



INTENSITY OF THE METHODOLOGICAL APPROACH IN TEACHING LANGUAGE GRAMMAR

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Abstract: Language is a system that operates on the basis of complex mechanisms, refined throughout the history of the language. Intensive methods are built on the basis of the global presentation of language material, formalized in structures or models. The development of grammatical mechanisms is provided from the dialogues of the main course - based on models. The goal of teaching foreign languages is practical knowledge of spoken language and professional speech.

Key words: method, speech, language, model transformation, rules, linguistics, system.

ИНТЕНСИВНОСТЬ МЕТОДИЧЕСКОГО ПОДХОДА В ОБУЧЕНИИ ГРАММАТИКЕ ЯЗЫКА

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Аннотация: Язык — это система, которая функционирует на основе сложнейших механизмов, отшлифованных на протяжении всей истории данного языка. Интенсивные методы строятся на основе глобальной подачи языкового материала, оформленного в структуры или модели. Отработка грамматических механизмов предусматривается из диалогов основного курса - на основе моделей. Целью обучения иностранным языкам является практическое владение разговорной речью и профессиональной речью.

Ключевые слова: метод, речь, язык, трансформация модели, правила, лингвистика, система.

As is known, intensive methods are built on the basis of the global presentation of language material, formalized in structures or models.

It is necessary to consolidate these models in memory and teach students to operate with them without analyzing their composition. Training in the mastery of these models, ready for use in speech, is achieved through extensive training in listening and reproducing speech samples, in expanding and transforming ready-made models, and in using them in various situations.



With this formulation of the question, the very concept of “grammar” is relegated to the background.

One can imagine a grammar that is cumbersome and filled with endless rules and no less endless exceptions, to which traditional methods of teaching foreign languages are resorted.

Language is a system that operates on the basis of complex mechanisms, refined throughout the history of the language. These mechanisms function at all levels of language, and to master them at the most important level, which is responsible for the connection of structural elements - the connection of words into phrases and phrases into increasingly larger models that appear in speech - is a task that cannot be circumvented.

In the conditions of an intensive teaching method, the path from a language rule to the practice of its application, given the current level of rules that linguistics has, is irrational. At the same time, ignoring rules where a rule can facilitate the acquisition of a particular linguistic phenomenon is unjustified. Consequently, there remains a path through speech practice, where the difficulties of mastering certain speech mechanisms are alleviated by the fact that the teaching system, at a certain stage of imitation mastery of a certain model, concentrates the student’s attention on the pattern mastered in practice.

When starting to master a particular linguistic phenomenon in the context of speech activity in a given situation - this is how new material is introduced in the practice of using any intensive methods - the teacher obviously does not have the right to divide the student’s attention between how to respond verbally to the situation in the essence of what is happening correctly and how to construct your statement correctly, from the point of view of language norms.

It is believed that one can enter the level of such situational communication no earlier than the skills of verbal response to a particular situation have been formed to an automated level. Intensive methods have proven that it is possible and necessary to develop the skills of a verbal response that is correct in all respects directly in the environment of “playing out” life situations that are as close as possible to those that students will encounter depending on the tasks of their training.

In order for your skills to be strong, you need to follow some guidelines:

1. A system of rules that govern a particular linguistic phenomenon.
2. Special aids for students in the form of simple, lesson-based lexical and grammatical comments presented in accessible language.
3. Directories of an overview nature, an attempt to show the “logic of grammar” where the language being studied is done in comparison with the native language of the students.
4. Along with text grammar, oral grammar is especially taken into account in relation to speech, to the verbal system.

The manual for the initial intensive course is structured according to the following scheme: dialogues of the main course with dozens of structures, formatted in tables, and a memorization program, which consists of speech samples.

The development of grammatical mechanisms is provided from the dialogues of the main course - based on models. The structure diagram clearly demonstrates the rules that are important in this lesson. It is important to note that when summarizing information, the goal here is not to give a complete and exhaustive picture of the laws of language. Attention is



deliberately drawn only to what is essential within the normative grammar of the spoken language.

With the intensive teaching method, the following points can be highlighted: function words; order of words in a sentence; subject group and predicate group, their intonation design; frame construction as a property of oral speech with its desire to clearly highlight the main thing, the subject of conversation, as a kind of questioning, manifested in external speech as a means of not losing the thread of the conversation, the thought, the logic of the remarks.

Nouns are considered together with determiners, which include demonstrative and possessive pronouns, the present form of the verb, and the present participle.

After several lessons, it is advisable to teach the perfect and imperfect forms of the verb, the past tense of the verb. Understanding past tenses makes it easier to master the material.

It is very important to introduce indirect speech as early as possible. This is important in terms of the need to teach how to retell material from different sources.

During the first two weeks, you need to master all types of questions and, accordingly, question words.

As stated above, the initial stage of learning to master the basic laws of language is first built in the context of the present tense. Past tenses appear before the future tense, since colloquial speech is known to quite widely use the present tense instead of the future tense.

Such a beginning allows us to quite broadly cover the system of all substantial oppositions on which thought is built. Only when the entire system has been mastered at an elementary level does it make sense to expand the existing more or less entire system, increasing meaningful vocabulary, including verbs, and mastering the plane of past or future tenses. With this approach, we give “unchangeable structural elements of speech.” With this approach, we give “unchangeable structural elements of speech.” With this organization of the material, by approximately the third week of training, students will have the necessary and sufficient lexical and grammatical base to discuss such problems as, for example: what constitutes the concept of “happiness”, what is the situation with the problem of public transport, the concept of “family”, etc. d. in other words, training can actually be built on the discussion of problems that are vitally important to students.”

When working on listening and reading, you can and should use authentic materials. However, for learning to speak, it is possible and necessary to select material in such a way that at an elementary level the student learns to express his thoughts in the simplest way, if possible, without breaking the stereotype of thinking that he has developed and at the same time, without violating the speech norms of the language being studied.

In an effort to make optimal use of the strict time limit for learning a foreign language, we must set realistic goals for ourselves. With this formulation of the question, the selection of grammatical material is dictated by the very logic of constructing the textbook. The first level sets the task - to teach how to convey any thought in the target language using the simplest means, but with confidence to be correctly understood, to express one’s thoughts in such a way as to be understood and learn to understand the interlocutor, asking again, clarifying the information captured.

It seems necessary to combine in an intensive course the processing of structures as mixed lexical and grammatical units, the development of which occurs step by step in a carefully developed system, which means repeated listening - reproduction behind the speaker in one of the modes conducive to memorization, activation of the material when reproducing a



dialogue - a lesson without changes in speech patterns, inclusion of learned structures in a new context when situations change, etc. up to working with structural tables, which involve transformations of structures with a known element of analysis and involving a kind of clarity in the design of tables. The elements of grammar are introduced in the form of a system of rules. Teaching grammar never becomes an end in itself, but is subordinated to the needs of speech practice. The sequence of explanation of certain grammatical phenomena is determined by the appearance of corresponding difficulties, which are not arranged according to the law from simple to complex, from the point of view of language problems, but are subject to the logic of those situations that make up the world into which we introduce the student.

An essential feature of grammar, in our understanding of its functions in an intensive course, is the almost complete rejection of exercises.

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