



METHODS FOR THE FORMATION OF GRAMMATICAL COMPETENCE IN
ENGLISH IN STUDENTS OF NON-PHILOLOGICAL EDUCATION

Rustamova Shahnoza Abdurakhimovna

associate professor, Tashkent State Transport University

Abstract: *The article considers the growing need for grammatical accuracy in both formal and informal intercourse. Since language is the core element of human existence and grammar is the cornerstone for the proper organization of our thoughts, only through thorough and continuous study can we fully understand them? In addition, this article proves that mastering the grammar of one language can facilitate the acquisition of other languages. The naming of grammar as the 5th language acquisition competence is therefore not accidental and plays a prominent role in all linguistic dimensions.*

Keywords: *accuracy, linguistic dimension, clause, competence, correctness, grammatical patterns.*

The article deals with the problem of developing a subsystem of exercises for the formation of productive grammatical competence of prospective teachers who learn English-German through independent work. The importance of transfer based on previously acquired knowledge and skills in German and its impact on the process of forming future English grammar skills for teachers was stressed. It has been shown that this factor must be taken into account when developing exercises for independent work. The principles of the development of the subsystem of exercises for the formation of productive grammatical competence were identified. When designing the sub-system of the exercises, the requirements that the exercises should meet were analyzed and the phases of the process of grammatical competence formation (preliminary, stereotyped, and variable) were identified. The proposed sub-system of exercises includes three groups of exercises corresponding to the levels of grammatical competence formation. The type of exercises in each group was determined. Practical examples have been provided in the article. All exercise groups set tasks to develop prospective teachers of contrastive skills to identify similar phenomena in the systems of the English and German language, as well as to develop reflection in the process of comparing language phenomena on the one hand and their learning outcomes on the other. The third exercise group deals with communicative tasks. The presented subsystem is a tool for organizing students' independent work with grammatical material. Grammar is considered one of the most important elements in communication in terms of speech formation. Ur (1988:4) defines grammar as the rule of how words are combined and constructed into larger units of meaning. According to Thornbury, grammar is a study of the formation of possible structures used in a language (Thornbury, 1999). And Thornbury notes that grammar is not always about syntax and morphology, but about linguistic chains and slots. This means that grammar gives someone



(the speaker) the ability to concatenate some words in a certain order (based on the rule) and also give variations or find other words that fit into each link in the chain.

In this case, it is important to develop the ability to use grammar correctly to communicate with others. Because of our practices, we know that learning grammar means learning about the grammar itself, but also about other aspects of the language. Radford defines these grammatical rules, or principles, that summarizes how phrases and sentences are constructed, pronounced, and understood in language. When learning grammar, not only the aspect of syntax has to be learned, but also the aspect of phonology and morphology. Mastery of grammar enables the language learner to speak about anything in the language correctly and smoothly.

Furthermore, the role of grammar in the context of communication is considered not only as a tool that regulates the rules of language production. Adequate grammatical competence will help our learners to develop this language production ability. It relates to the correct use of grammar, appropriate vocabulary, and acceptable pronunciation. Researchers over the years have traced the problem to teaching methodology, the classroom environment, learners' attitudes toward the English language, anxiety, and lack of motivation. However, little research has been done on teaching materials used in classrooms to improve students' grammar skills. This study used English poetry as language teaching material to develop students' grammar skills. The study was quasi-experimental with a control and an experimental group. Respondents to the study were second-semester university students with non-English majors. The experimental group was taught through poetry, while the control group used traditional teaching materials. Pre- and post-tests were used as survey instruments. In addition, observation field notes were used as a supportive data collection tool to understand the effect of both types of instructional materials on the students of both groups in their respective classrooms.

The data collected by pre- and post-test were analyzed by independent sample t-tests while observation field notes were used to support the statistical results of the analysis. The results of the study showed that the students in the experimental group performed significantly better than the students in the control group in terms of grammar rules and vocabulary in the post-test. However, there was no significant improvement in the students' pronunciation in the experimental group. The observation field notes showed that the students of EG were more interactive, actively participated in group activities, and were more collaborative and cooperative in the language learning process. The study recommends using poetry as teaching material in English classes at universities.

Consequently, the question arises: How did grammar fall out of standard teaching? First, grammar research dried up at the beginning of the 20th century, later grammar-related questions were excluded from school programs and tests; After all, it just died out in education. Out of concern and confusion, we reached out to my colleagues and internet bloggers to show them the importance of grammar by asking the question "Why Does Grammar Matter?". and the answers are fascinating. Here are two of them that somehow sum up several opinions:1. Grammar is important because it is a language that allows us to



talk about language. And knowledge of grammar offers a window into the human mind and our amazingly complex mental faculties. People associate grammar with mistakes and correctness. But knowledge of grammar also helps us to understand, which makes sentences and paragraphs clear, interesting, and concise. National Council of English Teachers (NCTE).

