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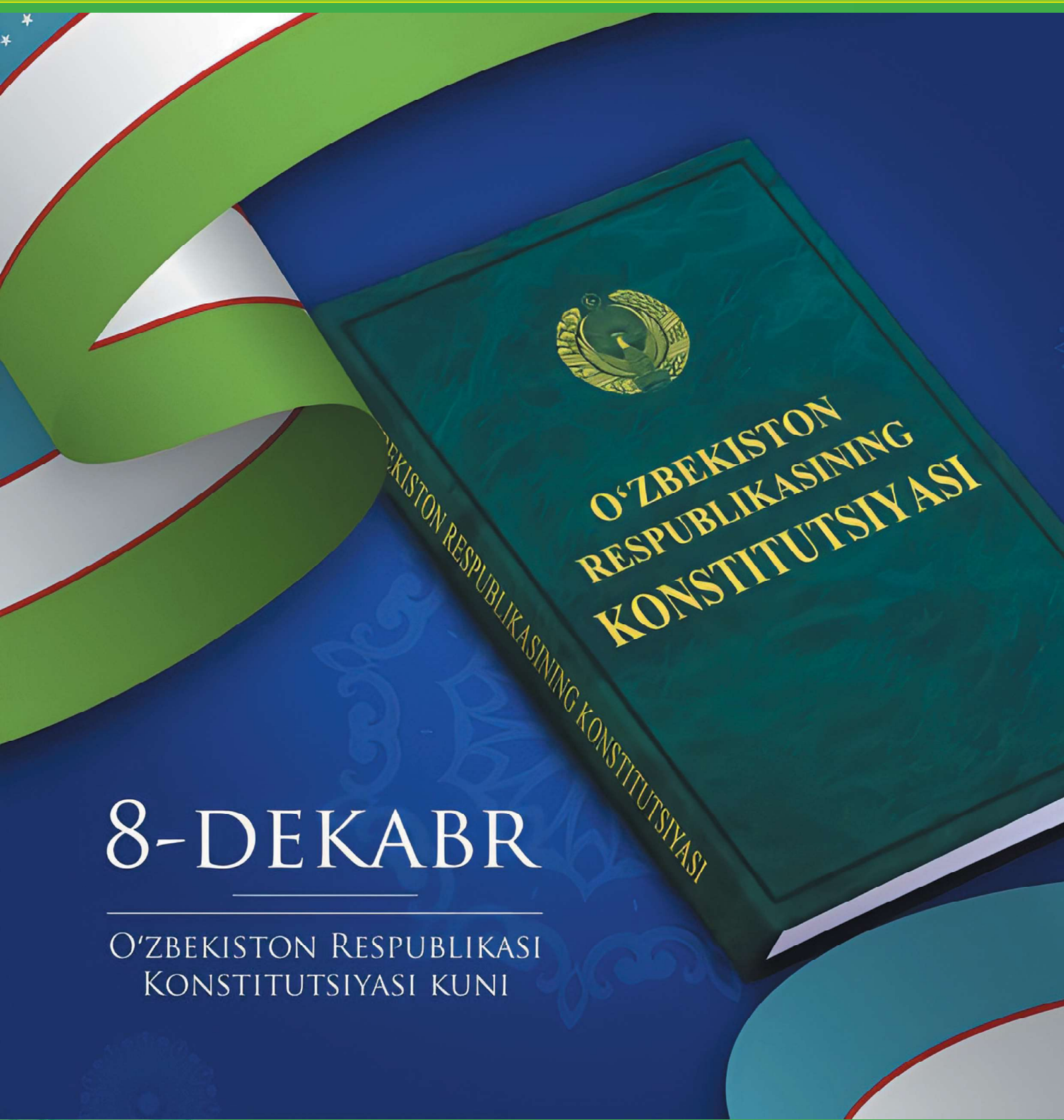

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APPROACHES AND METHODS OF TEACHING ENGLISH GRAMMAR

Annotation: one of the main aspects of the language, which was subjected to intensive discussion for many years, is the grammar of a foreign language. The attitude to grammar determined the specificity of a particular method, the principles and methods of teaching, what are the main approaches in teaching English grammar, what approaches are leading in the modern conditions of teaching English and what are the main methods they are realizing. The history of teaching a foreign language indicates that the attitude toward grammar determined the specific nature of a particular method, the principles and methods of teaching.

