

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

THE IMPORTANCE OF TEACHING STUDENTS STUDYING LINGUISTICS THE SUBJECT OF APPLIED GRAMMAR OF THE ENGLISH LANGUAGE AND EDUCATIONAL ACTIVITIES

Xalikova Latofat Uktamovna

Senior Teachers, Tashkent State Transport University,
Department of Foreign Languages.

Sunnatullayev Quvonchbek Tuxtamurod õgli,

Asadov Azamat Muzaffar õgli

Students of the Faculty of Electrical and Computer Engineering.

Mustafayeva Kamola Nuriddin qizi

Student of the Faculty of management of Transport systems.

ANNOTATION

The article establishes the importance of teaching practical English grammar for future translators, analyzes the main stages of working with grammatical material, examines exercises for mastering the theoretical material and automating the skill, and presents the effectiveness of using interactive methods for teaching practical English grammar solid form before the process of teaching linguistics students.

Base words: method, role play, business game, brainstorming, discussions, deductive approach, grammatical phenomenon, grammatical skills.

According to the work program of the interns in the field of linguistics, the main forms of scientific work in the subject of practical grammar in the fifth semester of training are practical lessons and the independent work of the students. Students learn some of the practical grammar of the English language such as syntax. Based on the fact that linguistics students must know English for a professional activity, we use a deductive approach to explain new grammatical materials and their possible applications and also impart knowledge of grammatical rules. To include the form of a grammatical phenomenon in the deductive way of explaining grammar, we use training, analytical exercises, and tests and tasks that test knowledge of grammatical rules. At the initial stage of acquaintance with a particular grammatical phenomenon, we use exercises for recognizing and distinguishing the studied grammatical phenomenon. An example of such exercises can be questions that require an



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

understanding of theoretical information about the studied grammatical phenomenon and reference to the rule [2]

We offer the student's transformation exercises to deepen the grammar they have learned. This phase is characterized by exercises for rewriting, transforming, and filling in gaps [2]. To achieve automation of grammatical skills, we recommend using translation exercises. At this stage of the work, we use translation exercises from Russian into English, which require the use of the studied grammatical phenomenon [2].

- Students' independent work in the subject of Practical Grammar provides extracurricular work, which includes:
- Preparation for practical classes (studying the theoretical material, making a diagram of the learned theoretical material);
- maintenance of a minimal grammar dictionary;
- conducting exercises to develop and automate grammatical skills;
- preparation for an oral grammar test;
- preparation for ongoing exams;

Preparing for the final exam and exam. The experience of pedagogical work suggests that currently there is a tendency in the methodology of teaching English to move from active teaching methods, which involve active interaction between teacher and student, towards interactive methods, designed to encourage closer interaction to support the students among each other to ensure this learning process.

Through interactive teaching of practical English grammar, we strive to organize the learning process in such a way that all students are involved in the English grammar learning process and have the opportunity to reflect on the grammatical phenomenon being studied. By organizing joint activities to master grammatical content, we want to allow students to share knowledge, ideas, and activities. By doing this in an atmosphere of goodwill and mutual support, students have the opportunity not only to acquire new knowledge but also cognitive activities and skills to interact, cooperate and work together, learn and communicate with other people to develop, think critically, and make informed decisions. In the methodological literature [4], various interactive teaching methods are distinguished: project method, role play, business game, brainstorming, discussions, method of the concrete situation (case study), and collaborative learning.

In classes on the discipline of Practical Grammar, we often use collaborative learning and such a variety of it as working in small groups. The main advantage of



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

learning in cooperation is the lack of competitiveness, that is, students do not compete with each other, but with themselves, that is, with previously achieved results. We will describe in more detail the process of organizing work on the formation of grammatical skills within the discipline of Practical Grammar. Students get acquainted with the new grammatical material individually. Based on our own experience of the pedagogical activity, we are sure that it is more effective to give new linguistic phenomena not in isolation, but in comparison. For example, when getting acquainted with predicative constructions in English, we invite students to study theoretical material on the topics of Complex Objects and Complex subjects, paying attention to their distinctive and similar features. According to the logic of cognitive activity, after getting acquainted with new grammatical material, we need to check how adequately the grammatical material being studied is understood by each student in the group.

