THE FORMATION OF GRAMMATICAL COMPETENCE OF PUPILS OF SECONDARY SCHOOL IN TEACHING ENGLISH AS A FOREIGNLANGUAGE

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Abstract: In our modern society, the problem of the formation of grammatical competence as one of the leading components of language teaching and personality development is important in ensuring the effective use of communication. The new refreshed law "on education", State Educational Standards, Action Strategy for the Development of the Republic of Uzbekistan and other reforms on developing educational system of our country reflect the changes that have occurred in education over the past years where the practical aspect of teaching a language in secondary school is strengthened, requirements to the formation of the communicative competence of pupils, guidelines are defined in achieving learning outcomes through student centered approaches. Therefore, there is a need to improve the methodology of teaching grammar at the lessons of the English language in the senior grades of secondary schools in our country. This article discusses the issues of the formation of grammatical competence of pupils of secondary school.

Key words: teaching grammar, formation of grammatical competence, language training, personality development, senior grades, secondary schools

INTRODUCTION

In our modern society, the problem of the formation of grammatical competence as one of the leading components of language teaching and personality development is important in ensuring the effective use of communication. The new refreshed law "on education", State Educational Standards, Action Strategy for the

Development of the Republic of Uzbekistan and other reforms on developing educational system of our country reflect the changes that have occurred in education over the past years where the practical aspect of teaching a language in secondary school is strengthened, requirements to the formation of the communicative competence of pupils, guidelines are defined in achieving learning outcomes through student centered approaches. Therefore, there is a need to improve the methodology of teaching grammar at the lessons of the English language in the senior grades of secondary schools in our country.

MATERIALS AND METHODS

The analysis of the concept of "grammatical competence" revealed the following main approaches to its definition in methodological books of teaching EFL:

- as part of communicative competence ;
- as the ability to use syntactic concepts (predicativity, syntactic means of communication in a sentence and a text, ways of distinguishing between the members of a sentence);
- as an opportunity to operate with knowledge about the main forms of realization of the relationship between the subject and the predicate, about the main features of the syntactic structure of the sentence (intonational design of the sentence, the relative completeness of the utterance), about the types and classification features of sentences, ways of expressing the main and secondary members of the sentence;

Hence, the "grammatical competence of pupils" can be explained

-as an important component of the communicative competence of secondary school pupils;

-a complex of knowledge about grammatical units, means of expressing grammatical categories and grammatical meanings;

-skills and abilities to build effective speech behavior, taking into account the peculiarities of the functioning of grammatical units in texts of different genre and style;

-established values, which are manifested, first of all, in the pupils' awareness of the role of language in the development of personality;

Based on the study and analysis of special psychological and pedagogical literature defines the provisions that are important for the formation of grammatical competence, in particular, it is taken into account that the pupils of senior classes are actively forming abstract thinking, the ability to generalize, to carry out logical operations, reasoning and inferences, which become more conscious, justified; the ratio in educational activity between perceptual, mental and practical actions is changing, it is a means of applying the knowledge gained by pupils.

In this regard, the linguodidactic aspect of the formation of grammatical competence of high school pupils in the process of studying syntax seems to be important, which provides for a comprehensive analysis of the principles, methods, techniques and means of teaching. Based on the works of linguodidacts, we have identified general didactic (scientific, systematic, continuity, perspective, connection between theory and practice, consistency, visibility, accessibility, consciousness, motivation for learning) and methodological (communicative, ethnocultural, functional-stylistic, cognitive, language learning in structural integrity) principles of learning syntax. In our opinion, it is on these principles that the content of the formation of grammatical competence of high school pupils in the process of studying syntax should be based.

So, in particular, methods play an important role in the process of forming grammatical competence of high school pupils [Jalolov, 2015]:

1) as traditional: conversation, observation of the language, work with a textbook, exercise method, teacher's story;

2) and non-traditional: research, theoretical, practical, productive, reproductive, search, reflection.

Analysis of scientific literature [Jalolov, 2015] showed that for the formation of grammatical competence of senior pupils, such forms of organization of educational activities (frontal, collective, work in groups, individual) and teaching

aids (textbook, diagrams, didactic material, manual, texts, individual cards, electronic manuals, dictionaries, exercises, etc.). In this case, it is important to give a systemic character to the exercise in the process of learning syntax. Exercises aimed at the formation of grammatical competence in the process of learning syntax are defined as complex cultural and linguistic, since each of them should contribute to the assimilation of theoretical knowledge of syntax by pupils and actively form their grammatical competence.

