

# Grammar rules-like as developing the practical direction of linguistics

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**Annotation-** *Through the content of linguistics, it has been important to activate cognitive activity. Competence restructuring of the basic of linguistics is a requirement of time for improving the content of education. This article provides feedback on the availability of a number of objective and subjective factors to make teaching grammatical materials an important tool for enhancing student learning.*

**Keywords:** *competence, cognitive activity, linguistic competence, speech competence, grammatical rules, applied linguistics.*

## INTRODUCTION

The effectiveness of the practical use of language has become a major problem of both science and education. As a result, linguistics has acquired an anthropocentric nature, dealing with the problem of common language and personality. The need to deal with the issue of rational, effective use of language in the environment, the development of competence. It is known that the competent reconstruction of the basics of linguistics begins with the improvement of the content of education, raising it to the level of modern requirements. Although the content of the basics of linguistics is reflected in the curriculum and textbooks, manuals, but its selection and use is important. In this regard, we are thinking about some necessary measures to improve the science of the basics of linguistics and make it the main evidence that activates the learning process. It is necessary to intensify educational activities through the improvement of language materials. Language material is the meaning of the concept of teaching material. These two concepts are interpreted differently in the pedagogical, psychological, and methodological literature. Linguists I. Ya. Lerner, M. N. Skatkin, L. N. While Taranovs described the curriculum as "the curriculum is the beginning of a rich social experience that is selected for study and methodologically developed to master it," L.A. B. Zankov also includes in the concept of educational material the methodology of its study. The textbook is a broad concept in relation to the textbook [Gulyamov, 1989: 32]. The learning material is a system of knowledge, skills and competencies tailored to the mastery to be studied in this course. Activation of activities in the classroom depends in many respects on the choice and use of language material. Nowadays, in the context of increasing demands on the content of education, the main task is to improve the language materials, to increase its effectiveness, not only with the textbook material, but also to use all the opportunities, to make it an important factor in motivating students. It is required to follow several objective and subjective factors in altering studying materials to essential tools that can activate study-perceive action. Whole objective factors include the characteristics of language materials, its size and the level of difficulty, subjective factors contain students' real study chance the level of interest to language materials, independent skills. In order to enhance language materials we should strengthen their practical ways. It is obvious that we cannot find the difference between secondary and high school grammar. Entire matching with academic grammar and school grammar because academism and language material's excess grammatism. Students are mainly learning

grammatical words, Uzbek language rules, but paying attention to choosing speech according to the aim and developing speech is being avoided. Enhancing language teaching in a practical way requires students to form orthoepic, orthographic, punctuation, stylistic skills. Because of having a special role in social life, it is not enough to only revise grammar rules, but it is essential to be able to read and write correctly, speak meaningfully and beautifully, work with papers, choose speech according to the aim. We recommend the following to enhance the practical way of language materials. Developing language materials in practical ways, first of all, demands to shed excess academism and grammatism. The student makes mistakes in the spelling of many words while knowing the spelling rules. They know the rules of the language but cannot use it fluently in oral and written speech. Knowing the rules of Uzbek literary language, it is not easy to use the rich potential of Uzbek literary language in speech. As long as it is so, the main purpose of language classes is teaching students Uzbek literary language. But language itself cannot be taught without its grammatical rules of law. The rules regulate oral and written speech. The generalization of linguistic phenomena leads to their comparison and inference. The process of language teaching is carried out in connection with the provision of information about language. Therefore, the practical name should not be overshadowed by the theoretical background of language. Spelling rules should be directed to the formation of speech ability, the spelling of speech words and their easy use.

Enlargement of linguistic materials. That is, according to the requirements of current curriculum, students have to learn a new topic in almost every hour of lessons. The main reason for this is that language materials are overly fragmented. Enlarging language materials is one of the key measures to improve it. One of the representatives of the methodology of teaching Ukrainian language A.M. Belyaev argued that it would lead to good results. There are also some conflicting views on this issue in the didactic literature. For example, T. I. Shamova believes that it is not expedient to build the training material on the basis of such a structure. At the same time, it is impossible to completely abandon this idea. There are materials from the language that have real potential to enlarge them. In particular, the magnification of linguistic phenomena that constitute a paradigmatic phenomenon [Gulomov A., Nematov H, 1995:56]. It is well known that all linguistic phenomena are interconnected and form a single system. But there are such linguistic phenomena that it is not good to study them separately. These linguistic phenomena, which form a paradigm, are easier to understand only when taken together. For example, possessive and accusative affixes all form a paradigm. Developing the language materials which contain one paradigm gives the opportunity of defining same and different sides by comparing them. This is very essential in order to make a function pupils' action. Increasing contrast subjects which differ from each other. For instance, "Adjectival determination and indicating determination", "United and not united determinations", "The sentence whose personality is known and unfindable" (The 8th class study program from public education schools). Firstly, learning these subjects in extended blocks saves from wasting a long time for studying it and breaking up the study-materials, secondly, it helps do very well the possibilities of developing the speech, improving the practical directions of teaching mother tongue [Kadirov M. 2012: 379]. To conclude, as enlarging language materials is an important method of developing it, this ends the pupils are very busy with theoretical rules. It gives an opportunity to act entirely mental activity ways such as watching, comparing, and opposing, determining same and different sides. It also affects very well on acting the student activity. Finishing extra repetitions in practical linguistic course, is not learning

repeatedly the materials which are studied on elementary level in systematic course, otherwise, activating them in the memory ,in additionally, taking the practical habits by using time, paying attention to improve the speech ability is helpful. Using efficiently study-tasks which demand on individual thinking and creativity. If language materials encourage a pupil to think individually and be creative, it will become an important factor that lift the activity. For this, it needs to utilize affectively from non-standard tasks in occupations. To develop the practical direction of language knowledge, using the integration among subjects, dictionaries and study manuals is also very crucial. An initial chance of improving language materials is that, intensifying its educational direction. It has still some difficulties of increasing the educational direction of theoretical materials. Most of time, as taking into consideration, especially, for grammar ways of language materials is increased, its educational ways are being ignored. This, of course, makes the material more boring leaving the student in a passive state in the process of learning it. One of the measures to prevent this is to strengthen the educational direction of language material. In the noun phrases-the material on the subject of the plural suffix, the use of the suffix-in the sense of respect, the information on which state of speech is most likely to refer to this suffix , filling in the details increases the interest of the material. It is desirable that the materials of the rhyming phrase cover the types of meanings of this rhyming phrase, but also their role in speech and subtlety of meaning. In connection with the topic of cohesive speech, the role of these sections in the expression of ideas, as well as the importance of increasing the effectiveness of the speaker's speech, has an effective effect on the activation of learning activities. Language cannot achieve its goal only by improving the content of the material. Along with the content, it is necessary to improve its form. Because the form that corresponds to the content increases the activity of student. Nowadays, the most common form of presentation of educational material in the educational process is the inductive and deductive method. If we approach it from the point of view of the problem we are studying, the process of observing, comparing, coming to general rules and definitions of linguistic phenomena of this method is, first of all, a process that motivates the reader to action. The second is an inductive method, in which language materials have to go through their own mental activity independently. And in the process of transitioning from definitions to practical work, student thinking activity is limited. The most optimal way to describe language materials is drawing general conclusions and definitions from tasks that require methods of mental activity such as observation, comparison, grouping, generalization and systematization. This method is a method of problem-based on the presentation of language material, which has different forms: observation, comparison, generalization, theoretical conclusion from systematization, theoretical information can be given as part of a practical learning problem.

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