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PROBLEMS AND SOLUTIONS IN TEACHING GRAMMAR REMOTE AT SECONDARY SCHOOLS

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Erratum

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The latter should be a successful model of language use and social interactions, because children try to mimic the teacher. For example, the pronunciation of the instructor matters immensely. Children perfectly mimic it well.

- Children respond to meaning and by listening and speaking are better at picking up the language.
- The activities that concentrate on creating stuff, drawing, problem-solving (e.g. riddles), and singing, playing games can be very helpful because kids enjoy playing, exploring and using their imagination.
- In order to walk about without any difficulties, the classroom should be preferably vibrant and spacious enough.
- Children should work in groups and events should take place in an environment free from tension and anxiety.

One of the reasons why teaching young learners needs highly qualified teachers is that abstract concepts are difficult for these learners to grasp. In addition, an effective learning atmosphere should be provided when teaching them, where the children can move and engage in a stress-free environment. However, young learners are more creative. They also like to explore stuff, and react easily to activities based on context. Finally, kids are also excellent at mimicking the language usage of teachers (e.g. pronunciation) and social activities.

References

PROBLEMS AND SOLUTIONS IN TEACHING GRAMMAR REMOTE AT SECONDARY SCHOOLS
Feruza Erkulova Melikuziyevna, PhD Researcher, NamSU
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Annotation At the present stage of training, the main attention is paid to the communicative orientation in mastering a foreign language, the formation of communicative competence. Communicative competence, along with other competencies, includes linguistic competence, one of which is grammatical competence. Thus, teaching a foreign language involves the formation and improvement of appropriate grammatical skills, further development of cognitive grammatical skills, expansion of the volume of knowledge, systematization of the studied grammatical material.

Keywords: Communicative Competence, Teaching Grammar, Grammatical Competence, Distance Learning

ЮРТА МАКТАБЛАРДА ГРАММАТИКАНИ МАСОФАВИЙ ТИЗИМДА ЎҚИТИШНИНГ МУАММО VA ЕШИМЛАРИ
Феруза Эркулова Меликузиевна, Нам ДУ докторанти Мисиров Сохибжон Абдупаттаевич, п.ф.н. доцент НамДУ
Аннотация На современном этапе обучения основное внимание уделяется коммуникативной направленности в овладении иностранным языком, формированию коммуникативной компетенции. Коммуникативная компетенция, наряду с другими компетенциями, включает в себя лингвистическую компетенцию, одной из которых является грамматическая компетенция. Таким образом, обучение иностранному языку предполагает формирование и совершенствование соответствующих грамматических умений, дальнейшее развитие познавательных грамматических умений, расширение объема знаний, систематизацию изучаемого грамматического материала.

Ключевые слова: коммуникативная компетентность, обучение грамматике, грамматическая компетентность, дистанционное обучение

INTRODUCTION

The appeal in the study to the problem of introducing the distance form into the process of teaching a foreign language grammar, at the senior stage (profile level), is due to the primary practical value of grammar and the increasing role of the student's independent learning activity in the process of forming communicative competence [1]

On the one hand, a number of grammatical phenomena and constructions at the senior and profile-oriented stages should be studied at a productive level. On the other hand, the practice of teaching at school shows that very little time is devoted to grammatical material in the lesson, and no time is given to repetition In general, unfortunately, teachers still prefer frontal types of activity, in which the real time for the practical application of knowledge is no more than 1-2 minutes for each student.

One of the solutions in this situation is the attraction of distance learning and models of distance learning that are adequate to the goals and objectives of teaching organization of such training is possible according to the integration model of full-time and distance learning, which provides for the transfer of certain types of activities and part of the studied material into a distance form. [2] It is the integration model that allows for in-depth study grammar due to the transfer of time-consuming activities (automation of a skill,
consolidation of material, repetition of the past) to a distance form and free up time in the lesson for the direct practice of dialogic, monologue skills and abilities In addition, this model allows you to inscribe the process of teaching grammar in high school into the whole process teaching a foreign language (FL) in a philological profile, giving students the opportunity to choose the desired specialty of the profile according to their abilities and interests (translation, linguistics, journalism, general educational focus, etc.) due to the differentiation of the content of grammatical material.

