

## METHODS AND TOOLS OF TEACHING FOREIGN GRAMMAR FOR HIGH SCHOOL STUDENTS

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### ABSTRACT

This article discusses the improvement of English grammar in the educational process through various methods. It discusses the teaching of English grammar to high school students at general secondary education, as well as provides a number of recommendations for the development of education.

**Keywords:** Grammatical theme, tense, interactive method, grammatical rules, practice

### INTRODUCTION

Continuing education in Uzbekistan is aimed at developing the young generation's high professional culture, skills for independent adaptation to creative and social life, as well as the ability to identify and address future plans. In carrying out these tasks, it is important to be in demand in the current era. That is why the role of foreign languages, especially English, in educating the young generation who know foreign languages well is very important in the social, economic and scientific development of society. The objectives of teaching English in the state educational standard and curriculum of general secondary education are based on the interests and requirements of society, the state, must conform to it. The developmental goals of foreign language teaching include: a) the components of speech ability: listening, comprehension, perception, differentiation of language phenomena, logical expression of thought, etc.; b) mental processes associated with speech activity: thinking, memory, attention, imagination, analysis and synthesis, generalization; c) ability to communicate: emotion, eloquence, initiative, politeness, initiative in conversation, purposeful use of gestures, etc.; d) internal and external motivation, interest and desire to learn a foreign language and the country where the language is studied, its people, culture, customs, etc.; e) to work independently during education and prepare students for independent study after graduation [1].

Based on the requirements of modern methodology, we have chosen an integrative approach to teaching grammatical phenomena. Some grammatical phenomena, on the other hand, do not present great difficulty in mastering them because of their similarity to the grammatical phenomena of the mother tongue in their meaning or methods of construction. Linguist T. Sattorov's research provides detailed information about this, and the idea of a stratified approach to grammatical phenomena is put forward.

Extensive use of information technology in foreign language teaching is recommended. Therefore, in the process of teaching students grammatical phenomena, we found it necessary to use the following information technologies: computer technology (Internet), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, dream, she Types of projects, foreign language teaching project method, etc. When interactive methods are used, the student is able to think independently and collaborate with

the teacher. Internet technology is one of the most modern forms of information retrieval and communication in improving the grammatical skills of students in English classes. Students use the internet to write lectures and essays.

Multimedia allows the presentation of educational material in an audio form, that is, acts as a virtual teacher. The student listens to the pure English pronunciation, trying to adapt his speech to it.

The role of electronic dictionaries in helping high school students gain vocabulary is invaluable. In an electronic dictionary, words are pronounced not as a graphical representation, but as a set of direct sounds. When working with such dictionaries, words are easier to remember and they are stored in long-term memory.

Tests are taken to check and reinforce students' knowledge. During the testing process, students have the opportunity to work independently and self-assess. It is well known that independently acquired knowledge is stored in memory for a long time and is easy to recall. Strategies and game assignments from modern technology keep students from getting bored and allow them to function independently independently [2].

A cluster approach or method is also effective in teaching English grammar to students in secondary schools. This method is not only effective but also a very convenient way to impart knowledge to students.

Based on our special observations and experience, we have come to the following conclusions: the use of games and assignments serves as an effective tool in achieving the practical, educational, general and developmental goals of foreign language teaching; allows students to overcome the negative psychological experiences of speaking (speaking) in a foreign language, teaches students to think independently, masters the skills of speech, encourages to achieve goals, to win, language based on communicative methods allows to learn, to involve all students in the lesson, to increase their interest, to make a significant contribution to the effectiveness of the lesson.

Knowledge, skills and competencies acquire a specific attitude in foreign language learning and this reflects the nature of the subject. Speech requires the ability to use language material to express an idea or to understand an expressed idea. To achieve this, a strong and flexible connection between the means of language and the content of speech, in the words of S. Setlin, must be established in association.

Language skills are formed in the structure of speaking skills. The formation of grammatical skills is a three-step methodical method: 1) the distribution stage consists of explaining a new grammatical unit (presenting it in a speech sample), explanation and performing the first grammatical actions. 2) perform grammar exercises. This stage is mainly focused on skill building. 3) the stage of application of the grammatical phenomenon in the types of speech activities [3]. From what has been said, it is clear that grammar serves to develop skills, not to absorb knowledge.

English grammar skills in high school students

The only purpose of the study of the scientific-methodological description of the formation is to introduce a model of teaching English grammar. Theoretical model Improving students' English grammar skills technology. Exercises used in foreign language teaching are classified into: types of speech activities (speaking / listening / understanding / reading and writing); language

material (vocabulary / grammar / pronunciation) exercises; receptive / reproductive exercises, presentation / training / application exercises; familiarization / exercise / application / correction exercises should be performed. Formative (learning information / generalization); developmental (skill-generating operational / finished material training) exercises; it would be appropriate to conduct a refresher exercise (mastery of motivational / grammatical movement).

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