

Features of the Formation of Grammatical Competence

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Abstract – This article views different approaches of formation grammatical competence in ESL students. To develop speaking, writing, listening and reading and as a consequence of the formation of a communicative foreign language competencies it is necessary to develop certain competencies in students. One of such competencies that is essential to achieving the above goals is grammatical competence.

Keywords – *Grammatical Competence, Speech Activity, Communicative Task, Cognitive Mechanism, Semantic Unit, Component, Fundamental Sphere*

I. INTRODUCTION

Features of grammatical competence formation as one of the components of communicative competence at the middle stage of foreign language teaching within the framework of our research, it is not possible to cover the features of the formation of all components of foreign language communicative competence, so we will focus in more detail on the formation of one of its components is grammatical competence.

Grammatical competence is an integral component of linguistic competence – one of the most important components of non-linguistic communicative competence. There are many definitions of this concept in the modern methodological literatures.

In the European system of foreign language proficiency levels, grammatical competence is defined as knowledge of grammatical means of a language and the ability to use them in speech [56].

In the European system of foreign language proficiency levels, grammatical competence as the ability to produce sentences and utterances that correspond to the grammatical

system of the studied language, in an unlimited number [6; p. 161]. A similar definition is offered by N. I. Gez [13; p. 18]. However, this author defines the concept of linguistic competence without differentiating the lexical and grammatical sides of speech. In addition, I. L. Bim and N. I. Gez they characterize the concept of grammatical competence in isolation from foreign language speech activity, which is the fundamental sphere of application of grammatical competence.

In our opinion, the most complete definition of the concept in question is given in the work of S. V. Merzlyakov, who interprets grammatical competence as "a person's ability to communicate expediently and situational-adequate use of foreign grammatical knowledge, skills and abilities in order to implement their speech behavior in this foreign language in the process of communication" [23].

II. METHODS

The formation of grammatical competence involves formation of its three main components:

- 1) The ability to understand and formalize certain semantic units in the form of statements constructed

according to the rules of the foreign language being studied;

2) Formed knowledge of grammatical rules, according to which the sequence of lexical units of a foreign language is transformed into a meaningful utterance;

3) Formed skills and abilities that allow the speaker to adequately use the grammatical phenomena of the language being studied in accordance with the communication situation and the communicative tasks of the given language speech act [40; p. 115-116].

Thus, the formation of grammatical competence of students is reduced to the fact that students should be able to consciously perceive and form certain meanings in a sequence of lexical units that represent a conscious statement, which in turn it should correspond adequately to the communication situation and topics the speaker sets himself a communicative task.

Based on all the above, we can distinguish the mechanisms that thanks to which the successful formation of grammatical competence as an integral part of foreign language communicative competence is carried out. The first type of such mechanisms are communicative mechanisms that involve the use of grammatical phenomena language directly in speech activity, taking into account the situation of communication and communicative tasks. These mechanisms are formed in students through special technologies and teaching methods that will we will discuss them later in our work. The second type of mechanisms are cognitive mechanisms that are related to the mental operations that a person performs during speech activity and in particular during the construction of a grammatically correct utterance [40; p. 116]. The cognitive mechanisms of grammatical competence are reduced to the formation of grammatical skills in students.

Before defining the concept of grammatical skill, we turn to the concept of skill in psychology and pedagogy. In studies in psychology and pedagogy, a skill is defined as "an automated action formed by repeating it repeatedly and reproducing in without effort, without step-by-step conscious regulation and control" [7; from. 361]. It should also be noted that in psychology, as in pedagogy, there is still no clear distinction between the concepts of "skill" and "ability". Many psychologists believe that skill is lower psychological category than skill. Skill is defined by them as the ability to carry out any action, operation. However, psychologists pay attention to the fact that a sign of skill formation (or skills) is the quality of the action, not its automation: it is also possible to automate an improperly

performed action [32].

