



## Different Effective Approaches of Teaching Grammar

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**Abstract:** First of all, the importance of teaching grammar is determined by the scope of its application (oral and written speech). The aim of the article is to enlighten the formation and development of oral speech skills, where grammar plays a secondary role, where only periodic reference to it is assumed. Unlike written speech, where constant purposeful work on grammar is necessary.

**Keywords:** sequential learning, principle of functionality, principle of duplicity, principle of situativeness.

The method of forming grammatical speech skills in younger schoolchildren is characterized by a set of certain didactic and methodological principles:

1. The principle of sequential learning, in which grammatical material is taught in a certain sequence.
2. The principle of duplicity, where learning is organized in such a way that when teaching grammar, not only direct goals are set and solved, which are realized by younger schoolchildren, but also indirect, unconscious goals that relate to the teacher's plan and determine the content, scope and multi-level development of grammatical structures of the language being studied. Such training enables the teacher to successfully manage the involuntary attention and memory of younger schoolchildren, which allows students to assimilate a large amount of grammatical material. With the help of counting books, role-playing games and riddles, which, in turn, are a motivational stimulus for the needs of younger schoolchildren, it is possible to remove the psychological barrier.
3. The principle of alternating synthesis and analysis when working with grammatical material. Multiple step-by-step alternations of synthetic and analytical activities is carried out when teaching younger schoolchildren a foreign language.
4. The traditional principle of situativeness, where in the process of constructing an educational text, such situations are used in which a certain grammatical phenomenon is reasonably used: either a kind of modern form, or constructions with non-personal verb forms, or modal verbs. Communicative tasks are selected so that students use the same grammatical structures in different situations, changing roles.
5. The principle of functionality, which assumes the use and evaluation of elements of the language structure in terms of their communicative significance in speech. Along with this, the ambiguity of grammatical forms is taken into account.
6. The principle of consistency. The development of grammar as a system contributes to the mental development of younger schoolchildren and the achievement of high results when performing grammar tests and complex tasks. [1,120]

It is worth noting that many works are devoted to approaches and methods of teaching grammar. Methodologists distinguish from them two main approaches to teaching grammar: explicit and implicit. It should be noted that in modern education, these approaches are not used in their pure form, this is facilitated by a large number of reasons, such as age, the purpose of learning, the level of

knowledge of students, features of grammatical material, etc. The explicit approach is characterized by knowledge of grammatical phenomena and rules, which are studied through formal teaching in the classroom, within a controlled learning process, as well as through the performance of various tasks to correct mistakes. This approach is implemented by two main methods: inductive and deductive. The inductive method in grammar is called learning, which leads to the discovery of rules. [5, 107]

The teacher offers examples of sentences, and students independently derive a rule based on these examples. The deductive method involves moving from the general to the particular, that is, from theory to practice. First of all, students analyze and memorize the rule, and only then learn to apply it in sentences. With this method, the development of the rule is based on its study and repeated use in examples. [3, 215]

The implicit approach is distinguished by the study and repetition of grammatical structures without memorizing the rules. This is a subconscious knowledge of the language, which is accumulated by performing various written and oral spontaneous exercises. The student can use the correct time form, but he cannot explain the rule. There is also a differentiated approach to the formation of grammatical speech skills, which involves the use of all kinds of teaching methods and techniques, various kinds of exercises, taking into account learning goals, language material, types of speech activity and characteristics of younger schoolchildren. This approach is characterized by the predominant use of the method of teaching-search, systematization of grammatical material and the allocation of certain landmarks.

During the transition of secondary schools to the Federal State Educational Standard, one of the main tasks of teachers is the formation of knowledge according to new standards; the school has a goal - to provide students with conditions for mastering competencies that are associated with the search, acquisition and assimilation of new knowledge. The system - activity approach in training allows us to implement these tasks. The student is the subject of the educational process and the purpose of this approach is to educate the child's personality as a subject of vital activity. Methodologists believe that the activity approach opens up numerous opportunities for teaching foreign languages. The advantage lies in the fact that it provides a conscious and controlled mastery of the linguistic content of education.

English is considered one of the most difficult school subjects, therefore, for effective teaching, it is necessary to activate the learning process in the classroom with the least expenditure of students' energy. The use of various teaching methods helps to activate the activity of students, develops their thinking, communication and independent work skills, initiative, which helps to overcome monotony in the classroom. The technology of the activity approach makes it possible to form groups of students with different abilities and level of training to create favorable learning conditions taking into account their characteristics. Students need to set certain goals that need to be achieved, otherwise, without presenting the final result, there will be no active work in the lesson. Educational activities are aimed at ensuring that students independently search for solutions to educational tasks, which will contribute to the acquisition of knowledge not in a ready-made form, but in the process of individual work.[2,97]

Teaching grammar of a foreign language in primary school is implemented on the principles of an activity-based system for the formation of intellectual achievements, which are a reflection of external actions. There are a number of conditions under which the activity approach improves the level of proficiency in grammatical material of the English language at the initial stage of training:

- the use of educational technologies that correspond to the age level of younger students;
- active forms and methods of teaching are used in the educational process. [4, 125]

The essence of these methods is to increase the motivation of students, interest them in learning a foreign language and make them active participants in the educational process.

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