# Formation of Grammar Skills for Speech Building

*Radjabova Dildora Karimberdiyevna* [1]

**Abstract:** The article discusses the role of ownership of grammatical skills in the formation of speech in a foreign language. The main purpose of teaching grammar in high school is the formation of grammatical skills of students using the implicit, explicit and differentiated approach as one of the most important components of the speech skills of speaking, listening, reading and writing. The ability to intelligently combine the words, phrases change depending on what you want to say at the moment, is one of the most important conditions for the use of language as a means of communication.

**Keywords:** grammatical skills, formation of speech, speech skills, mastering the grammar, sociocultural competence, speech function, aspects of the language.

Mastering the grammar of the language being studied is important not only for the formation of productive skills in oral and written speech, but also for understanding the speech of other people when listening and reading. Using grammatical constructions, you can competently build your own statement using a fairly limited set of grammatical constructions. However, this does not guarantee that other people will not use more complex structures in their speech, which can become a serious obstacle to understanding the essence of the statement, not to mention the sociolinguistic subtleties expressed in the possible subtext of what was said. If there is no sufficient understanding, then there is no full-fledged communication. An insufficient level of grammatical skills is an insurmountable barrier to the formation of not only linguistic, but also speech and sociocultural competence. Difficulties also arise in determining the meaning and use of this or that grammatical phenomenon, since in the course of explanation they are rarely linked to the speech functions inherent in a given grammatical structure. Ignoring the speech function in explanation indirectly leads to the fact that the form and meaning, which are not "tied" to a specific speech context, are quickly forgotten or come into conflict and are confused with structures similar in form or meaning. The methodology assumes that when teaching various aspects of the language, the teacher must provide: familiarization with the material; material training; presentation of the studied material. When teaching grammar, it is the last stage that is often ignored. Many students and teachers believe that the process of practicing grammar skills requires special attention, perseverance, patience and cannot be an "entertaining" element of the lesson. In the practice of teaching a foreign language, as well as any other subject, one cannot break the practical, educational, developmental goals of learning. The formation of language competence should not be opposed to the formation of speech and sociocultural competence. In linguistics, two meanings of the term are distinguished: grammar as one of the main sections of the science of language and grammar as the grammatical structure of a language. The grammatical structure of a language can only be learned practically, without mastering the rules about its grammatical phenomena; however, knowledge of these rules facilitates and accelerates the practical mastery of a foreign language. The principle of consciousness underlies all the methods used in mastering grammar; within the framework of each method, its own correlation of theory with practice is established. The application of pure theory without its confirmation by specific facts of the functioning of the grammatical phenomenon, and pure practice, without its comprehension, are not accepted when mastering grammar in a school course of a foreign language. In the content of teaching this aspect of speech, the following components can be conditionally distinguished:

➢ Grammatical minimum – active, receptive;

➢ Objective difficulties in its assimilation by a certain language category of students;

---

[1] Uzbekistan state world languages university

- ➢ psychological characteristics of skills and the specifics of their interaction with lexical and phonetic skills in speech activity;

- ➢ Grammatical concepts and phenomena that are absent in the native language. Considering that the main sources of difficulties in mastering grammatical material are interlingual and intralingual interference, it is necessary to use the methods of comparative analysis of the grammatical phenomena of a foreign language and the native language. This is done in order to identify their similarities and differences in their form, meaning and features of their use, as well as for a comparative analysis of the grammatical phenomena of foreign and native languages.

The use of language in artificial situations (in training exercises) in order to repeat structures and patterns. In this case, students demonstrate their knowledge of the language, and not the practical ability to use it in real communication situations. Use - real use of the language in real conditions, for the purpose of genuine verbal communication/interaction, Drill - training the use of training exercises for mastering and consolidating language material by repeating, changing or transforming selected and practiced models, Meaningful drill - training exercises that have semantic significance for trainees. Such exercises provide for frequent repetition of the models and structures being worked out, but not unconsciously, but taking into account the semantic significance, with a sufficiently high degree of motivation of the trainees. So, for example, in guessing games, students will constantly use the same type of interrogative structures, but they will do this not mechanically, but consciously choosing and partially modifying them at their own discretion to solve a speech task. An important feature of such training is the possibility of choice, although limited by certain limits. Controlled exercises - training exercises with a rigid set, given by the execution mechanism. Exercises of this type usually involve one correct answer and are aimed at developing language skills, bringing them to automatism. Often such exercises are associated with mechanical working out, performing actions according to a model, substituting with a given choice. Guided exercises - training exercises of a conditionally communicative nature. Exercises where, in addition to the installation, tips and explanations are given on how to perform this exercise. In these tips, the emphasis can be placed both on grammatical rules and on compositional skills in shaping a statement, etc. Exercises of this type have a certain freedom, students can make independent decisions, their creativity is not limited to one rigidly planned answer.

