

Linguistic approach to the methodology of teaching practical grammar of the English language at a language university

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Annotation. This article is devoted to the linguistic approach to teaching practical English grammar at a language university. Interest in the problem of joint learning of languages and cultures is growing every year. Presenting material without a cultural component is considered ineffective and does not contribute to the formation of a secondary linguistic personality. This problem is relevant for all levels of education, including higher education.

Keywords: linguistic approach, practical grammar, English language, level of education, linguistic exercises.

Introduction

Relevance of the topic: The topic of the work seems relevant due to the fact that the use of a linguistic approach when teaching a foreign language has a significant impact on the successful formation of language skills and the development of speech skills. However, the work programs of some disciplines do not place emphasis on the active inclusion of this approach in the process of teaching a foreign language.

Thus, the problem of our research is to find opportunities to introduce a linguistic approach to teaching practical grammar to students of the language department.

Based on the relevance and problem of the research, the topic of the work is the linguistic approach to the methodology of teaching practical English grammar at a language university.

The object of the study is the process of teaching a foreign language to students of the language faculty.

The subject of the study is the use of a linguistic approach in teaching practical English grammar to language university students.

The purpose of the study is to identify, define and justify the conditions for using the linguistic approach in teaching a foreign language, and to develop a set of linguistic exercises in the discipline Practical Grammar for students of the language department.

The implementation of the set goal was concretized in solving specific problems:

- characterize the psychological and pedagogical characteristics of students of the language department;
- analyze the features of teaching practical grammar at the language department;
- describe the linguistic approach to teaching a foreign language;
- analyze the expression of cultural values in English;
- develop a set of linguistic exercises on practical grammar for students of the language department;
- test and analyze the results of testing a set of linguistic exercises on practical grammar for students of the language department.

The scientific novelty of the study lies in the description of the conditions and recommendations for the

use of a linguistic approach in teaching practical grammar to students of the language department.

The practical significance of the study lies in the development of a set of linguistic exercises in the discipline Practical Grammar for students of the Faculty of Languages and the possibility of its application in practice.

The theoretical significance of the study lies in systematizing knowledge on the topic of our work and revealing the principles of using the linguistic approach in teaching a foreign language.

Research methods: analysis of psychological, pedagogical and methodological literature, synthesis, generalization, modeling, experiment, testing.

Literature review.

Students as a separate age and socio-psychological category were identified in science relatively recently - in the 1960s by the Leningrad psychological school under the leadership of B.G. Ananyev in the study of psychophysiological functions of adults. As an age category, students correlate with the stages of development of an adult, representing a “transitional phase from maturation to maturity” and is defined as late adolescence - early adulthood (18-25 years). The identification of students within the era of maturity - adulthood is based on a socio-psychological approach [1].

I.A. Zimnaya highlights the main characteristics of student age that distinguish it from other population groups:

- high educational level;
- high cognitive motivation;
- highest social activity;
- a fairly harmonious combination of intellectual and social maturity [2].

In terms of general mental development, studenthood is a period of intensive socialization of a person, the development of higher mental functions, the formation of the entire intellectual system and the personality as a whole. If we consider students, taking into account only biological age, then it should be attributed to the period of adolescence as a transitional stage of human development between childhood and adulthood. Therefore, in foreign psychology this period is associated with the process of growing up [3]. From the point of view of developmental psychology, the period of growing up is associated with the development of self-awareness, solving problems of professional self-determination and entering adulthood. In addition, cognitive and professional interests, the need for work, the ability to make plans for life, social activity are formed, the independence of the individual is asserted and the choice of life path occurs. A young man must assert himself in his chosen field, acquire professional skills, which is facilitated by obtaining a higher education, and it is during this period that professional training, and, consequently, studenthood ends [1].

A.V. Tolstykh emphasizes that in youth a person is maximally efficient, can withstand the greatest physical and mental stress, and is most capable of mastering complex methods of intellectual activity. The easiest way is to acquire all the knowledge, skills and abilities necessary in the chosen profession, to develop the required special personal and functional qualities (organizational abilities, initiative, courage, resourcefulness, necessary in a number of professions, clarity and accuracy, speed of reactions, etc.) [4].

