
FORMATION OF GRAMMATICAL SKILLS OF THE ENGLISH LANGUAGE IN STUDENTS

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Annotation:

The relevance of this study is due to the fact that grammatical skill is an integral part of all types of speech activity, the formation, development and improvement of which is the main task of mastering foreign languages. This process is most important in the middle stage. Since it is at this stage that students have a whole system of assimilation of language material, while they possess a large stock of lexical material.

Keywords: grammar, grammatical skill, development, foreign language, modern education, effectiveness of lesson.

Nowadays, there is an increasing need for people who speak foreign languages. Grammar is the most important aspect that plays an important role in teaching foreign language speaking. A kind of grammar is the framework on which vocabulary is located. Through the formation of grammatical skills, the correct formulation of a statement, grammar and recognition of certain grammatical forms in oral speech and writing are taught. Many difficulties arise when learning grammar, which is rich in grammatical rules, terms and a diverse number of exceptions. In schools, most often when teaching grammar, the whole process is limited to simply memorizing constructions and performing the same type of exercises, in which the student himself does not fully comprehend the practical benefits of what he is doing. Learning is complicated by a large number of terms. Also, the passivity of students in the classroom is not always due to alternating forms of work. However, studying this aspect should also be informative and interesting. Most modern teachers have come to the conclusion that due to teaching grammar in the traditional approach, most educational and developmental goals in teaching remain unattainable, and students do not realize the practical significance of the grammatical concepts and terms being studied.



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Therefore, the use of modern and diverse techniques, methods and approaches currently occupies a leading place in the study of grammar.

When teaching a foreign language, the task of teaching grammar is to form students' grammatical skills in receptive and productive types of speech activity that correspond to the limits of the grammatical minimum defined by the training programs. The communicative goal in teaching grammar in secondary school allows us to identify the main requirement for the amount of grammatical material to be learned in secondary school. It must be real for learning, as well as sufficient for using the language. The grammatical speaking skill is understood as the correct communicative and motivated use of grammatical phenomena in oral speech. Grammatical skills that ensure proper use and shaping can be called morphological skills. Other skills responsible for the correct placement of words in all kinds of sentences are called syntactic speech skills.

The author also focuses on the fact that the linguistic grammatical skill is operational skills, as well as the formation of individual grammatical structures and forms. When teaching native speech, the child learns speech skills. He possesses language skills quite later, already at school when performing numerous exercises. The author emphasizes that a person who does not learn to read and write his native language will not acquire language skills, and his speech will remain grammatically imperfect. The characteristic features of a linguistic grammatical skill are: non-communicativeness discursivity non-situativeness. However, the characteristic features of a speech grammatical skill are: communicativeness discreteness (discontinuity) situationality.

A receptive grammatical skill is the ability to recognize grammatical forms and relate these forms to a specific meaning.

A productive grammatical skill is the ability to choose a model that corresponds to a speech task and formalize it according to the norms of the language. A speech task is a verbal intention to convince or communicate something. There are several stages in the process of forming and developing a grammatical skill: perception of a model and its imitation; transformation; combination (transfer from one model to another). reproduction (to use the learned model independently and in isolation).

The preparatory stage. This is the stage of familiarization with the grammatical phenomenon. At this stage, students are psychologically preparing for the assimilation of new knowledge. To do this, they have a specific goal set for them



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from the very beginning. The teacher tries to arouse the interest of the students, to attract their attention. The condition necessary for the use of grammatical means of speech is undoubtedly knowledge of vocabulary. In addition, students should repeat the same grammatical material with which a new grammatical phenomenon will be compared or combined.

The more complex the syntactic structure is, the more visual aids, visual support, etc. are needed. Here, students consciously build patterns using new grammatical phenomena. At this stage, the formation of the primary skill takes place. It is believed that the indicator of assimilation is primarily the ability to consciously and accurately construct a sample using the learned grammatical form.

The elementary stage. This stage includes the assimilation of individual actions, based on the use of the word form or grammatical construction. The exercises of this stage are aimed at using analogy, that is, the features of a familiar phenomenon are transferred to a new one. In such exercises, repeated repetition of the action takes place in facilitated conditions. The combining stage is characterized by the continuation of the consolidation of a whole series of actions according to the conditions of coordination with other actions.

A new grammatical phenomenon is interspersed or combined with others at this stage. Exercises have great elements of creativity. The stage of systematizing generalization can be considered as a necessary condition for mastering generalizations of the second stage and systematizing what has been learned through exercises in comparison, classification and analysis. This stage serves both to strengthen active grammatical skills and to teach the skills of understanding grammatical means of an active minimum when reading. Diagrams and tables serve as visual aids. The last stage, the inclusion of grammatical skills in speech activity, the use and repetition of these skills in speech exercises.

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