

## USING GRAMMAR AS A FACTOR TO ENHANCE PRACTICAL PARTS OF LINGUISTICS

**Nargiza Babadjanova**  
Chirchik State Pedagogical  
Institute of Tashkent region  
**UZBEKISTAN**  
n.babadjanova@cspi.uz

**Sarvinoz Eshonkulova**  
Chirchik State Pedagogical  
Institute of Tashkent region  
**UZBEKISTAN**  
s.eshonkulova@cspi.uz

**Nasiba Shodiyeva**  
Chirchik State Pedagogical  
Institute of Tashkent region  
**UZBEKISTAN**  
n.shodiyeva@cspi.uz

### ABSTRACT

In this paper, grammar rules as factors to improve practical direction of Linguistics will be discussed. Although the content of the basics of linguistics is reflected in the curriculum and textbooks, it is important to choose and use it. In this regard, we are considering some necessary measures to improve the content of the science of the basics of linguistics and to make it a key factor in activating the learning process.

**Keywords:** Foreign language, language learning, language teaching, methodology, Linguistics, grammar.

### INTRODUCTION

The period has made the effectiveness of the practical use of language a major problem in both science and education. As a result, linguistics has taken on an anthropocentric nature, dealing with the problem of language and personality commonality, while mother tongue education has identified the need for students to develop competencies to use language wisely and effectively in specific speech situations, contexts and cultural environments.

It is known that the competent reconstruction of the basics of linguistics begins with the improvement of the content of education, raising it to the level of modern requirements. Although the content of the basics of linguistics is reflected in the curriculum and textbooks, it is important to choose and use it. In this regard, we are considering some necessary measures to improve the content of the science of the basics of linguistics and to make it a key factor in activating the learning process.

### LITERATURE REVIEW AND METHODOLOGY

It is necessary to intensify educational activities by improving language materials. Language material is the meaning of the concept of teaching material. These two concepts are interpreted differently in the pedagogical, psychological, and methodological literature.

Linguists I. Lerner, M. Skatkin, and L. Taranov described the textbook as "the core of a rich social experience that is selected for study and methodologically developed to master it." L. Zankov also includes in the concept of educational material a method of studying it. Learning material is broader notion than the textbook.

The curriculum is a system of knowledge, skills and competencies tailored to the learning to be covered in this course. Activation in the classroom depends in many ways on the choice and use of language material. In today's world, where the requirements for the content of education are growing, the improvement of language materials, increasing its effectiveness is not limited

to textbooks. In addition, the most important task is to take full advantage of the opportunities and make it an important factor in motivating students.

There are a number of objective and subjective factors that need to be considered in order to make learning materials an important tool for activating students' learning. Objective factors include the nature of language materials, their size and level of complexity, while subjective factors include students' real learning opportunities, their level of interest in language materials, and opportunities for independent work. There is a need to strengthen the practical orientation of language materials.

Strengthening the practical orientation of language materials requires, first of all, freeing them from academicism and excessive grammar. As you know, we don't see much difference between high school and high school grammar today. The complete incompatibility of academic grammar with school grammar has led to academicism and excessive grammarization of language materials. Students are mainly engaged in the study of grammatical concepts, the rules of the Uzbek language, philological tasks, one of the main tasks of teaching the Uzbek language - the selection of appropriate speech and speech development. is left out. Improving the practical orientation of language teaching requires that each lesson focus on the formation of orthoepic, spelling, punctuation, stylistic skills in students, the development of a high culture of speech. Because in its firm place in social life, it is not a matter of memorizing grammatical rules, but of writing and reading skills correctly, the art of meaningful and beautiful speaking, dealing with business papers, the ability to do, the skill of choosing the appropriate speech come in handy.

## RESULTS AND DISCUSSION

To strengthen the practical orientation of language materials, we recommend the following:  
*Alignment of language materials with the goals and objectives of the formation of competencies.*  
Is the main goal to arm the language with the rules of the language or to teach the Uzbek literary language perfectly?

For example, a student may misspell many words if he or she knows the rules of spelling, even if he or she knows the rules of the language, but cannot use them fluently in oral and written speech. Knowing the rules of the Uzbek literary language is not the same as using the rich potential of the Uzbek literary language in speech. Therefore, the main purpose of language classes is to teach students the Uzbek literary language. But language itself cannot be taught without its grammatical rules. Laws regulate oral and written speech, and help to generalize, compare, and infer linguistic phenomena. The process of language learning is closely linked to the provision of language information. Therefore, practice should not be overshadowed by the theoretical knowledge of the language, but it should take the lead. In particular, spelling rules should be used to develop speaking skills, including the spelling of words and their ability to use them fluently.