Grammatical skill is interpreted by E. I. Passov in the methodology of teaching foreign languages as "a synthesized action on the choice of a model that is adequate to the speech task in this situation, and the correct design of a speech unit of any level, performed in the skill parameters and serving as one of the conditions for performing speech activity" [35; p. 150].

There are several types of grammatical skills: language and speech grammatical skills; receptive and productive grammatical skills.

Language grammatical skill is the skill of forming grammatical forms and structures outside of speech activity. This type of grammatical skills is formed directly with the help of special training exercises.

Speech grammar skill is the skill of recognizing and using grammatical phenomena in receptive and productive types of speech activity. Accordingly, speech grammar skills are divided into receptive and productive.

Receptive grammar skills are the skills of correlating grammatical forms and structures with their meaning in the process of reading texts in a foreign language and perceiving foreign speech by ear.

Productive grammar skills are skills of choice and utilization of grammatical utterance patterns according to the norms of the studied language and communicative tasks in the process of speaking and letters [34; from. 54]. In other words, receptive grammar skills manifest themselves in receptive types of speech activity: reading and listening, and progressive grammar skills are reflected in productive types of speech activity: speaking and writing.

III. RESULTS.

Formation of grammar skills is carried out in several stages. In the methodology of teaching foreign languages there are several opinions regarding the allocation of these stages. In the Handbook foreign language teacher E.A. Maslyko and P.K. Babinskaya secrete three stages: 1) familiarization and initial consolidation; 2) training; 3) application. Passov E.I. gives a more detailed view of the process the formation of grammar skills and distinguishes the following stages in it:

a) Perception of grammatical form or construction. At this stage, the student is trying to comprehend and remember the features of the new for him grammatical phenomenon.

b) Imitation of a grammatical form or construction. At this

stage, the student is trying to imitate the construction of a grammatical structure without its structural change after the teacher. At this stage, exercises should be used, in the construction of which particular attention to speech settings.

c) Substitution. At this stage, the student fills the same grammatical model with various lexical units that can be used without violating the meaning of the statement. At this stage, the student is aware of the generalized and universal nature of the subject.

d) Transformation. At this stage, the student changes the studied grammatical construction according to the norms of the language being studied and speech tasks that the teacher sets before him. Change occurs on word order level, root vowels, suffixes, etc.

e) Reproduction. At this stage, the student is trying to draw up a conscious statement (approximately 5-7 phrases) on a given topic or problem using the studied grammatical phenomenon [36; from.154].

In the methodology of teaching foreign languages there are three ways the formation of foreign language grammatical competence: implicit, explicit and differentiated.

The first way - implicit - involves learning the grammatical side of speech in a foreign language without explanation grammar rules. In this case, the formation of grammatical competency occurs through involuntary, unconscious, intuitive training or in the process of real communication. The second is explicit - the method involves the formation of grammatical competence through conscious, voluntary learning or educational decision-making problem tasks [40; from. 116], that is, by explaining grammatical rules or their formulation by the students themselves.

In the first case, the deductive teaching method is used; in the second, the inductive method [34; p.55]. The third way - differentiated - is learning the grammar side of foreign speech through a combination of the above learning methods taking into account the individual characteristics of students [Ibid., P. 56].

It should also be noted that when forming a grammar competencies there are some difficulties, the account of which will help the teacher to achieve effectiveness in their work on the formation of students foreign language communicative competence. Let's consider some of them.

At the stages of the presentation of a new grammatical phenomenon and methodological actions ensuring its

assimilation, a significant difficulty in the effective formation of grammar skills is associated with phenomena interlanguage and intralingual interference. Under the interference in In this case, it should be understood "the transfer of the norms and characteristics of the native language to the other in the process of speech"[39; from. 58]. Learning Next language acquisition assumes that the subject has already developed a structure

