Theoretical prerequisites for teaching English in a comprehensive school.

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ABSTRACT
This article explores the study of theoretical premises and methodological foundations for the use of modern technologies in the process of teaching grammar in secondary school. To solve the set tasks, the following methods were used: generalization of the experience of domestic and foreign schools in the field of research; studying the experience of teaching grammar and observing the development and improvement of grammatical skills, experiential learning.

Keywords: prepositions, conjunctions, adverbs, articles, verb tenses, grammar, psychological component, speech communication, the principle of speech-thinking activity, the principle of individualization, the principle of functionality, the principle of situationality, the principle of novelty.

Introduction
In addressing the issues of teaching a foreign language grammar, great importance is attached to the correlation of the teaching content with its final target setting, that is, identifying the relationship between the generalized language material, which is grammar, and skills and abilities in various types of speech activity. The purpose of teaching a foreign (in our case, English) language in institutions of general secondary education is the formation of communicative competence. Understanding oral and written statements requires the organization of students' speech activity in the target language and their expression of thought, formalized by the means of this language. The objects of assimilation in this case are the units of the studied language and the actions that the participants of speech foreign language communication perform with these units. Accordingly, it is necessary to search for the most rational ways for students to master grammatical actions that make up the automated components of speech activity, as well as ways to assimilate the grammatical material with which these actions are performed.

These actions are performed to express and understand thoughts in a foreign language. The difference between native speakers and foreign language learners lies in the degree of automation of the actions performed: when using the native language, speech actions are performed instantly and unconsciously for the communication participant. For learners of a foreign language, some actions remain not automated.

In scientific literature, all grammatical phenomena of a foreign language are conventionally divided into:
- common to all types of speech (prepositions, conjunctions, adverbs, articles, verb tenses);
- inherent, in the main, one type of speech, but used in another (for example, passive constructions);
- assigned to one type of speech (for example, constructions of colloquial syntax).

Main part
In the method of teaching a foreign language, passive (receptive) and active (productive) grammar are distinguished. Active and passive grammars are differentiated not only by the nature of the use of acquired knowledge in speech activity, but also by their composition. The active grammatical minimum refers to those grammatical phenomena that are intended for use in speaking and writing. Active grammar in describing linguistic phenomena involves movement.
from meaning to form. When compiling a grammatical minimum, it is necessary to strictly limit
the material, selecting the most common ways of expressing semantic relations and excluding
synonymous ones. The active minimum grammar is selected based on the following principles:

- the principle of prevalence in oral speech;
- the principle of exemplariness;
- the principle of excluding synonymous grammatical phenomena.

The selection of grammatical material for an active grammatical minimum is based on the
principles of thematic-situational conditioning and adequate presentation of the grammatical
system of the language.

Passive grammar is used by students to analyze the meaning of what is said or written. When
selecting passive grammatical material, the principle of excluding synonymous constructions cannot be used, since speech works that a student must understand in the learning process may contain grammatical synonyms. The passive grammatical minimum is selected taking into account the principles:

- prevalence in the book-writing style of speech;
- polysemy grammatical phenomenon.

The psychological component of the content of teaching foreign languages is intended to
determine those skills and abilities that should be formed in the learning process at this particular
stage and in relation to these specific conditions. The psychological component of the content of
教学 foreign language grammar includes:

- taking into account the interests of students, creating motivation for them to master this
aspect of speech and develop their special abilities;
- the formation of two types of grammatical skills in students;
- the nature of the interaction of grammatical skills with lexical and phonetic.

Speech communication is a kind of speech activity, which is the transmission and
reception of information using linguistic means. Speech activity is characterized by a specific
goal and a hierarchical structure, which includes individual actions, each of which has an
intermediate goal subordinate to a common goal. Directly in the process of generating a speech
utterance, three main stages are distinguished: semantic (the stage of semantic deployment),
lexico-grammatical and the stage of external (sound or graphic) implementation. Based on the
object of our research, let us consider in more detail the second, lexico-grammatical, stage of
generating a speech utterance. At this stage, the transition from the "syntax of meanings" (deep
semantic and syntactic structures) formed at the first stage to the external "verbal syntax" is
carried out, the deep semantic and syntactic structures are transformed into the surface structures
of the foreign language used to formalize the utterance. This transformation is carried out using
the operations of grammatical structuring and lexical selection, which makes it possible to
formulate the intention of the statement and the lexical-semantic structure of the sentence.

