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Teaching English Grammar Phenomena on the Basis of Verbal Instruction Rules

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Annotation: As it is known all publishing scientific information and internet materials in all over the word are not translated into Uzbek, majority parts are expressed in English language. Therefore, the main aim of teaching foreign languages in all institutions in the Republic of Uzbekistan and at the faculties whose major is not a foreign language is teaching so that they can get information which they need by reading texts in English concerning their profession and can communicate orally in English according to their specialty.

Key words: passive construction; grammatical skills; presentation; principles; mathematical text; exercise; rule-instruction, quantum.

Psychological data shows that students' learning patterns of behavior through active interaction with learning objects. At the same time, an important link that determines the course and quality of assimilation is the indicator of student cognitive activity and the overall objective condition that guides the student to perform the action.

The current state of the theory of foreign language skills and abilities makes it possible to distinguish between the four major stages of working with grammatical materials.

1. The stage of presentation of grammatical phenomena and the creation of an indicative basis for the subsequent formation of a skill.

2. Formation of speech grammatical skills by automating them in oral speech.

3. Inclusion of speech skills in different types of speech.

4. Development of speech skills.

Since, in this article, the issue is considered, the presentation of grammatical material will dwell on the first stage in more detail. The purpose of the first stage is to create an indicative basis for the subsequent formation of grammatical skills. It is formed in the process of: 1) its presentation in oral and written speech (speech sample, speech micro text) in order to demonstrate its communicative function;) familiarization with the methods of education, with the meaning and scope of its use) the primary performance of actions that include this phenomenon, according to a model without a rule, or according to a model and a rule.

The format of the presentation (oral or written) is chosen with the following factors in mind: First, the learning stage (basic, secondary, graduation), and then the difficulty of grammar materials. Third, depending on the purpose of assimilation: active possession of matter or passive knowledge of matter. A prerequisite for proper and practical orientation of students is strict adherence to the principle of difficulty. Everything needs to be familiar to students in this sentence (sample), except for the introduced grammatical phenomena.

The clarity and simplicity of the technique for dealing with grammatical material is undoubtedly an important advantage of a purely practical orientation method. The external features of the form are known to serve as indicators to convey the grammatical phenomenon of reading. These are described in Training Rules, which are as follows: 1) verbal and schematic; 2) algorithmic and heuristic; 3) descriptive and rules-instructions.

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Let's consider each opposite separately. In the first contradiction, verbal and general rules are distinguished based on the attribute "word or scheme". In our opinion, they should not be mutually exclusive in education. During the demonstration of new grammar material, teachers will easily formulate oral rules and reinforce them graphically. The latter, in our opinion, should remain the focus of the student during the first and partly second stages of the formation of grammatical skills.

When analyzing the second antithesis of algorithmic rules and heuristic rules, our goal is to unconditionally accept algorithmic rules that give clear instructions on the order and method of performing grammatical actions.

In the third opposite, the description rule is heuristic in nature and the instruction rule is an algorithm in nature, so you need to finish your choice regarding the assignment rule.

Taking into account the tasks of teaching receptive grammar to Uzbek students in a non-linguistic university, as well as the experience of applying the above types of rules, we can conclude that for the presentation of receptive grammatical material, it is necessary to use verbal rules-instructions of an algorithmic nature and schematic rules.

In the scientific methodological literature there are a number of works that substantiate the use of these types of rules. We set as our goal to test the effectiveness on the basis of only verbal rules-instructions.

As noted in the scientific and methodological literature, the most rapid assimilation of the grammatical rule leads to its initial verbal formulation, which is consistent with the theory of the formation of mental actions [8, p.395]. First of all, it should be clarified on the basis of what principles verbal rules-instructions are formed, what requirements are imposed on them and what is their role in learning.