To get information about each student in the group and how each student correctly understood the new grammatical material, we use a technique like conditional translation. Students are given two-color cards. The teacher at a fast pace offers students a set of sentences in Russian, in which the studied grammatical phenomena should be used when translating into English. If the English version of the sentence involves the use of a Complex Object, students take a card of one color, in the case of a Complex Subject, another. If one of the students makes a mistake, he is asked to repeat the rule and explain his mistake. After all, students correctly understand the new material, we proceed to the formation of the skill. At this stage, each student needs practice, enough practice to be sure they are doing the assignments correctly. Here we resort to training in small groups of cooperation.

In practical grammar lessons, we often use such a variant of cooperative learning as research work in groups, organizing work using such a technique as a turntable. Let's focus on the progress of the work in detail. The learning group is divided into sub-groups of three or four people, each sub-group consisting of students with different language levels. Transformation exercises are offered for subgroups. A weak student starts work when the task is not very difficult, or a strong student when the task is difficult. If a weak student makes a mistake, a strong student will stop him and ask him to repeat the rule and explain it again if necessary. An average student takes the next problem, then a strong one, and so on the turntable. When the groups have completed the given exercises, a frontal check is carried out. One student from each group is asked, usually a weak one. If the students not only demonstrate the correct



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

solution to tasks but can also answer additional questions, the teacher evaluates the work of the group and gives a grade for the whole group. If there are mistakes in the answers, the teacher explains the learned grammar again and additional exercises are offered.

Literatures:

1. Yediniy tarifno-kvalifikatsionniy spravochnik rabot i professiy rabochix. Vipusk Professii rabochix, obShiye dlya vsekh otrasley narodnogo khozyaystva (utv. postanovleniyem Goskomtruda i Sekretariata VSSPS ot 31 yanvarya 1985 g. N 31/3-30) (s izmeneniyami i dopolneniyami). – Sistema GARANT. [Elektronniy resurs]. Rejim dostupa
2. Nastalovskaya I. G. Prakticheskaya grammatika angliyskogo yazika. Sintaksis: sbornik uprajneniy. Chelyabinsk: Izdatelskiy sentr YuUrGU, 2013. 83 s.
3. Ob utverjdenii federalnogo gosudarstvennogo obrazovatel'nogo standarta visshogo obrazovaniya po napravleniyu podgotovki Lingvistika (urovenbakalavriata): prikaz Minobrnauki Rossii ot 07.08.2014 N 940.
4. SHukin A. N. Sovremennye intensivnye metody i texnologii obucheniya inostrannim yazikam [Tekst]: uchebnoye posobiye. 2-e izd. Moskva: Filomatis, 2010. 186 s.
5. Khalikova, L. U. Mastering educational and research skills in a foreign language. Innovative technologica: Methodical research journal, 2022.
6. Xakimberdievna, R. Z., & Uktamovna, X. L. Saitova Iroda, & Sheralieva Shakhnoza Irkinovna.(2022). LEARNING WITH THE HELP OF ELECTRONIC PORTFOLIO. Innovative Technologica: Methodical Research Journal, 3 (11), 44–50.
7. Халикова, Л. У. (2021). РОЛЬ КОММУНИКАТИВНОЙ МЕТОДИКИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ. *Вестник науки и образования*, (15-1 (118)), 30-33.
8. Uktamovna, X. L. (2021). MODERN PEDAGOGICAL TECHNOLOGY DIRECTED ON DEVELOPMENT OF THE COMMUNICATION COMPETENCY IN FOREIGN LANGUAGE. *Eurasian Journal of Academic Research*, 1(9), 766-768.
9. Халикова, Л. У., & Кушбоков, Ж. Ш. У. (2021). ЭФФЕКТИВНЫЕ СПОСОБЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА. *Academy*, (6 (69)), 41-43.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

10. Халикова, Л. У. (2019). Потенциал самостоятельной работы при обучении иностранному языку студентов высших учебных заведений. *European science*, (7 (49)), 66-68.

11. Khalikova, L. U. Use of multimedia for the implementation of various methods of learning. *Innovative technologica: Methodical research journal*, 2022.

12. Khalikova, L. U. (2021). Формирование мотивации у студентов неязыковых специальностей при изучении английского языка.