E.I. Passov and N.E. Kuzovleva define grammatical skill as "a synthesized action of
choosing a model that is adequate to a speech task in a given situation, and the correct design of a
speech unit of any level, performed in the parameters of skills and serving as one of the
conditions for performing speech activity".

As in the case of a synthesized action, the most frequent actions that make up this skill are
distinguished in the grammatical skill:

1) The choice of a model corresponding to the speech intention of the speaker /
writer in a specific communication situation;
2) The design of speech units used to fill the selected model in accordance with the norms of the language in which communication is carried out, and a certain time parameter.

E.I. Passov rightly notes that communicativeness lies in the fact that training should be organized in such a way as to be similar in its basic qualities to the communication process. The following principles of communicative teaching of foreign languages are highlighted:

1. speech-thinking activity;
2. personalization;
3. functionality;
4. situationality;
5. novelty.

The principle of speech-thinking activity presupposes, first of all, such an organization of teaching a foreign language grammar, when the student is constantly involved in the communication process. Practical speech orientation is not only a goal, but also a means of teaching a foreign language. This principle assumes that work on grammatical material should be organized in speech activity, using it situationally.

The principle of individualization of teaching involves taking into account all the individual characteristics of a student in the learning process: his abilities, skills to carry out speech and learning activities and, mainly, his personal properties.

The principle of functionality prescribes the functional selection and organization of speech means. Functionality means that any speech unit, any linguistic form performs any speech functions in the process of communication. Functionality serves as the basis for mastering grammatical units. This principle does not provide for a systematic assimilation of knowledge, but strategies for quantizing knowledge (rules), preventing errors and promptly helping students in the process of mastering the system of speech means. Teaching grammar provides for the mastery by students of a certain set of cognitive structures, which are successfully formed on the basis of situational speech stereotypes reflecting the functions of grammatical phenomena in certain logical and grammatical types of sentences.

The situational principle provides for the recognition of the situation as a unit of the organization of the process of teaching foreign language communication. The situation in communicative learning provides the presentation of grammatical material, the formation of grammatical skills, is the basis for the organization of grammatical units. The communicative situation is modeled in a learning environment in different ways. At the same time, the main condition that must be observed is that students must understand what they must talk about. To solve this problem, in turn, it is necessary to create a need (motivation) for students to use new grammatical constructions and provide them with these constructions in a form that is convenient for use.

The principle of novelty covers the entire educational process, and its implementation is extremely important for the success of communicative learning. The communication process is characterized by a constant change of the subject of conversation, circumstances, conditions, tasks, and so on. The novelty provides the necessary development of speech skills, in particular, its dynamism, the ability to paraphrase, the combination mechanism, the initiative of the statement, the rate of speech and especially the strategy and tactics of the speaker.

These principles are, according to E.I. Passov, a sufficient basis for mastering a foreign language grammar.

So, the main principle on which the selection and organization of grammatical material in
the communicative approach is based is the principle of functionality. With a communicative approach, it is important to organize the communication of students in a foreign language, for example, through the use of language games and the active inclusion of information and communication technologies in the learning process.

**Conclusion.**

In the content of training, three components are distinguished: linguistic; psychological; methodological. In the process of teaching a foreign language grammar in a secondary school, taking into account the linguistic component of teaching consists in the correct selection of grammatical material to be assimilated. The psychological component is implemented in taking into account the stages of formation and improvement of grammatical skills in the process of teaching a foreign language grammar.

The grammatical material to be assimilated is selected based on the principles of communicative teaching of foreign languages: speech-thinking activity; individualization; functionality; situationality; novelty.

**References:**