Keywords: teaching English grammar, modern verb forms, categories of tense, type and voice, principles and methods of teaching.

Annotatsiya: ko'p yillar davomida qizg'in muhokamaga uchragan tilning asosiy jihatlaridan biri chet tili grammatikasidir. Grammatikaga munosabat ma'lum bir usulning o'ziga xosligini, o'qitish tamoyillari va usullarini, ingliz tili grammatikasini o'qitishda qanday asosiy yondashuvlar mavjudligini, ingliz tilini o'qitishning zamonaviy sharoitida qanday yondashuvlar yetakchi ekanligini va ular qanday asosiy usullarni amalga oshirayotganini aniqladi. Chet tilini o'qitish tarixi grammatikaga bo'lgan munosabat ma'lum bir usulning o'ziga xos xususiyatini, o'qitish tamoyillari va usullarini belgilab berganligini ko'rsatadi.

Kalit so'zlar: ingliz tili grammatikasini, zamonaviy fe'l shakllarini, zamon kategoriyalarini, turi va ovozini, o'qitish tamoyillari va usullarini o'rgatish.

Introduction.

The greatest difficulty in teaching English grammar is represented by the modern forms of the verb. Students face difficulties in mastering grammatical forms of the verb. Most often, such problems arise due to a vague idea of the category of time, type and collateral. Therefore, it is necessary to consider methods and approaches in teaching English grammar, what problems arise for students of modern forms of the verb, what characteristic mistakes they make and what modern methods, techniques and exercises can eliminate these problems. The use of supports at the stage of introduction and training of the modern English verb system facilitates the process of learning English for students, stimulates communication between students in foreign language lessons, focuses on new passable material and promotes the formation of strong skills and abilities. The relevance of the work is due to the lack of development in terms of the selection of materials of the most effective methodological techniques aimed at eliminating the difficulties of using modern forms of the English verb in speech.

Formulation of the purpose of the article:

- Study of methodological techniques aimed at eliminating the difficulties of using modern verbs of the English language in speech.
- consideration and selection of the most effective approaches both in teaching English grammar the language as a whole, and in the study of modern forms of the English verb.

Presentation of the main material of the article. Approaches and methods of teaching English, as, indeed, any foreign language, are currently constantly undergoing reflection and rethinking due to the fact that the very understanding of the nature of language, the ways of learning it is changing, as well as in response to the growing demand of educational institutions around the world for more effective curricula. The use of English is geographically widespread.

The grammar of the English language has been subject to intense discussion for many years. In the modern century, the role of grammar in teaching foreign languages has changed especially often: either increased or underestimated. In recent decades, there has been a tendency to reduce the role of grammar, which has led to a significant increase in the number of errors in the speech of students [1].

The results of the analysis of many grammars of the English language allow us to draw a certain conclusion: grammars have a clearly expressed descriptive-linguistic (rather than communicative) orientation, manifested in the presentation of theory, types of tasks and exercises [1].

Here are examples from existing grammars of the English language. "There are different types of predicates in English. They differ both in structure (simple and compound) and in composition (compound nominal and compound verb)." "A compound nominal predicate consists of an aspect verb and a full-valued verb." "The main aspect verbs of the English verb are: to begin, to continue, to finish etc."

Grammars of foreign languages in many cases do not serve well to achieve practical learning goals. By itself, information about parts of speech, predicate types, and the like, as well as many tasks aimed at finding these grammatical phenomena in texts, at memorizing and reproducing them, does not contribute to the formation of speech skills, which are formed, based on specific mechanisms and are not related to the concepts and system established in linguistics. Vitlin J. L offers the conditions that he considers necessary for the successful achievement of the goal of practical language proficiency:

1) It is necessary to strengthen differentiation in the selection of material for active and passive grammatical minima and when using (taking into account the peculiarities of the native language) different ways of teaching and learning to master these minima.

The formulation of the rules of the active grammatical minimum should, in particular, show the usual ways of expressing thoughts in the native language by lexical and grammatical means. On the other hand, it is necessary to show students how to understand those grammatical forms that they encounter in foreign-language texts, but cannot use in their own speech;

2) Review the use of grammatical terminology in the course of the IA.

