

THE METHODOLOGY OF GRAMMAR TEACHING

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Abstract: *this article highlights the notion called grammar in the scope of methodology. The authors point out that the modern ways of teaching English simply bring all the evidence of grammar. They also give a concise distinction for every method that slightly touches the grammar of the English language.*

Keywords: *communicative, method, grammar, understand, game, play.*

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The communicative method involves learning grammar on a functional and interactive basis. It means that grammatical phenomena are not studied as "forms" and "structures", but as means of expressing certain thoughts, relationships, to communicative intentions. Supporters of direct methods are in the position of an implicit approach to teaching grammar, believing that repetition of the same phrases in appropriate situations produces the ability not to make grammatical mistakes in speech. Therefore, being on the one hand a means of expressing thought, and on the other - realizing the studied forms or the instruction *уша* speech, proverbs and sayings contribute to the automation and the activation of data construct grammatical forms and structures. So, the imperative performance in communication and the advantageous function may help us to express requests, advice, suggestions, suggestions, permissions, prohibitions, warnings, inside the proverbs [1].

Songs are also an integral part of learning grammar at the initial stage. It is known that the training of students to the use of grammatical structures, require their repetition, forcing students to comprehend their monotony, and the effort expended does not bring quick satisfaction.

Games will help to make a boring job more interesting and exciting. The grammar is not explained in the first stage. Grammatical the instructions are introduced in the form of speech samples. Students learn and then use the data in speech by analogy. However, in the second stage (for younger learners) such explanations are already included in the educational process in the form of a game. They are extremely simple and short. At this age, learners do not perceive long explanations of the teacher but just turned off [2].

When studying grammar with the principle of analogy in other languages it is observed as a similar phenomenon. The explanation is constructed in an entertaining and accessible form for students (grammar tales, stories and poems, etc.), in those cases, by the ode, phenomena no more become a characteristic of the certain language that is being studied, E.A. Lukhareva advises to use fairy tales and stories, which make possible elements of obsession built on a particular grammatical phenomenon to which the learner serves as a kind of controversial signal for another learner, allowing comprehending, and later work to remember the phenomenon. Thus, mastering foreign language means being able to perceive and understand speech situations from the point view the person who speaks the language. The lack of productivity of previous methods was primarily related with the circumstance that the student was asked to make a direct transition from the language of the new forms of the Russian language to forms of a foreign language, by passing the mediating link of the foreign language of your new consciousness. First of all, it is necessary to form a representation of the differences of aspects in Uzbek and English languages.

Generally, the teaching of types of temporary forms is reduced to the teaching of particular rules of individual grammatical forms and to specific models. In its system of forms of temporal forms stretched for years, which naturally entails much to the amount of training time spent. The use of various techniques contributes to the formation and development of grammatical skills when learning a foreign language at the initial stage.

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