The study of grammar in the system, through the development of grammatical categories, allows you to establish systemic connections in the language and make speech grammatically correct and clean without supernatural efforts:

- ➢ mastering the native language, a person does not study the rules of grammar, but learns the patterns of speech construction in the process of communication;

- ➢ the study of grammar is very interesting and exciting introduces people to the world of new concepts;

- ➢ Many native speakers make a large number of grammatical errors and reservations, but this is not considered something unacceptable. Too correct speech lack of grammatical errors betrays an educated foreigner

- ➢ studying grammar in the system allows you to better understand the cultural characteristics of people who speak this language, their mentality

- ➢ The explanation of grammar in grammar reference books is built using so many specific grammatical terms that it is almost impossible to understand anything the first time. Such an explanation is more likely to confuse the unprepared reader than to provide much needed help.

- ➢ studying the grammar of a foreign language helps to better understand the features of the native language system

- ➢ the effectiveness of speech interaction is determined not only by compliance with grammar rules, but also by other language and speech skills and abilities

➢ the study of grammar contributes to the need to try to avoid those mistakes, the development of logic and memory, disciplines thinking that drastically impede effective speech interaction, but it is not necessary to have a complete understanding of the entire grammatical system of the language

➢ Well-formed grammatical skills facilitate the process of interaction in oral and written speech.

➢ teaching grammar by mechanically writing down rules and practicing them in a system of substitution exercises on abstract, meaningless examples, in isolation from real communicative situations, does little to form real grammatical literacy

➢ Considering that in any language there are many grammatical phenomena, they can be combined within quite discrete categories. Unlike vocabulary, grammatical material is visible. Even Academician L.V. Shcherba said: "Vocabulary is a fool, grammar is a fine fellow."

➢ Even in the system of international exams, the requirements for the level of formation of grammatical skills do not occupy a large place, since in the domestic practice of teaching a foreign language; grammar is a measure of literacy and success in mastering.

Stages of working with grammar material:

1st stage - introduction of new material

Stage 2 - training and automation of new material

3rd stage - the use of this material in various types of speech activity.

Approach - these are the most general, strategic provisions for teaching a foreign language

Method - implies the existence of certain principles, the use of specific techniques.

1. As mentioned above, two approaches have traditionally been defined in teaching grammar: implicit (practical (lexical)) and explicit (theoretical and practical (grammatical)) However, the most common at present is a differentiated approach in the practice of school teaching grammar, which is built based on the selective use of the provisions of the two traditionally established approaches. The implicit approach is carried out by two methods: structural and communicative. The structural method is based on exercises for working out structural models. Very often, these methods are associated with the name of H. Palmer, the author of the first substitution tables, published in 1916. This method involves approximately the following sequence of actions:

1. Listening to speech samples with a grammatical structure in one sequence or another. For example: This is a book/pen/a ruler/a boy This is not a book/ a pen/ a ruler/ a boy This is my book/ pen/ ruler/ Is this a book/ pen/ ruler

2. choral and individual pronunciation of samples for a teacher or announcer

3. question-answer exercises with a teacher and in pairs using practiced structures

4. Educational dialogue with several structures. Pros Cons - the grammatical structure becomes the object of long-term and special training - students form a dynamic stereotype, readiness and ability to automatically use a ready-made grammatical structure in speech, since the frequency of repetition of the same actions with it fixes it in memory as an indivisible whole - the exercises are mechanical, monotonous in nature - students are bored, they get tired quickly - exercises exclude the speech nature of working out - the content and speech value of sentences, as a rule, is low, since all attention is directed only to working out the form.

