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

Annotation: 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.

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 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. 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. 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.

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.

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.

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. 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. 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.

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.

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.

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