

Features of the Formation of the Grammatical Skills in Teaching Foreign Languages to Students of the Technical Universities

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Abstract: The article deals with the issues of creating relevant skills in teaching Grammar, as integral part, in learning foreign languages. According to the authors, grammar mastering plays an important role in teaching foreign languages, since an insufficient level of grammatical skills formation hinders the formation of not only skills and abilities of other aspects of the language, but also communicative competence in general. The authors identify several problems in teaching these skills.

Key words: communication, competence, English, framework, Grammar, language, learning, mastering, method, skill, teaching

Introduction

The Grammar of the English language, like any other, deals with the study of the structure and change of words, types of phrases and types of sentences. In other words, this is a certain set of norms and rules that are used in the construction of literate speech. With the help of theoretical knowledge of grammar, we master the structure of the language and form the skills of correct speech construction. "Someone thinks that grammar is not difficult and does not cause any inconvenience. In the course of learning any foreign language is that grammar is exactly the necessary base, without which it is impossible to fully use a foreign language, use it as a means of communication"[11]. However, nowadays, with a large assortment of material, teaching English grammar can be made an exciting cognitive process. For example, in order to refuse a request, the student must master the construction. Language in this sense is a system of sounds, words, constructions. Speech is the realization of phonetic, lexical and grammatical systems that have their own rules of use. Communication is the use of a system of language and speech patterns in real communication. The regulation on the language competence of students clearly shows what role grammar plays in the process of teaching a foreign language: it is the basis, the foundation of the entire learning process. But the main goal of learning is fluent communication in the language. Therefore, when working on grammar, all types of speech activity should be developed: speaking, listening, reading and writing.

Methods

During writing of the this article I have used the following research method: analysis of psychological, pedagogical and methodological literature on the problem of teaching grammar to students. Here I divided this research into stages. At the first stage there is a presentation (presentation) of any grammatical material. In the traditional version, the students look at the rule and study it together with the teacher. The second step is called practice. On it, students, having mastered new material orally, gradually move on to written practice, that is, the so-called drilling takes place (from English coaching. A term used to refer to training through repetitive exercises). There are many tasks that can be used at this stage. "At the stage 3 of production (production), students must bring the practiced rule into speech" [10]. Thus, only a reasonable combination of teaching grammar and consolidating grammatical phenomena in speech will help the teacher to form students' communicative skills and abilities.

Results

First, let's look at issues related to teaching productive grammar skills. In the methodological literature, the following three stages of the formation of a grammatical skill in productive speech are distinguished: "familiarization and primary consolidation, training, application" [3]. The purpose of the first stage is to create an indicative basis for grammatical action for the subsequent formation of a skill in various communication

situations. At this stage, it is necessary to reveal the meaning, formation and use of the grammatical structure, to ensure control of its understanding and primary consolidation. Acquaintance with new grammatical material for productive assimilation is most often carried out in educational and speech situations presented orally or in reading. "The passive grammatical minimum includes grammatical phenomena that are most commonly used in written speech, which students must understand by ear and by reading. The volume of the passive minimum can be greater than the volume of the active minimum" [5]. The grammatical minimum includes both single and general grammatical concepts, which are usually given in the form of a list in the curriculum for foreign language for elementary, basic and complete secondary schools. "The component composition of the content of teaching the grammatical side of speech includes, firstly, the material forms of the foreign language in the form of suffixes, prefixes, integral word forms, and secondly, knowledge about the grammatical forms of the foreign language, fixed in grammatical categories (gender, number, case, etc.), in the rules for the formation and use of these forms, and, thirdly, actions for the grammatical design of speech (productive and receptive grammatical skills)" [4].

Discussion

In the conditions of higher educational institutions, there is no real opportunity for students to master the entire grammatical structure of this particular foreign language due to its vastness and the difficulty of forming grammatical skills. Since the grammatical skill requires a lot of effort and time, certain restrictions are necessary in the selection of grammatical material. "The grammatical minimum is a set of structures selected in accordance with certain principles, necessary and sufficient for using the language as a means of communication within the limits set by the program and real conditions for its assimilation" [4]. When teaching a foreign language, an active and passive minimum of material is distinguished. Active material involves working out for use in all types of speech activity and passive material is used for recognition when reading and listening. The active minimum includes those phenomena that are absolutely necessary for expressive types of speech activity. "In the methodological literature, the following three stages of the formation of a grammatical skill in productive speech are distinguished: 1 familiarization and primary consolidation 2. training; 3. Application"[7]. Acquaintance with new grammatical material for productive assimilation is most often carried out in educational and speech situations presented orally or in reading. The communicative orientation of teaching a foreign language implies a general orientation towards the functional orientation of the new grammatical structure. There are purely practical (lexical) and theoretical and practical (grammatical, conscious) ways of getting acquainted with a new grammatical phenomenon. In the first case, students, getting acquainted with a new grammatical phenomenon in a speech sample, deriving its meaning from the context (sentence), comprehend it independently and then, by analogy with the sample, perform grammatical actions imitatively. Most often, this method of orientation is resorted to at the very beginning of language learning when mastering simple grammatical phenomena. However, it is not recommended to abuse a purely practical orientation due to the following reasons: "It is difficult for all students to clearly understand the mechanism of formation and use of a grammatical phenomenon that is especially complex in its structure; understanding of complex grammatical phenomena requires a huge number of examples, which requires time, which is not available in school teaching foreign languages" [8]. The second - theoretical-practical - method of introducing grammatical material involves a brief, accessible theoretical explanation of the speech pattern regarding the formation and use of this grammatical phenomenon in a number of cases and its comparison with correlating phenomena of the native language. The advantages of this method are: it creates conditions for comprehension, a more accurate understanding by all students of the ways and scope of the use of this phenomenon, to a greater extent than with a practical method, it allows you to prevent and consciously overcome the negative influence of your native language, makes it possible to form a speech skill not by trial and error and not only in strictly determined conditions (by analogy with samples), but more creatively and independently, it saves time because it reduces the number of examples needed to form a stereotype by analogy. Familiarization includes the introduction of grammatical material and its explanation.

Conclusion

Learning a foreign language is impossible without mastering the grammar of this language. It is necessary to start teaching grammar already at the junior level of education. The assimilation of the grammar of a foreign

language is successfully carried out even at the junior stage of education. At an early stage of teaching students a foreign language, one of the main tasks of the teacher is to make this subject interesting and loved. At a younger age, students are very emotional and mobile, their attention is characterized by involuntary and unstable. It is important to take into account the psychological characteristics of children of this age in the learning process. As a rule, younger students pay attention first of all to what arouses their interest. **The main goal of teaching grammar in technical universities is to develop students' grammatical skills as one of the most important components of speech skills in speaking, listening, reading and writing.** As we have already noted, at present, none of the methods is used in its pure form. The study of traditional approaches and methods of teaching grammar allows us to conclude that each approach has its own specific place in the process of learning a foreign language. At the initial stage of training, it will be most effective to use an implicit approach, at the middle and senior - an explicit one. At the same time, it should be noted that no matter what approach we take, the methods contained in them should be alternated, taking into account the abilities of students, the content of the grammatical material and the complexity of its assimilation by students, as well as the learning conditions. In our opinion, the alternation of methods motivates students to learn a foreign language and makes the educational process more interesting and easier.

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