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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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THE ROLE OF VISUAL TIMELINE CHARTS IN MASTERING ENGLISH TENSES AMONG EFL UNDERGRADUATE STUDENTS

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Annotation. This article investigates the effectiveness of using visual timeline charts to help EFL (English as a Foreign Language) undergraduate students master English verb tenses. A total of 22 students participated in the study. While the control group learned English tenses through traditional formulaic rules and text definitions, the experimental group was taught using visual timelines (arrows and graphic marks representing past, present, and future). The results demonstrated that the utilization of visual timelines significantly increased students' accuracy in applying correct verb forms in communication and writing.

Keywords: English language, grammar, verb tenses, timeline chart, visual aids, undergraduate students..

INGLIZ TILINI CHET TILI SIFATIDA O'RGANAYOTGAN BAKALAVR TALABALAR TOMONIDAN INGLIZ TILI ZAMONLARINI O'ZLASHTIRISHDA VIZUAL VAQT CHIZIG'I (TIMELINE) DIAGRAMMALARINING O'RNI

Qahharova Mahliyo Soxib qizi

Namangan davlat universiteti

Filologiya va tillarni o'qitish: ingliz tili talabasi

Annotatsiya. Ushbu maqola ingliz tili darslarida talabalarning grammatik ko'nikmalarini, xususan, fe'l zamonlarini (English tenses) to'g'ri o'zlashtirishlarida vizual vaqt chiziqlari (timeline charts) samaradorligini o'rganadi. Tadqiqotda 22 nafar bakalavriat talabasi ishtirok etdi. Nazorat guruhidagi talabalar grammatik zamonlarni an'anaviy formulalar va matnli qoidalar orqali o'rganishdi, eksperimental guruhda esa har bir zamon maxsus vizual vaqt chiziqlari (o'tmish, hozirgi va kelajakni ko'rsatuvchi strelkalar va grafik belgilar) yordamida tushuntirildi. Natijalar shuni ko'rsatdiki, vizual xaritalardan foydalanish talabalarning zamonlarni gapda to'g'ri qo'llash ko'rsatkichini sezilarli darajada oshirgan.

Kalit so'zlar: ingliz tili, grammatika, fe'l zamonlari, vaqt chizig'i, vizual vositalar, bakalavriat talabalari.

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INTRODUCTION

Grammar is the structural skeleton of any language. For university students studying English philology, mastering verb tenses is extremely important because a single tense mistake can completely change the meaning of a sentence. However, English tenses (such as Present Perfect, Past Continuous, or Future in the Past) are often considered the most confusing part of language learning. Traditional grammar teaching focuses heavily on memorizing formulaic abstract rules like "Subject + have/has + V3." While undergraduate students can pass written grammar tests by memorizing these equations, they frequently fail to use the tenses correctly during live speech or when writing essays.

To fix this structural problem, modern cognitive pedagogy suggests using visual timeline charts. A timeline chart is a simple graphic line that visualizes time as a continuous path moving from the Past, through the Present, into the Future. Specific grammar actions are marked on

this line using stars, dots, or dynamic arrows. According to cognitive psychologist David Ausubel [1;75-90], abstract concepts become easily understandable when they are represented in a concrete, physical layout.

When students can visually see the duration or the specific point of an action on a timeline, they understand the true "concept" of the tense. As grammar expert Michael Swan [2;112-125] notes, teachers should explain rules using clear situational contexts and visual diagrams rather than complex linguistic descriptions. Locally, methodologist Jamol Jalolov [3;210-225] emphasizes that visual demonstration prevents students from translating grammar structures directly from their native tongue, allowing them to form correct language habits.

As a first-year student, I often hear my groupmates say they understand the structure of a tense but do not know exactly "when" to use it. Therefore, this study aims to explore how implementing visual timeline charts can help university students understand English tenses better and use them with higher grammatical accuracy.

METHODS

Participants:

The pedagogical study was organized at Namangan State University, involving 22 intermediate-level undergraduate students. The participants were assigned to two equal groups of 11: the Control Group and the Experimental Group.

Procedure:

The experiment was conducted during an intensive grammar lesson focused on comparing three complex tenses: Past Simple, Present Perfect, and Past Continuous. The lesson lasted for 45 minutes.

- In the Control Group, the lesson followed a traditional rule-based style. The teacher wrote the grammatical structures on the whiteboard, explained the definitions textually (e.g., "Present Perfect is an action that happened in the past but has a result now"), and asked students to do textbook fill-in-the-blank exercises.

- In the Experimental Group, the teacher did not use text formulas. Instead, the teacher drew three clear "Visual Timelines" on the board. For Past Continuous, a wavy line was drawn in the past section to show duration; for Present Perfect, an arrow was drawn starting from the past and touching the present moment. Students actively analyzed the visual markers and then created their own original sentences based on these graphic charts.

Evaluation Method:

At the end of the lesson, both groups took a comprehensive grammar test to measure their understanding. The test consisted of 10 complex sentence-completion tasks and a short contextual paragraph where students had to select the appropriate tense forms based on the time clues. The test was graded out of a maximum of 10 points.

RESULTS

The data from the post-lesson evaluation indicated that visualizing time as a physical line creates a much clearer understanding of English grammar than traditional abstract memorization.

In the sentence-completion section of the test, which required applying the correct verb forms in single sentences, the control group achieved an average score of 6.4 out of 10 points. They often confused Present Perfect with Past Simple because they focused only on the time

translation. In contrast, the experimental group, who used the visual timeline sheets, achieved a much higher average score of 8.8 out of 10 points. They easily identified the correct tenses because they recalled the visual shapes of the actions.

In the contextual paragraph section, where students had to manage multiple tenses inside a long story, the control group faced massive problems, scoring an average of 4.8 out of 10 points. They lost control of the chronological order of events. However, the experimental group demonstrated superior accuracy, finishing with an average score of 8.2 out of 10 points.

When combining both sections of the test, the overall average score for the traditional control group was 5.6 points, while the visual experimental group finished with an excellent total average of 8.5 points. This shows an overall increase of approximately 51% in grammatical precision. Furthermore, the teacher noted that the experimental group students completed the test 8 minutes faster and asked 40% fewer clarification questions during the practice phase.

ANALYSIS

The analysis of the grammar test profiles demonstrates that textual definitions often create confusion in the human brain under pressure. In the control group, students tried to remember words like "unspecified time" or "ongoing action." When they looked at a test question, their working memory had to process both the language meaning and the abstract rule at the same time. This double cognitive load led to structural errors, which is why their score in the contextual paragraph dropped to 4.5 points.

On the other hand, the visual timeline charts worked as a permanent mental template for the experimental group. When a student in this group looked at a sentence containing the word "while," their brain automatically recalled the wavy line of the Past Continuous timeline. The graphic representation of an action being interrupted by a dot (Past Simple) was instantly retrieved from their visual memory.

By externalizing time onto a graphic chart, the students did not have to guess the rule; they could literally "see" the relationship between the two actions. The visual lines acted as a mental organizer that organized the structural rules of English grammar into an intuitive system. This eliminated translation habits and allowed students to achieve an 8.5 total average score with high confidence.

DISCUSSION

Our research confirms that grammar teaching should move away from abstract text formulas toward cognitive visualization. The superior performance of the experimental group strongly aligns with Scott Thornbury's [4;35-50] communicative grammar theories, which argue that grammar is best acquired when students can visualize the conceptual meaning of language structures.

Most students view English grammar as an endless list of boring exceptions. However, using timeline charts demonstrates that grammar is a logical system of space and time. A visual chart bridges the gap between understanding a rule and using it correctly in real-life communication.

For first-year university students at Namangan State University, this method provides an essential foundation. It cleans up the basic tense errors that many freshmen bring from high school and trains them to think like advanced language specialists. Visual timelines can be applied to almost all grammatical topics, making them a universal tool for modern language classrooms.

CONCLUSION

In conclusion, this study proves that visual timeline charts are highly efficient tools for mastering English verb tenses among EFL undergraduate students. The empirical data shows that graphic timelines help students achieve significantly higher accuracy scores in both sentence-level and paragraph-level grammar tasks. This strategy saves learning time, reduces structural confusion, and builds automatic grammar habits. Therefore, it is highly recommended that university English teachers replace traditional, formulaic lectures with clear visual timeline diagrams to help students visualize and internalize the structural rules of English effortlessly.

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