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METHODS OF STUDYING ENGLISH GRAMMAR AND FEATURES OF CREATION AND TYPES OF EXERCISES FOR THE FORMATION OF GRAMMATICAL COMPETENCE

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Abstract: This article deals with the possibility and necessity of using an exercise system. The object of the work is different types of exercises and a system of exercises.

Key words: Exercise, definite, students, English grammatical competence, communication, teaching English, educational activity, communication techniques.

The role of international education is growing in modern society. And now the subject of “foreign language” due to its specificity has more opportunities than other subjects.

Today, a foreign language can help improve the culture of communication between people. In the process of learning, pupils and students learn communication techniques, master language etiquette, learn to solve various communicative problems, master the strategy and technique of dialogic and group communication, and learn to be language partners.

Achieving the level of competence is impossible without performing exercises, because skills and abilities are formed in exercises. Lviv M.R. gives the following definition of exercises: “Exercise is a type of educational activity that puts students in need of multiple and variable use of acquired knowledge in different relationships and conditions.”

Let's move on to consider a system of exercises for the formation of professionally oriented English grammatical competence of future philologists.

To build a system of exercises that we offer, you need:

- ✓ identify groups, types, types of exercises that will be included in the system;
- ✓ determine the sequence of types and kinds of exercises taking into account the stages of formation and development of skills and abilities;
- ✓ take into account the positive mutual influence of different types and speech activities in the learning process.

Determine the location of exercises aimed at forming and improving professionally oriented methodological skills.

In our study, we adhere to modern requirements for exercises and the criteria for their classification, defined by N.K. Sklyarenko.

We specify the criteria according to which the exercises are of one type or another:

- 1) Motivation;
- 2) The degree of communicativeness;
- 3) The degree of control of speech actions;
- 4) The focus of educational activities / activities on the reception or issuance of information;
- 5) The presence of a game component;
- 6) Method of organization;
- 7) The need to provide support;
- 8) Culturological orientation;

These criteria include such as the interconnectedness of grammatical and lexical material. In the study, this requirement leads to the development of exercises, the content of which reflects the lexical material within those topics that are studied by students in classes on the practice of oral and written speech. This means that in practical grammar classes the implementation of this requirement involves not only the formation of grammatical skills, but also the improvement of lexical speaking skills.

Defining the criteria for classifying exercises gives us a reason to organize them within a separate system, consisting of subsystems, which, in turn, contain groups of exercises aimed at forming, improving and developing certain skills and abilities. Consider which subsystems and groups of exercises will be included in the system of exercises for the formation of professionally oriented English grammatical competence of future philologists.

Our definition of subsystems and groups of exercises is due to the requirements of the Program1, didactic, socio - psychological prerequisites for the formation of professionally oriented English grammatical competence of future philologists, methodological principles of its formation, and based on linguistic features of grammatical structure.

Thus, a separate system of exercises consists of two subsystems, namely:

- ✓ subsystem of exercises for the formation, improvement and development of grammatical skills, the use of grammatical structure in students' oral speech and socio-cultural skills and abilities;
- ✓ subsystem of exercises for the formation, improvement and development of professionally oriented methodological skills.

Based on the phased formation of skills and abilities, each subsystem of exercises can include groups of exercises, each of which has its own purpose, which depends on the stage of mastering the material, goals and objectives facing the teacher.

The first subsystem includes the following groups of exercises:

- ✓ a group of exercises for improving and developing grammatical skills, using grammatical structure in students' oral speech and socio-cultural skills and abilities;
- ✓ a group of exercises for the formation and improvement of grammatical skills, the use of grammatical structure in students' oral speech and socio-cultural skills and abilities;

The second subsystem contains:

- ✓ a group of exercises for the formation and improvement of skills to assess oral speech and localize grammatical errors;
- ✓ a group of exercises to form and improve the ability to correct grammatical errors;
- ✓ a group of exercises to form and improve the ability to explain grammatical material;
- ✓ a group of exercises for the formation and improvement of skills to make diagrams, tables that reflect the structure of the grammatical phenomenon;
- ✓ a group of exercises for the formation and improvement of skills to develop a series of exercises.

We will comment on the subsystems and groups of exercises indicated by us for the formation of professionally oriented English grammatical competence of future philologists on the example of the conditional method.

Thus, the first subsystem includes three groups of exercises. The first group of exercises of this subsystem is designed to improve and develop grammatical skills of using conditional sentences of three types in students' oral speech in accordance with the didactic principle of continuity and takes place during the first year students.

The second group of exercises includes exercises for the formation and improvement of grammatical skills in the use of the Conditional Method in students' oral speech and socio-cultural skills and abilities in the second year of study in accordance with the requirements of the Program.

The third group of exercises includes exercises to improve and develop grammatical skills in the use of the Conditional Method in students' oral speech and socio-cultural skills and abilities in the third year of study in higher language educational institutions.

The success of foreign language communication is directly determined by the level of formation of foreign grammatical competence, because it is grammar that helps to understand the logic of thinking and thinking in a foreign language.

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