2. Learning grammar is essential to speaking accurately when communicating with other speakers of the English language. The grammatical aspect is also important in writing, e.g. academic papers, business correspondence, etc. Regular grammar lessons help students to be accurate and aware of their mistakes when practicing speaking and writing skills in the classroom. Tatiana Shipunova, ESL teacher, PRU It is important to note that currently, most school tests have what is called a grammar relevance point to separately assess the writing tasks (IELTS, CAE, BEC, etc.). This classification includes all aspects of grammar, different tenses, passive forms, modals, conditionals, prepositions, reports, inversions, etc. In addition, grammar relates to the meaning and effect of what we write and say; it gives us the words to talk about our choices, preferences, moods, and tones. We use different sentence patterns, vocabulary levels, and structures for different conversational situations. Consequently, the appropriate level of grammatical competence helps us to recognize.

Most publishers currently issue ESP or EGP course books supplemented with grammar sections (language references) that offer a more practical application of the grammar rules and address specific subject-related needs. In doing so, we have to take into account the linguistic and cultural aspects as well as the analytical way of thinking of different nations. For example, Russians are interested in studying theoretical aspects and rules first, to later put them into practice. Therefore, it is advisable to integrate the acquisition of the 4th core competency with the 5th competency by covering full grammar textbooks to ensure that the learners' individual needs are met. In our case, we combined EGP materials with beginner to intermediate grammar resources. Also worth mentioning is the website www.englishforeveryone.com, which is simply furnished with grammar links, teaching tips, and a grammar bibliography. In short, it's a place where people know that grammar matters and how and why. It's worth visiting and checking your grammar comprehension. Thus grammar is gradually regaining its respectable place in human culture. And the philosopher Ludwig Wittgenstein was right when he said: Like everything metaphysical, the harmony between thought and reality lies in the grammar of the language.

REFERENCES:

1. Harper D. Grammar, Online Etymological Dictionary [Electronic resource] – URL: www.englishstudymaterials.com (Accessed April 8, 2010)
2. Butterfield J. Damp Squid: The English Language Laid Bare.– Oxford: Oxford University Press, 2008. – P. 142.



3. Bihych O. B., Borysko N. F., Boretska H. E. *Metodyka navchannya inozemnykh mov i kultur: teoriya i praktyka* [Methods of Teaching Languages and Cultures: Theory and Practice]. S. Yu. Nikolayeva (ed.). Kyiv, Lenvit, 2013. 590 p.
4. Ataboyev Isroiljon Mirza o'g'li. (2022). DEVELOPMENT OF LISTENING MATERIALS FOR ESL LEARNERS. *Proceedings of International Conference on Scientific Research in Natural and Social Sciences*, 2(1), 64–69. Retrieved from <https://econferenceseries.com/index.php/srnss/article/view/797>
5. Ataboyev Isroiljon Mirza o'g'li. (2022). INTRODUCTION OF ELECTRONIC TEXTBOOKS IN SECONDARY SCHOOLS: WHAT TEACHERS NEED. *Proceedings of Scientific Conference on Multidisciplinary Studies*, 2(1), 21–26. Retrieved from <https://econferenceseries.com/index.php/scms/article/view/796>
6. Mirza o'g'li, A. I. (2022). O'QITUVCHINING TANBEHIGA VA TANQIDIY BAHOSIGA ANIQ JAVOB SIFATIDA TALABAGA TANBEH BERISH. *Journal of new century innovations*, 19(1), 142-148.
7. Ataboyev, I. M. (2022). TANBEHNING LINGVISTIK CHEGARALARI HAQIDA VA TIL HODISASI SIFATIDA TANBEHGA LUG'AT TAMONDAN YONDASHUV. *Journal of new century innovations*, 8(1), 982-987.
8. Ataboyev, I. (2022). isroilataboyev2@ gmail. com INGLIZ VA OZBEK TILLARIDA "TANA DASHNOM" KONSEPTINING VAZIFALARI (BADIY MATERIALDA): INGLIZ VA OZBEK TILLARIDA "TANA DASHNOM" KONSEPTINING VAZIFALARI (BADIY MATERIALDA). *Журнал иностранных языков и лингвистики*, 4(4).
9. Ataboyev, I. (2022). isroilataboyev2@ gmail. com TANA-DASHNOM VA TANBEH VA KONTEKST: TANA-DASHNOM VA TANBEH VA KONTEKST. *Журнал иностранных языков и лингвистики*, 4(4).
10. Rustamov Ilkhom Tursunovich. (2022). LANGUAGE LEARNING DIFFERENCES BETWEEN ADULTS AND YOUNG LEARNERS. *Proceedings of Scientific Conference on Multidisciplinary Studies*, 2(1), 1–7. Retrieved from <https://econferenceseries.com/index.php/scms/article/view/575>
11. Tursunovich, R. I. (2022). Guidelines for Designing Effective Language Teaching Materials. *American Journal of Social and Humanitarian Research*, 3(12), 219-224. Tursunovich, R. I. (2022). Guidelines for Designing Effective Language Teaching Materials. *American Journal of Social and Humanitarian Research*, 3(12), 219-224.
12. Tursunovich, R. I. (2022). XORIJIY TILLARNI O'RGANISH NEGA MUHIM?. *Journal of new century innovations*, 19(4), 52-56.
13. Tursunovich, R. I. (2022). XORIJIY TILNI O'RGANISHDA SHE'RIY ASARLARNI TO'G'RI TALQIN ETISHNING AHAMIYATI. *Journal of new century innovations*, 19(4), 57-61.
14. Tursunovich, R. I. (2022). Modern Methods in the Methodology of Teaching a Foreign Language. *Central Asian Journal of Theoretical and Applied Science*, 3(12), 146-152.
15. Tursunovich, R. I. (2022). HOZIRGI ZAMON TILSHUNOSLIGIDA TIL VA MADANIYATNING TALQINI. *PEDAGOGS jurnali*, 24(2), 49-54.



