

# Research and analyse a grammar structure

**Egamberdieva Khojiya Abdumavlon kizi**

Senior teacher of English department in the academic lyceum of Turin Polytechnic University in Tashkent

**Annotation:** Arguments Against Increasing Grammar in a Foreign Language Course Many native speakers make a large number of grammatical errors and slips, but this is not unacceptable. Grammatically very correct, the absence of errors betrays educated foreigners. Grammar reference books explain grammar using so many specific grammar terms that it is almost impossible to understand anything for the first time.

**Key words:** grammar, system, foreign language, English, grammar rules, analysis, grammatical skills, speech, method, educational process.

The effectiveness of speech interaction is determined not only by the observance of grammatical norms, but also by other speech and language skills and abilities. Separated from real communicative situations, learning grammar by mechanistically writing down rules and replacing them with abstract, meaningless examples and practicing in a system of translation exercises does little to build real literacy. Even in the international examination system, the requirements for the level of the formation of grammatical skills do not occupy such a large place and are not as strictly controlled as in the local practice of teaching a foreign language, where grammar is the key to literacy and success in mastering a foreign language. is a measure.

Difficulties in mastering the grammatical aspect of speech in a foreign language. In order to correctly organize familiarization with the grammatical structure and its preparation, to anticipate and minimize possible errors, the teacher should explain the difficulties that this grammatical event may bring to students. tries to analyze. Let's try to classify possible difficulties in teaching grammar from the point of view of the occurrence of inter-language and inter-language interferences.

Cross-linguistic interference Morphology and syntax are different when learning grammar in any language.

Different parts of speech, word formation, etc. are studied in morphology.

Syntax includes simple and complex sentence construction, punctuation, direct and indirect speech, and much more. At the same time, for example, when studying the "name" section in Russian, English, German, Spanish and French, you can find many features that are unique to only one of these languages. Studying local and foreign / foreign languages together inevitably leads to some cross-language interference, since rules from one language are mechanically translated into another, which leads to errors:

- formation of comparative levels of qualities;
- word formation methods and their characteristics;
- coordinating the cases of nouns / adjectives;
- punctuation marks.

Intralingual intervention

For example, when learning English, it is difficult for students to distinguish the temporal forms of verbs, especially the perfect and extended tense forms, which are not present in Russian. As mentioned above, the present, future and past tenses can be expressed in different temporal forms in English.

For Russian-speaking students, the abundance of such temporary forms and events related to time does not cause difficulties and contributes to the appearance of errors. Similar examples can be found in other languages. Basic approaches to teaching grammar.

Depending on the educational conditions, the nature of the listeners and the grammatical material itself, as well as the teacher's position in teaching grammar, the process of getting to know the

grammatical material and its teaching can be structured in different ways. In order to demonstrate this process in a specific system, we will consider in detail the approaches traditionally established in the methodology of teaching foreign languages and the methods of teaching grammar that exist within them. Within each of these approaches, two methods have been formed that are derived from the strategy of these approaches, but differ significantly in terms of principles, practical techniques, and sequence of actions.

Stealth approach (without explaining the rules)

Structural method.

It would be correct to speak not about the method, but about methods based on structural model development exercises. Often, these methods are associated with the name of H. Palmer, the author of the first lookup tables published in 1916. These methods include the following sequence of actions:

1) speech samples with a grammatical structure in one or another sequence listening

For example:

This is a book / pen / ruler / child / etc.

This is not a book / pen / ruler / child.

This is my book / my pen / my ruler.

Is this a book / a pen / a boy?

2) choral and individual reading of samples by a teacher or speaker.

H) Question-and-answer exercises with the teacher and in pairs using the developed structures.

For example:

Is this a book? - Yes, it is. / No, it's not like that.

4) Educational dialogue with many structures.

Advantages of this method:

grammatical structure becomes the object of long and special preparation;

students develop the ability to automatically use a dynamic stereotype, a ready-made grammatical structure in speech, because the frequency of repeating the same type of actions with it establishes it in memory as an integral whole.

Disadvantages:

exercises are mechanical, uniform;

students get bored, get tired quickly;

exercises exclude the speech character of performance;

Communicative method.

There are many proprietary methods here, from the management method to various intensive methods. Let's highlight only the most common day of their situation.

