



## Grammatical Aspect as a Means of Optimizing the Educational Process

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**Abstract:** *this article provides the formation of students' ability to use grammar as a multifunctional means of communication. Therefore, author gives several advices to teachers how to achieve grammatical correctness of students' speech. In addition, in this article there are some researches where the grammatical aspect is optimizing the learning process.*

**Keywords:** *cognitive, affective-evaluative nature, communicative approach, competence, linguistic competence, sociolinguistic competence, discursive competence, socio-cultural competence, social competence.*

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Grammar is the area of the language where the level of proficiency in the above-mentioned skills is most clearly manifested. Grammar is also the structure of language and turns it into speech. The study of the grammatical aspect is inevitable when mastering a foreign language. But, in turn, mastering the grammar of any language causes many difficulties, which are aggravated by grammatical terms, rules and an infinite number of exceptions. All this usually does not cause delight among most students of educational institutions.

In order to optimize the process of learning English, that is, to improve it as much as possible, various approaches to learning are used.

It is known that recently the communicative approach to teaching foreign languages is the most common. Let's look at it in more detail.

I. L. Kolesnikova and O. A. Dolgina in the book "English-Russian terminological handbook on the methodology of teaching foreign languages" write that the communicative approach to teaching foreign languages appeared in the 1970s in the UK in connection with the promotion of a new learning goal - language acquisition as a means of communication. Communication is understood as the transmission and communication of information of a cognitive and affective-evaluative nature, the exchange of knowledge, skills and abilities in the process of verbal interaction between two or more people. It should be noted that the fact of interaction does not always mean that communication took place. There are a number of examples when participants in interaction utter phrases, replicas, but there is no exchange of information, understanding and mutual influence in the process of interaction. The reason for this is the lack of formation of communicative competence, which is considered by all researchers of the communicative approach as the main goal of learning.

The term "competence" was introduced by N. Chomsky in relation to linguistics and denoted knowledge of the language system as opposed to proficiency in real communication situations.

Gradually, in foreign and then in domestic methodology, in contrast to Chomsky's linguistic competence, the methodological term "communicative competence" appeared, which began to be understood as the ability to communicate through language, that is, to transmit thoughts and exchange them in various situations in the process of interacting with other participants in communication, correctly using the system of language and speech norms and choosing a communicative behavior adequate to an authentic communication situation. Communicative competence is not a personal characteristic of a person; its formation is manifested in the process of communication.

The following components of communicative competence are distinguished:

- ✓ linguistic competence - knowledge of vocabulary units and grammatical rules that transform lexical units into a meaningful utterance;
- ✓ sociolinguistic competence - the ability to choose and use adequate language forms and means depending on the purpose and situation of communication, on the social roles of communication participants, that is, on who is the communication partner;
- ✓ discursive competence - the ability to understand various types of communicative utterances, as well as to build holistic, coherent and logical utterances of different functional styles (article, letter, essay, etc.); involves the choice of linguistic means depending on the type of utterance;
- ✓ strategic competence - verbal and non-verbal means (strategies) that a person resorts to if communication has not taken place; such means can be both re-reading a phrase and asking an misunderstood sentence, as well as gestures, facial expressions, the use of various objects;
- ✓ socio-cultural competence - knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of another culture; the formation of socio-cultural competence involves the integration of the individual in the system of world and national cultures;
- ✓ social competence - the ability and desire to interact with others, self-confidence and self-confidence to carry out communication, as well as the ability to help another maintain communication, put yourself in his place and the ability to cope with situations that arise in the process of misunderstanding communication partners.

In accordance with the communicative approach, language teaching should take into account the features of real communication, and the learning process should be based on a model of real communication, since knowledge of the language system (knowledge of grammar and vocabulary) is insufficient for effective use of the language for communication purposes. The communicative approach involves mastering various speech functions, that is, the formation of skills to express a particular communicative intention (request, consent, invitation, refusal, advice, reproach, etc.)

I. L.Kolesnikova and O. A. Dolgina [1], consider the following two approaches in comparison: deductive and inductive.

The deductive approach to learning relies on deduction - a kind of inference from the general to the particular. In relation to the teaching of foreign languages, the deductive approach provides for the explanation of the rule and its training in practice, that is, the path from the general to the particular, from the form to its implementation.

The inductive approach, on the contrary, assumes a path from the particular to the general, from the use of a lexical or grammatical phenomenon to the understanding of its form.

The interpretation of the terms “inductive” and “deductive” in domestic and foreign methods differs significantly. According to foreign methodologists [2, 17], the deductive approach is the basis of the grammar-translation method, when a student first learns a rule, and then performs exercises in accordance with it. The inductive approach in its purest form completely excludes the use of rules and is characteristic of mastering the native language, when the student intuitively, unconsciously masters the phenomenon and uses it in speech. An example of an inductive approach to teaching foreign languages can be the audiolingual method, when students work according to a model, use a phenomenon in speech by imitation, mechanical repetition, performing actions according to a model, but do not verbally formulate a rule.