Linguistic consciousness. As you know, in the process of mastering the new (for the individual) the language in the structure of the student's consciousness occurs certain changes that result from the coexistence of two or more language systems. In other words, the language to be learned, regardless of the terminology used (second, step-native, foreign language, etc.) is new (alien) for the student and is "superimposed" on forms, concepts, patterns of functioning. V.G. Kostomarov writes about it this way: "Every other language ... is superimposed on the forms of the finished, fixed thinking laid in the matter of the language in which this individual has undergone training and more widely - nationally cultural socialization [20; from. 23]. The author further indicates that "the mother tongue is the language of the soul, the second and the rest are languages of memory." Interlanguage interference in the formation of grammatical competence manifests itself mainly when a student mistakenly transfers grammatical rules of their native language into the language being studied, for example, when constructing an English sentence uses free word order. Another example of the effect of interlingual twenty interference may be the erroneous addition of the -s ending to adjectives related to English nouns in plural similar to Russian adjectives, agree in number with nouns and change their endings.

Intralinguage interference is a mixture of two or more similar phenomena inside the language being studied. W. Nemzer characterizes this phenomenon with the following example: "... It can be expected that, having mastered English a productive noun and verb paradigm, the student will begin use forms such as bringed and mouses; in a different order of material supply, on the contrary, forms of the taken or brung type may occur. In both cases, this is internal interference, independent of the source language."[30; from. 129]. An example can also be given to describe this phenomenon, mixing the use of the verb forms Present Perfect and Past Simple.

ACKNOWLEDGMENTS.

Another difficulty in forming grammatical competence, which stems from the phenomenon of interference is the

absence grammatical analogies in the native language. Thus taking place the opposite effect, when students cannot understand the essence of English grammatical construction, because they have nothing to compare it with in their native language. For example, in the Russian language there is no such non-personal form of the verb, like gerund, and also in the Russian language there is no article category. Advanced system the tense forms of the verb in English also causes difficulties in learning English. In Russian, for example, there is no analogue present completed time forms, this form corresponds to Russian language form of the past tense verb of a perfect form.

Another difficulty in building grammatical competence is the problem of determining the grammatical minimum. Grammatical English language system includes many grammar phenomena, most of which cannot be studied in the middle secondary school. Therefore, the grammatical material studied in school, is divided into active and passive grammatical minimum.

Another problem for the formation of grammatical competence is the correction of grammar mistakes of students. Errors allowed by students in the process of speaking, traditionally are divided into two groups: 1) errors associated with insufficient assimilation grammar norms of the language; 2) random errors, reservations. In the second case Errors may occur due to non-linguistic factors such as tiredness, carelessness, emotional excitement of the student.

IV. CONCLUSION.

The formation of grammatical competence is an equally important role in learning English, because without mastering grammatical constructions effective, free communication is simply impossible. Based on the foregoing, it was concluded that training may be effective when the teacher is able to combine the study of grammar and the formation of the ability to communicate in a foreign language, think on it.

In order to stimulate the formation of communicative students' competence in teaching grammar of the language, it is necessary the use of a set of special teaching methods that contribute to immersion of students in a foreign language environment and simultaneous use of the studied constructions. This is mainly facilitated by games, the use of authentic texts, videos, stories, familiarity with culture of the country, the use of various interactive technologies.

In the methodological literature offers several ways to fix errors:

a) Instant correction of the wrong option to the correct one

when the student fixes the correct option verbally or in writing;

b) Attracting the student's attention to the error, for example, highlighting the error with color in the written work;

c) Providing the student with the opportunity to independently find and correct his mistake;

d) Correction of a mistake through mutual learning, with the involvement of others students to find and correct a classmate's mistake [34 p. 58].

Thus, the formation of a foreign grammar competency takes a special place in the process of teaching a foreign language and brings it closer to its main goal - the formation of foreign language communicative competence, which in turn determines the high level of students' knowledge of a foreign language. Formation grammar competency in students in foreign language lessons is a very multifaceted and complex process that impossible without overcoming various difficulties at all stages of it leakage. A way to overcome these difficulties is to find new ones.

Methodological technologies that will meet a number of requirements in first of all, they will be able to resolve various contradictions in the conditions modern language school education.

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