Methodists have developed principles and requirements for presenting grammatical material based on rule statements. It is known that there are various methodological perspectives on the nature, role and location of rules in teaching foreign language grammar. In modern methodologies, the rules of acceptance grammar are considered organized information about the grammatical phenomenon of speech, with the aim of understanding the grammatical information obtained when reading the text. The rule should include not only the necessary explanations for the signs and characteristics of the phenomenon, but also instructions on how they are implemented in the process of performing the relevant actions. This determines the role of rules in teaching the phenomena of receptive grammars and the requirements of their formulation. A characteristic of receptive grammar rules is that they are built on the concept and generalization of grammar. Using this will significantly reduce the full set of features of the rule and make the rule more rational. Defining the requirements for the rules of receptive grammar, I.M. Berman points out the following as the main ones [2, p.294-296]: 1) they must reflect "objective linguistic reality"; 2) meet the scientific nature of the description of grammar; 3) describe the "speech behavior" of the reader; 4) be a reliable basis for identifying and isolating a grammatical phenomenon in speech and its semantization; 5) be accurate; 6) be as brief as possible.

In accordance with the purpose of teaching receptive grammar, its features and the stated requirements, the author establishes the following principles for the formation of receptive grammar rules [2, p.296-308]: 1 - the principle of directed formulation, 2 - the principle of functionality, combinations of methods of non-translational and translational semantization.

The first basic directional formulation is that the starting point of the receptive grammar is a characteristic of the graphic, by which the given phenomenon is recognized and assigned the appropriate meaning. The rule must clearly identify the introduced grammatical phenomenon, provide an explanation for its meaning and show the difference between this phenomenon and the phenomenon of the same name.

Guided by this principle, it is necessary to present a new grammatical construction in graphic form with a clear selection of those features that distinguish this phenomenon from similar ones. Of no small importance for the perception of signs of grammatical structure is color. It is known that the nature of the emotional influence of color affects labor productivity in different ways: it increases with red and green colors [7, p.237]. "Using color as an additional code when combined with a form increases both speed and accuracy" [1, p.32]. Therefore, we must present the PC of the English language in graphic form, highlighting their distinguishing features with the appropriate color.

The second principle, the principle of functioning of the rules of receptive grammar, is that, in principle, the relationships between the elements of a grammatical phenomenon must be described in such a

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way that they can serve as the basis for their development. The rule should start with the display of the attribute and end with a description of the action that correlates the attribute with the value assigned to it. Based on this principle, we have created rules for recognizing the passive structure of English in the form of a series of training instructions. Together they form an instruction rule. Here is an example of a set of rules created to present an English PC for math students. [3, p.12]. For example: Rules-instruction №2

a) If the second component of the PC consists of the verbal form was / were and the III form of the semantic verb, then this PC with the verb in the Past Indefinite Passive form. Example: *The result of this work **was checked** by the teacher.*

To master this training instruction, exercises №2.1 and № 2.2, which are from a complex of exercises are performed by us. Exercise number 2.1.:
a) read the following sentences aloud, b) determine the presence of Past Indefinite Passive and write down the number of sentences containing this PC in your notebook. (In total there are 7 sentences in the exercise, 5 of them contain a PC with a verb form in Past Indefinite Passive)
 Exercise number 2.2.:
a) read the following sentences aloud, b) write the numbers of the sentences with the verb in the Past Indefinite Passive form in one column, Present Indefinite Passive in another, c) explain your decision to the group in your native language. (There are 10 sentences in total, 6 of them contain PC with the verb form in Past Indefinite Passive, 4 contain PC with the verb form in Present Indefinite Passive)
 After completing the exercise, the teacher reports the following doses of information:
b) In negative sentences with a PC in the Past Indefinite verb form, between the verb form **was / were** and the III form of the semantic verb, there is a negation of **"not"**. Example:
The quadratic form **was not termed** nonsingular.
c) In interrogative sentences with a PC (with the exception of questions to the subject), the verb form was / were coming before the subject. Example:
Was the equation **known** as the auxiliary equating? To master the training instructions "b" and "c", the corresponding exercises No. 2.3 from the complex exercise are performed.
 Exercise number 2.3.:
 a) listen to the speaker's exemplary reading of the following sentences, in pauses, read each sentence aloud, b) write the numbers of negative sentences in one column, interrogative sentences in another, c) find the second component of the PC in negative sentences and translate them into Uzbek orally, to interrogative give short answers to the sentences. (In total, there are 8 sentences from the PC in the exercise, 4 of them are interrogative, 4 of them are negative), d) PC with a verb in the Past Indefinite form in most cases is transmitted in the Uzbek language in the form of the passive voice of the past categorical tense and the long past tense.

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