

## INGLIZ TILINI O'QITISHDA GRAMMATIKANING O'RNI

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**Annotatsiya:** *Grammatika barcha tillarda, shu jumladan barcha mamlakatlarda so'zlashadigan tillarda mavjud bo'lgan lingvistik tuzilishini tushunishni o'z ichiga oladi, shuningdek, so'zlarni qanday qilib to'g'ri ishlatishni bilishdan tashqari, ushbu tuzilmalar qanday ishlashini o'rganib, talabalar ulardan grammatik qoidalarni yodlashdan qiynalmasmasdan jumalarni tuzishda foydalanishlari mumkin, masalan mavzu va fe'lning kelishuvi sifatida va genderda.*

**Kalit so'zlar:** *grammatika, nutq tuzilishi, ko'nikmalar, jumlar, aloqa, kommunikativ kompetentsiya.*

## ЗНАЧЕНИЕ ГРАММАТИКИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация:** *Грамматика включает в себя понимание лингвистических паттернов, присутствующих во всех языках, включая те, на которых говорят в нашей собственной стране, в дополнение к знанию того, как правильно использовать слова, изучив, как работают эти структуры, учащиеся могут использовать их для построения предложений, не беспокоясь о запоминании грамматических правил, таких как согласование подлежащего и глагола и рода.*

**Ключевые слова:** *грамматика, речевая структура, навыки, предложения, общение, коммуникативная компетентность.*

## THE PLACE OF GRAMMAR IN TEACHING ENGLISH.

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**Annotation:** *Grammar includes understanding the linguistic patterns present in all languages, including those spoken in our own country, in addition to knowing how to use words correctly, after learning how these patterns work, students can use them to build sentences without having to worry about remembering grammatical rules like subject-verb agreement and gender.*

**Key words:** *grammar, speech pattern, skills, sentences, communication, communicative competence.*

Yozma va nutqda malakali so'zlashuvchi bo'lishni istagan talabalar grammatikani tushunishlari kerak. Grammatikani o'qitish talabalarga qiyinroq fanlarni tushunishga yordam beradi va ularning fikrlarini aniq etkazishlari uchun zamin yaratadi. Talabalarga aniq va aniq muloqotni ta'minlash ko'nikmalarini berish, grammatikani o'qitish ularga yanada ishonchli ma'ruzachi va yozuvchi bo'lishga yordam beradi. Shuningdek, grammatika so'zlarni qanday qilib to'g'ri ishlatishni bilishdan tashqari, barcha tillarda, hatto o'z millatimizda so'zlashadigan til hususiyatlarini tushunishni ham o'z ichiga oladi. Talabalar ushbu xususiyatlarning qanday ishlashini tushunganlaridan so'ng, ularni jins va mavzu-fe'l kelishuvi kabi grammatik cheklovlarni eslashdan tashvishlanmasdan jummalarni tuzishda qo'llashlari mumkin. O'quvchilar ushbu ko'rsatmalarni tushunganlarida, ular kitoblardan ovoz chiqarib o'qiydimi yoki televizorda ingliz tilida gaplashadimi, boshqa odamlar nima deyayotganini tushunishlari osonroq bo'ladi.

Dastlabki bir necha yil ichida kommunikativ kompetentsiya ba'zi tadqiqotchilar va amaliyotchilar ongida grammatik aniqlikka e'tibor bermaslik bilan sinonimga aylanadi; va ikkinchi tilni o'rganuvchilar, agar ular grammatik aniqligi nisbatan past bo'lsa ham, o'z ma'nosini tinglovchiga etkazsalar, kommunikativ hisoblanadi. Omaggio (1986) ta'kidlaganidek, kommunikativ kompetentsiya so'zi ko'pincha tildan foydalanish qoidalari bilan bog'liq bilim yoki qobiliyatni ifodalash uchun ishlatiladi, grammatik (yoki lingvistik) kompetentsiya atamasi ko'pincha grammatik qoidalarga murojaat qilish uchun ishlatiladi. Darsda grammatika ta'limidan ikkinchi tilni o'qitishga e'tibor qarata boshladi. Dars til funksiyalari va kommunikativ faoliyatga e'tibor qaratdi. Ba'zi o'qituvchilarga grammatikani o'rgatishlariga to'sqinlik qiladilar. Biroq, bir guruh tadqiqotchilar orasida o'rtacha tendentsiya kuzatildi. Ular endi kommunikativ kompetentsiyani grammatik kompetentsiyadan farq qilmaydi, balki korporativ grammatik kompetentsiyani kommunikativ kompetentsiyaning bir qismi deb bilishadi. Masalan, Canale and Svain (1980) kommunikativ kompetentsiyani grammatik kompetentsiya, sotsiolingvistik kompetentsiya, og'zaki kompetentsiya va strategik kompetentsiyadan iborat deb ta'riflagan. Bundan tashqari, Uilkins (1976) til ta'limotlari lingvistik kompetentsiyani e'tiborsiz qoldirmasligini ta'minlashga intildi. Tuzilmalar maqsadga erishish vositasini beradi va bu maqsad muloqotdir. Shuningdek, u tilning grammatik tizimlari haqidagi bilimlarimiz til o'rganishni til funksiyalari va tushunchalariga qaraganda tizimli ravishda tuzish vositasini berishini ta'kidlaydi. Ikkinchi tilni tizimli ravishda o'qitish maqsadida kommunikativ kompetentsiyaning pragmatik jihatlari ravonlik, aniqlik va izchillik o'rtasidagi muvozanatga alternativa sifatida emas, balki grammatik kompetentsiyani to'ldiruvchi sifatida qaralishi kerak. Bundan tashqari, grammatik kompetentsiya talabalarning samarali ko'nikmalarini