**MATERIALS AND METHODS**

In the domestic methodology, there is a sufficient amount of research in the field of traditional approaches to teaching the grammatical aspect at different stages (Rogova GV, Rabinovich FM, Miroyubov AA, Passov EI, Bim IL, Solovova EN, Kitaygorodskaya NA, Galskova ND, Gez NI, Kolker Ya M, Milrud RP, Moskalskaya OI, Artyomov VA, Titova SV, Berman IM) Domestic scientists considered the problems of distance learning in English (Chetvernina MI, Bukharkina MY, Tatarinova MA, Shapovalova TR, et al), issues of theory and practice of distance learning (DL) (Polat EC), pedagogical technologies in DL for general secondary education, requirements for creating courses for DL (Polat ES, Moiseeva MV, Petrov AE), issues of organizing the educational process of DO in foreign languages (Polat ES, Bukharkina M Yu, Dmitrieva E I, Severova N Yu, Shapovalova TR), the problem of creating and using an electronic reference book on the grammar of the German language (Severova NY) However, many problems remain unresolved[3]. In particular, the problem of teaching senior pupils of specialized classes the grammatical aspect using distance forms has not yet been studied. At present, there are a number of distance grammatical courses and electronic textbooks However, there are still no courses that take into account the peculiarities of the profile of Philology and profile education in general and involving taking into account the interests, inclinations, abilities and level of learning of students The modern process of teaching the grammatical aspect in profile classes remains poorly understood and has a number of problems, which include the following:

1. The main idea of profile education is to implement the principle of differentiation of education, but for this there are no sufficiently favorable conditions for the traditional organization of classes (without involving distance learning), especially in relation to grammar [4]. Successful formation of linguistic competence in the field of grammar requires the construction of learning according to an individual trajectory, taking into account the successes achieved, elimination of gaps, further improvement of skills and cognitive skills This problem requires the search for new approaches that have not yet been developed in the methodology.3. Teaching grammar, taking into account different specializations of the philological profile (teacher of foreign languages, linguist, etc.) is possible when organizing the work of students according to individual programs It is impossible to qualitatively carry out this in the classroom under normal conditions under the traditional classroom-lesson system. The presence of these problems determines the relevance of the research, which proposes to solve them by integrating full-time and distance learning forms of the grammatical aspect of foreign language speech in specialized classes. The research problem is to search for new approaches in teaching foreign languages, related in particular to the development of a methodology for teaching grammar in specialized classes (philology). One of the key areas of modernization of the school and the concepts of specialized education is the differentiation of education, which affects the
entire educational process, including the learning process of foreign language. In accordance with this, the process of forming grammatical competence (as a component of conditions for the differentiation of grammatical material. Theoretical analysis of various approaches to the classification of types of differentiation made it possible to determine the main factors that affect the selection of grammatical material directly in the context of specialized training. 1. Profile requirements and the specifics of its specializations, 2. Students’ interests, 3rd level of knowledge of students Thus, the essence of the differentiation of teaching high school students the grammatical aspect was reduced to 1) Creating conditions for the study of grammatical material, reflecting the specifics of the chosen specialization of the profile of Philology, 2) Improving communicative competence and, within its framework, linguistic (linguistic) and, accordingly, grammatical competence by providing students with opportunities for multi-level teaching of the grammatical aspect, i.e. - Creation of conditions for repetition of the material provided by the program requirements, - creating conditions for the consolidation of grammatical rules, not allocated for repetition. The influence of such factors as class overcrowding, lack of time to work with grammatical material due to labor intensity, reliance mainly on strong students, and, finally, the traditional classroom system with a 45-minute grid of lessons makes it almost impossible to implement the principle of differentiation in relation to learning grammar process [5]

The introduction of a distance form in the learning process of foreign language allows students to provide additional practice in the classroom at school, by making time-consuming tasks for working out, consolidating and improving grammatical skills for remote execution. Distance learning grammar creates conditions for a successful combination of theory with practice due to the possibility of working along an individual trajectory for each student. The linguistic features of the perception of grammatical material include the presence of such linguistic phenomena as interference and transfer, the features of which are taken into account when determining the system of exercises and tasks, taking into account the specifics of work in a distance form.[6] Analysis of the content of the grammatical material of a specific teaching material in English for students in grades 10-11 of general education institutions (profile level) reveals that basically the grammatical material is repeated, consolidated and systematized, and only some topics studied earlier are offered for in-depth study (for analysis and conducting an experimental test, a textbook was taken under the editorship of Safonova V.V) The didactic features of teaching the grammatical aspect in a distance form, due to the capabilities of the Internet information environment, determine their specificity of the form of presentation, structuring, organization of content, forms of interaction between participants, the use of pedagogical and information technologies that are adequate to the concept of a personality-oriented approach in teaching, as well as goals and the tasks of the most distant course. Accordingly, the organization of teaching the grammatical aspect in a distance form according to the chosen integration model is considered as a complex process, including the stage of developing its components (goals, content, methods, organizational forms and means), their design and use of the developed project in the activities of teachers and students. [7]The level of formation of grammatical skills and abilities in remote form is checked through such activities as reading and written communication, which determines the
appropriateness of the choice of pedagogical and information technologies implemented in writing, namely training in collaboration, multilevel training, Microsoft office tools, e-mail, electronic bulletin board, conference / forum (asynchronous mode), chat (communication in real time).

