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Журналға келген мақалаларға жуўап қайтарылмайды, журналда жарияланған мақалалардан алынған узиндилер «Мугаллим ҳам узликсиз билимлендириў» журналынан алынды, деп корсетилиўи ишрт. Журналға 5-6 бет көлеминдеги материаллар еки интервалда TIMES NEW ROMAN шриф тинде электрон версиясы менен бирге қабыл етиледди. Мақалада келтирилген мағлўматларға автор жуўапкер.

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ФИЗИКАЛЫК ТЭРБИЯ Х.ЭМ СПОРТ

ТИЛ ҲАМ ӘДЕБИЯТ



**GRAMMAR COMPETENCE AS A SIGNIFICANT ASPECT OF
LANGUAGE TEACHING
PROCESS**

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Таянч сўзлар: грамматик маҳорат, методология, ўқитиш, нутқ, тамойиллар, чет тили

Ключевые слова: грамматические навыки, методика, обучение, речь, принципы, иностранный язык

Key words: grammar competence, methodology, teaching, speech, principles, foreign language.

With the help of a set of lexical units, it is impossible to accurately convey a thought, since lexical units only name an object or phenomena. The relationship between them is reflected in grammatical meanings. Grammar has an organizing role. The relationship between the subject and the predicate, the action and the object, the speaker's relationship to the expressed thought, etc. are expressed grammatically. Thus, grammar serves as a building material for speech (oral and written).

The value of studying the grammar of a foreign language lies in the fact that it helps to better understand the grammatical structure of the native language, develops logical thinking, observation, the ability to analyze and generalize. In short, the developmental, educational and upbringing goals of training are realized in the process of studying grammar.

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentences are formed. [1; 1]

Standing out from the synthesis of logical and philosophical questions, grammar even before our era became an independent field of knowledge. The concept of grammar comes from the Greek *grammatike* and originally meant "the art of reading and writing." In the Middle Ages, the "*free art*" *grammatica* was considered one of the components of any education and aimed to teach the mastery of the Latin language (sometimes in other languages), to provide information on philology. Any language was taught through grammar, usually modeled on Latin. Grammar was studied as a special subject and as an end in itself.

In the subsequent period, especially since the 19th century, the concept of grammar is filled with new content both in linguistics and in teaching languages. Late 1960s - early 1970s were marked by the inclusion of some elements of culture in teaching foreign languages and the study of linguistic utterance in various social and cultural contexts. As a result, in the theory and practice of teaching a foreign language, there has been a transition from audiolingual and grammar-translation methods to communicative. More and more attention has begun to be paid to tasks that focus on the meaning, or sense, of a speech utterance, rather than the study of grammatical structures and forms taken out of context. And in recent decades, there has been a tendency to excessively reduce the role of grammar, which has led to a significant increase in the number of

errors in the speech of students due to the use of the communicative method of teaching foreign languages. It became clear that full-fledged communication cannot take place outside or in the absence of grammar. As B.V.Belyaev rightly wrote, "grammar knowledge has a positive effect on language acquisition only when, with the help of this knowledge, the student realizes (understands) the grammatical features of his speech, and when this awareness is immediately followed by training students in productively creative foreign language speech" [2; 141]. Thus, only a reasonable combination of teaching grammar and the consolidation of grammatical phenomena in speech will help the teacher form students' communicative skills. So what does grammar mean?

In Longman Dictionary of Contemporary English the term grammar is given as follows:

1. the rules by which words change their forms and are combined into sentences, or the study or use of these rules by which words change their forms and are combined into sentences;

2. a particular description of grammar or a book that describes grammar rules.¹ Giving general definition of grammar as "the study of syntax and morphology"[1; 2],

S.Thornbury adds that the term also means the way of linking words in certain order. The main goal of teaching grammar is to develop students' grammatical skills as one of the most important components of speech skills in speaking, listening, reading and writing. Grammar is not an aim, it is one of the most important means of language acquisition, an integral component of all types of speech activity. To teach the grammar of a foreign language means to form mechanisms specific for this language so that students simultaneously develop certain grammatical knowledge.

Following I.L.Beam (1977), it is possible to distinguish two main goals in teaching grammar: first, to teach students to generate grammatically correct oral and speech statements, while concentrating the main attention on the content; second, to teach students to recognize grammatical phenomena in reading and listening, focusing on the extraction of meaningful information.

Based on numerous arguments in favor of grammar as a structurally forming element of the language system, the English methodologist Scott Thornbury identified seven main arguments that allow, in our opinion, to put this aspect at the forefront in the process of communicatively - oriented teaching of a foreign language:

1) Grammar as a building material for speech. In the process of learning a foreign language, a person has to memorize many separate elements, such as words and phrases. However, the subject's capabilities in this regard are not unlimited, therefore the number of elements that a person can remember and restore is limited. And then the moment comes when a person needs some laws and rules that will allow him to build new sentences. Here grammar comes to the rescue, since it is a description of the patterns of language, and knowledge of these patterns provides students with the means for constructing a huge number of sentences, that is, grammar acts as a building material for speech. Hence, teaching grammar provides students with an opportunity for potentially limitless linguistic creativity;

2) The organizing role of grammar. The purpose of grammar is to convey the nuances of thought, not a simple combination of lexical units. Consequently, it performs a corrective and clarifying function in relation to ambiguous and unclear phrases through the proper combination of lexemes.

3) "Linguistic fossil". Highly motivated learners with a language ability can achieve a fairly high level of language proficiency without any formal training. But more often than not, these types of learners reach a certain stage where progress stops. In other words, their linguistic

¹ <https://www.ldoceonline.com/Grammar-topic/>

competence “stagnates”. Therefore, scientists have come to the conclusion that those who do not use the rules are more susceptible to such a process than those who are guided by these rules.

