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THE ROLE OF GRAMMAR SKILL IN COMMUNICATIVE-ORIENTED TEACHING OF ENGLISH LANGUAGE

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Abstract: In the article presents the arguments to push the formation of grammatical skills to the forefront. The concept of "grammar skill" and its types are considered. Highlighted the main objectives in the communicative-oriented teaching of grammar.

Keywords: grammar, English language, grammar skill, communicative method, learning, education.

ROLE GRAMMATICHESKIH NABYOKOV V KOMMUNIKATIVNO-ORIENTIROVANNOM OBSUCHENII V ANGLIISSKOGO YAZYKA
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Аннотация: В статье приводятся аргументы, позволяющие выдвинуть формирование грамматического навыка на передовые позиции. Рассматривается понятие «GRAMMATICHESKII NABYK» и его виды. Выделяются основные цели в коммуникативно-ориентированном обучении грамматике.

Ключевые слова: грамматика, английский язык, грамматический навык, коммуникативный метод, обучения, образования.

KOMMUNIKATIV YO'NALTIRILGAN INGLIZ TILINI O'QITISHDA GRAMMATIK QOBILIYATNING O'RN
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Islom Karimov nomidagi Toshkent davlat texnika universiteti

Annotatsiya: Maqolada grammatik qobiliyat shakllanishini oldinga surish darillari keltirilgan. "Grammatik qobiliyat" tushunchasi va uning turlari va grammatikaning kommunikativ yo’naltilgan ta’limdagi asosiy maqsadlari ajratib ko’rsatilgan.

Kalit so’zlar: grammatika, ingliz tili, grammatik qobiliyat, muloqot uslubi, o’qish, ta’lim.

Grammar along with vocabulary and sound composition is the material basis of speech. By definition, V.G.Gak, grammar is, firstly, a section of linguistics, which studies the patterns of change and combination of words that form meaningful sentences or utterances, and, secondly, the grammatical structure of the language, i.e. rule language [1]. In the process of learning the language, emphasis is placed on the second aspect of grammar. The ability to competently combine words, change phrases depending on what the speaker wants to say at the moment, is one of the most important conditions for using a language as a means of communication. Mastering the grammar of the studied language is important not only for the formation of productive skills in speaking and writing, but
also for understanding other people's speech when listening and reading. The lack of grammatical skills becomes an insurmountable barrier to the formation of not only language, but also speech and socio-cultural competence. Many researchers shared the point of view about the need to form grammatical knowledge for the full functioning of the language in speech.

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

1) Grammar as a speech building material. In the process of learning a foreign language, a person has to memorize many individual elements, such as words and phrases. However, the subject’s possibilities in this regard are not unlimited, therefore the number of elements that a person can memorize and restore is limited. And then there comes a time when a person needs some laws and rules that will allow him to build new proposals[2]. Here grammar comes to the rescue, since it is a description of the laws of the language, and knowledge of these laws provides students with the means to build a huge number of sentences, that is, the grammar acts as a building block of speech. Consequently, learning grammar provides students with the opportunity for potentially limitless language creativity;

2) The organizing role of grammar. The purpose of the grammar is to convey the nuances of thought, and not in a simple combination of lexical units. Consequently, it performs a correction-clarifying function in relation to ambiguous and obscure phrases by properly combining lexemes.

3) "Language fossil." Highly motivated students with language skills can achieve a fairly high level of language proficiency without any formal training. But more often than not, this kind of student reaches a certain stage when progress stops. In other words, their linguistic competence "stagnates". Therefore, scientists have come to the conclusion that those who do not use the rules are more susceptible to this process than those who are guided by these rules.

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

5) Isolation of grammatical units. Any language is perceived from the outside as a giant shapeless mass, posing an insurmountable barrier to the student. The fact that grammar consists of a limited number of rules helps to reduce the imaginary representation of both the teacher and the student about the insufficiency of language learning. Grammar makers, by structuring the language and presenting it as grammatical
units, make it more accessible for perception. Each grammatical unit can be isolated from the language and, subsequently, analyzed for educational purposes.

6) The system of grammatical rules. Since the grammar is a system of studied rules, it implies the transfer of these rules in the learning process. Such a transfer is possible and necessary for institutionalized conditions where rules, order and discipline are highly valued. In this case, the grammar appears as a structural system, which is taught and tested in accordance with the methodical plan.

7) Student expectations. Many students come to language courses with a prediction of what they will do there. These expectations can flow from previous classroom learning experiences in a classroom where learning was based on the transfer of knowledge. On the other hand, their expectations of grammar-oriented learning can come from the unsuccessful experience of independent language learning. Students of this kind come to the courses in order to make sure that their study of the language becomes more efficient and systematic. Therefore, a teacher who ignores their expectations, calling for a simple language practice, is likely to destroy their dreams and away from themselves [3].

