



THE FEATURES OF GRAMMATICAL COMPETENCE IN TEACHING THE BASIC ELEMENTS OF FOREIGN LANGUAGE

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Abstract: *This article reveals creative ways of teaching grammar competence in educational institutions and introduces the formation of grammatical competence of students that is reduced to the perceive and form certain meanings in a sequence of lexical units that represent a conscious statement, which in turn it should correspond adequately to the communication situation and topics the speaker sets himself a communicative task.*

Key words: *grammatical structure, chore, pronunciation, many ways, implicit and explicit education, and communicative manner*

Features of grammatical competence formation as one of the components of communicative competence at the middle stage of foreign language teaching within the framework of our research, it is not possible to cover the features of the formation of all components of foreign language communicative competence, so we will focus in more detail on the formation of one of its components is grammatical competence. Grammatical competence is an integral component of linguistic competence – one of the most important components of non-linguistic communicative competence. There are many definitions of this concept in the modern methodological literatures.

The formation of grammatical competence of students is reduced to the fact that students should be able to consciously perceive and form certain meanings in a sequence of lexical units that represent a conscious statement, which in turn it should correspond adequately to the communication situation and topics the speaker sets himself a communicative task. The successful formation of grammatical competence as an integral part of foreign language communicative competence is carried out.

The communicative mechanisms that involve the use of grammatical phenomena language directly in speech activity, taking into account the situation of communication and communicative tasks. These mechanisms are formed in students through special technologies and teaching methods that will we will discuss them later in our work. The cognitive mechanisms that are related to the mental operations that a person performs during speech activity and in particular during the construction of a grammatically correct utterance. The cognitive mechanisms of grammatical competence are reduced to the formation of grammatical skills in students.

It is appropriate to use various hints in the text, such as underlining or highlighting different features of the shape of the flowers of the grammatical structure. The task should be feasible for students and simple context. Independent formulating of pupils rules by teacher correcting. Running exercises on substitutions. Doing exercises oriented transformation. Exercises of translation. The knowledge gained through cognitive training, become part of the experience of the students. This contributes to a better memorization and can serve as an excellent tool to motivate students' work. After students find patterns in the sentence given by teacher, they can generalize the findings, paying attention to the grammatical structure. Explanation of the rules performs a very important function. Especially the rules make pupil's speech grammatically correct and allow further use on their own to combine the study of the structure and in the new communicative situations. Advantages of this method are the implementation of problem-based learning; promotion of linguistic self-monitoring; development of memorizing the studied material. The disadvantage of this method is that not all linguistic phenomena are explained by induction, and wrongly, deduced rule can lead to persistent errors. Deductive method involves the movement from the rules to the voice samples. Selection of techniques depends on the nature of grammatical phenomena. The explanation of complex grammatical phenomena teacher should explain the theory,

and the students, based on theoretical knowledge, go to the construction of their own proposals. Simple designs and theoretical explanations are not necessary, because on the basis of simple sentences may disclose the value of the grammatical form and its use in speech communication. However, at the initial stage of training, students usually cannot draw conclusions about the formation of grammatical structures through reading exercises of system or simple texts. The mastery of grammar to the junior and middle stages goes through a receptive activity, and older through productive are acceptable. While teaching grammar it is necessary to use a differentiated approach, i.e. a combination of different approaches and methods allowing for the training. When teaching grammar initially there is widely used implicit approach. The elementary school based on this method of teaching kit of scholars. Young children have a very good memory, so they are well prepared reproduce grammatical patterns and, based on these samples, learn to design their own statements. When teaching in primary and secondary schools inductive method is also considered the most successful, as the age of students is better formed by the mechanism of language guess. To consolidate the grammatical material is important to use the voice and speech exercises shareware games. Partial combination of inductive and communicative methods will be very effective and help to make up for disadvantages of one approach plus other. In high schools in adult education using, the deductive method helps to improve the level of language literacy. To consolidate the grammatical material is important to use the voice and speech exercises shareware games.

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