rivojlantirishga hissa qo'shishi mumkin, chunki grammatika til qonunlarining tavsifini tashkil etadi, bu talabalarga ko'plab potentsial original jummalarni yaratish vositalarini taqdim etishi mumkin.

Grammatikani o'rgatish yoki bermaslik haqidagi munozaradan so'ng, endi asosiy masala grammatik bilimlarning ahamiyati emas, balki uni qanday o'qitishni yaxshiroq tushunish edi. Ikkinchi masalaga kelsak, grammatikani qanday o'rgatish bo'yicha uchta yondashuv mavjud, ya'ni deduktiv, induktiv va kognitiv takomillashtirish. Ushbu uchta yondashuv ko'p jihatdan talabalarga taqdim etilgan grammatik elementlarning grammatika tizimida qanchalik asoslanganligiga qarab o'ziga xos joylarga ega. Savol qaysi birini tanlashda emas, balki uchta yondashuv qanchalik yaxshi birlashtirilganligida. Bizning vazifamiz qaysi grammatik elementlar qaysi yondashuvlarga mos kelishini aniqlash uchun qo'shimcha tadqiqotlar o'tkazishdir. Bu, albatta, turli kontekst va vaziyatlarga bog'liq. O'qituvchilar har doim barcha talabalar ona tilida so'zlashuvchilar kabi ravon gapirishni orzu qiladigan kursni boshlashadi, ammo o'qituvchilar boshqa ko'nikmalar haqida hech qachon o'ylamagan. Dunyodagi har qanday tilni o'zlashtirish uchun siz to'rtta ko'nikmalarni o'rganishingiz kerak, ular (tinglash, gapirish, o'qish va yozish). Qabul qilish qobiliyatlari o'qish va tinglash, ishlab chiqarish qobiliyatlari esa gapirish va yozishdir. Ushbu ko'nikmalar zarur bo'lganligi sababli, o'qituvchilar ularni mashq qilishlari kerak, ayniqsa yozish, bu juda murakkab mahorat talab etadi.

Yozish strukturani, ya'ni grammatikani o'z ichiga oladi. Talabalar bir xil savolni qayta-qayta berishadi. Bu erda o'quvchiga tilni tushunishga yordam beradigan grammatikaning roli keladi, chunki lug'atning ko'p qismi grammatikada ishlatiladi (zamonlar, nutq qismlari ... va hokazo.). O'qituvchilar ingliz tili grammatikasini chuqur bilishlari kerak, chunki grammatika tilning asosi hisoblanadi. Qadimgi davrlarda barcha Rim va lotin o'qituvchilari grammatikadan keng foydalanganlar va 1800-yillarda grammatika ingliz tilining asosiga aylangan grammatika-tarjima usuli qo'llanila boshlandi. O'qituvchilar turli zamonlar orqali tilga ta'sir o'tkazish, shuningdek, har bir zamon qanday ishlatilishini batafsil tushuntirish orqali talabaning til haqidagi tushunchasini rivojlantirishlari kerak. Yangi boshlanuvchilar bilan muomala qilganda, o'qituvchi ravonlik emas, aniqlik elementiga e'tibor qaratish kerak, chunki ravonlikka vaqt o'tishi bilan erishish mumkin, ammo aniqlik juda ko'p amaliyotni talab qiladi. Talabalar grammatika qoidalaridan zerikishlari mumkin, shuning uchun o'qituvchilar ularni ma'lumot bilan jihozlash uchun turli usul va vositalardan foydalanishlari mumkin. Buni o'yinlar, yuz ifodalari va imo-ishoralar, taxmin qilish vaqtlari yoki hatto viktorinalar va blokli imtihonlar orqali amalga oshirish mumkin. O'qituvchi grammatika qoidalari bilan qurollangan bo'lsa, talabalar o'zlarini ishonchli manbadan o'rganayotganlarini bilganlari uchun o'zlarini qulay his qilishadi, lekin o'qituvchi tilda xato qila boshlaganda, talabalar savollar berishadi va o'zlarini ishonchsiz his qilishadi. Agar o'qituvchi o'z tilini yaxshi bilsa va uning aql-idrokiga ishonsa, u bolalarga yoki

hatto kattalarga dars beradimi, bu uning o'quvchilari va o'zi uchun til o'qituvchisi sifatida katta ahamiyatga ega bo'ladi. Ikkala soha ham undan aniq, malakali va qobiliyatli bo'lishini talab qiladi.

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