4) The instructive nature of grammar. Grammar rules serve as a kind of mentors in the processing of new information, which is manifested in the further practical use of the language. Once learned, the rules are reflected in speech, which cannot go unnoticed by the student. “Awareness of this fact is a prerequisite for mastering the language,” concludes Richard Schmidt. The grammatical material that the student once studied, in advance directs his attention to the implementation in speech, thereby indirectly influencing the study. Thus, the grammatical material instructs the student in advance in his subsequent mastery of the language.

5) Isolation of grammatical units. Any language is perceived from the outside as a gigantic shapeless mass, which appears to be an insurmountable barrier for the student. The fact that grammar consists of a limited number of rules helps to reduce the perceived impression of both teacher and student about the overwhelming power of language learning. Grammarists, by structuring the language and presenting it in the form of grammatical units, make it more comprehensible. Each grammatical unit can be isolated from the language and, subsequently, analyzed for educational purposes.

6) The system of grammatical rules. Since grammar is a system of learned rules, it implies the transfer of these rules in the learning process. Such a transfer is possible and necessary for an institutionally organized environment where rules, order and discipline are highly valued. It is in this case that grammar appears as a structural system, which is taught and tested in accordance with a methodological plan.

7) Student expectations. Many students come to language courses with a foresight of what they will do there. These expectations may stem from previous language learning experiences in the classroom, where learning was based on the transfer of knowledge. On the other hand, their expectations for grammar-oriented learning may come from a bad experience of learning a language on their own. These kinds of students come to the courses to make sure that their language learning will be more effective and systematic.

The basic principles of teaching, proclaimed by general didactics, and therefore obligatory in teaching any subject, are called didactic principles. In teaching grammar of a foreign language, one should be guided by the following didactic and particular methodological principles:

- Functionality
- Consciousness
- Visibility
- Activity
- Accessibility
- Differentiated approach
- Approximations

From the point of view of the principle of functionality, a new grammatical structure should be associated with a specific speech task, not with an abstract form. (*Today we will take the future tense* - this is the wrong setting of the goal of the lesson. It would be correct to say: *Today we will discuss our plans for the holidays, Where we will go, what we will do, what films we will watch, etc.*).

According to the principle of conscientiousness, we must bring the speech action itself to the first plan. However, a grammatical rule should help to perform this action scientifically

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correctly. Despite the fact that rules play an auxiliary role, they are absolutely necessary, especially at the initial stage of skill formation.

Using the principle of visibility, the teacher is obliged to show the structure in the speech situation. Training and awareness should be carried out based on visual diagrams, tables, actions.

The principle of activity means that in order to bring to automatism the possession of the grammatical form abundant practice of each student in the educational process is necessary.

According to the principle of accessibility, the new grammar should be explained through familiar vocabulary (one difficulty at a time).

The principle of a differentiated approach assumes that everything depends on the difficulty of the grammatical material to be assimilated. So, if the material is easy, one should go from a speech pattern to a rule, if it is difficult in terms of form or function, then the speech pattern should be accompanied by analysis and a rule.

The principle of approximation means that it is impossible to teach the completely correct grammatical design of your utterance in a foreign language in the absence of a linguistic environment. This principle allows you to more or less correctly formulate an utterance from the point of view of grammar, turning a blind eye to minor mistakes (using the article, etc.), meaning a teacher should allow learners to be close to the standard, not requiring from them absolutely correct speech.

For the practical purposes of teaching a foreign language, the task of teaching grammar is to form students' grammar competence in productive and receptive types of speech activity.

Grammar 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 formation of grammar competence gives the student the opportunity to: construct grammatically correct statements in a foreign language; not to allow communicative failures due to grammatical errors and inaccuracies in the design of the statement; notice in their own speech and independently correct grammatical errors in order to ensure the success of communication in a foreign language; use different ways to get out of a difficult situation in the grammatical design of an utterance (for example, resort to grammatical synonymy); use different methods and presentation, narration, reasoning, etc.

On the whole, mastering the grammar of the target language is important not only for the formation of productive skills in speaking and writing, but also for understanding the speech of other people in listening and reading. Insufficient level of grammatical skills becomes an insurmountable barrier to the formation of not only linguistic, but also speech and socio-cultural competence. [3; 65]

Literature:

1. Scott Thornbury. How to teach grammar. Pearson Education Limited, 1999
2. B.V. Belyaev. Essays on the psychology of teaching foreign languages. - 2nd ed., Rev. and add. - M., 1965
3. L.R.Sakaeva, A.R.Baranova. Methodology of teaching foreign languages 2016
4. <https://www.ldoceonline.com/Grammar-topic/>

Мақола тил методологиясининг асосий жиҳатларидан бири-грамматикага бағишланган. Олимларнинг фикрлари асосида мақола муаллифи грамматика атамасини, унинг грамматик компетентликни ўргатишда қўлланиладиган коммуникативликка йўналтирилган ўқув - услубий тамойиллар жараёнидаги ролини ўрганиб чиқади

РЕЗЮМЕ

Статья посвящена одному из основных аспектов языковой методологии - грамматике. На основе мнений ученых автор статьи рассматривает термин "грамматика", его роль в образовательном процессе и методические принципы, направленные на коммуникацию, применяемые при обучении математической компетенции

SUMMARY

The article is devoted to the one of the main aspects of language methodology – grammar competence. Based on opinions of scholars the author of the article examines the term of grammar, its role in the process of communicatively - oriented teaching and methodological principles used in teaching grammar competence.