The analysis of the content of the current educational and methodological support showed an insufficient level of development of the problem selected for the study, as well as unused resources to improve its quality. In addition, the development of a methodology for the formation of grammatical competence of high school pupils in the process of studying syntax is acquiring additional importance and necessity, since insufficient attention is paid to the formation of grammatical competence of pupils in the current textbooks, which is manifested in the absence of a system of exercises aimed at developing the skills and abilities of high school pupils. ...

Observing the educational process in English language lessons in secondary schools, questionnaires, conversations with teachers and pupils, analysis of student tests, creative works, systematic familiarization with the level of oral and written speech of pupils, testing, performance of experimental tests, oral frontal survey , the implementation of the exercises allowed us to state that the formation of grammatical competence of senior pupils and secondary school pupils in the process of studying syntax is considered fragmentarily.

The study and generalization of the practice of forming grammatical competence of high school pupils in the process of studying syntax made it possible to find out the reasons for the insufficient formation of grammatical competence of high school pupils in the process of studying syntax, consisting in the complexity of the grammatical material itself, inadequate consideration of the age characteristics of high school pupils, the absence of a developed methodology for the formation of grammatical competence ...

RESULTS AND DISCUSSIONS

To diagnose the levels of formation of grammatical competence of senior and secondary school pupils in the process of studying the syntax and obtaining reliable results at the ascertaining stage of the pedagogical experiment, various forms and methods of checking were carried out.

Based on the analysis of the results of the diagnostic section, the levels of the formation of grammatical competence of pupils in the process of studying the syntax were determined: high, sufficient, medium and low.

A high level of formation of grammatical competence of pupils is characterized by the established skills to analyze a phrase and a sentence from the point of view of their structure and communicative purpose, it is appropriate to use phrases and sentences of various types in oral and written speech; comply with grammatical norms; distinguish between a phrase and a sentence, select phrases with various types of communication from a sentence; distinguish between the main and secondary members in a sentence, characterize them, build sentences of different types; determine the types of one-part and complicated simple sentences; recognize and analyze complex syntactic units in the finished text; build texts of different types, styles and genres of speech; observe the logical intonation in the sentence, the rhythm-melody of syntactic constructions; intonate sentences of various types, taking into account the logical stress to convey various semantic and emotional shades of meaning; use the expressive capabilities of sentences of various types in your own speech, etc.

A sufficient level is characterized by the ability to recognize and distinguish phrases and sentences in the text, to determine the main and secondary members of the sentence, to find one-part sentences in the proposed text, to distinguish incomplete two-part sentences from complete one-part sentences; determine the structure of simple, simple complicated and complex sentences in accordance with the communicative task; distinguish between structural differences between simple and complex sentences, observe the logical intonation in a sentence, rhythm-

melodies of syntactic structures; intonate sentences of various kinds, taking into account the logical stress to convey various semantic and emotional shades of meaning; use the expressive capabilities of sentences of various types in their own speech, etc. However, pupils make a small number (1-2) mistakes in determining the types of sentences, ways of expressing the main and secondary members of the sentence.

The middle level is characterized by the ability to correctly construct and appropriately use phrases and various types of simple and complex sentences in speech; to recognize complex, complex subordinate, non-union complex sentences, complex sentences with various types of communication, to determine their structure, semantic and linguistic means of communication; it is expedient to use syntactic means communicatively. At the same time, the acquired knowledge of syntax is not sufficiently applied, they make mistakes in the process of modeling, editing syntactic categories, perform tasks at the reproductive level, as a result of which the statements are marked by imperfection, poverty and stereotyping.

A low level is characterized by a weak level of knowledge of theoretical material: pupils do not have a holistic understanding of syntactic units, they do not know how to determine the structure and means of communication in a phrase and a sentence, the stylistic role of sentences in terms of the purpose of the statement and emotional coloring; their answers are characterized by the lack of formed skills and skills of practical application of knowledge. Pupils do not show sufficient formation of skills and abilities of syntactic literacy, weak communicative activity is traced (presentation of thoughts is simple, vocabulary is limited, etc.).