In the communicative method, there are many private methods, starting with the governess method and ending with various intensive methods. 1) Preliminary listening to the material to be mastered in a specific speech situation. So, in intensive courses, the teacher plays a text or a polylogue, where all lexical and grammatical units are united by a story line (first acquaintance, resettlement, etc.) 2) speech imitation in the presence of a speech task, which excludes purely mechanical, thoughtless repetition. Here you can ask to pronounce phrases in chorus and individually with a certain feeling, referring to different people, in different situations. Often this is accompanied by facial expressions, gestures,

movements, rhyming, pronouncing to the music, etc. 3) grouping phrases similar in meaning (form), simultaneous processing of phrases of the same type, creating a structural image of a speech situation what is your/his/her name? Where are you/he/she/they from? 4) a variety of automation circumstances, the same structures will be encountered in a variety of situations.

In this case, it is appropriate to use various clues in the text, for example, underlining or highlighting the features of the form with different colors, selecting such sentences where the context for using this structure is so unambiguous, understandable and transparent that students can easily deduce the rule. 2) Students formulating the rule of education, using the grammatical structure, corrected by the teacher 3) performing substitution exercises 4) performing transformation exercises 5) translation exercises

In primary and secondary schools, the inductive method should be used whenever possible:

➤ it is at this stage that the mechanism of linguistic guessing is actively formed;

➤ the nature of the grammatical material in most cases allows the derivation of the rule from the context by the students themselves;

➤ When correcting the derived rule, the teacher can avoid the use of difficult grammatical terms. High school and advanced levels tend to use the deductive method;

➤ the level of language literacy and skills is quite high and allows efficient use of special reference literature;

➤ Grammatical structures are quite complex, they can hardly be understood on their own. In high school, the emphasis is on the further development of students' autonomy, the formation of skills to independently overcome difficulties that arise, to conduct self-assessment and correction of acquired knowledge and skills. The system of actions of the teacher at the stage of introduction and activation of G.N.Passov identifies the following stages in the formation of a grammatical skill: 1) the perception of the structure occurs during its presentation. The teacher demonstrates the use of structure for communication purposes; 2) imitation. Here begins to form the mechanism of analogy in the formation of forms; 3) substitution.

Here the sub-skill of design begins to form, the awareness of the generalized model of the speech sample is born; 4) transformation. The design sub-skill is fixed. A mechanism for self-call of the structure is born; 5) purposeful isolated use. Here, on the basis of reproduction, a purposeful call and the use of a single, automated structure are mastered; 6) switching. At this stage, the mechanism of choice and superphrasal preemption is formed. Mastery of structure, perseverance skill; Stages of work on the formation of grammatical skills: 1) preparing students for the perception of new material; 2) presentation of a new grammatical phenomenon in a speech sample and the situation corresponding to it and its semantization; 3) control of students' understanding of the meaning of a grammatical phenomenon; 4) automation of new grammatical material in students' speech. 5) speech output The training nature of the exercises implies the content, speech, socio-cultural value of the tasks. The formation of language competence should not be opposed to the formation of speech and sociocultural competence.

**Literature**

1. Belyaev B.V. "Essays on the psychology of teaching foreign languages." Methods of teaching foreign languages: "Formation of grammatical skills", a set of manuals No. 9, Voronezh 2002, p. 5

2. E.I. Passov, E.G. Curtain. Methods of teaching foreign languages: "Formation of grammatical skills", a set of manuals No. 9, Voronezh 2002, p. 3

3. Starkov A.P. "Grammar structures of the English language." Methods of teaching foreign languages: "Formation of grammatical skills", a set of manuals No. 9, Voronezh 2002, p. 17

4. Bakirova H.B. Formation of lexic skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.

5. Bakirova H.B. (2021) "Development of lexical competence based on content -based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: https:/ /uzjournals.edu.uz/tziuj/vol2021/iss5/19

6. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.

7. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 http://summusjournals.uz/index.php/ijdiie

8. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.

9. Bakirova H. Typology of methodological and linguistic difficulties in the formation of lexical competence. ACTA NUUz. 1/5/1 2021. 44p. http://science.nuu.uz/uzmu.php