The “modified” deductive and inductive approaches are distinguished, when students derive a rule from the examples offered by the teacher and formulate it verbally, and then practice using a linguistic phenomenon (modified deductive approach), or perform various tasks to use the phenomenon, and then formulate a rule (modified inductive approach).

In foreign methodology, the term “inductive approach” is often used as a synonym for the term “natural approach”, and “deductive” correlates with the terms “formal, cognitive”. At the same time, inductance is treated as a modern direction in teaching, and deductivity is treated as a traditional, outdated one.

According to Y.M. Kolker [3], the Russian methodology does not give preference to one or another approach. Moreover, according to domestic and a number of foreign methodologists, inductivity and deductivity are not approaches to learning, but indicate possible ways of mastering language material, which are based on cognitive processes: analysis is the essence of deduction, and analogy is induction. Both methods of introducing the material do not exclude the role of rules in teaching, while it is noted that rules can be presented in various forms - from verbal wording to diagrams and tables of a generalizing nature.

Each of these approaches has positive and negative features. With the inductive nature of the presentation of language material, students get acquainted with the phenomenon and its use in speech, which contributes to communication, but makes it difficult to clearly understand the mechanism of formation and use, interferes with self-control. The deductive method is more time-efficient, helps to overcome the interference of the native language, promotes awareness of the structure and form of linguistic phenomena, but there is always a danger that memorizing the rules will become an end in itself and will not lead to the formation of communicative skills. The teacher needs to decide for himself which method will be most effective in specific conditions, depending on the stage of training, the level of readiness of students, the goals and objectives of the lesson.

The inductive approach to teaching, according to foreign methodologists [2, 17], has become widespread, which has led to the clarification and revision of the meaning of this term by some methodologists and to the emergence of a new term consciousness-raising approach-“consciously-oriented approach”. This approach is the basis of training using a database and computers.

An equally important approach, according to I. L. Kolesnikova and O. A. Dolgina [1], is a consciously-oriented approach.

The conscious-oriented approach is based on the awareness of the form of the linguistic phenomenon - lexical and grammatical - and is based on the data of contrastive linguistics and the inductive method of language acquisition. The approach was developed in relation to grammar teaching: mastering grammatical skills was considered as a gradual awareness of the form.

The approach is based on N. Chomsky’s position on universal grammar, some elements of which are the same in many languages; they should not be trained in a special way, since students themselves gradually realize their similarity to the corresponding forms in their native language.

Thus, considerable attention is paid to the positive transfer of phenomena from the native language to a foreign one.

The approach has much in common with the conscious-comparative method known in the domestic methodology, which proceeds from the fact that thinking in all languages is the same, only the forms of its expression, represented in languages by different linguistic means, differ.

I. L. Kolesnikova and O. A. Dolgina [1], write that the consciously-oriented approach appeared in foreign in the 1980s, as opposed to many modern methods and approaches that actually excluded grammar from the course of study and denied the role of consciousness in learning.

Followers of this approach warn against its simplified interpretation and identification with the grammatical-translation method and learning through rules.

Supporters of this approach deny the gap between conscious learning and unconscious language acquisition and try to reconcile the two directions in learning: traditional and “direct”.

The traditional direction is based on the data of comparative linguistics of the native and the studied languages. It involves the purposeful formation of skills, the use of curricula that include strictly selected and graded language phenomena, as well as the use of educational materials designed and organized taking into account the requirements of the programs.

The Pryamist direction is based on the provisions of the direct method and assumes mastery of speech skills and abilities, which is carried out naturally on authentic materials and does not require special organization.

Scott Thornbury [4] writes that the conscious-oriented approach is based on the psychological concept of consciousness in mastering a foreign language, which is interpreted differently by domestic and foreign methodologists. In the foreign methodology, “conscious” and “unconscious” are always opposed and exclude each other. At the same time, the first means the absolute dependence of the learner on the knowledge of the rules, while the second implies the complete exclusion of the rules and imitation of the child's mastery of the native language.

In the former foreign language speech skill, the content of the utterance is actually realized; the macro-operational composition of the utterance (speech skills) and its constituent elements (for example, words) are correlated with the level of conscious control; micro-operations and most of the pronunciation features are correlated with the level of unconscious control, etc. The main methodological problem is to correlate the channels of conscious and unconscious language acquisition in the right proportion.

In the process of mastering the language, the student must make the way from the actual awareness of the linguistic phenomenon to unconscious control and to complete unconsciousness at the stage of improvement, if he continues to study a foreign language after school and strives for a level close to the level of proficiency of a native speaker.

I. L. Kolesnikova and O. A. Dolgina [1] highlighted the main provisions of consciously-oriented approach:

- Grammar acquisition should be carried out inductively, when the teacher offers tasks, during which students build hypotheses about the use of a particular grammatical form, check them, draw conclusions and eventually master this form.
- Grammar teaching is not considered as a “linear” process, when each learned phenomenon is followed by another, which students must master; experience shows that “passed” does not mean “learned” and that the student owns this material and actively uses it.

- When communicating knowledge, the use of rules is allowed, the need to work on the language form is recognized. There are different levels of expression of the rules, while their verbal formulation and explanation are not excluded. However, the rules are given a secondary role, since their explanation and memorization are not a guarantee of the assimilation of grammatical phenomena.
- The main attention should be paid to the meaning of a lexical or grammatical phenomenon, not its form. In this regard, the phenomenon under study should not be considered in isolation, but within the context.
- Comparison, comparison, analysis and other language exercises aimed at understanding the form of the phenomenon being studied are widely used as teaching methods. There are many different ways to attract students' attention to the form. These include underlining, bolding, and intentional repeated use of the phenomenon.
- Grammar teaching should be based on authentic materials, examples of the use of a particular grammatical phenomenon in genuinely communicative situations, and not on specially compiled examples illustrating the form of the grammatical phenomenon being studied.

Scott Thornbury [4], I. L. Kolesnikova and O. A. Dolgina [1] agree that the consciously-oriented approach has been implemented and is widely used in computer training, where the database serves as a material for performing not only grammatical, but also lexical exercises of an inductive nature. In the process of analyzing numerous examples, students guess the meaning and features of the compatibility of a word draw conclusions about its use in speech.

The undoubted advantage of this approach is the focus on unconscious language acquisition, orientation to the use of the studied phenomena in the process of communication and the use of authentic materials. At the same time, it is necessary to point out some negative aspects: the exaggeration of the role of linguistic knowledge, operations of comparison, comparison and analysis.

The rigid connection of the exercise system with the reference text and the underestimation of the purposeful formation of speech skills in expressive types of speech activity also negatively affect language acquisition.

Proponents of this approach note that it is “designed to intensify the formation of linguistic competence” and has no direct connection with the formation of speech competence in students. Currently, this approach is widely discussed in the methodological literature, but in the practice of teaching it has not yet been widely used in the form of specific teaching materials and manuals.

In the “English-Russian terminological reference book on the methodology of teaching foreign languages” [1], a structural approach to teaching a foreign language is also considered.

The structural approach to teaching a foreign language is based on the provisions of structural linguistics and behavioral psychology. Learning in accordance with this approach involves mastering a number of grammatical structures-samples that are arranged in a certain sequence depending on the difficulty of their assimilation. As an example, the following structures can be cited: *I have a family, Could you open the door.* The structures are introduced sequentially, and their number covers the entire grammatical material being studied. The training of structures is carried out by students under the guidance of a teacher or individually in language exercises for substitution, imitation, filling in gaps, etc.

According to the “English-Russian terminological reference book on the methodology of teaching foreign languages” [1], the structural approach in the domestic methodology is based on the concept of structure adopted by representatives of the Prague linguistic school. In this regard, the



understanding of the learning process based on a structural approach in the domestic methodology differs from the point of view of Western methodologists: the structure and variants of its use in speech (its modification) are usually considered in the form of a structural group.

The structural group is “a set of functional transformations of the original structure, including, in addition to affirmative and negative structures, questions of all types and answers to them. <...> The structural group is not a sample of dialogue, but a set of structures to be jointly mastered in speech”, for example: *The book is on the desk. The book isn't on the chair. Is the book on the desk? - Yes, it is. (No, it isn't.) Is the book on the desk or on the chair? - The book is on the desk. Where is the book? - It's on the desk.*

According to G. V. Rogovoy [5], the training of the structure does not end with the performance of language exercises, but involves conditional speech and genuine speech exercises, the correct selection and organization of which ensure the mastery of language material for the purpose of its communicative use.

Foreign methodologists [2, 17] distinguish both positive and negative sides of the structural approach to teaching. Thanks to this approach, the unit of instruction was allocated and grammatical models were refined, the sequence of primary consolidation of new grammatical constructions in the form of substitution operations on structural, or grammatical, models was developed. The structural approach provided the teacher with a set of models that were isolated from the traditional topics of normative grammar, and determined the sequence of training work with them.

At the same time, adherents of the structural approach underestimate the role of communication, misunderstand the automation of speech skills, and often reduce it to memorizing models-stamps, which is not enough for the use of structure in speech. Learning in accordance with the principles of the structural approach makes it difficult to consciously choose the means of expression, does not contribute to the free construction of speech and speech creation.

Summarizing all of the above, we can conclude that there is no single approach to teaching the grammatical aspect of a foreign language. All approaches have their positive and negative features and complement each other in the learning process.

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