Problems of Formation and Development of Grammatical Skills and Ways to Solve Them

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Abstract. *Grammar is the structure of a language. Language turns into speech thanks to grammar. In this article highlights of problems of formation and development of grammatical skills and ways to solve them.*

Key words: *grammar, language, speech, grammatical skill, development of society, foreign language.*

The study of grammar is necessary when mastering a foreign language. According to modern linguists, of the three aspects of language — vocabulary, phonetics and grammar, it is when studying English grammar that students, mainly younger schoolchildren, experience difficulties. They are related both to the difference in the grammatical structure of the Uzbek and English languages, and to the lack of a theoretical knowledge base in the field of the native language. The problem of the lack of analogies. Often, students, without having studied grammatical phenomena in their native language, are already familiar with them in English. Simplification is considered one of the principles of working with younger students who are not yet able to understand complex grammatical phenomena. In the early stages of learning, children's imaginative thinking and game elements should be used.

The grammatical phenomenon gets a name, a story, an image and begins to live in the spoken language of the child. It is important to choose an image that is close and understandable to the child, vital and even consonant in the name in two languages — Uzbek and English. The figurative name of the grammatical phenomenon under study simplifies its understanding, its figurative image helps the teacher and the student to communicate with symbols. The image can be "animated" with the help of gestures, sounds, drawings. This saves time for explaining obscure grammatical terms and correcting mistakes during training, and also helps to avoid referring to the Uzbek language.

The development of thinking in communicative learning occurs due to the solution of constantly complicated speech-thinking tasks. Meanwhile, the communicative and cognitive functions of thinking are actively developing. The author also emphasizes that the communicative approach is based in such a way that students' activities, their worldview, their feelings, experience, educational and extracurricular interests are taken into account in every possible way in the process of organizing communication in the lesson. In addition, the training, which is based on respect for the personality of each student, and takes place in an atmosphere of freedom and goodwill, helps to reveal all sides of the student's personality. The problem of the grammatical minimum. In the conditions of secondary school, there is no real opportunity to assimilate all the grammatical phenomena of the English language, the reason for this is its vastness, as well as difficulties in forming grammatical skills.

Therefore, it is necessary to strengthen differentiation in the selection of material for the active and passive grammatical minimum. And to present complex grammatical phenomena in a more simplified

form. At the same time, it is advisable to use visualizations, diagrams and supports. And as you master the simplified version, you can give more complex designs. According to linguists, grammar teaching should be based on the rule from examples of grammatical forms in sentences to their meanings, and not from term to meaning.

So, when choosing a grammatical term, it is proposed to use the following criteria: the term should not cause students to have false associations; preference should be given to a term that reflects the functional and semantic characteristics of the phenomenon; the term should not be opposed to the scientific description of a grammatical phenomenon. The problem of exercise accessibility. Exercises are considered the main factor that causes success in teaching speech activity and the formation of grammatical skills, in other words, with the help of exercises that model activity, speech skills are formed, improved and developed. English language work awakens activity when it gives well-felt practical results already in the learning process itself. that the optimal educational and learning effect is achieved only when students are confident in the applicability of the knowledge they receive in practice, when the material being studied is related to real speech situations. Therefore, the task of grammatical exercises is to identify how the phenomenon being studied is used in speech, in which typical situations, and then by repeating the conditions of the act of speech, force the student to reproduce it. The dryness, linguistic academicism and abstraction of the language of presentation create an emotionally negative attitude towards grammar among students.

Therefore, it is necessary to present grammar in an interesting, fascinating, lively way, using various visualizations and schemes in the process of forming grammatical skills, since it is designed to awaken emotions, focusing on the personality of the student. The problem of choosing group and independent work of students. When using individual work, students experience some kind of stress due to the fact that all responsibility for the answer falls on them. As a result, it is proposed to combine paired, individual and frontal forms of work in the lesson. This will contribute to such a construction of the lesson, where each student works all the time and does not switch off from the educational process at certain moments. All these components are used in the formation of grammatical skills, maximum effectiveness in mastering grammatical forms and their consolidation. Grammar has a certain place in learning English. Most methodologists agree that knowledge of a language is knowledge, first of all, of its grammar; but knowledge can be intuitive, and it is not always correct that grammatical structures should be learned or that formal rules should be learned. The term "grammatical skill" refers to the ability to automatically use grammatical tools from long-term memory that are necessary for speech communication. There is a distinction between language and speech grammatical skills. The characteristic features of a linguistic grammatical skill are non-communicativeness, discursivity and non-situativeness.

However, the following features are characteristic of speech grammatical skill: communicativeness, discreteness (discontinuity) and situationality. A characteristic feature of the learning process of active grammatical skills is that it goes through a number of stages: The preparatory stage The elementary stage The combining stage The stage of systematizing generalization Stage the inclusion of grammatical skills in speech activity.

When forming a communicative competence, it is necessary to focus attention both on the formal side of the grammatical skill, which is responsible for the correctness in the design of the grammatical structure according to the norms of the language, and not to forget about the functional side, which determines the functioning of the grammatical phenomenon to correctly set communicative tasks. In a functional approach to learning, the following principles must be followed:

1. Speech orientation. The axiom of this principle is that learning foreign languages takes place through communication. This shows the practical orientation of the lesson. Only language lessons are motivated, not language lessons. You can teach a student to read only by reading, talking by talking, and listening by listening. This is mainly about exercises: the more similar the exercise is to real communication, the more effective this exercise is. In speech exercises, there is a dosed, smooth and rapid accumulation of a large stock of vocabulary and grammar with immediate implementation; any phrase that cannot be used in real communication is excluded.

2. Functionality. Speech activity has three sides: phonetic, lexical and grammatical. These sides are inextricably linked in the process of speaking. It follows from this that words cannot be assimilated by taking them away from their forms of use. It is necessary to strive to ensure that speech units are assimilated in most exercises. The functionality calculates that words and grammatical forms are immediately assimilated in the activity. For example, a student, performing a speech task, doubts what he has heard, confirms a thought, asks about something, encourages the interlocutor to act, and in this process, all the necessary words or grammatical forms are assimilated by the student.

3. Situationality. The selection and organization of material based on situations and communication problems of interest to students of every age is fundamentally important. To learn a language, it is necessary to study not the language, but the surrounding world with its help. The desire to speak comes to the student only in a recreated or real situation affecting the speakers.

4. Novelty. This principle is manifested in the various components of the lesson. This is the novelty of speech situations and the novelty of the material used with its informativeness, and the novelty of the lesson organization, its forms and types, and the variety of its working methods. In these cases, the student does not receive any direct instructions to memorize, it is a side result of speech activity with the material (so-called involuntary memorization).

5. Personal orientation of communication. The speech is individually colored. All people differ from each other by their natural abilities, their ability to carry out speech and educational activities, and their characteristics as a person. These characteristics include experience (each person has his own), a set of certain emotions and feelings (one is proud of his country, the other is not), his interests, his position in the team.

6. Collective interaction. This is a way to organize the process when students actively communicate with each other, and the success of each is the success of the others.

The main difficulty in teaching grammatical skills and abilities is considered to be mastering the actions of individual facts of the language. Based on this, the main purpose of grammatical exercises is to provide students with the process of mastering actions both receptively and reproductively with grammatical material.

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