

PEDAGOGICAL MECHANISMS OF GRAMMAR COMPETENCE DEVELOPMENT OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

This article describes in detail the pedagogical mechanisms for the development of grammatical competencies of students of higher education institutions, the introduction of innovative and new pedagogical mechanisms in foreign language teaching, the effective system of using pedagogical mechanisms in the development of grammatical competencies.

Keywords: grammatical competencies, pedagogical mechanisms, information and communication technologies, professional competence, communicative competence.

Introduction

The most effective teaching methods and teaching methods to achieve the goals set by educators in the educational process today are not only to develop students' free thinking and independent decision-making skills, but also to help them solve problems and is the most advanced feature of pedagogical mechanisms.

Therefore, it is very important not only for foreign language specialists, but also for all future professionals studying in other non-language universities to learn foreign languages and develop the ability to communicate freely. There is no doubt that today

One of the main requirements for staff is perfect knowledge of foreign languages. In the process of training in all areas, it is important to ensure the priority of the education system, including the introduction of new pedagogical mechanisms for teaching foreign languages.

The goals of foreign language teaching are determined by the needs, social order, conditions, policies of society. The goals of foreign language teaching depend on the

development and progress of society. Before starting to teach a foreign language in higher education institutions, all educators who teach a foreign language must determine it in advance and introduce new methods of teaching it to students.

Introduction of innovative and new pedagogical mechanisms in foreign language education - the orientation of the individual to the needs of society, the organization of education on the basis of these requirements and the formation of the individual as a comprehensively mature staff based on the principles, methods and relevance of education and create favorable conditions for them to fully demonstrate and develop their potential.

METHODS

Another distinctive feature of pedagogical innovative mechanisms is the priority of the teacher's activity, the fact that the student or pupil is a key figure in the educational process.

Innovative pedagogical mechanisms are part of the process of learning, the correct formation of lexical, grammatical, pronunciation concepts, the correct structure of the knowledge system in the minds of students, the ability to self-control.

The use of linguistic powers to create scientific texts and sentence structures implies:

- have a certain level of knowledge on the subject, especially the use of scientific literature;

- development of individual and collective activity on syntactic and lexical conventions among participants;

- Adequate use of language, in addition to the correct writing style, the ability to understand, decide and act on the received criticism, to distinguish ideas, facts, hypotheses and theories;

- the ability to overcome the consequences of what is said in writing, because it produces knowledge, such ideas become epistemic factors in the scientific discipline, which can be a new contribution or a subsequent development.

Syntactic complexity and functional complexity assessment for the simple reason that a function can be separated or divided into different parameters did not make sense. An effective system for using media in the development of grammatical competencies in English is to teach the use of a foreign language as a basic grammatical communication tool.

Methods of teaching grammar in foreign languages are characterized by a set of known principles. One of the main methodological principles of teaching is English grammar - it is the principle of sequential study of grammar. The material is taught in a certain sequence. Obviously there are changes in the sequence.

This goal cannot be achieved without teaching the types of speech activities, because only through the types of speech activities can other information be given and received. Several observations show that the types of speech activities in foreign language classes are studied separately during the lessons.

This is due to the lack of time to cover all types of grammatical competence in one lesson. In addition, sometimes teachers The lack of tactics for working on different types of speech activities leads to the fact that students acquire grammatical competencies separately in

different lessons. The most effective way to overcome these shortcomings is to enrich students' language teaching competencies through multimedia. .

The level of scientific production and application of each grammatical competence varies depending on the scientific discipline. In particular, professors and researchers should demonstrate a high level of linguistic competence in identifying, explaining, proving, and substantiating the topics studied, at least within their academic discipline.

The ability of teachers to create their own e-learning resources through the use of information and communication technologies is important in the development of this field. if he has the skills to follow the rules, his existing linguistic experience can also provide a basis for mastering another foreign language.

It also helps them learn grammatical competencies and terms more quickly. In this way, it is easier to learn another foreign language by studying the similarities and differences between languages.

Modern language teaching focuses on shaping a more cultured individual who has the skills to self-analyze and systematize new knowledge. Pedagogical mechanisms are an integral part of modernizing the whole system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system.

Adequate attention should be paid to the development of speaking skills and the development of social resilience in the teaching of foreign languages in the educational process. In addition, the success of any lesson in education depends in many ways on the proper organization of the lesson.

The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently and develop an interest in language learning.

RESULTS

Comparison of linguistic phenomena at the phonetic, lexico-grammatical level will be a material that enriches the field of linguistics.

Therefore, interlanguage comparative analysis is important. This not only allows students to master new pedagogical mechanisms in a foreign language, but also to approach it with special interest.

If a student is familiar with the rules of one language and the concepts of grammatical competence, he or she is confident that he or she will be able to learn another language.

In contrast, information professionals need to have some knowledge related to the sciences they collaborate with, as well as be able to adapt to working with other disciplines.

The connection between grammatical competence and scientific production and communication means: identifying the contextual elements of what is to be delivered; planning of scientific production processes; correct use of scientific language; use semantic norms to present texts clearly and adequately.

