

Types of Exercises on the Active Grammatical Minimum

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Abstract. *The article discusses the types of exercises on the active grammatical minimum at the university. The purpose of this article is to create the basis of grammatical action for the subsequent formation of a skill in various situations of communication. At this stage, it is necessary to reveal the meanings, form formation and use of the grammatical structure, to ensure control of its understanding by students and primary consolidation.*

Keywords: *grammatical minimum, grammatical structure, simulation, grammatical phenomena, flexibility of the skill, interlingual interference.*

Acquaintance with new grammatical material for productive assimilation is most often carried out in educational and speech situations presented orally or in reading in the following sequence. Exercises in imitative reproduction of grammatical phenomena Thanks to imitative exercises, an acoustic image of a new phenomenon is laid, the ability to predict develops. The simulation can be performed by ear or based on a printed support, such as a lookup table. It is desirable to compile substitution tables on a specific topic: this enhances their speech capabilities. Exercises should be carried out at a fast pace and not take a lot of time. You can use choral work.

Exercises in the modification of grammatical phenomena (responsible for the formation of the flexibility of the skill, here the assimilation of the whole variety of forms inherent in this phenomenon takes place) The purpose of these exercises is to dismember and transform grammatical material. It marks the analytical stage.

1) substitution tables serve as a material support, with the help of which various transformations are performed around the main backbone. Substitution exercises can be done in pairs; one table; changing roles; with another table; without table; from memory, etc.

2) translation from the native language into a foreign language Pros Cons - they help to overcome interlingual interference, since when they are performed, there is a visual opposition of the involved forms, which is an important point in the assimilation of language material - they allow you directly - they violate the monolingualism of the learning process, and in the absence foreign language atmosphere, you need to fight for every sound in a foreign language - they carry a large pile of difficulties of a different plan, which interferes with the development of a skill in order to weaken the disadvantages: - offer small exercises for translating from native into a foreign language - recommend building them as a substitution form, mobilizing voluntary attention, since the content in them is set - they strictly dictate the use of a certain grammatical form of the table - to preface their implementation with a comparative analysis of the involved forms, which helps to remove difficulties - these exercises should actually be a back translation link

3) exercises in modifying the grammatical form. The latter are more reproductive in nature, since additions to them are made mainly from memory. For example, the teacher talks about himself, the student talks about his brother. Or conversation: teacher (to student A) Do you know if N. has read the book? Student A. to N., have you read the book? Student N: yes, I read the book Student A: N. read the book

4) exercises in correcting semantic errors 3. exercises in combining grammatical phenomena to express thoughts in oral speech. The grammatical skill formed with the help of training exercises is used in speech skills, which are developed using the application method. The content of this method are combination exercises. Methods of working on passive grammar Exercises in mastering passive grammar at a minimum are aimed at developing the skills of recognizing the form, correlating it with the meaning, and on this basis - penetrating into the meaning of what is being read, recognizing a foreign language form - the starting point of reading, involves the possession of its informative signal features.

Passive grammar is acquired in three stages: familiarization, practice, application. 1) algorithms (memos) are widely used for familiarization 2) training exercises teach you to automatically grasp the signs of the corresponding grammatical phenomena (determine the type of sentence according to the scheme, isolate complex sentences from the text, based on schemes, and determine the species-temporal form of the predicate in the subordinate clause; in what function the verb to be is used - auxiliary, semantic, connective, modal 3) convert the contextual form into a dictionary one Lesson planning for the formation of grammatical skills

1. to carry out a methodical analysis of new grammatical material in order to highlight the features of forms and meanings in it as objects of assimilation, to determine the nature of its connection with previously studied grammatical material and possible difficulties in mastering it by students, taking into account intralingual and interlingual interference;

2. identify those types of educational work and exercises that students have already mastered in previous lessons;

3. get acquainted with the existing teaching aids included in the educational and methodological complex, evaluate the possibility of their use in working on grammatical skills.

II. Taking into account the results of the work done, formulate the objectives of the lesson: 1) to familiarize students with a new grammatical phenomenon (specify the phenomenon specifically); 2) to train students in the use of a new grammatical phenomenon; 3) teach students to use new grammatical material in conversation and monologue; 4) teach students to understand by ear or read a text containing new grammatical material.

