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Cover Page Footnote

Erratum

This article is available in Scientific Bulletin of Namangan State University: https://uzjournals.edu.uz/namdu/vol1/iss5/68
SOME ASPECTS OF TEACHING ENGLISH GRAMMAR AT A TECHNICAL HIGHER UNIVERSITY
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Abstract: The article examines certain aspects of teaching English grammar to technical students. Special attention is paid to developing communicative competences and grammar skills.

Key words: teaching grammar, technical universities, speech mechanisms, mechanisms of reading, mechanisms of writing, vocabulary.

Today, in the era of scientific and technical progress, English is not only the language of international communication, but also the language of development of cooperation in all areas of the social, political and cultural life of mankind. The ultimate goal of teaching a foreign language in higher education is the transfer of knowledge and skills from teacher to student, the development of students' abilities for continuous, continuous self-education, the desire to replenish and update their knowledge, to use them creatively in practice, in future professional activities.

Grammar is one of the aspects of English. Knowing the rules of grammar, we can easily build a correct sentence, which will be clear to anyone who learns a given language. Therefore, it is important from the very beginning of learning English to pay special
attention to grammar. Compliance with the order of words in the sentence, the correct use of articles, prepositions, conjunctions, the use of the necessary tense forms of verbs are the key to successful mastery of the language at the initial stage of learning. “Grammar is a formal structure of the language (word formation, morphology and syntax), which, together with phonetics and vocabulary, forms its integral system.” The grammar of the English language is significantly different from the grammar of the Russian language, so students often have great difficulties. If pupils in high school, when explaining a new material, show a table with grammatical forms or a list of irregular verbs and give them a task to learn this material, then they will cope with such tasks. If you apply these forms and methods in working with students in primary school, they will not give a positive result.

This article reveals some pedagogical aspects of teaching a foreign language in a technical college. Note that much attention is paid to the development and development of grammatical skills and abilities, which has a positive effect on the improvement of the mechanisms of speaking, reading and writing. Formation of the ability to speak and write when learning English is impossible without mastering the grammatical material of the target language.

When teaching a foreign language to students of a technical college, it is necessary to take into account the specialized training of students, the specifics of their future profession [1]. The students of a technical university study according to the system of progressive processing of information, since they are better able to master standard language programs containing questions on the assimilation of information, work with vocabulary, analysis of lexical units. To achieve this goal, didactic material is needed in the form of tables, graphs, charts, cards. The use of didactic handouts promotes students’ need for a constant desire for self-realization, the development of diligence, a sense of responsibility for the quality of their own knowledge and skills, the development of thinking logic, the ability to extract information and use it in practice, especially when performing grammar exercises.

One of the features of the study of a foreign language by students of a technical college is accuracy, concreteness in the use of lexical units and the observance of grammatical rules [2]. Nevertheless, students are slower in checking and writing work, since it takes them more time to think and scrupulously complete assignments.

A particular difficulty for students, speakers of the Uzbek language, is the system of English language tenses, the coordination of tenses, the use of modal verbs, and infinitive constructions. Following the stated material, we come to the conclusion that accurate and systematic accumulation of grammatical material is the main step to the improvement of the system of grammatical rules, thanks to which students correctly express their thoughts. As already noted, the correct collection of didactic material for studying grammar is considered the main step in the formation and memorization of the features of oral and written speech, on which the correctness of oral and written speech depends on the final result [3].
Recently, there is a tendency that the study of the tense forms of the English verb should be built on the basis of didactic principles: mindfulness, sequence, logical presentation of information in Uzbek using English examples [4]. Knowledge of the theory gives us the opportunity to make English sentences, but not always these constructions are correct without certain skills and hard work. Hence the thought that there is no sense in dwelling on theoretical training in detail, the explanation of the material should be brief. For example, in explaining the grammatical theme of Present Continuous Tense in the sense of a planned action, an explanation is available in the near future that the form “I am doing ...” is translated into Russian by a real time of an imperfect form (“doing”), and not by the future. Therefore, the expression “Today I am reading a book” will be equivalent to the English phrase “I am reading a book today”. Studying the species-tense forms of the verb, students first become familiar with the grammatical rules, and then work out their knowledge on practical tasks. The choice of grammatical material depends on its need for the future activities of the future specialist with the aim of mutual understanding of the interlocutors and partners. Species-tense forms of the English verb are explained and practiced with specific examples. Grammatical constructions are used on the model. Grammar topics should be presented in an accessible sense. Thanks to the active use of the tense forms of the English verb, proficiency in oral and written speech is developed and improved [5]. Thus, the temporary forms of Present Perfect Tense are presented to students in the form of listening, and then practiced on a specific situation. At the same time, various oral tasks are carried out, and only at the final stage of processing of the material studied, students are given the opportunity to make written proposals using this temporary form. When studying the grammatical norms of the English language, the teacher is obliged to structure his work in stages:

- Introduction to the topic using visual aids (charts and tables).
- Updating the material covered.
- Drafting speech constructions.

Increased interest should be paid to communication-oriented tasks that help develop professional competencies. When choosing didactic information for studying grammar, a teacher can use various methods of teaching from level to level, everything depends on the preparedness of students and the development of their linguistic abilities, goals and objectives, as well as on the complexity of grammatical material. In my opinion, assignments that imply the choice of the correct form of the verb given in the infinitive, depending on the circumstances, are useful. The student should choose the right time indexes of a particular temporary form.

Characteristics of grammatical skills would be incomplete if not to mention language grammar skills, which are discursive-analytical skills of operating with grammatical material (inflection and vocabulary skills), formed and performed on the basis of grammatical knowledge in the process of performing language exercises. All kinds of grammatical skills find their application in teaching a foreign language. To teach a foreign language grammar is to form mechanisms specific to it, and so that students have
certain grammatical knowledge at the same time, so that they are “in working condition,” that is, teach so that it is grammar “in the head”.

Lexico-grammatical tasks for repetition of grammatical material. Tasks of this type are difficult for students, since they are required to convey a speech statement. By performing this type of exercise, students better perceive the theoretical material that has been studied and respond with great interest to the questions posed on the topic. I would like to note that this type of tasks develops students’ skills in reading, translating, retrieving, processing and transmitting information in English, and also increases interest in the subject being studied.

The considered pattern of complication of English grammar has been identified based on the characteristics of the English language itself, therefore we believe that in any language of the world the grammar of English as a foreign language should be studied in this optimal, scientifically based sequence.

Thus, with the correct formation of grammatical skills with the active use of speech examples, a more effective and competent speech in a foreign language is formed through the system of speech exercises.

References: