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O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining
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ADVANTAGES OF USING INDUCTIVE METHOD IN TEACHING GRAMMAR

Grammar is a section of linguistics in which consistent patterns of changes and combinations of words that form meaningful sentences or utterances are studied [Hack, 2000].

Applying a variety of information from scientific sources to teaching a foreign language, the word "grammar" can be limited to two concepts:

1) the grammatical aspect of speech – the grammatical phenomena of the language that arise during speaking, listening, reading and writing;

2) information describing linguistic phenomena.

According to Frolova and Shchukin [2015], grammatical competence as an integral part of linguistic competence is a combination of knowledge about the grammatical structure of a foreign language, skills and abilities formed on the basis of such knowledge, as well as the ability to apply the acquired knowledge, skills and abilities for successful participation in verbal communication in the target language.

The process of familiarization with grammatical material and its development can be structured in different ways depending on the grammatical material, learning conditions, and the teacher's teaching style.

According to A.N. Shchukin and Frolova, the approach is the basic category of the methodology that determines the language teaching strategy and the choice of the teaching method.

At the moment, there are several approaches in the methodology of teaching foreign languages: 1) explicit approach; 2) implicit approach; 3) differentiated approach.

Considering separately the explicit approach to formation of grammatical skills, we can distinguish two methods: inductive and deductive. Teachers actively use both the first and second methods, the choice depends on the purpose of teaching. The approaches have their advantages and a set of techniques that help in achieving the goal. But the inductive method is considered to be the most productive.

The inductive method is based on the transition from particular to general. This method allows students to formulate the rule themselves, relying on the phenomena with which they meet when studying foreign language. With this method, students find in the text grammatical phenomena and try to understand them with the help of context. Subsequent actions - comparison of a foreign text with its translation into native language, as a result of which students form the rule. If students have difficulties, they may consult a teacher or textbook to get a hint. Then there are the exercises for recognition and explanation of a new grammatical phenomenon and actualization of forms. The sequence of actions can be performed as follows:

1. A teacher gives a text where a new grammatical phenomenon is often encountered. A speech task is formulated. In this case, it is appropriate to use various hints in the text. The task must be appropriate to students' level of knowledge, otherwise it will take an unreasonably long time, and the wrong conclusions can be fixed in the mind and lead to persistent mistakes in the future.

2. Students' formulation of grammar rules, corrected by the teacher.

3. Performing substitution exercises.

4. Performing transformation exercises.

5. Translation exercises.

In the formation of grammatical skills, several basic conditions of the inductive method must be followed:

- anticipatory listening to a speech pattern;
- modeling in speech with the obligatory presence of a speech task;
- uniformity of phrases, as repeated similar phrases are more stable in memory;
- systematicity of uniform phrases;
- action by analogy with a speech pattern and is mandatory according to the speech task;
- infallibility of speech actions due to systematic maintenance;
- formation of grammatical skills in sufficient number of situations;
- speech orientation of the exercises.

If one follows the specified conditions, then grammatical skills will be formed and improved in different types of speech activity, also this will increase the level of language proficiency. In addition, students carry out creative activity, structure the linguistic material, have an idea of the functional relationships between different phenomena of the linguistic environment. The main principles of communicative grammar are also implemented: situationality, functionality, variability and a linguistic and regional approach.

The inductive method of teaching grammar has its advantages. It:

- ensures the implementation of problem learning;
- stimulates independent language observation;
- develops a guess from the context;
- promotes better memorization of the studied material.

Furthermore, it leads to:

- development of cognitive skills through the activation of thinking processes such as search, comparison, analysis and synthesis;
- increasing the motivation of students and, as a result, focus through engagement in vigorous activity and minimizing the role of the passive listener;

- implementation of additional language practice in a room or a group form of organizing problem-search activities;

- formation of skills of independence in learning by search for a solution to the problem;

- deep awareness of the presented grammatical phenomenon, as consequence of its subsequent use in solving communicative tasks.

But at the same time it may take a long time, not all linguistic phenomena can be explained inductively and an incorrectly derived rule can lead to persistent errors.

Nevertheless, at the initial and middle stages of training, if possible, it is necessary to use the inductive method, since:

- it is at this stage that the mechanism of language guessing is actively formed;

- the nature of the grammatical material in most cases allows the derivation of the rule according to the context by the students themselves;

- when correcting the rule deduced by students, the teacher can avoid the use of difficult grammatical terms inherent in grammar reference books;

- the level of language literacy, academic skills is already quite high and allows you to effectively use special reference literature both in the classroom and in independent work;

- grammatical structures studied at an advanced level are quite complex, and it is hardly possible to understand them on their own, and if possible, then the time loss is prohibitively high;

- at the senior stage of training, the emphasis is put on the further development of the autonomy of students, the formation of the ability to independently overcome the difficulties, to conduct self-assessment and correction of the acquired knowledge and skills.

To know grammar does not mean to know only the form, meaning, use and speech function of a grammatical phenomenon, but also to use it correctly in the process of communication. It is necessary to apply such an approach to teaching the grammatical side of speech, which will increase the efficiency of mastering the grammatical system of the language and the ability to communicate in a foreign language.

To conclude, having studied the theoretical aspects of the inductive method, we can say that this teaching method helps to develop the abstract thinking of students, freely use the categorical apparatus of grammar (which implements the principle of scientific nature), increase the ability to inference, logical conclusions and systematization.

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READING AS THE WAY OF FORMING SOCIOCULTURAL COMPETENCE

Sociocultural competence contributes to the realization of the ultimate goal of learning – the formation of the ability and readiness of the individual to intercultural dialogue, as well as its tolerant and positive perception of foreign language culture. All this will allow one to successfully participate in the process of intercultural interaction. Today, it is important to teach not so much foreign languages, but intercultural communication. [1: 246]

In this regard, the main goal of teaching a foreign language as a means of international communication is understanding one's own and someone else's culture, the transition from discussing the facts of the culture of the countries of the target language to understanding and comprehending the ways in which cultural dif-

ferences influence the communication process. These include:

- 1) background vocabulary – vocabulary denoting language phenomena and objects contained in different cultures, but their use and functioning in the language occurs in different ways;

- 2) connotative vocabulary – lexical units associated with cultural and historical development of the country, similar in denotative meaning, but differing from each other in shades of meaning;

- 3) realities – phenomena and objects characteristic of any one country, but completely inappropriate to others.

It should be noted that the use of foreign literature in teaching foreign language makes the learning pro-