

Theoretical Basis of Teaching English Grammar

NSPI, teacher Qodirova Dilnoza Mamadiyorovna

NSPI, master Daminova Mashhura Zafarovna

NSPI, teacher Khalikova Dildora Yadullayevna

NSPI, teacher Niyozova Shoira Toirovna

Abstract: *This article aims to identify the various components of English grammar that define the theoretical foundations of English grammar in teaching secondary school pupils. In addition, the origin of grammar and the harmony of form and meaning in grammar, the importance of grammar in language are discussed and explained.*

Key words: Grammar, Language, Morphological Skills, Syntax, Pattern, Methodology.

We know that human thought has laws of expression by means of language. These laws may be specific to all and some languages. It is necessary to know the laws of language in order to understand language and express one's opinion in it. It is these laws of language that language grammar learns and teaches. In the encyclopedia, grammar is defined as the part of linguistics that studies the forms of word change, the forms of word combinations, and the types of sentences. The term grammar is derived from the Greek word "grammatike" which means the art of letter writing, which is of course a narrow meaning, now its meaning is broad. The grammar of a language appears at the same time as the language. Grammar studies a particular language and the grammatical structure of that language, that is, the grammatical structure. Grammar provides information about the structure of words and sentences, their interdependent paradigmatic and syntagmatic relations. The grammar of the English language is therefore divided into parts of morphology and

syntax. While morphology teaches word groups, syntax studies and teaches parts of speech, types of sentences, and their connections. At present, many types of grammar have been created: practical grammar, normative course of grammar, transformational grammar, generative grammar.¹ English grammar is also called normative grammar. If we do not know the laws of language, grammar, we cannot express ideas, we cannot listen, we cannot read or receive information, we cannot express our thoughts in writing. If we express an idea knowing the grammar, the listener who does not know the grammar may not receive or understand the correct information or vice versa. For this reason, teaching grammar, the benefits and importance of working on learning is great. That is why we work on English grammar, use it, study it, teach it. The role of the grammar system in language acquisition, its leading role in the structure of speech communication units is a phenomenon that is always recorded. The grammar of meaningful and understandable speech cannot be imagined without the practice of their rules. It is known that speech activity consists not only of memorizing and reusing certain units or structures, but also of making them on the basis of a certain model-copy and adapting it to the speech situation. For this reason, in the process of language teaching there is a need to separate abstract model copies that meet all the requirements grammatically and are complete in content. Academician L.V.Sherba spoke about the importance of grammatical

¹ «A grammar of Present day English" E.M.Gordon, I.P.Krylova. 1974.

knowledge in language teaching, saying: we can hear and understand speech structures we have not encountered, or we create such structures ourselves. So the well-known slogan that grammar teaches to speak, which later led to a lot of irony, is a fitting idea, it "reflects the reality"² Interpreting the approach to the language system in terms of the coverage of its functional features as the coverage of speech reality requires the study not only of speech units but also of linguistic phenomena. Indeed, it is impossible to memorize all possible phrases and sentences or other types of syntactic devices, but it should be remembered that at the heart of any speech structure is a certain linguistic substance, an abstract model. To create a speech structure, it is necessary to know the language units, syntactic forms, word-making patterns, copy-models. "The grammatical structure of language," wrote the famous Germanist V. G. Admoni, "is reflected in the human mind in the form of patterns, patterns, structured on the basis of interdependence." As a result of such research, the purpose is to determine the specific features of the grammatical structure of the language, their interrelated features, and at the same time to select the theoretical and practical material necessary for the learning process. At the same time, the question arises as to whether such a multifaceted or multidisciplinary nature of grammar has a negative impact on the creation of a scientific basis for the methodology of teaching foreign language grammar. The same answer can be given to this principle in relation to the principle that the content of education has a scientific content: the method of teaching must, of course, be based on the scientific