13. Khalikova, L. U. (2021). Эффективные способы изучения английского языка.

14. Uktamovna, X. L., & Farxod o'g'li, A. S. (2023). SEMANTIC AND GRAMMATICAL LINGUOCOGNITIVE STUDIES. *Journal of new century innovations*, 12(1), 121-127.

15. Sh, S., Kh, R. Z., & Khalikova, L. U. (2022). New Ways to Learn English. *Eurasian Research Bulletin*, 14, 7-11.

16. Khalikova, L. U. (2019). INNOVATIVE APPROACHES IN THE METHOD OF TEACHING FOREIGN LANGUAGES IN UNIVERSITIES. *Theoretical & Applied Science*, (11), 654-657.

17. Xalikova Latofat Uktamovna, Mustafayeva Kamola Nuriddin qizi, & Hayitov Bobokhon Vokhidovich. (2023). THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF SOCIAL COMPETENCE AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS. *Proceedings of International Educators Conference*, 2(1), 318–326. Retrieved from <https://econferenceseries.com/index.php/iec/article/view/1112>

18. Xalikova Latofat Uktamovna, & Hamdamov Ozodbek Hamid o'g'li, Amatjonov Izzatbek Inayat o'g'li, Raximov Sherdorbek Sherzodjon o'g'li. (2023). METHODS FOR TRANSLATING CORRECT NOUNS IN THE TEXT IN FICTION. *Proceedings of International Educators Conference*, 2(1), 327–332. Retrieved from <https://econferenceseries.com/index.php/iec/article/view/1113>

19. Xalikova Latofat Uktamovna, & Gulbayev Shaxzod Shuhrat o'g'li, Raximov Dilshod O'ral o'g'li, Muhtorov Inomjon Dilshod o'g'li, Zarifboyev Anvar Raxmonbek o'g'li. (2023). RESEARCH ON THE METHODOLOGY OF PSYCHOANALYTIC THEORY IN THE ENGLISH LITERATURE. *Proceedings of International Educators Conference*, 2(1), 354–360. Retrieved from <https://econferenceseries.com/index.php/iec/article/view/1118> Xalikova Latofat Uktamovna, & Gulbayev Shaxzod Shuhrat o'g'li, Raximov Dilshod O'ral o'g'li,



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2023

ISSN: 2835-396X

Website: econferenceseries.com

Muhtorov Inomjon Dilshod o'g'li, Zarifboyev Anvar Raxmonbek o'g'li. (2023). RESEARCH ON THE METHODOLOGY OF PSYCHOANALYTIC THEORY IN THE ENGLISH LITERATURE. *Proceedings of International Educators Conference*, 2(1), 354–360. Retrieved from <https://econferenceseries.com/index.php/iec/article/view/1118>

20. Uktamovna, X. L. (2023). INGLIZ TILINI VA BOSHQA CHET TILLARINI O'QITISH USULLARI. *World scientific research journal*, 11(1), 85-90.

21. Khalikova, L. U. (2022). IMPORTANT FUNDAMENTALS OF DEVELOPMENT OF PEDAGOGICAL SCIENCE AND PRACTICE. *Экономика и социум*, (2-2 (93)), 179-181.

22. KHALIKOVA, L. U., & SHAKIROVA, S. T. USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH. *THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука*, (11), 418-420.

23. KHALIKOVA, L. U., & MANSUROVA, S. I. ВЕСТНИК НАУКИ И ОБРАЗОВАНИЯ. *ВЕСТНИК НАУКИ И ОБРАЗОВАНИЯ Учредители: Олимп*, 85-87.

24. Khalikova, L., Tashpulatova, M., Ataeva, G., & Rakhmonova, Y. THE EFFECTS OF ASSESSMENT APPROACH ON LEARNERS' PERFORMANCE AND COLLABORATIVE DYNAMICS IN COMPUTER MEDIATED WRITING.

25. Ataeva, G., Rakhmanova, Y., Tashpulatova, M., & Khalikova, L. EFFECT OF AWE (AUTOMATED WRITING EVALUATION) AND PEER FEEDBACK ON COHESION AND COHERENCE ON WRITING COMPLETION TASK.