RESULTS AND DISCUSSIONS

The key point in the differentiation of grammatical material is its selection and structuring, taking into account the interaction of full-time and distance learning, the goals and objectives of profile training in foreign languages, the goals and objectives of teaching the grammatical aspect, the content and focus of the basic printed textbook for face-to-face studies.[8] Teaching grammar according to the network integration model, it is advisable, before proceeding to the selection of training content for full-time and distance learning, to structure the distance course "Let's learn English grammar". The curriculum includes general information about the course, a section containing the actual training course (grammar reference, exercises, text bank, course library, test tasks), a module for in-depth study of grammatical material for a specific specialization of the Philology profile, which is structured according to a general principle and has a complete structure, like the main course. For the selection of grammatical material in full-time and distance learning, it is necessary to take into account

1. Degree of study of grammatical material by grade 10, the current moment of its profile study (basic and profile levels of standard Educational program), 2. The degree of formed knowledge about the language as a system, i.e. readiness for theoretical analysis of grammatical phenomena and practical application of knowledge in practice,[9] 3. Degree formed™ skills of independent work (including on grammatical material), 4. Selections of a distance learning model and its possible options, 5. Goals and objectives of profile teaching grammar in full-time and distance form Further, the selection and structuring of the content of grammatical material in a distance course must be carried out in accordance with the chosen integration model of full-time and distance learning. Prospects for the development of schools in the 21st century determine the use of modern pedagogical and information technologies, which entails a change in emphasis in the field of learning / mastering a foreign language: from the concept of "learning a foreign language for life" they are moving to the concept of "being able and ready to learn a language and culture in throughout life ". This, in turn, leads to the modernization of education, which includes a change in the goals of education, a reduction in the amount of compulsory content, a change in the methods and technologies for mastering content at all levels of education, and the individualization of the learning process. We especially note the emergence of variable education systems, including the introduction of forms of distance learning into the learning process. [10]The senior school is undergoing significant modernization, which is becoming specialized. Grammar is of paramount practical importance at all stages of learning from junior to senior, since it helps to develop the skills of oral and written communication. Particular attention is paid to the systematization of grammar knowledge at the senior stage. On the one hand, a number of grammatical phenomena and constructions at the senior and profile-oriented stages should be studied at a productive level. On the other hand, the practice of teaching at school shows that very little time is devoted to grammatical material in the lesson, and no time is allotted for its repetition at all. Unfortunately, until now, teachers
prefer frontal types of activity, in which the real time for the practical application of knowledge is no more than 1-2 minutes for each student. A way out of the situation can be the attraction of distance learning and models of distance learning that are adequate to the goals and objectives of teaching. It should be said that many leading experts have been engaged in the problems of distance learning as a full-fledged form of education and its implementation in the educational process for several years: E.S. Polat, S.A. Shchennikov, A. V. Khutorskoy and others. Models of distance learning have been developed. The use of distance learning in teaching English in general and in improving grammatical skills in particular can provide additional practice for students both in the classroom at school and when doing homework at home. It is possible to organize such training according to the model of integration of full-time and distance learning forms, which provides for the transfer of certain types of activities and part of the studied material to a distance form. The integration model will provide an in-depth study of grammar by transferring time-consuming activities (automation of a skill, consolidation of material, repetition of what has been passed) to a distance form and free up time in the lesson for the direct practice of dialogic, monologic skills and abilities. [10] In addition, this model will make it possible to integrate the process of teaching grammar in high school into the entire process of teaching foreign languages in a philological profile, providing students with the opportunity to choose the desired specialty of the profile according to their abilities and interests (translation, linguistics, journalism, general educational orientation, etc.) due to the differentiation of the content grammatical material. It is possible to organize such a differentiated teaching when creating a distance course or an electronic grammar textbook. In our research, we turn to the issues of attracting distance learning to the process of teaching grammar, since research on traditional approaches to teaching the grammatical aspect already exists at different stages. We consider the organization of teaching grammar in a distance course integrated into the educational process, where students are in constant interaction with a coordinator, a teacher, since there are already many electronic grammar textbooks on the network that offer lessons on-line and off-line that do not provide for constant communication with the teacher. The problem of creating and using an electronic reference book on the grammar of the German language in the work of Severabiy N.Yu. The study is based on the following hypothesis: integration of distance learning into the full-time educational process will increase the efficiency of mastering the grammatical skills of the English language in senior specialized classes. [12]

