

THE PRESENT SIMPLE TENSE IN ENGLISH GRAMMAR: A COMPARATIVE ANALYTICAL STUDY OF PEDAGOGICAL APPROACHES**Ahmedov Azimjon***teacher of Andijan State Institute of Foreign Languages.*

ORCID: 0009-0007-3405-3150

Azimjonahmedov1203@gmail.com**Mashrabboyeva Ruhshona Sharobiddin qizi***the second grade student of Andijan State Institute of Foreign Languages.*

Annotation: *This article presents a comparative and analytical study of the Present Simple tense in English grammar based on the perspectives of major pedagogical grammarians, including Raymond Murphy, Betty Schramper Azar, Michael Swan, as well as Oxford and Cambridge grammar traditions. The paper examines how the Present Simple tense is conceptualized in terms of form, meaning, and use, with particular attention to habituality, general truth, stative meaning, and pedagogical presentation. By analyzing these approaches sequentially, the study identifies both shared principles and methodological differences. The findings emphasize the necessity of integrating grammatical accuracy with semantic and communicative interpretation in the teaching and learning of the Present Simple tense. The article concludes with generalizations relevant to grammar instruction and applied linguistics research.*

Keywords: *Present Simple tense, simple present, English grammar, habitual actions, general truths, pedagogical grammar, Murphy, Azar, Swan, Oxford, Cambridge.*

Annotatsiya: *Ushbu maqola ingliz tili grammatikasidagi Present Simple zamonini yetakchi pedagogik grammatika olimlari — Raymond Murphy, Betty Schramper Azar, Michael Swan hamda Oxford va Cambridge grammatika an'analari qarashlari asosida qiyosiy va tahliliy tarzda o'rganadi. Maqolada Present Simple zamonining shakli, ma'nosi va qo'llanilishi qanday tushuntirilishi, xususan odatiylik, umumiy haqiqat, stativ ma'no va pedagogik taqdim etish masalalariga alohida e'tibor qaratiladi. Ushbu yondashuvlarni ketma-ket tahlil qilish orqali umumiy tamoyillar va metodologik farqlar aniqlanadi. Natijalar Present Simple zamonini o'qitish va o'rganishda grammatik aniqlikni semantik va kommunikativ talqin bilan uyg'unlashtirish zarurligini ta'kidlaydi. Maqola grammatika o'qitish va amaliy tilshunoslik tadqiqotlari uchun dolzarb bo'lgan umumiy xulosalar bilan yakunlanadi.*

Kalit so‘zlar: *Present Simple zamonı, simple present, ingliz tili grammatikasi, odatiy harakatlar, umumiy haqiqatlar, pedagogik grammatika, Murphy, Azar, Swan, Oxford, Cambridge.*

Аннотация: *В статье представлено сравнительно-аналитическое исследование времени Present Simple в английской грамматике на основе взглядов ведущих специалистов по педагогической грамматике, включая Реймонда Мёрфи, Бетти Шрампфер Азар, Майкла Свона, а также грамматические традиции Oxford и Cambridge. В работе рассматривается, как время Present Simple концептуализируется с точки зрения формы, значения и употребления, с особым вниманием к выражению регулярности, общих истин, стативного значения и педагогического представления материала. Последовательный анализ данных подходов позволяет выявить как общие принципы, так и методологические различия. Полученные результаты подчеркивают необходимость интеграции грамматической точности с семантической и коммуникативной интерпретацией в процессе обучения и изучения времени Present Simple. Статья завершается обобщениями, имеющими значение для преподавания грамматики и исследований в области прикладной лингвистики.*

Ключевые слова: *Время Present Simple, простое настоящее время, грамматика английского языка, регулярные действия, общие истины, педагогическая грамматика, Murphy, Azar, Swan, Oxford, Cambridge.*

The Present Simple tense is one of the most frequently used grammatical forms in English and is typically introduced at the very beginning of language instruction. Despite its apparent simplicity, learners often experience difficulties related to subject–verb agreement, adverbial usage, stative verbs, and distinctions between present time and present relevance. For this reason, the Present Simple tense has been widely discussed in pedagogical grammar. This article aims to analyze how leading grammar authorities conceptualize and present the Present Simple tense, highlighting both theoretical interpretations and teaching-oriented strategies.

Murphy’s Rule-Based and Learner-Friendly Perspective

Raymond Murphy’s English Grammar in Use presents the Present Simple tense in a clear, rule-based, and highly practical manner. Murphy defines the Present Simple primarily as the tense used for things that are always true, happen repeatedly, or represent permanent situations. He emphasizes its use for habits, routines, timetables, and general facts.

Murphy’s approach is strongly learner-oriented. He focuses on contrastive examples, particularly between the Present Simple and the Present Continuous. According to Murphy,

the key distinction lies in whether an action is permanent or temporary. This contrastive method allows learners to recognize usage patterns rather than memorize abstract definitions. Murphy also pays particular attention to the third person singular “-s” ending, identifying it as a frequent source of learner error.

Azar’s Time-Meaning and Pedagogical Framework

Betty Schramper Azar’s *Fundamentals of English Grammar* provides a more systematic and instructional explanation of the Present Simple tense. Azar emphasizes meaning over form, describing the Present Simple as the tense used to express habitual actions, repeated events, and general truths. Unlike Murphy, Azar places greater emphasis on classroom pedagogy and learner cognition.

Azar introduces the Present Simple using charts, timelines, and structured exercises. She clearly distinguishes between dynamic verbs and stative verbs, highlighting that stative verbs such as know, believe, and like are commonly used in the Present Simple rather than in continuous forms. This explanation helps learners understand why sentences like I know the answer are grammatically correct, while I am knowing the answer is not.

Swan’s Analytical and Usage-Oriented Interpretation

Michael Swan’s *Practical English Usage* approaches the Present Simple from a more analytical and descriptive perspective. Swan is less concerned with step-by-step teaching and more focused on clarifying usage rules, exceptions, and areas of confusion. He explains that the Present Simple does not always refer to present time, but rather to situations viewed as timeless, characteristic, or factual.

Swan discusses the use of the Present Simple in narratives, headlines, and commentaries, often referred to as the “historic present.” He also highlights common learner errors, such as the misuse of the Present Simple for temporary actions or the incorrect omission of the third person singular ending. Swan’s contribution is particularly valuable for advanced learners and teachers who seek a deeper understanding of grammatical nuance.

Oxford and Cambridge: Communicative and Context-Based Approaches

Oxford and Cambridge grammar traditions integrate descriptive grammar with communicative language teaching principles. Their materials frequently present the Present Simple in authentic contexts such as daily routines, interviews, scientific facts, and instructions. Rather than focusing exclusively on rules, these resources emphasize how the tense functions in real communication.

Oxford grammar sources highlight the role of adverbs of frequency (always, usually, often, never) in reinforcing habitual meaning. Cambridge materials often contrast the Present Simple with the Present Continuous, encouraging learners to notice differences

through contextualized examples. This approach supports both grammatical accuracy and communicative fluency.

Comparative Analysis of Pedagogical Approaches

A comparative analysis reveals significant areas of convergence among the scholars. All agree that the Present Simple is primarily associated with habitual actions, general truths, and permanent situations. However, their pedagogical priorities differ. Murphy emphasizes clarity and contrast, Azar focuses on learner awareness and structured explanation, Swan prioritizes analytical precision, while Oxford and Cambridge promote contextualized and communicative learning.

These methodological differences reflect broader trends in applied linguistics, ranging from form-focused instruction to usage-based and communicative approaches. Each perspective contributes valuable insights into the teaching and learning of the Present Simple tense.

Pedagogical Implications

The analysis suggests that effective instruction of the Present Simple tense requires an integrated approach. Learners benefit from clear rules, explicit explanation of meaning, awareness of common errors, and exposure to authentic contexts. Overreliance on mechanical drills may limit communicative competence, while purely communicative approaches may result in grammatical inaccuracy. A balanced methodology that incorporates insights from multiple grammar traditions is therefore recommended.

In conclusion, the Present Simple tense, despite its fundamental status, represents a complex interaction between grammatical form, semantic meaning, and discourse function. The comparative analysis of Murphy, Azar, Swan, and Oxford and Cambridge traditions demonstrates that no single pedagogical approach fully captures this complexity. Instead, an integrated framework combining structural clarity, semantic interpretation, and communicative practice provides the most effective foundation for both teaching and applied linguistics research. The Present Simple tense thus remains a central and enduring topic in English grammar pedagogy.

References

1. Murphy, R. English Grammar in Use. Cambridge University Press.
2. Azar, B. S. Fundamentals of English Grammar. Pearson Education.
3. Swan, M. Practical English Usage. Oxford University Press.
4. Oxford Learner’s Grammar. Oxford University Press.
5. Cambridge Grammar in Use Series. Cambridge University Press.