*Enlargement of linguistic materials.* That is, according to the current curriculum, students have to learn a new topic almost every hour. The main reason for this is the excessive fragmentation of language materials.

Enlargement of language materials is one of the main measures to improve it. A. Belyaev, one of the representatives of the Ukrainian language teaching methodology, suggested that the expansion of the teaching material would bring good results. There are also some conflicting

views on this issue in the didactic literature. For example, T. Shamova does not consider it appropriate to build the curriculum on such a structure. At the same time, it is impossible to abandon this idea completely. There are materials out there that have real potential to enlarge them. In particular, the magnification of language phenomena that constitutes a paradigmatic phenomenon.

It is well known that language is an interconnected system of events. But there are language phenomena that do not work well when studied separately. These linguistic phenomena, which form a paradigm, are easier to understand only when taken together. For example, ownership and contract are all part of the same paradigm.

Enlarging the language materials that make up a paradigm makes it possible to identify similarities and differences by comparing them. This is very important for student activism.

*Enlargement at the expense of contrasting subjects that differ sharply from each other.* Studying these topics in enlarged blocks, firstly, avoids excessive fragmentation of the study material and spending too much time on its study, and secondly, strengthens the practical direction of mother tongue teaching, helps to make full use of speech development opportunities will give. This means that enlarging language materials is an important way to improve it, which eliminates the need for students to be overwhelmed by theoretical rules. It allows for the full use of mental activity techniques such as observation, comparison, contrast, and identification of similarities and differences. This also has a positive effect on student engagement. Eliminating over-repetition from a practical linguistics course is useful not by re-learning the material learned at an early stage from a systematic course, but by activating them in memory and using the time saved to build practical skills and improve speaking skills.

*Effective use of learning activities that require independent thinking and creativity.* As long as language materials encourage students to think independently and be creative, they will become an important motivator. To do this, you need to make good use of non-standard tasks in the classroom.

integration, the use of textbooks and dictionaries also play an important role in strengthening the practical orientation of language knowledge.

An important opportunity to improve language materials is to strengthen its educational orientation. Strengthening the educational value of theoretical materials is still a challenge. In many cases, the emphasis is on the grammatical aspects of the language material, while the educational aspects are neglected. This, of course, makes the material more boring and makes the student passive in the process of studying it. One of the measures to prevent such a situation is to strengthen the educational direction of the language material. The educational material complements the theoretical material and expands the possibilities of understanding and mastering it. For example, the material on the topic "Plural suffixes in the category of nouns" is used in the sense of respect for the suffix -s, with information on in which case of speech it is more possible to refer to this suffix. The addition increases the attractiveness of this material. Materials on the topic of "rhyming phrases" should cover not only the types of meanings of this phrase, but also their role in speech and the subtleties of meaning.

In connection with the topic of "cohesive speech", the role of these sources in the expression of ideas, as well as the importance of increasing the effectiveness of the speaker's speech, will undoubtedly have a positive effect on the activation of learning activities of the student.

## CONCLUSIONS

Improving the content of a language alone is not the answer. Along with the content, its form needs to be improved, because the form that corresponds to the content increases the activity of the reader. It is well known that inductive and deductive methods are the most common forms of narration in the teaching process today. If we approach the problem from the point of view of the problem we are studying, first of all, the process of observing, comparing, and coming to general rules and definitions of linguistic phenomena is a process that motivates the reader to action. Second, in an inductive way, the learner has to process the language material independently through his or her own mental activity. Although the deductive method makes it possible to present the language material in a very concise way, it makes it much more difficult to activate the students' activities. This is because the student's thinking is limited in the process of moving from general rules, conclusions and definitions to practical work.

The most optimal way to describe language material is to come to general conclusions and definitions from tasks that require methods of mental activity such as observation, comparison, grouping, generalization, systematization. This is a problem-based way of describing language material, and it comes in many forms:

- a) to draw theoretical conclusions from observation, comparison, generalization, systematization;
- b) theoretical information can also be provided as part of a practical learning problem.

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