To improve grammar teaching, it is advisable to create new textbooks for secondary schools, where the number of grammatical terms can be reduced to a certain minimum, and a short terminological dictionary with explanatory examples can be placed in textbooks.;

3) solve the problem of selecting grammatical phenomena in textbooks and programs for different types of educational institutions;

4) To change in many ways the traditional nature and language of the presentation of grammatical material when teaching students who do not have a linguistic education.

Many works are devoted to approaches and methods of teaching grammar. Traditionally, methodologists distinguish two main approaches to teaching grammar - *explicit* and *implicit.* The explicit approach is distinguished by the explanation of grammatical rules and phenomena. Implicit, on the contrary, it is characterized by repetition and memorization of grammatically correct structures without studying the rules themselves.

Methods of teaching grammar to foreign languages are characterized by a set of certain principles. One of the main methodological principles of teaching English grammar is the principle of sequential learning, in which grammatical material is taught in a certain sequence. For example, after the Present times, *the Continuous* group is studied, followed by the Perfect group *Continuous.* Or first the tenses are studied, and then the *passive voice and indirect speech.* Undoubtedly, there are variations in the sequence [2].

Considering grammatical competence as an intuitive knowledge of a speaker of a foreign language, which he acquires in the process of complex socio-cognitive activity, grammar teaching fits into the framework of a communicative approach, which assumes that the assimilation of English grammar language occurs in the process of solving communicative tasks, that is, when using forms in speech. This approach is considered more effective.

With the first (traditional) approach, grammar teaching is based on the transfer of a certain set knowledge of a certain category of trainees under certain learning conditions. The task of this campaign is to memorize a large number of rules, exceptions, categories, paradigms, and so on. It should be noted that in a learning situation, the formation of grammatical representations occurs by memorizing rules, and adapting these rules to speech situations, and the activity of students does not have the character of independent activity.

The second approach to teaching English grammar focuses on semantic a component of speech. Any kind of learning of forms is considered as hindering the construction of communicative competence. Learning skills and abilities occurs through the reproduction and memorization of forms used in speech contexts, the formation of grammatical representations is carried out by adapting speech situations to memorized forms.

In modern conditions of teaching foreign languages, communicative and cognitive approaches are recognized as the leading approaches.

The communicative approach assumes a complete and optimal systematization of the relationships between the components of the learning content. These include: system of general activity; system of speech activity; system of speech communication; system of the English language itself; conscious comparative analysis of native and English languages; system of speech mechanisms (speech generation, speech perception, speech interaction, etc.); text as a system of speech products; a system of structural speech formations (dialogue, monologue, monologue in dialogue, different types of speech utterances and messages, etc.); a system of mastering the English language; a system of human speech behavior.

The cognitive approach to grammar teaching helps the teacher to stimulate cognitive mechanisms of trainees, to organize their independent reflexive activity, thanks to which comparative analysis, understanding, memorization, assignment and adequate use of grammatical structures in speech are provided [7].

At the same time, it is impossible to use traditional grammatical exercises. The main points are as follows:

- when working with grammar within the framework of the cognitive approach, the requirements for textual material are significantly increased, which should provide students with a rich base for observing the functioning of the studied linguistic phenomenon and establishing patterns of its functioning;

- the task of the teacher is to widely use the whole range of cognitive strategies in the lesson and to stimulate the reflective activity of students;

-a system of exercises that ensures the improvement of the mechanisms of conceptualization of the studied the formation of language facts and the development of strategies for constructing a grammatical concept should be organized taking into account the stages that a person goes through on the path of cognition and appropriation of new knowledge [4].

Conclusions.

It should be noted that for many years the grammar of English language is one of the main aspects of language that has been subject to intense discussion. There are several approaches to teaching foreign languages. Traditionally, methodologists distinguish explicit and implicit approaches. In modern conditions, teaching foreign languages by leading.

The approaches are recognized as communicative and cognitive approaches that stimulate the cognitive mechanisms of students, the organization of independent reflexive activity, which ensures effective assimilation and adequate use of grammatical structures of a foreign language in speech.

When faced with the specifics of the species-modern system, it is necessary to understand well why such categories as time, type, pledge are needed in the language in general in order to clearly and simply explain the principles of functioning of the corresponding forms. The idea of grammatical structures is given by the cognitive an approach to language as a system of knowledge representation. According to this approach, any grammatical phenomenon serves to express and preserve certain knowledge in the language.

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