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## **FORMATION OF STUDENTS' LANGUAGE PERSONALITY**

**Nasretdinova Khurshida Tulkinovna**

*Teacher of department of foreign languages, faculty of agro engineering and hydro melioration,  
Andijan Institute of Agriculture and Agro technologies,  
Andijan, Uzbekistan*

**Abstract:** The purpose of this article is to consider the main goals and objectives of teaching practical English grammar to students and to determine the relationship between communicative and cognitive components in this process.

**Key words:** English grammar, communicative, cognitive components, grammar, teaching English, teachers, practical.

The learning process is organized as a model of real communication. Communication is a process in which rational and emotional interaction of people, reveals and forms the commonality of their thoughts, views, cohesion and solidarity, which are characteristic of the team, ie it is a way to support the life of the individual in society [1, 77].

Teaching practical grammar of English is carried out in the process of speech activity, when participants try to solve real and imaginary problems of joint activities with the help of a foreign language. Speech activity is an active, purposeful, language-mediated and situation-driven process of receiving and issuing a speech message in the interaction of people with each other [2, 133]. speech activity correlates with communication as partial and whole. Thus, speech activity is formed in the process of communication, and the grammatical aspect of communication - in speech activity. Therefore it is necessary to teach speech activity and in the process of speech activity.

Speech activity has a three-phase structure:

1. the first phase is motivational-motivational;
2. the second - analytical-synthetic;
3. the third - executive [2, 133].

We believe that another phase is needed to compare the implementation of the plan with the plan itself or the phase of reverse afferentation, which is, in fact, the effect of comparing the implementation of the action with a given program. The fourth phase is, in our opinion, of fundamental importance, because during the study of practical grammar students' speech is impossible without errors, but it is in the learning process is the phase of reverse afferentation, when the student can compare the results of his program with its implementation and certain changes, i.e., to correct yourself.

Activity is always considered alongside the category of "activity" and is sometimes used interchangeably. In foreign language classes, students' activity is determined by the desire to learn something new, to participate in foreign language communication, to reveal their knowledge and abilities. We are talking about language / speech abilities as individual psychological characteristics of a person that contribute to the acquisition of knowledge, skills and abilities in the field of foreign language and their use in speech activity.

In communicative activity, a person solves speech problems (for example, to deny something, prove, approve, etc.), for which speech actions should be performed, which ensure the formation of speech skills. Accordingly, grammar skill is a special case of speech skill. Grammatical skill is understood as an automated component of speech activity, the psycho-physiological basis of which is the so-called speech grammatical stereotypes that are formed and function as a result of constant use of speech, i.e., in the process of gaining individual speech experience [3, 18]. Grammatical skill is based on a dynamic stereotype, which is a subtle and flexible system of temporal connections that are formed in the human mind [4, 197]. Data on the physiology of higher nervous activity about the process of formation of a dynamic stereotype allow us to determine a number of conditions, compliance with which makes the formation of grammatical skills successful.

These are:

- a. preliminary hearing;

- b. meaningful imitation in speech (if there is a speech task);
- c. the uniformity of phrases based on the speech pattern;
- d. regularity of phrases of the same type;
- e. speech actions by analogy;
- f. infallibility of speech actions;
- g. variety of automation conditions;
- h. speech nature of exercises.

There are three stages of formation of speech grammar skills:

1. indicative and preparatory, where students are acquainted with a new grammatical phenomenon and the initial performance of speech grammar action on the model;
2. stereotypical-situational, where the automation of the elements of action, which continues at the next stage. In order to form grammatical speech stereotypes, there is a purposeful speech training of grammatical structure in the same type of speech situations;
3. varying-situational, which completes the process of creating the flexibility of the skill to apply it in a variety of conditions, which provides not only practical mastery of grammatical material, but also the understanding of theoretical knowledge.

In the process of communicative learning of practical grammar should take into account the interaction of all types of knowledge that make up the general knowledge base of speakers. Therefore, it is necessary to create such learning conditions (situations) that would contribute to the activation of this knowledge. From the point of view of modern approaches, a common database is not a static “repository of information”, but a mobile system that is self-organizing and self-regulating and changing on the basis of new data. The general knowledge base of communicators includes at least the following components:

- language knowledge;

- extra-lingual knowledge: a / about the context and situation, as well as about the addressee; b / background knowledge: about events, states, actions, processes, etc., knowledge about the world [5, 145].

The above components of the knowledge base, acting comprehensively, are a condition and guarantor of successful learning of the grammatical aspect of communication, based on two types of mechanisms: communicative and cognitive.

The main purpose of teaching the grammatical aspect of communication is the formation of students' communicative competence. This concept was introduced by D. Hymes, who defined it as the inherent human knowledge and skills of successful and effective communication; system of knowledge about the rules of speech communication, its procedure, etiquette, ritual, which reflects the interaction of intellectual, social and verbal in the behavior of communicators [6, 20]. Communicative competence is a multi-component phenomenon that includes other types of competences, relevant among which for the teaching of practical grammar are language, speech and cognitive.

Let us now consider the components of the cognitive side of learning practical grammar.

Learning the grammatical aspect of foreign language communication should stimulate students' speech and mental activity, which is a purposeful, motivated and meaningful process of cognition of reality by means of speech [8, 6]. As you know, one of the functions of thinking is cognitive, which is aimed at developing students' cognitive activity, in the process of which they solve mental problems and discover new knowledge. There are three levels of cognitive activity:

- reproductive activity (reception and reproduction of the sample);
- interpretive activity (reproduction with elements of products);
- creative activity (products).

The highest is the third level, which involves independent production of speech by students, the use of their knowledge in speech activity and the discovery of new knowledge.

Thus, the knowledge space is a system of knowledge about the world or a conceptual picture of the world, consisting of units of knowledge that are concepts that can be represented by different cognitive structures through mental processing of input through conceptualization and categorization.

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