III. Make a program aimed at solving the task: 1) give an installation for listening to a speech sample containing a new grammatical phenomenon in order to comprehend it; 2) present a speech sample in a learning-speech situation and reveal the meaning of a new grammatical phenomenon using an appropriate technique; 3) check students' understanding of the meaning of a new grammatical phenomenon; 4) give an installation for secondary listening to a speech sample, in order to reproduce it based on the teacher's speech sample; 5) present the speech sample again, highlighting a new grammatical phenomenon with your voice.

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And relate it to the appropriate situation; 6) to organize the performance of speech exercises in order to apply a new grammatical phenomenon in the speech of students and understanding when reading and listening; 7) to systematize the knowledge of students on the studied grammatical material and to control its assimilation. Analysis of own experience of learning foreign languages.

Task 1. Recall and discuss in pairs those grammatical errors that you:

- most often admitted at school and university;
- allow today;
- never let it happen again.

Task 2. Try to summarize your experience of learning English grammar and write a table of contents for your new grammar book. Work individually, and then compare the results, paying attention to the following points:

- the structure of the textbook and the name of the sections;
- sequence of partitions;
- grammatical phenomena that are studied within the framework of a particular section; • grammatical phenomena, which for some reason were not included in the author's course.

Task 3. What second foreign language did you study? What grammatical phenomena of the studied second foreign language seem to you the most difficult? Can you draw a parallel between learning English and learning Spanish/French/German, etc.? Justify your answer.

Task 4. Remember the last time you looked at any section of the grammar of a foreign language. Answer the following questions:

- What did you do and why?
- Was there any difficulty in understanding this section/unit and why?
- Did you use a foreign course or were the explanations given in Russian?
- Did you finally figure it out, or are there any questions left unanswered? Do you need more information/sources?
- How did you test knowledge of specific material and the ability to use it in speech? Task 5. How do you explain the fact that, knowing this or that grammar rule, students continue to make mistakes on this rule in spontaneous speech? Have you met with a similar phenomenon?

Task 6. Which way of learning grammar do you think is more appropriate to use at an advanced stage of teaching English and why?

First way. It can be characterized as follows:

- study/repetition of the rules from the textbook;
- performance of exercises on substitution/opening of brackets;
- translation of sentences from Russian into English.

Second way. It can be characterized as follows:

- study of real speech situations/statements in oral and written speech (using the materials of corpus linguistics), where the studied grammatical phenomena are used;
- argumentation of the use of a specific grammatical - phenomenon in each individual case;
- comparison of these speech patterns with statements of similar meaning, where other grammatical phenomena are used;

- independent derivation of the rule with its subsequent comparison with the rules proposed by the authors of the textbook;
- performing exercises on opening brackets / multiple choice not at the level of individual sentences, but in mini-texts;
- solution of communicative tasks involving the use of specific grammatical phenomena, which is due to the speech functions of communication in this situation.

Task 7. What grammatical phenomena cannot be used in situations where you: a) discuss plans for the future; b) apologize, ask for forgiveness for committed / imperfect actions; c) describe the events you saw; d) reproach someone for wrongly performed / imperfect actions; e) compare objects/phenomena/events/people; f) order / persistently convince someone of the need to do something; g) advise someone to do something; h) guess what could happen if ...; i) talk about the possible actions of another person.

Task 8. Name those cases when the studied grammatical phenomenon can be identified with the study of vocabulary, i.e. when grammar is studied at the level of a lexical unit.

Task 9. Complete the tasks of international examinations for the control of grammatical speech skills for the CAE / CPE level (See: Materials of international exams) and say:

- Do these tasks test knowledge of grammatical rules or the ability to choose the right grammatical phenomenon and use it adequately in speech? Explain how this is due to the nature of the tasks.
- What did you find difficult/caused the most doubts about the correctness of the choice? What is the reason?
- What helped you make the right choice?
- What mistakes did you make and why?

Control questions for mastering the theory

1. What is the role of grammatical skills in the formation of foreign language communicative competence? Why is it impossible to develop skills in any kind of speech activity without a sufficient level of formation of grammatical skills?
2. What approaches to the formation of grammatical skills and their inherent methods do you know? Justify the legality / illegality of their use at school at various stages of education.
3. What is meant by interlingual and intralingual interference in teaching grammar? Give examples.
4. How to make the development of grammatical skills interesting and personally meaningful for students?
5. How does the use of grammar games in a foreign language lesson contribute to the creation of conditionally communicative and self-communicative situations to update the grammatical skill?
6. What additional grammar teaching aids can a teacher use at various stages of learning at school and university?
7. How to check the level of formation of grammatical skills, what types of tasks are used for this in modern exams?

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