Indicators of the levels of formation of grammatical competence of pupils indicate that the majority of pupils do not possess syntactic skills and abilities: they do not know how to recognize the main and secondary members of a sentence; analyze linguistic complex syntactic phenomena (do not understand the differences between simple complicated sentences and complex syntactic constructions); analyze a complex proposal with several contracting parts; to build semantic

relations between parts of a non-union complex sentence. The results of the ascertaining section of the pedagogical experiment confirmed the need to create an effective methodology for the formation of grammatical competence in senior school pupils in the process of studying syntax.

The new methods should take into account the patterns and features of the content of the academic subject, provide for the purpose, principles, content, methods, techniques and teaching aids. In accordance with the tasks and content of the formative stage of the experimental methodology in the process of forming the grammatical competence of high school pupils in the process of learning syntax, four stages of experimental learning were identified: motivational-cognitive, operational-constructive, productive-creative, evaluative-generalizing. Each stage of research training had specific goals and objectives, content, and then the dominant methods, techniques and teaching tools; was accompanied by control slices, with the help of which the level of formation of grammatical competence of senior pupils in the process of studying syntax was established.

The newly proposed methodology provides for the phased introduction into the educational process of competence-based, systemic, personality-oriented, subject-activity, communicative-activity, functional-stylistic, problematic, cognitive-communicative, socio-cultural approaches, the use of a system of exercises and tasks (analytical, reproductive, constructive, productive -creative), built taking into account the main stages of the formation of skills: to perceive and reproduce syntactic constructions, grammatically correct them in oral and written speech; select syntactic means for the purposes and conditions of communication; independently freely use various syntactic constructions in their own speech;

The productive formation of grammatical competence of senior pupils is facilitated by interactive teaching methods (the method of a continuous scale of thoughts, brainstorming, brainstorming, discussion with elements of game modeling) [Erkulova, 2020]. The most effective are methods of conversation, observation of

language material, problem presentation of material, work with a textbook, modeling, transformation, additions, design, etc.

For the formation of grammatical competence of high school pupils in the process of studying syntax, the forms of organizing educational activities (frontal, collective, work in groups, individual) [Jalolov, 2015] and teaching aids (textbook, diagrams, didactic material, manual, texts, individual cards, electronic manuals, dictionaries, exercises, etc.)

Thus, it has been established that the methodology for the formation of grammatical competence of senior pupils in the process of studying syntax is based on a complex of factors: taking into account age characteristics, pupils 'awareness of the language system, understanding the peculiarities of the functioning of various syntactic units in oral and written speech, communicatively oriented study of syntactic topics and pupils' performance of educational actions aimed at forming their grammatical competence.

The process of forming the grammatical competence of senior pupils in the process of learning syntax is ensured by the use of forms, methods and teaching aids. Among the methods and techniques of teaching are effective: analysis of semantic relations in phrases, sentences; observation of the practical application of various syntactic constructions in oral and written speech; transformation, reproduction, editing, development of your own statements; problematic, creative tasks.

The content and system of tasks should be aimed at consistent, gradually complicated activities of pupils in order to form their grammatical competence.

The level of formation of grammatical competence of pupils in the process of learning syntax can be checked according to specially developed criteria and indicators [Elkina, 2007]:

-mastery of grammatical norms of the language system in oral and written form; work with the basic principles of the syntax of English language;

-the presence of skills of grammatical means of language, application in communication conditions;

-logical consistency and accuracy of expressing thoughts in the process of performing mental operations; the ability to edit sentences, texts of various styles of speech;

-the ability to evaluate the oral and written answers of classmates, to correct mistakes;

The proposed methodology for the formation of grammatical competence of high school pupils in the process of studying syntax, in our opinion, will contribute to the effective use of all types of speech activity in accordance with various situations of communication.

CONCLUSION

The conducted research does not exhaust all aspects of the problem of the formation of grammatical competence of high school pupils, but only reflects the main provisions of this work. We see the prospects for further research in the development of linguodidactic foundations of electronic support for the formation of grammatical competence of pupils of general educational institutions; the development of a communicative component of the formation of grammatical competence of high school pupils in the lessons of the English language, which will be discussed in our next works.

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