16. Tursunovich, R. I. (2022). TALIM JARAYONIDA XORIJIY TILLARNI O'QITISHNING ZAMONAVIY METODIKALARI. *PEDAGOGS jurnali*, 24(2), 55-60.
17. Tursunovich, R. I. (2022). METHODOLOGY OF TEACHING RIDDLES AND TEACHING FOREIGN LANGUAGES THROUGH THEM. *Journal of new century innovations*, 8(1), 570-573.
18. Tursunovich, R. I. (2022). Teaching a Foreign Language and Developing Language Competence. *Web of Scholars: Multidimensional Research Journal*, 1(8), 8-11.
19. Rustamov, I. (2022). Nilufar TIL VA MADANIYAT TUSHUNCHALARINING O'ZARO BOG 'LIQLIGI: TIL VA MADANIYAT TUSHUNCHALARINING O'ZARO BOG 'LIQLIGI. *Журнал иностранных языков и лингвистики*, 4(4).
20. Rustamov, I. (2022). Sardor DESIGNING THE LISTENING MATERIALS FOR ESL LEARNERS: DESIGNING THE LISTENING MATERIALS FOR ESL LEARNERS. *Журнал иностранных языков и лингвистики*, 4(4).
21. Tursunovich, R. I. (2022, November). ON THE CONCEPTUAL METAPHOR: MAN IS UP, WOMAN IS DOWN. In *Proceedings of International Conference on Modern Science and Scientific Studies* (Vol. 1, No. 2, pp. 28-31).
22. Rustamov, I. (2021). IMPORTANCE OF UZBEK AND ENGLISH SONGS IN EDUCATION AND LANGUAGE LEARNING. *INDIA*. <https://doi.org/DOI : 10.5958/2249-7137.2021.00477.8>
23. Rustamov, I. (2020). Badiiy matnda lisoniy o'yin tushunchasi. *Архив Научных Публикаций JSPI*.
24. Rustamov, I. T. (2017). ABOUT THE TERM OF LANGUAGE GAME CONCEPT OF LANGUAGE GAME. *Theoretical & Applied Science*, (3), 63-65.
25. Rustamov, I., & Yakhshilikova, N. A. QAHHORNING "O'G'RI" HIKOYASI TAHLILI. In *The VIII International Scientific and Practical Conference «Actual trends in science and practice», February 28–March 02, Geneva, Switzerland*. 195 p. (p. 147).
26. Tursunovich, R. I., & Maftuna, T. NATIONAL STEREOTYPED VIEW OF ANECDOTES. *Zbiór artykułów naukowych recenzowanych*, 136.
27. Tursunovich, R. I. CLASSIFICATION OF COMIC TEXTS OF A SMALL GENRE IN THE UZBEK AND ENGLISH LINGUOCULTURE.
28. Turgunova, F. (2022). USAGE OF INTERACTIVE GAMES IN TEACHING LANGUAGE AS A SECOND LANGUAGE. *Академические исследования в современной науке*, 1(19), 349-351.
29. Turgunova, F. (2022). fazilatturgunova05@ gmail. com NUTQ STRATEGIYASI TUSHUNCHASI: NUTQ STRATEGIYASI TUSHUNCHASI. *Журнал иностранных языков и лингвистики*, 4(4).
30. Turgunova, F. (2022). fazilatturgunova05@ gmail. com TV REKLAMA SARLAVHASINI KOMPRESSIYA HODISASINI ORGANISH UCHUN STRATEGIK YONDASHUV: TV REKLAMA SARLAVHASINI KOMPRESSIYA HODISASINI ORGANISH UCHUN STRATEGIK YONDASHUV. *Журнал иностранных языков и лингвистики*, 4(4).



