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Methodology of Teaching English Grammar to Teachers of Universal Schools on the Base of Information Technologies

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Annotation. This article describes the methods of teaching English grammar to teachers of secondary schools in our country on the basis of information technologies, and how to make children interested in lessons and increase the effectiveness of lessons using modern technologies.

Key words: method, attention, game, theory, demonstration. Creativity, socio-psychological skills, moral-aesthetic skills, aesthetic skills, technological skills.

Continuous education in Uzbekistan is aimed at forming the young generation's high professional culture, skills of independent adaptation to creative and social life, and the ability to define and solve future plans. In performing these tasks, it is important to be in demand of the current era. That is why foreign language, especially English, plays a very important role in raising the young generation who knows foreign languages well in the development of social, economic and scientific development of the society.

The goals of teaching English in the state educational standard and curriculum of general secondary education should be derived from the interests and requirements of society, the state, and should be consistent with it.

The developmental goal of foreign language teaching includes the following:

- the components of speech ability are listening, perception, noticing, distinguishing language phenomena, logical expression of thought, etc.;
- mental processes related to speech activity: thinking, memory, attention, imagination, analysis and synthesis, generalization;
- ability to communicate: emotionality, eloquence, approachability, politeness, initiative during conversation, appropriate use of gestures, etc.;
- internal and external motivation, interest and enthusiasm for learning a foreign language and the country where the language is being studied, its people, culture, customs, etc.;
- independent work during education and preparation of students for independent education after completing education.

Based on the requirements of modern methodology, we chose an integrative approach to teaching grammatical phenomena. Some grammatical phenomena are similar to the grammatical phenomena of the native language according to their meaning or construction methods, so they do not pose a great difficulty for mastering. The linguist T. Sattorov's researches provide detailed



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information about this, and the idea of a stratified approach to grammatical phenomena is put forward.

Wide use of information technologies is recommended in foreign language education. Therefore, in the process of teaching grammatical phenomena to students, we found it necessary to use the following information technologies: computer technology (internet network), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, wish-intention, she types of riyat, foreign language teaching project method, etc. When interactive methods are used, the student thinks independently and works as a partner with the teacher. Internet technologies are one of the most modern forms of information acquisition and communication in improving grammar skills of students in English classes. Students write lectures and abstracts using the Internet.

Multimedia makes it possible to present educational material in voice, that is, it acts as a virtual teacher. The student listens to pure English pronunciation and tries to adapt his speech to it. The role of electronic dictionaries is incomparable for students of high schools of general education to gain vocabulary. In the electronic dictionary, words are pronounced directly as a set of sounds, not through a graphic representation. When working with such dictionaries, it is easy to remember words and they are stored in long-term memory. A test is taken to check and strengthen students' knowledge. During the test, students have the opportunity to work independently and self-assess. It is known that the knowledge obtained independently is stored in the memory for a long time and is easy to recall. Strategy and game tasks from modern technologies prevent students from getting bored and provide them with independent mental activity.¹

Also, the cluster approach or method helps effectively in teaching English grammar to students in secondary schools. This method is not only effective, but also a very convenient way to teach students. For example:

¹ <https://moluch.ru/archive/309/69718/>



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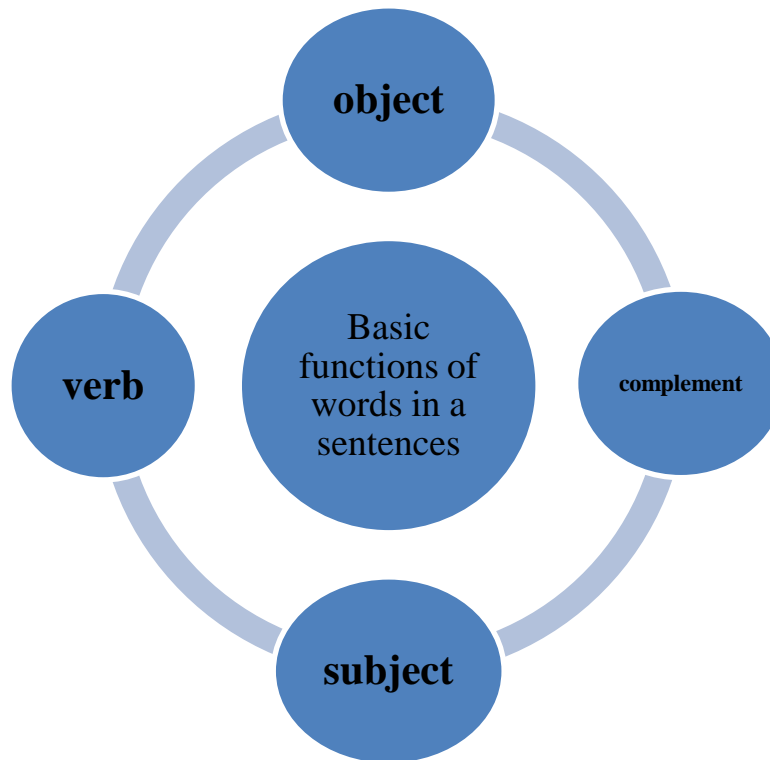
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Based on our special observations and experience, we have come to the following conclusions: the use of games and tasks serves as an effective tool in the implementation of practical, educational, general educational and developmental goals of foreign language teaching; allows to eliminate the psychological negative experiences of students in relation to expressing (speaking) in a foreign language, teaches students to think independently, master the acquisition of speech skills, encourages them to achieve goals, to win, language based on communicative methodology allows learning, attracts all students to the lesson, increases their interest, and makes a significant contribution to increasing the effectiveness of the lesson.

Knowledge, skills and competence acquire a unique attitude in learning a foreign language and reflect the nature of the educational subject. To express an idea in a speech or to understand the expressed idea, it is necessary to be able to use language material. To achieve this, it is necessary to establish a strong and flexible connection between language tools and the content of speech, as S. Setlin says, an association.

Language skills are formed as part of speaking skills. The formation of grammatical skills is a three-stage methodical process:

- distribution stage consists of explanation of new grammatical unit (presentation in speech sample), explanation and execution of initial grammatical operations.
- doing grammar exercises. This stage focuses mainly on skill building.
- the stage of using the grammatical event in speech activities.

It is clear from what has been said that grammar serves to develop skills, not to absorb knowledge. The only goal of researching the scientific-methodical description of the formation of English



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grammar skills in high school students is to introduce a model for teaching English grammar. The theoretical model is a technology for improving students' English grammar skills.

The exercises used in foreign language teaching were classified:

- ✓ types of speech activities (speaking/listening/understanding/reading/writing) exercises;
- ✓ language material (vocabulary/grammar/pronunciation) exercises; receptive/reproductive exercises;
- ✓ presentation/ training/ application exercises; familiarization/ practice/ application/ correction (correction) exercises should be conducted. Formative (educational/informative/ generalization mastery);
- ✓ developmental (skill-forming/operational/training of ready-made material) exercise;
- ✓ It would be appropriate if an improvement (qualification/motivation/acquisition of grammatical movement) exercise was conducted.

The project method is designed to develop a child's active independent thinking and teach him not only to memorize and reproduce knowledge, but also to apply it in practice. It is important that children learn to cooperate when working on a project, and cooperative education helps to strengthen mutual support, desire and ability, and students' creative abilities and activities are formed. The project method is a set of educational and knowledge techniques that allow solving specific problems as a result of the mandatory presentation of these results as a result of independent actions of students. The project method is an activity that allows students to express themselves independently individually or in a group, to test their abilities, the teacher to apply his knowledge in practice, to show the results achieved by the public. This method involves solving interesting problems created by the students themselves. For example, "Why am I late for class today?" i.e. "Why am I late for class today?" the question is asked. In this way, students try to express their knowledge through a foreign language, and they do not repeat this situation by showing their trivial reasons to other students.

