

COMMUNICATIVELY ORIENTED TEACHING OF GRAMMAR

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ABSTRACT

Nowadays, the problem of developing creative abilities in adolescents is especially relevant in the process of teaching English. In the modern context of the pedagogical process of secondary schools, this is an important scientific problem of historical, ethnic, cultural and socio-pedagogical significance.

The development of creative abilities of school students is not possible without generalizing the experience of using English lessons in the system of education and upbringing. The study of English, its history of development, folk culture and daily life is one of the conditions not only for students to learn English, but also for teaching a foreign language and developing the creative abilities of schoolchildren on specific life material should be considered as.

Keywords: interrogative words, adjectives, transition verbs, Add new grammatical material, “Books are Open”, “Listen and Repeat”, “Hotline Primary Program”.

GRAMMATICAL PHENOMENA, THEIR FORM, MEANING AND USE IN SPEECH

When introducing new grammatical events, attention should be paid not only to their form, but also to their content and use. If students know the content and communicative function of the structure being studied, they will not only remember the model, but will be able to use it correctly in speech.

When introducing a new grammatical form, the teacher should answer the following questions together with the students:

Is this shape formed correctly or is it an exception?

Is it hard to write?

How is this pronounced?

Does this form affect the order of words in a sentence (interrogative words, adjectives) or the words that follow it (transition verbs)?

Depending on the age of the students and their level of language proficiency, the teacher determines how much time should be set aside to work on the form. However, even for beginners, 1-2 repetitions will be enough for students to remember the main thing and then start using the form in speech.

Students should also understand the function of a new grammatical phenomenon. Beginners are given a single meaning and a single form of form in speech. Later they realize that grammatical structures have a lot of meaning. For example, when introduced, students of Present Simple Tense learn that it is used to express facts and simple situations: I am English. He is tall. We are hungry. In the future, students will be advised that this time can also be used to show future movements: the train will depart at 6 a.m. tomorrow and will call Paris on the way.

The teacher should know in advance what challenges students will face and strive to avoid them. For example, the presenter Perfect Tense, as a rule, does not cause difficulties, the task of connecting the past with the present can cause serious difficulties for understanding and proper use.

ADD NEW GRAMMATICAL MATERIAL

The methods of introducing new grammatical material depend on the age of the students and their level of language proficiency. At UMK, Chatterbox offers two main ways to introduce new lexical and grammatical structures:

“Books are closed” - the teacher introduces students to the new structure by showing the objects themselves or demonstrating their meaning with facial expressions and gestures or drawing them on the board.

The sequence for introducing the model is as follows: first the students carefully observe the teacher’s movements, then listen to how the model sounds, then repeat the model in chorus and finally individually. You need to pay special attention to correct pronunciation from the beginning.

“Books are Open” - The teacher uses the text and pictures in the Student book to explain the meaning. Sound materials are often used. There are three ways to learn new grammar materials when using a textbook and an audio cassette at the same time:

“Listen and Repeat” - for rhymes, songs, poems designed to be memorized.

2a. Listen and point - students look at the picture in the textbook while listening to the recording. According to the instructions on the audio cassette, they must point to a specific picture or object.

2b. “Listening and Adapting” - More complex versions of the previous task. As students listen to the recording, they should link each picture to an appropriate sentence or other picture.

3. “Listen and Read” - Read a story, usually at the beginning of a lesson cycle.

COMBINING NEW GRAMMATICAL MATERIAL

Once new material is introduced, it needs to be corrected. Students need to fully understand, remember, and reproduce new structures correctly. Modern teaching materials offer a variety of ways to work on new material: mechanical, for those who are freer as training exercises (lessons) are student-centered assignments.

Fasten the material quickly.

The teacher gives the first word or phrase from the new model. Students should pronounce the whole structure. The goal of the assignment is to keep the students’ attention and complete it quickly. You can start at a slower tempo, but once students have quickly named the whole model, you need to speed it up.

Working with chains.

The first student addresses the other: “Hello. My name is George. What's your name The second student responds, "Hello. My name is Mary," and the third student addresses, "What is your name?", And so on. This activity involves all the students in the class. Each in turn becomes a “joint” of the chain.

Work in pairs.

In the “Ask and Answer” task, students pair up and ask each other questions and answer them. During this time, the teacher should walk around the classroom, observing the students and checking their pronunciation and understanding of the structures.

Individual-oriented tasks.

The teacher can ask students questions about their life and environment. They are expected to use the language they have learned to answer. Students should participate in their own experiences as often as possible (28; p. 5).

To use grammatical material in speech, students need to know the vocabulary used in the model. In this case, the teacher first introduces the required vocabulary and then the structure itself. An example from the first part of UMK is "Chatterbox". The teacher should introduce the structure “I have ...” based on the lexical topic of “Body Parts”. Before describing themselves as “I got it (big nose, small mouth, etc.),” students need to master the vocabulary of the topic. To do this, the teacher names the body parts by showing himself or herself using the pictures given in the textbook.

When there is an event that is a contextual continuation to include new material in the teaching materials, the principle of a comic book or “soap opera” is often applied. Lexico-grammatical structures are usually practiced in tasks set after the story, such as the “New Helpline” as in the training materials.

The “Language Work” section focuses on the new grammatical tense used in the story - Present Continuous Tense. On the basis of explanations, examples, tables, students should understand the formation of positive and negative forms, the scope of their use and the difference between this time and the present simple tense. Two features of this method of acquaintance with grammar should be noted. Time is introduced into context: so that students understand both form and meaning. Instead of explaining the rule, the author invites students to formulate it independently (“Complete this rule”). This form of work, firstly, provides an understanding of grammar, and secondly, helps to memorize it.

MANAGE UNDERSTANDING OF WHAT HAS BEEN LEARNED

As mentioned above, at the CMB, New Helpline students have the opportunity to independently formulate grammar rules. Such attempts show how well they understand when and what grammatical structure is used. In turn, the teacher can also test the understanding of the concept by asking questions.

The leading questions you ask should be short and simple. Their sole purpose is to test their understanding of grammatical material, so “closed” questions that require a “yes” or “no” answer are acceptable in this case. The question itself should be simpler than the material from which the vocabulary and grammar are controlled. For example, the teacher checks students' understanding of the meaning of structure "usual":

Teacher: My father used to smoke. Does he smoke now?

Student: No, it's not.

Teacher: That's right. Has he ever smoked?

Student: Yes, he did.

The management question should not be the structure being studied:

Teacher: The phone rang while he was reading a book. What was he doing?

Student: Reading a book.

This is a great example of a training exercise, but not a leading question. In this case, the student repeats part of the teacher's question. It is a constant time when it is not known whether the student understands why it is used here.

In the lead question, it is very difficult to avoid repeating the structure being studied. Therefore, another method of checking understanding should be used. At UMK, students of the "Hotline Primary Program" must translate a short text containing the time studied into Russian and then compare the temporal forms of their native language with the English equivalent. If so, students will have no difficulty in using it. If not, then the assignment is designed to draw students' attention to this fact and to think about exactly what the temporal form in a foreign language is and in what context it is used.

Thus, the hypothesis we presented was confirmed, i.e., we found that if optimal methods and techniques were used in the process of developing grammatical skills, then the efficiency of mastering grammatical material would increase.

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