1) pre-listening of the material to be assimilated in specific speech conditions. Thus, in intensive courses, the teacher first plays a text or a polylogue, where all lexical and grammatical units are united by a storyline (first acquaintance, accommodation in a hotel, etc.).

2) imitation in speech with the participation of a speech task, which excludes only mechanical, mindless repetition. Here you can ask to pronounce the sentence in chorus and individually with a certain emotion (happy, sad, angry, etc.), to address different people, in different situations, etc. Often, if possible, it can be accompanied by some facial expressions, gestures, and movements. rhyme, music, talk with rhythm, etc.

3) grouping expressions similar in meaning / form, practicing expressions of the same type at the same time, creating a structural image of the speech situation.

For example, in the case of dating:

What is your name?

where are you

What is your address / phone number?

What is (what) your profession?

4) various cases of automation.

The same structures occur in different "sketches" or contact states. For example, you can use the expressions from the list in the dating situation:

in a game reminiscent of the children's folk game "Boyars, and we have come to you...", two opposing teams alternately ask for information about specific team representatives; to the rhythm of music with Spanish motifs, imitating Spanish dance movements.

Teams of men and women say the same phrases and move towards each other in turn; when guessing the actual person written on each card;

In a team game, each member of the team has only one to fill out the form when filling the column;

in different grammar games.

5) similar actions in similar communication situations.

For example, talking at customs / meeting at a hotel / symposium / introducing guests, etc.

Consider:

high level of student motivation;

the speech direction of the work;

different contexts of speech.

Disadvantages:

underestimation of the principle of consciousness;

great preparation by the teacher;

special "learns" that are not always in the arsenal of every teacher

collection of speech;

duration of time.

As these examples show, the hidden approach can be widely used at the initial stage of education for children and adults. At the same time, increasing the number of conditional speech and correct speech exercises and tasks to strengthen grammatical skills. the need is clear. The most effective in this case will be the use of various grammar games aimed at practicing grammar skills in a meaningful, communication-oriented environment. In this case, a partial combination of inductive and communicative methods is very effective and helps to compensate the disadvantages of one approach with the advantages of another.

In secondary school and higher education, the deductive method is usually used, because: the level of language literacy, academic skills is already high enough and allows for effective use of special references both in lessons and in independent work;

grammatical structures learned at an advanced level are very complex and it is impossible to understand them independently, if possible, the time costs will be very large;

in secondary school, attention is paid to further development of students' independence, independent overcoming of difficulties, self-assessment and formation of skills of correcting acquired knowledge and skills

### **Conclusion:**

Thus, we found out that in the general methodology of teaching foreign languages, "method" is considered as a teaching method (orderly interdependent activity of the teacher and students). In this regard, in the activity of the teacher (showing, explaining, organization of teaching, application, organization of control) and students (acquaintance, reflection, teaching, application, self the main methods in the activity of management) are highlighted. These methods correspond to the stages of presenting and mastering the material, and therefore are indispensable in the learning process in general, and grammar in particular.

### **References:**

1. M. Kholdorova, N. Fayziyeva, F. Rikhsittilayeva. "USE OF HELPING TOOLS IN TEACHING A FOREIGN LANGUAGE" Tashkent: TDPU named after Nizomi, 2005 O'. Hoshimov, I. Yaqubov. "ENGLISH TEACHING METHODOLOGY" (study guide) Tashkent: "Sharq" publishing house, 2003;[1]

2. Bekmuratova U. B. Abstract on "Using innovative technologies in teaching English". Tashkent - 2012 [2]
3. [www.ziyonet.uz](http://www.ziyonet.uz) [3]
4. Bekmuratova U. B. Abstract on "The use of innovative technologies in teaching English." Tashkent - 2012[4]
5. Otaboeva, M. R. The use of modern innovative technologies in foreign language teaching and its effectiveness / M. R. Otaboeva. - Text: neposredstvennyu, электронный // Molodoy uchenyy. - 2017. - № 4.2 (138.2). - S. 36–37. - URL: <https://moluch.ru/archive/138/39058/> (contact information: 27.04.2020)[5]
6. N. Q. Xatamova, M.N.mirzayeva. "INTERACTIVE METHODS USED IN ENGLISH LESSONS" (methodical manual), Navoi, 2006, 40 pages.[6p]