analysis of the object being studied. The scientific results of grammatical analysis enrich the methods of teaching grammar. On the other hand, it cannot be a boundary between practical grammar or any other type. This is because linguistic theory and language learning practice are not always compatible in terms of purpose and task. In order to understand a language and to express one's thoughts in it correctly, one must master the grammatical mechanism of the language being studied. In fact, even if a person knows all the words in a sentence and does not feel the connections between the words in that sentence, he may not be able to understand its meaning. Conversely, even if one, two, or more unfamiliar words are used in a sentence, if a person has a good grasp of the language structure, he will be able to understand the meaning of those words, or at least be able to understand them. Can find words in a dictionary and understand the meaning of a sentence. Without knowledge of grammar, without forming a grammatical mechanism, there can be no question of the ability to speak a foreign language. Mastering English cannot be done without learning its grammar. It is necessary to teach grammar to listen, understand, speak, read and write speech in the language being studied. Grammar should be material for the types of speech activities. To teach grammar should be focused on teaching in 4 types of speech activities. For this reason, the teacher who teaches grammar should teach it to apply in speech activities, and the student should apply it in practice. First the grammatical material is selected as a minimum. English grammar, like vocabulary, is taught as an educational goal and a learning tool. Nowadays, grammar teaching is supposed to be based more on sentence patterns. Working on English grammar has a purpose, a meaning. A methodology was developed to work on them after first identifying them. As noted above, since grammar is interpreted as a science that studies the

² Л. В. ЩЕРБА. ЯЗЫКОВАЯ СИСТЕМА И РЕЧЕВАЯ ДЕЯТЕЛЬНОСТЬ. ИЗДАТЕЛЬСТВО «НАУКА» ЛЕНИНГРАДСКОЕ ОТДЕЛЕНИЕ ЛЕНИНГРАД 1974. стр.66

grammatical structure and grammatical structure of a language, the purpose and content of working on grammar is determined by this. In secondary school, English grammar is studied as a grammatical structure of language, a material for speech activities, and grammatical skills are formed, while in higher education, English grammar is studied as a grammatical science as a mechanism of grammatical construction of language. While English grammar is taught as a subject in secondary school from the 6th grade onwards, grammar is more widely used, mastered, strengthened and developed in the upper grades. Practical mastery of grammar implies a thorough knowledge of the structure of language and its ability to apply it freely in a variety of speech activities. With this in mind, the purpose and tasks of English grammar are to teach speech as a linguistic material, the activity of speech is to form and develop grammatical skills, i.e. morphological and syntactic skills, and to teach to communicate using it. In methodology, the term "grammar" has two meanings: on the one hand, grammar refers to the construction of language, and on the other hand, it refers to the science that studies grammatical construction. In the methodology of teaching foreign languages, the distinction between these two concepts is very important for the reasons discussed below. The grammatical structure of a language, together with its vocabulary, constitutes the material of the language. Practical mastery of any language requires a perfect knowledge of its grammatical structure to one degree or another. The task of the methodology is to find effective ways and means for students to master grammatical phenomena. If we take grammar as a science about the grammatical structure of language, it is not a subject taught in high school. Grammar is taught as a subject in foreign language institutes and universities. The main goal in teaching English

grammar is to develop speech grammar skills that ensure the correct formation of different types of speech activities. Here we are talking, first of all, about the formation of morphological and grammatical skills, that is, the correct use of adverbs of nouns, personal pronouns of verbs. Second, in analytical languages (English belongs to such a group of languages) it is necessary to develop speech syntactic skills, i.e. the ability to structure different types of sentences correctly and the ability to use word order in simple and compound sentences. Therefore, all work on active grammar (from the introduction and explanation of grammar material) should be aimed at achieving this goal.

Conclusion

In this scientific study we can conclude that people use language to express their opinions. But we cannot convey our thoughts to the listener if we do not know how to use grammar. When we learn a particular language, we must first learn the grammar of that language.

References:

- 1.Gordon, I.P.Krylova (1974) «A grammar of Present day English»
- 2.Shcherba. (1974) language system and speech activity. Publishing house "science"Leningrad
- 3.Admoni (1979)Structure Of A Grammatic Value And Its Status In The Language System