is also a point in the book about the *maxim of quantity, quality, relevance and manner*. Sometimes much or less speaking may lead to unsuccessful communication or misunderstanding which is names *maxim of quantity*. While speaking, people rely on their common, shared memories and experiences. Yet, the conversation may fail if one of the speakers is not telling the truth. That is the *maxim of quality*. The *maxim of relevance* is when a speaker is being irrelevant in saying words or sentences that are off topic which may lead to communication failure. To my point of view, *maxim of manner* is also important in order to be able to realize that his/her utterance is delivered to a hearer clearly. Our speech should be well-organized, distinct and without any ambiguity.

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

influences what is uttered. The context comprises the addressee, the place, the time and other circumstances.

In order to make the lesson I chose with pragmatic competence in focus, I want to use authentic telephone conversations which takes place in our daily life and these situations are expressed by the help of future forms. In these audios students will witness how future actions are expressed in real life situation or context. Also, by using authentic materials and interactive activities around the concept of expressing future, I will give students a chance to practice the usage of future tense in context and enhance their pragmatic competence.

## CONCLUSION

The present article is conducted to investigate the importance of self-confidence on enhancing students' communicative competence. Its main aim is to raise the teachers and the students' awareness about the benefits of having high level of self-confidence on improving the students' vocabulary. Moreover, the main hypothesis of this study is if first year of English as a foreign language students have high level of self-confidence, their communicative skill will be enhanced. Furthermore, it mentioned the main characteristics of good reading fluency and accuracy; it also highlighted some classroom vocabulary activities.

Besides this, discussion is one of the most important activities which can help to enhance the students' speaking skill. It is an approach to teaching which involves conversation between groups of students or the whole class about subject matter. It is an approach to teaching which consists of a goal-focused group conversation involving either groups of students or the whole class, and which usually involves interaction about subject matter between a teacher and students. That is why discussion was focused during the practice part of the project work.

On the other hand, it speaks about the teacher's role in developing vocabulary skill and its assessment in the classroom. The second chapter of this research is general review of self-confidence. It mainly dealt with the definitions of self-confidence and its importance. Moreover, it provides the key characteristics of low and high self-confidence which should be taken into account by teachers to know how to treat their students. It mentioned also the interference between self-confidence and some concepts: motivation, critical thinking and self-esteem. Furthermore, it tackled some steps for building and developing students' self-confidence and without forgetting the role of the teacher in developing it.

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