Proof of a hypothesis requires: • Analysis of the specifics of teaching English grammar in specialized classes based on the principle of differentiation; • Use of the accumulated experience on the psychological and pedagogical features of teaching English grammar in specialized classes in a distance form; • correspondence of the selected models of distance learning to the specificity of the subject, the level of education, and didactic, methodological tasks solved at this stage; • Differentiation of grammatical material, taking into account various models of an integrated grammar course; • development of methods for improving the grammatical skills of writing and reading in specialized classes in the context of the integration of full-time and distance learning.[13] The goal and hypothesis determined the formulation of the following tasks: 1. To analyze the goals and objectives of teaching the grammar of foreign languages in specialized classes for the philological profile;
2. To analyze the theoretical literature and practical research on the research problem; 3. To determine the psychological and methodological features of improving the grammatical skills of foreign language speech at the senior stage of training; 4. To analyze the features of the model of integration of full-time and distance learning forms in order to create a methodology for teaching grammar in these conditions; 5. To develop a grammar training course for the model of integration of full-time and distance learning, taking into account the possibility of training according to individual programs (for example, one of the specializations of the Philology profile provided in the course); 6. Analyze existing educational Internet resources for the formation of grammatical skills in the English language and include relevant email addresses in the distance course.[14] To solve the set tasks, the following research methods were used:

- critical analysis of pedagogical, psychological, methodological literature; - Pedagogical observations; - questioning, conversation, interview; - testing, including automated testing, control works; - Approbation of the proposed course. **CONCLUSION**

1. The results of the search stage of the experiment showed the correspondence of the selected pedagogical technologies (cooperation technology and multilevel training) to the specifics of the training stage and the network version of the integration model of full-time and distance forms. The results obtained confirmed the availability of the developed methodology for improving the grammatical skills of students by means of work in a distance course. 2. Analysis of the data of the quantitative assessment of the effectiveness of the developed methodology indicates that for all trainees the combination of full-time and distance learning was accompanied by an obvious increase in the effectiveness of skills and abilities for each of the identified competencies. 3. The results of a qualitative assessment (questioning, conversation, pedagogical observation) of the educational process using the developed set of exercises for distance work and methods showed an increase in student motivation to the subject, student activity in the process of working in a distance course, improvement of the psychological microclimate in the group. 4. The data obtained during the experiment make it possible to judge the effectiveness of the developed methodology for improving the grammatical skill in order to solve specific didactic problems at this stage of training. 5. The results of the experimental teaching confirmed the validity of the hypothesis put forward and the effectiveness of teaching grammar according to the model of integration of full-time and distance forms in specialized classes of high school, provided that it is systematically used.

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BOSHLANG‘ICH SINF O’QUVCHILARINI JISMONIY SIFATLARINI O’QUV JARAYONIDA O‘TKAZILADIGAN HARAKATLI O’YINLAR ORQALI RIVOJLANTIRISH

Turobjon Ismoilov, dotsent Nam DU

Annotatsiya: ushbu maqolada boshlang‘ich sinf o’quvchilari bilan o’quv jarayonida o‘tkaziladigan harakatli o’yinlarini ahamiyati yoritib berilgan.

Kalit so‘zlar: jismoniy tarbiya, sog‘lomlashtirish, jismoniy rivojlanish, jismoniy tayyorgarlik, harakatli o”yinlar, pedagogik tajriba.

РАЗВИТИЕ ФИЗИЧЕСКИХ КАЧЕСТВ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ С ПОМОЩЬЮ ПОДВИЖНЫХ ИГР В ПРОЦЕССЕ ОБУЧЕНИЯ

Туробжон Исмоилов, доцент Нам ГУ

Аннотация: в данной статье раскрывается важность развития проведения учеников начальных классов с помощью подвижных игр в процессе обучения.

Ключевые слова: физическое воспитание, оздоровление, физическое развитие, физическая подготовка, подвижные игры, педагогический эксперимент.

THE DEVELOPMENT OF PHYSICAL QUALITIES OF THE PUPILS OF PRIMARY FORMS OF SECONDARY SCHOOLS THROUGH MOBILE ACTIVITIES IN THE PROCESS OF STUDY.

Turobjon Ismoilov, asossiate professor of NamSU
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