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VIRTUAL LANGUAGE ENVIRONMENT AND MODERN ASSUMPTIONS IN THE LIGHT OF LINGUISTICS

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As you can see from the example, in both languages the order of the words is same which easiness the translation of the sentence.

Pronoun	Singular	Plural
1 st person	나, 저 Men	우리 Biz
2 nd person	너/당신 Sen/ Siz	너희(들) 여러분 Siz
3 rd person	그U (erkak) 그녀U (ayol) 이분, 그분 U	그들, 이분들, 그분들 Ular

In addition, personal pronouns are also similar in these two: Korean and Uzbek languages. They are:

나, 저 - Men - I	우리 - Biz - We
너/당신 - Sen/ Siz - You	너희(들), 여러분 - Siz - You
그 - U (erkak) - He	그들, 이분들, 그분들 - Ular - They
그녀 - U (ayol) - She	이분, 그분 - U - It

In conclusion, while learning a new language which is not used in your country and is different from your mother language it is essential to have some similarities between your own and target languages. For example, as I mentioned above Korean and Uzbek languages are different in pronunciation but they have some common in grammar and in its structures which gives convenience and easiness the learning process of Korean language for Uzbek learners. Because as we know grammar is the main resource of any languages. That is why at the beginning of studying any languages you must study its grammar. This is the main key to the language.

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THE GRAMMAR TRANSLATION METHOD

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There are various kinds of method in teaching second language. According to individual character and capacity of students, teachers use one or another methods. We know that Grammar Translation Method is very important in teaching foreign language. The Grammar Translation Method is a foreign language teaching method derived from the classical method of the teaching Greek and Latin. The Grammar Translation Method is not new. It has had different names but it used by language teachers for many years. At first time it was called Classical Method. This method requires students to translate whole texts word by word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists.

Grammar translation classes are usually conducted in the students' native language. Students learn grammar rules by rote and then practice the rules doing grammar drills and translating sentences to and from the target language. It is not necessary listening and speaking in this method. More attention is paid to translate of the sentences. The mainstay of the classroom materials for the grammar translation method is the textbook. The method is very much based on the written word and texts are widely is evidence. Grammar Translation Method is very useful for beginners. There are good characteristics of Grammar Translation Method.

- They are:
1. Students are taught to translate from one language to another.
 2. They translate readings in target language about some aspect of the culture of the foreign language community.
 3. Students study grammar deductively, they have to memorize.
 4. Students learn grammatical paradigms such as verb conjugation.
 5. Students memorize native language equivalents for foreign language vocabulary words.

Students translate a reading passage from the target language into their native language. Students answer questions in the target language based on their examples. Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students make sentences in which they use the new words. The teacher gives the students a topic to write about in the target language. Sometimes instead of creating a composition, students are asked to prepare a presentation of the reading passage. Students are given a series of sentences with words missing. They have to fill in the blanks.

Advantages of this method are:

Translation is the easiest way of explaining meaning of words and phrases from one language to another.

Teachers can ask and discuss about some topics by the mother tongue.

the learning process. Similar to tactile learners, they prefer playing games that engage their body, learning through movement activities, or acting out.

4. Global Learners: This refers to those who learn best through group activities, holistic reading methods and cooperative learning strategies. They would like the teacher to present information in an interesting manner where they can interact with others.

5. Analytical Learners: Students with this learning style prefer to work individually and tend to focus a lot more on details and analyzing.

6. Visual Learners: This type of learner is the main focus of this research paper. Visual learners are students who learn by observing graphs, charts, maps, posters, and text with a lot of pictures. They are 'sight' readers and are highly motivated by pictures and videos.

Assume that teachers are going to give the students a reading text about, say, 'Sports'. With enough pictures of famous sportsmen and sportswomen from students' country and around the world, teacher can easily engage the participants actively. One simple activity is that you can get the students to work in groups of threes or fours and teacher asks them to use their background knowledge to identify the names of the sports' celebrities and then find out what sports they play. In my opinion it also motivate them. Not only do the pictures motivate the students, but they also provoke lively discussions and thus demand the students to give their ideas (in English, of course!). Teacher tries this in her/his class, and he/she will find that the 10-15 minute preparation is certainly worth her/ his while.

Pre-teaching vocabulary: To continue with our 'Sports' example, let's imagine teachers are going to teach their students a new word, a particular sport called 'Rugby'. Instead of using pictures, some of them may anticipate exhibiting the different movements that rugby requires. However, Teacher may only have to include a picture of a rugby player, for instance, 'Johnny Wilkinson' (England Rugby World Cup winner) with his Rugby jersey on, or teacher draws a picture of a rugby ball, and then they can get the idea across very easily.

A teacher can pre-teach vocabulary on, for example, adjectives describing feelings and actions with ease. Just hand out a number of pictures of faces of people that express different moods (happy, sad, angry, upset, etc.), the students will learn new vocabulary effectively while having fun.

Speaking and writing: "Find 10 Differences"

Apart from reading, pictures can be used in teaching speaking and writing as well. For speaking, teachers can arrange the students into pairs and give each pair two different pictures and ask them to find 10 differences in the pictures. If teachers want to focus more on accuracy, they can ask students to write the differences on a piece of paper.

As a conclusion, I would like underline same activities hold with pictures. Our teacher put on a picture on the board, divide the class into two groups; First group should put questions, and the second group should predict the questions. It was very interesting and encouraging.

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COMPARISON OF UZBEK AND KOREAN LANGUAGES' GRAMMATICAL FEATURES

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There are a lot of languages in the world, some of them similar some are totally different. Especially western countries' languages have something in common and so do eastern languages. Maybe it is because of the similarity and nearness of location where those languages are used. Ones of such similar languages are Uzbek and Korean languages. By the way, they differ from each other both with their letters and pronunciation. But they are similar in grammar.

First of all, they either do not have grammatical genres such as, "feminine" "masculine" "neuter" like other languages: French, Russian and so on. For example:

좋은남자 - yaxshi bola - bon garçon - хороший парень (good boy)

좋은여자 - yaxshi qiz - bonne fille - хорошая девушка (good girl)

As you can see here in Korean and Uzbek languages there is no any genres so the adjective is the same for both words but in French and Russian languages the adjective got changed according to the genres of the words.

At the both Korean and Uzbek languages have honorific forms of the words such as:

안녕하십니까- Assalomu aleykum (Good morning/afternoon/evening)

안녕 - Salom (Hello/ Hi)

당신 - Siz (You- addressing with respect)

너 - Sen (You -for the people at the same age with you or younger) and so on.

Furthermore, the word order in the sentence is same at both languages and as a result, while translating the sentences you will not have difficulties. For example:

이 사람들이 누구입니까?

Bu odamlar kim ?

(Who are these people ?)

이- bu (these) 사람들- odamlar (people) 누구입니까- kim (who)