Based on the above aspects in favor of studying grammar, it is important to master it as the grammatical structure of the language. Without stable grammatical skills, verbal communication cannot exist; therefore, the main goal of teaching grammar in high school is to develop grammar skills in students as one of the most important components of speech skills in speaking, listening, reading and writing.

In the grammatical skill can distinguish its more private actions:

1) the choice of the structure adequate to the speaker's speech plan (in this situation);

2) the design of speech units that fill the structure in accordance with the rules of the language and a certain time parameter;

3) assessment of the correctness and adequacy of these actions. The structures in our consciousness is connected with certain communicative tasks: for each task there is a functional nest of structures. But communication with tasks is not all. The fact that the speaker chooses a certain structure depends on the specific conditions: the interlocutor, relations with him, mood, culture, etc. The choice of structure can be called the functional side of the skill. But there is also a formal side - design. It depends on the correctness in terms of the language and the speed of speech. This side (design) is closely connected with the sub-skills of lexical skill - word challenge and combination. Moreover, the design of the structure is based on them, depending on their level. That is why it is possible to form a grammatical skill only on the basis of those lexical units that the student is fluent enough.

A speech task is always a communicative intention to say something, to convince something, to express an opinion. Exactly the execution of tasks is one or another grammatical form. Therefore, emphasizes E.I.Passov, and the grammatical form and the speech problem must be associated with each other. If there is such a connection, then in the process of productive types of speech activity, when a communicative task arises in the mind, a grammatical form adequate to it and necessary at this moment emerges.
Grammatical productive skill should be automated, sustainable, flexible, "conscious". "Consciousness" suggests that at first each grammatical action is performed by students under the control of consciousness, and, acquiring all the qualities necessary for the skill, is performed unconsciously, automatically [4]. By receptive grammatical skills are meant automated actions for recognizing and understanding grammatical information (morphological forms and syntactic structures) in written and oral text.

Since the reception of oral and written text can take place, both with active and passive knowledge of language material, receptive grammatical skills should be classified into receptive-active and receptive-passive. Reception-active grammatical reading skills are based on the connections of visual-graphic and rechemotive images of these phenomena with their meanings. These connections are manifested in the automation of the process of perception and continuity (immediacy) of the readable (audited) text and grammatical information contained in it, determined by the level of development of individual speech experience in these receptive types of speech activity, i.e. experience in reading and listening. Along with active-receptive speech grammatical skills, students should also develop passive-receptive skills (within the framework of passively digestible grammatical material). These skills include:

1) the skills of recognition and understanding of grammatical phenomena in the text based on the images in the visual memory created in the process of formation and development of reading experience;

2) discursive and operational language grammatical skills of analysis (analytical decoding) of the grammatical information of the text. 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”.

Since the grammatical skill requires a lot of effort and time, certain restrictions are needed in the selection of grammatical material. This is a grammatical minimum, which is a set of structures selected in accordance with certain principles, necessary and sufficient for the use of the language as a means of communication within the limits specified by the program and real conditions for its assimilation. When learning a foreign language, an active (productive) and passive (receptive) minimum of grammatical material is distinguished. The active (productive) grammatical minimum includes those phenomena that are absolutely necessary for expressive types of speech activity.

The generally accepted principles of selection in the active grammatical minimum are: the principle of prevalence in speech and writing; the principle of exemplary nature (the material should serve as a standard for construction by analogy); the principle of excluding synonymous grammatical phenomena (stylistically neutral). The passive (receptive) grammatical minimum includes grammatical phenomena most commonly
used in writing, which students must understand by ear and reading. The volume of the passive minimum may be greater than the volume of the active minimum. The main principles of the selection of grammatical phenomena in the passive minimum include: the principle of prevalence in the book-writing style of speech; the principle of ambiguity. For each of the minima given the specification of skills. For successful implementation of the above requirements, the selected grammatical material must be organized functionally, that is, so that grammatical phenomena are combined with lexical in sentences and larger communicative units. The component composition of the content of learning the grammatical side of speech includes, firstly, the material forms of a foreign language in the form of suffixes, prefixes, complete word forms, and secondly, knowledge of the grammatical forms of a foreign language recorded in grammatical categories (gender, number, case, and t .), in the rules of education and use of these forms, and, thirdly, the actions for the grammatical formulation of speech (productive and receptive grammatical skills). Conclusion, emphasize once again that grammatical skills are an integral component of students' language competence and occupy an important place in the process of achieving the main goal of communication-oriented teaching of foreign languages - the ability to communicate in the language being studied.

References: