

THE INNOVATIVE METHODS OF TEACHING ENGLISH GRAMMAR AT SECONDARY SCHOOL LEVEL

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Methodology of teaching English language

Annotation: This article describes in detail the innovative methods of teaching English grammar at the secondary school level, the linguistic foundations of the English language teaching methodology in elementary grades, and the equal acquisition of speech and linguistic competences in English language teaching.

Key words: English language, grammar, innovative methods, linguistic competence, speaking competence.

Introduction:

Today, the interest of the young generation in learning foreign languages, especially English, is increasing. Therefore, in order to teach this language more deeply in secondary schools, pedagogues are required to make extensive use of innovative methods.

Another important aspect of teaching English is to control the student's ability to fully absorb information. Children in the same group have different ideas, thoughts, worldviews and reception of information. Accordingly, the teacher should conduct the educational process based on the characteristics of the character of each student. For example, in some students, the ability to remember by sight, and in another to remember by hearing, may be formed by nature.

Literature analysis and methodology:

Recently, the number of people of all ages learning English is increasing. This is because it is becoming more and more difficult to live without knowing English in the course of life. But language learning also depends on age. Scientists have even proven that children learn languages faster and easier than adults. The main reasons for this are the natural tendency of children to learn languages, the fact that they have



a strong ability to imitate, the fact that children have more time than adults, and they keep the learned information in their memory quickly.

Teaching language to elementary school students not as an obligation, but on the contrary, using interesting games and innovative methods, can serve as a foundation for their future knowledge. Therefore, as the educational system also sets itself the task of educating a free-thinking, well-rounded, mature person, in the future, we, future teachers, will better develop ways to effectively use innovative technologies.

Results:

The difference between English language and other subjects in the educational system is manifested in the fact that it is both an educational goal and a means of education. Acquiring English speaking skills (listening, speaking, reading, writing) is the goal of education, and the language being studied also acquires the status of a new and useful means of receiving and conveying information.

As a result of the teacher's efforts to teach English and the student's many exercises, the English language may not be mastered at the specified level. As one of the reasons for this, it can be pointed out that the European experiences were imitated in the creation of textbooks and the educational conditions were not taken into account. Because in some textbooks, priority is given to exercises that serve to acquire speech skills, while in some textbooks, the amount of exercises that serve to acquire language skills is significantly higher. In our opinion, in teaching English, it is necessary to focus on the quantitative diet of exercises that develop knowledge, skills and abilities that create the basis for equal acquisition of speech and linguistic competences.

Discussion:

The linguistic basis of the English language teaching methodology in primary grades should be distinguished from the linguistic basis of the teaching process. Linguistic foundations of the English language teaching methodology in primary grades help the modern teacher to choose the language material for the personal working curriculum, methodically organize and present it.

The acquisition of English language units is not compatible with the process of understanding the surrounding existence. In this process, the student develops not only thinking, but also the competence to adequately use the means and methods of expressing thoughts specific to a foreign language and culture. This, in turn, requires that attention should be paid to the principle of awareness of teaching. That is,



language material related to phonetics, vocabulary and grammar is methodically prepared and presented for the acquisition of communicative competence.

Conclusion:

In conclusion, it is worth noting that, taking into account the age and psychological characteristics of students, the English language in general schools is taught to innovative technologies that help to fully satisfy their interest and needs in learning a foreign language. Based on modern lesson developments, the lessons are highly effective for students to learn the language.

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