



PRINCIPLES OF TEACHING GRAMMAR IN FOREIGN LANGUAGES

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Abstract: *At all times, grammar as the most important aspect of the language, which ensures the formation of oral and written communication skills, has been at the center of scientific disputes, discussions about its place, role and meaning in teaching foreign languages. This article discusses the principles of teaching the grammar of a foreign language. Key words: speech orientation, functionality, situationality, novelty, personal orientation of communication, collective interaction.*

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The history of foreign language teaching methods proves that the attitude to grammar has never been unambiguous; it determined the specifics of the approach, method and method of teaching. At the same time, the role assigned to grammatical theory was either exaggerated, for example, during the time of the grammar-translation method, or underestimated or completely excluded, for example, in direct methods. The choice of approach and teaching method depends on each specific lesson. The task of the teacher is to correctly analyze the needs of the student group, the features of the material being taught and to choose the most appropriate way to conduct the lesson. Teaching the grammar of a foreign language requires the following principles: 1. Speech orientation. Teaching foreign languages should be done through communication. Each lesson should be practically oriented. It is possible to teach to speak a foreign language only through active action, so teaching a child to speak should go through self-speaking. Each exercise should be like real communication, only then it will be effective. Which are inextricably linked. Functionality implies that the grammatical forms are acquired immediately in the activity: the student performs a certain speech task: confirms the thought, doubts what he heard, asks about something, encourages the interlocutor to act, and in the process learns the necessary grammatical forms.

Only real situations, i.e. a system of relationships between people as exponents of certain roles, are capable of fulfilling the function of motivating an utterance and developing the qualities of speech skills.

4. Novelty. Manifested in various components of the lesson, this is, first of all, new in speech situations (changing the subject of communication, problems of discussion, speech partner, communication conditions, etc.). Another important factor is the difference in the material used, the organization of the lesson, and the variety of working methods.

Memorization of grammatical structures in such situations becomes a by-product of speech activity with the material, i.e., involuntary memorization occurs.

6. Collective interaction. It is necessary to apply such a method of organizing the process in which students actively communicate with each other, and the success of each is the success of the others. Compliance with these principles will allow students to correctly form grammatical skills and abilities. The main goal of the system of exercises in a foreign language is the practical



mastery of a foreign language. Language exercises to develop students' primary skills and abilities to use individual elements of the language being studied are aimed at preparing the student as a further speech activity.

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