Communicative skills can be divided into the following groups:

- ❖ Social and psychological skills. They prepare students to engage in communication, create a positive impression, help each student to accept his/her identity, level of position, predict the development of interpersonal relations, use psychological influence tools, be able to persuade, instill, enables identification.
- ❖ Moral-aesthetic skills. To be able to see this communication on a humane, democratic basis, to observe the rules of professional etiquette, to place the dignity of each student as an individual, to learn creative cooperation with the student team and each student. 'rnata acquisition skills count.
- ❖ Aesthetic skills. It is determined by the ability to harmonize internal and external situations, to have artistic ability, aesthetic expression, to attract teenagers to the high culture of communication, to activate their emotional mood, optimistic perception.
- ❖ Technological skills. This is determined by the ability to choose different forms of cooperation of teaching-educational tools, methods, methods, choosing the optimal method of communication management, observing pedagogical delicacy, increasing its educational effectiveness.

The design method as a pedagogical technology is a technology that includes a combination of research, research, and problem-solving methods. For students, the project is an opportunity to



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maximize their creative potential, and in principle, in order to solve the problem, students should have clear creative, intellectual and communicative skills. Therefore, the proper use of the project method requires extensive training, which is carried out in an integrated educational system.

Active or interactive methods involve the stimulation of cognitive activity and learner autonomy. Interactive methods are aimed at creating a comfortable learning environment where all students actively communicate with each other. The organization of interactive education includes the modeling of life situations, the use of role-playing games, the general solution of information based on the analysis of tasks and situations, the introduction of information flows into the mind, which causes its active activity. An integral part of interactive approaches are interactive exercises and tasks performed by students. The main differences between interactive exercises and usual work are that they are aimed not only at consolidating the learned material, but also at learning new things.

Modern pedagogy is rich in many interactive approaches, including:

- ✓ creative tasks
- ✓ work in small groups
- ✓ educational games (role playing, imitation, business games and educational games)
- ✓ use of state resources (inviting specialists, excursions)
- ✓ social projects (social projects, contests, radio and newspapers, films, shows, exhibitions, performances, songs and fairy tales)
- ✓ learning and strengthening new materials (interactive lectures, working with visual guides, video and audio materials, "student as a teacher", "everyone teaches everyone").
- ✓ discussion of complex and controversial questions and problems.²

With the interactive education method, students communicate directly in the learning environment, which in turn serves as a source of experience. In the understanding of pedagogical methods, it implies the preparation of students and teachers when the interaction is organized.

He does not work as a student-listener or observer, but actively participates in the lesson. With this form of organization of the educational process, not only school, high school, college, and even higher education students become full participants. The task of the teacher is mainly to encourage independent activity, to find ways to achieve their goals.

The term intercultural communication is widely used in foreign language teaching methodology. It is this concept that we can apply in different contexts. In fact: Intercultural communication is communication-information about the social origin, mentality, national character, way of life, traditions, value system, etc. of representatives of different cultures. In this process, it is necessary to educate and develop students in the spirit of respect, patience and proper understanding of the culture of the country they are studying.

Every foreign language lesson is a cultural intersection, a practice of intercultural communication. Because every word in a foreign language in this process reflects the life and culture of a foreign country. The task before teachers is to develop the ability of pupils and students to communicate. For this, it is necessary to learn new methods of education aimed at

² <https://cyberleninka.ru/article/n/o-rta-umumta-lim-maktablari-yuqori-sinf-o-quvchilariga-chet-tili-grammatikasini-o-qitishning-usul-va-vositlari>



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developing the four speech activities in a foreign language and training manuals that teach people to communicate effectively.

Thus, by using various pedagogical technologies in the lesson, the process of teaching English can be viewed from a completely new perspective, and new mechanisms of personality formation can be mastered, and quality results can be achieved under favorable conditions.

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