

TEACHING GRAMMAR IN HIGHER EDUCATION

Pirmamatova Dilnoza Mukhammadaliyeva
Samarkand State Institute of Foreign Languages

Abstract:

This article provides information about grammar teaching in higher education.

Keywords: Uzbek language, grammar, social status, teaching of the state language, freedom of thought, language and culture.

The teaching of the Uzbek language began first in Russian-native schools. And since 1905, by order of the Turkestan Governor-General, the children of the Russian people living in the Turkestan region have become necessary for the knowledge of the Uzbek language and writing. Anyway, Russian children began to learn Uzbek. At a time when the social status of the Uzbek language in our country is increasing even more, education involves teaching the state language in schools in other languages, students' free thinking in Uzbek, the ability to express their thoughts in written and oral form, familiarity with national, cultural values, the culture of conversion and the rich literary and artistic heritage of the Uzbek people.

The effectiveness of the use of linguistic and cultural aspects in the process of language teaching is obvious. Thanks to the use of materials from language and local history studies, foreign language lessons are distinguished by their communicative and pragmatic orientation, independence and creativity of students, their high interest and activity in learning the language, as well as partnership between students and teachers. In this regard, it is very important in the work of any teacher to create conditions that allow language learners to learn with pleasure, find creative solutions to problems and see the results of their work. After all, this is the key to successful educational activities.

Linguoculturology – examines phenomena reflecting the inseparable connection of language and culture, its formation and development. In addition, linguoculturology is a separate field that studies language and culture together. The linguoculturological approach in teaching is the construction of the process of mastering the language being studied, taking into account the interrelationships and



interaction of culture and language in the process of their functioning and the study of this interaction in a single system integrity.

When learning a language, studying in combination with the culture of this nation contributes to a more perfect mastery of this language. If we compare two national cultures, they do not completely coincide in any case. This is due to the fact that each nation has its own national and cultural units. For each culture, the combination of these elements will be different. Ignorance of the culture of the language being studied is the main cause of difficulties in the communication process.

Ming-mu Kuo Linguistics of Cultures: the Influence of culture on the study of a Second Language In the article of the same name, the main goal of linguoculturology was to ensure a holistic connection between culture and language, as well as in the implementation of curricula for teaching a second language.

Culture is also of great importance for improving the level of language proficiency among students. Language is not only a product of culture, but also a symbol of culture. Culture should be included directly in the curriculum as an important component of learning and teaching a second language. Only after cultural issues become an integral part of the language program and training, students will be able to succeed in learning the language.

In the process of teaching a second language, teachers can also pay more attention to cultural diversity, consider linguistic and cultural foundations in all aspects when developing a language training program and apply a specific curriculum related to educational activities to help students overcome cultural gaps.

Ippolitova N.V., Kolmogorova I.V., Krasilnikova V.S., Safonova V.V. the linguocultural approach described by such scientists as, according to its principle, a complex integrative pedagogical concept that functionally plays the role of conditions, objects at different stages of the educational process, and a type of education that meaningfully connects language teaching as a means of pedagogical activity with culture. Linguistic and cultural educational tasks consist of three components: based on practical activity, based on cognitive information, based on value orientation.

Also, the following cultural units can be used as the main components of the content side of the linguoculturological approach when composing exercises and



tasks, taking into account the age, level and level of language proficiency of students:

Oral folk art: elements of everyday life, narratives, fairy tales, proverbs, riddles, parables, legends, legends, etc;

Geographical aspects; familiarity with customs, values, holidays and rituals, art, painting, sculpture, architecture, music, cinema, theater;

Journalistic materials; mass media: newspaper articles, leaflets, interview tapes, questionnaires, photographs, excerpts from original literary works.

The linguoculturological approach in teaching a second language creates conditions for students not only to learn the language, but also to assimilate cultural units and enrich their thinking with information about the cultures of different peoples. The language contributes to the formation of the student, first of all, the cultural identity of his nation, a positive attitude towards other cultures. Ensures the development of social, national and cultural consciousness of students. At the same time, he urges them to preserve cultural diversity, respect the culture of each nation, and adhere to the principles of equality.

The main convenience of the linguoculturological approach in teaching a second language is that the culture of the second language is mediated in the study of the Uzbek language by students. Language culture significantly increases the potential of language learning, in addition, the use of cultural units and elements in language teaching helps to form language motivation on the spot. Also, one of the important factors of the emergence of the language environment in the course of the lesson is. Instead of concluding, the use of information related to our national culture in the preparation of tasks in the process of language learning, instead contributes to the expansion of students' horizons, the further development of language learning and makes the learning process interesting.

References

1. Shayxislamov, N. (2021). ONA TILI DARSLARINI O 'QITISHDA ZAMONAVIY METOD-KAKOGRAFIYA USULIDAN FOYDALANISH. Scientific progress, 7(3).
2. Shayxislamov, N. (2020). Cognitive Linguistics, the Symbolic and Interactive Functions of Language. Образование и наука в XXI веке, 1(6), 390-393.



3. Шайхисламов, Н. (2020). Лингвомэдениеттанудын, тарихи мен теориялык нелздерг О 'zbekistonda ilm-fan va ta'lim masalalari: muammo vayeichimlar,(2), 219221.
4. Шайхисламов, Н. (2020). Понятие заглавия с позиции когнитивной стилистики. Студенческий, (28-2), 32-33.
5. Shayxislamov, N. Z. (2020). Pxisolingvistikada assotsiativ metod asosida nutqning o 'rganilishi. O'zbekistonda innovatsion ilmiy tadqiqodlar va metodlar, 3742.