If we study the student as an individual, then the age of 18-20 years is the period of the most active development of moral and aesthetic feelings, the formation and stabilization of character and, most importantly, mastery of the full range of social roles of an adult: civil, professional and labor, etc. The transformation of motivation, the entire system of value orientations, on the one hand, and the intensive formation of special abilities in connection with professionalization, on the other, distinguish

this age as the central period of character and intellect formation. This is the time of sports records, the beginning of artistic, technical and scientific achievements [5].

Thus, we came to the conclusion that students, despite the intersection with such periods as early adolescence and growing up, must be distinguished as a separate age period with all its features, which must certainly be taken into account when teaching students of certain directions for achieving the highest results in the professional field. In addition, it is necessary to take into account the individual characteristics of students, which is no less important during professional training in higher educational institutions.

Main part. The main task of the initial stage is learning to construct grammatically correct sentences according to certain models and patterns. Teaching grammar is functional, communicative in nature; the ultimate goal of learning is mastery not of rules, but of grammatical structures [6].

Let us turn to one of the possible algorithms for teaching communicative grammar, which involves four stages:

- 1) formulation of the problem and search for solution options: identifying grammatical structures and identifying possible content components;
- 2) discussion of content components and determination of an algorithm for selecting adequate grammatical structures;
- 3) developing a skill by performing well-known and widely used training exercises;
- 4) application of the skill when producing oral or written speech [7].

This sequence of actions for teaching communicative grammar is aimed primarily at the formation of productive grammatical skills that are implemented in speaking and writing, but also involves consolidating the studied grammatical material in listening and reading for the formation of receptive grammatical skills, as the implementation of an integrated approach to mastering the grammar of the language being studied.

It is very important to apply the principle of consistency in the selection of grammatical material in the process of teaching grammatical structures and to perform all types of exercises in the classroom and at home. O.A. Nehai in her book presented the following algorithm for working with grammatical structures:

- 1) familiarization with the grammatical structure before introducing it to the classroom;
- 2) listening to grammatical structure in the classroom;
- 3) the reaction of students in chorus and individually to the speech of the speaker and teacher;
- 4) intonation design of grammatical structure;
- 5) use of familiar vocabulary in the studied grammatical structures;
- 6) mastering new lexical units in the studied grammatical structures;
- 7) connecting the studied structures in a logical sequence with previously mastered ones;
- 8) situational development of grammatical structure in speech;
- 9) mastering grammatical structures in texts and oral topics;
- 10) spontaneous-situational use of grammatical structures in oral and written speech [8].

This algorithm for working on grammatical structures is aimed at the most complete and in-depth study of a particular grammatical phenomenon, taking into account its consolidation in all types of speech activity: both receptive and productive. However, it is important to take into account the fact that students should become familiar with grammatical material before introducing it in the classroom. In addition, these stages of working with grammatical material allow not only to consolidate previously learned vocabulary, but also to gradually introduce new ones. All this

contributes to effective and successful mastery of the grammatical structures of a foreign language, eliminating interference with the native language.

G.S. Prokopchuk identifies a number of methodological principles when teaching grammatical models:

1) the principle of one difficulty - all grammatical phenomena are introduced using the active vocabulary of the present course, which has already been mastered by students, which helps to focus students' attention on the introduced grammatical phenomenon;

2) the principle of situational clarity - syntactic models are not introduced in isolation, but in a situation that reveals the content of the introduced grammatical phenomenon;

3) the principle of conscious assimilation of grammatical material - training is preceded by an analysis of a grammatical phenomenon, assimilation of its meaning, methods of expression, place in the system of grammatical phenomena, which is the key to success in the synthesis of grammatical structures by students [6].

All these principles presuppose the active independent work of students to master one or another grammatical material; it is also necessary for the teacher to explain the meaning of a grammatical category, the difference in the meaning and use of forms, and the introduction of appropriate terminology.

Conclusion

We have given a detailed description of the linguistic approach to teaching a foreign language as an effective and integral part in the formation of language skills and speech abilities, as well as the formation of a secondary linguistic personality in the course of mastering a foreign language. We have found that communicative competence, the formation of which means language acquisition, includes a sociocultural component, which, in turn, can be formed through the use of a linguistic approach in teaching a foreign language. Thus, we have identified a direct relationship between the introduction of linguistic material in teaching a foreign language and the successful mastery of this language. Moreover, not only domestic methodologists, but also a number of foreign ones, agree that when studying a foreign language, it is necessary to correlate it with the culture of the people who speak this language. This is seen as an integral part of learning, since language and culture are closely interrelated.

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