

On the Formation of Grammar Skills in Schoolchildren

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ANNOTATION: This article deals with the formation of grammar skills in schoolchildren, the organization of the educational process, as well as finding out the appropriateness of individual techniques, and lists practical language skills.

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The tasks and goals listed by us, which have arisen before the teacher of foreign languages, require a decisive revision of the content and organization of the educational process, as well as clarification of the expediency of individual techniques.

Let's list the components that are necessary to maximize the formation of practical language skills.

1. Communicative orientation. As we have already said, education is aimed at the formation of personality as an ideal of society. It should be noted that educational and educational tasks are solved in the process of developing speech skills [6, 252], in other words, communicative training is aimed at personal development.

Communicative teaching of a foreign language has a positive impact on the development of all mental functions of a person. In communicative learning, the development of thinking occurs due to the solution of constantly complicated speech-thinking tasks. Thus, the cognitive and communicative function of thinking is actively developing. [5, 159]

The communicative approach is built in such a way that students' activities, their experience, worldview, academic and extracurricular interests and inclinations, their feelings do not remain outside the school, but, on the contrary, are taken into account in every possible way when organizing communication in the classroom. Training is increasingly based not on passing certain topics, but on discussing problems from the life of our society. Thanks to this, students get the opportunity to discuss their deeds and deeds, current events in the life of the class, school, city, country, learn to express their attitude to what is happening, justify and defend their own opinion.

One of the indispensable conditions for effective communicative teaching of a foreign language is the creation of a favorable psychological climate in the classroom. In addition, training based on respect for the personality of each student, taking place in an atmosphere of goodwill, emancipation, helps to reveal different sides of the student's personality. From the experience of communicative teaching of a foreign language, it is known that the organization of the educational process based on interpersonal communication contributes to the accelerated formation of not only practical skills in mastering a foreign language, but also the formation of a study group as a team, helps to form a personality in a team and through a team. [5, 159]

Unfortunately, not all foreign language teachers rely on communicative learning, explaining that a foreign language needs to be "studied" without taking their eyes off the text. The results of such techniques are disappointing. In this work, considerable attention was paid to communication.

2. Grammatical minimum. In the conditions of secondary school, there is no real opportunity to assimilate all the grammatical phenomena of a foreign language, due to its vastness and difficulty in forming grammatical skills. Therefore, it is necessary to strengthen differentiation in the selection of material for the active and passive grammatical minimum. And to present complex grammatical phenomena in a simplified form. It is advisable to use supports, visualizations, diagrams at the same time. And as you master the simplified version, give more complex designs.

It is also necessary to reconsider the use of grammatical terminology in the course of a foreign language, including in the educational literature. According to our calculations, in some grammars of foreign languages for secondary school [4, 98], with a program lexical minimum of 850-1000 lexical units, over 700 linguistic terms are used. The irrationality of this situation is obvious. To improve grammar teaching and the formation of grammatical skills, it is advisable to create new textbooks for both secondary schools and adults, where the number of grammatical terms can be reduced to 60-70.

It is advisable to build grammar teaching on the principle not from a term to a meaning, but from examples of grammatical forms in sentences to their meanings.

Thus, when choosing a grammatical term, the following criteria should be followed:

- a) the term should not contradict the scientific nature of the description of the grammatical phenomenon;
- b) the term should not give rise to false associations among students;
- c) the advantage should be given to the term reflecting the semantic and functional characteristics of the phenomenon [1].

In the course of our work on the formation of grammatical skills, we took into account this problem and followed the algorithm "from simple to complex".

3. Availability of exercises. The main factor that determines the success of teaching speech activity and the formation of grammatical skills are exercises, because in exercises that model activity, speech skills and abilities are formed, developed and improved.

In addition to a skillfully constructed system of exercises, training should take place on accessible explanations and feasible tasks.

Too easy and too difficult work does not stimulate the activity of students. The inaccessibility of the text, the difficulty of explanation cause students a feeling of despondency and a decline in energy. Too simple a task that can be performed casually, without any strain, demobilizes the student, teaches him to take work lightly and leads to his passivity.

Work in a foreign language excites activity when it gives clearly tangible practical results already in the learning process itself. [6, 252]

The optimal teaching and educational effect is achieved only when students are convinced of the applicability of the knowledge they receive in practical life, when the material being

studied is connected with real speech situations, and the beat of today's life is felt in the classroom. [6, 252] Therefore, grammatical exercises should proceed more from life situations than from the rule given in the lesson: their task is to show how the phenomenon being studied is used in speech, in what typical situations, and then by repeating the conditions of the act of speech to make the student reproduce it.[3]

The dryness, abstractness and linguistic academicity of the language of presentation create an emotionally negative attitude towards grammar among students. In the process of forming grammatical skills, we expounded grammar in a fascinating, lively, interesting way, using various visualizations and schemes, because it should arouse emotions, be focused on the student's personality, be accompanied by comic and other drawings, etc. The proposed system of exercises is aimed at improving the effectiveness of the formation of grammatical skills.

4. Group and independent work of students. Such a factor as the combination of frontal, individual and paired forms of work in the classroom contributes to such a construction of the lesson, in which each student works all the time without switching off at certain moments (for example, during an individual survey) from the educational process.

The desire to increase the effectiveness of teaching and the formation of practical skills prompted us to use group work of students, during which their self-learning and mutual learning takes place. Self-learning is carried out during the student's independent study of a fragment of a topic, mutual learning - during the exchange of mastered information. [2, 250]

- 1) Each student's study of their assignment.
- 2) Knowledge sharing with a partner.
- 3) Exchange of tasks. Elaboration of perceived information, etc.

We have applied all these components in practice. So, our task was the formation of grammatical skills, taking into account all these aspects, we managed to achieve maximum efficiency in the assimilation and consolidation of grammatical forms.

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