31. Turgunova, F. (2022). fazilatturgunova05@ gmail. com KOGNITIV NAZARIYA ASOSIDA KENGAYTIRILGAN FRAZEOLOGIK METAFORA YARATISH XUSUSIYATLARI: KOGNITIV NAZARIYA ASOSIDA KENGAYTIRILGAN FRAZEOLOGIK METAFORA YARATISH XUSUSIYATLARI. *Журнал иностранных языков и лингвистики*, 4(4).
32. Turgunova, F. (2022). fazilatturgunova05@ gmail. com REKLAMA MATNINI SIQISHNI O'RGANISH UCHUN NAZARIY SHARTLAR SIQISH. UMUMIY TUSHUNCHALAR: REKLAMA MATNINI SIQISHNI O'RGANISH UCHUN NAZARIY SHARTLAR SIQISH. UMUMIY TUSHUNCHALAR. *Журнал иностранных языков и лингвистики*, 4(4).
33. Turgunova, F. (2022). fazilatturgunova05@ gmail. com FRAZEOLOGIYADA CHEGARALAR MUAMMOSI: FRAZEOLOGIYADA CHEGARALAR MUAMMOSI. *Журнал иностранных языков и лингвистики*, 4(4).
34. Rustamova, S. (2020). Jurnal Formation Of Theory And Practice Of Translation In The Period Of Slavery And Feudalism: Formation Of Theory And Practice Of Translation In The Period Of Slavery And Feudalism. *Архив Научных Публикаций JSPI*.
35. Rustamova, S. A. (2020). Cicero and his attitude to translation. *Вестник педагогики: наука и практика*, (51), 152-153.
36. Rustamova, S. (2022). А ЁЗУВНИНГ ВА ЁЗМА МАДАНИЯТНИНГ ВУЖУДГА КЕЛИШИ: ЁЗУВНИНГ ВА ЁЗМА МАДАНИЯТНИНГ ВУЖУДГА КЕЛИШИ. *Журнал иностранных языков и лингвистики*, 4(4).
37. Rustamova, S. (2022). А ЕВРОПА ТАМАДДУНГА ЭРИШИШДА ВАВИЛОНИАЛИКЛАР, АССИРИЯЛИКЛАР, ФИНИКИЯЛИКЛАР, МИСРЛИКЛАР ҲАМДА ХЕТТЛАРНИ ЎРНИ: ЕВРОПА ТАМАДДУНГА ЭРИШИШДА ВАВИЛОНИАЛИКЛАР, АССИРИЯЛИКЛАР, ФИНИКИЯЛИКЛАР, МИСРЛИКЛАР ҲАМДА ХЕТТЛАРНИ ЎРНИ. *Журнал иностранных языков и лингвистики*, 4(4).
38. Рустамова, Ш. (2021). Асрлар давомида таржима назариясининг алоҳида фан сифатида шаклланиши: Асрлар давомида таржима назариясининг алоҳида фан сифатида шаклланиши. *Журнал иностранных языков и лингвистики*, 2(7).
39. Rustamova, S. (2021). Антик давр адабиёт намуналари ва таржима. *Джизакское инновационное образование*, 1(1).
40. Rustamova, S. (2020). Tezis VIII-IX АСРЛАР ЮНОН ТИЛИДАН АРАБ ТИЛИГА ҚИЛИНГАН ТАРЖИМАЛАР: VIII-IX АСРЛАР ЮНОН ТИЛИДАН АРАБ ТИЛИГА ҚИЛИНГАН ТАРЖИМАЛАР. *Архив Научных Публикаций JSPI*.
41. Rustamova, S. (2021). Антик давр адабиёт намуналари ва таржима. *Джизакское инновационное образование*, 1(1).
42. Kavilova, T., & Rustamova, S. (2020). Чет тилларни ўқитишда ахборот технологияларининг ўрни. *Архив Научных Публикаций JSPI*.