Phonology, vocabulary, and syntax, which are the objects of linguistic description, form only a part of the elements of the code used for communication. The meaning of the sentence does not depend on the exact form. In other words, the context of the situation in which the speech is made is very important.

These grammatical competencies are closely related to other personal skills, such as reading, because anyone who cannot read cannot write correctly. These competencies are necessary for professionals or the general public to produce collective interactions and knowledge of different groups of people.

In order to develop the ability to speak a foreign language, we must first pay attention to pronunciation. If we do not pronounce words correctly in a foreign language, our speech may become incomprehensible to others. To prevent this from happening, we need to examine the correct pronunciation of all the foreign words and phrases in our vocabulary.

Communicative competence includes indeed grammatical competence, as well as a form of facts that fall within socio-linguistic pragmatic competence.

Professor Dell Hymes says that a person learning a foreign language should have the following capabilities: "It should be borne in mind that an ordinary child can know sentences

perfectly not only grammatically but also in terms of vocabulary richness. he knows where to talk and with whom, where, and in what form this communication should take place. In short, the child acquires the repertoire of the speech act in order to participate in the speech act and evaluate its performance by others".

According to Chomsky, grammatical competence can be studied separately from the rest of communicative competence, but sociologists such as Dell Hymes believe that the concept of language competence is unrealistic and that it cannot make significant progress in linguistics.

Grammar is the concept of fatik-unity. One of the purposes of the Fatik concept is to remain silent, as this can mean hostility or shame when it is not needed. For example, silence in a church can be a sign of respect, but if two acquaintances meet and remain silent, their silence can be interpreted as disrespectful or at least indifferent.

Some phrases, such as "hello," "good morning," and other introductory words, are very common, but their distortion negatively affects communication forms, often leading to inconvenience to interaction participants.

Grammatical Competence Introduced by Dell Hymes The concept has led to changes in the method and technique of approach in language pedagogy.

Linguists say that "there are rules, without which grammar will be useless." Grammar competencies that allow language learners to compose correct sentences and rules for the use of languages for other communicative purposes will be developed. The common European market has facilitated a communicative approach to learning foreign languages.

The need for adults to teach the main languages of the European common market has increased in order to enhance the interaction. and in the third lesson you can plan a thank-you note. Linguists have made an inventory of functions, concepts, and structures, but have not suggested gradation of materials for use.

The concepts of competence, competency-based approach to education have entered and are gaining popularity. Competence has become a central problem in the main areas of modern

research. According to scientific, pedagogical and psychological sources, competence is a very complex, multifaceted concept that is common to all disciplines.

Therefore, its interpretations and interpretations vary in content and in the meaning and content of logic. In general, "Competence is the ability to acquire the knowledge, skills, and competencies necessary to perform a particular professional activity." mastering a foreign language and using them effectively in communication; information competence.

DISCUSSION

Scientific and pedagogical improvement of the mechanisms of education of professional competence of students with the help of the above is an urgent issue, and the mechanisms of education of professional competence of students are also one of the unexplored issues.

This issue is one of the most important and strategic tasks, which requires the preparation of professionally competent students for internships, their education at the level of modern requirements, using the achievements of science, culture and technology. To do this, the educator must be competent and have the necessary grammatical competence, which is necessary to educate the student competently.

The formation of professional competence of students, the level of mental development and a scientific approach to professional education requires critical literacy from the teacher, which is not only theoretical but also practical.

Critical literacy competence is important for modern pedagogical mechanisms. After all, this grammatical competence is necessary not only to develop students' independent, creative, critical thinking, but also to develop the professional competence of the teacher.

Critical thinking, a critical approach to literacy should become part of the educator's daily life. This grammar competence is not for criticism, but for active work, student engagement, and more.

Critical competence is, first and foremost, the ability to determine the effectiveness of a teacher's professional activities and to ensure personal development.

Important tasks such as organizing the educational process through competency-based approaches to improving the quality and effectiveness of education include activating students' knowledge, their intellectual development, finding and applying new ideas in the formation of special grammatical competencies in science.

This shows that the multifaceted and complex nature of the problem of forming a comprehensively mature, mature person shows the importance of the problem of pedagogical competence for modern educational theory and practice.

In the system of higher education in our country, the training of highly qualified, creative and enterprising personnel capable of solving professional and life problems independently, adapting to new techniques and technologies, providing the educational process with competent approaches is a priority of state policy.

The goal of this approach is to memorize a large number of rules, exceptions, categories, paradigms, and so on. It should be noted that the formation of grammatical appearances in the learning situation occurs through memorization of rules, and the adaptation of these rules to speech situations and student activity is not an independent activity.

The second approach to teaching English grammar focuses on the semantic component of speech. Any type of form learning prevents the formation of communicative competence.

Skills and competencies are taught by multiplying and memorizing forms used in speech contexts, while the formation of grammatical expressions is accomplished by adapting speech situations to learned forms.

Thus, both of these approaches are based on only one of the possible mechanisms of grammatical competence formation. The first approach is based on passive conscious assimilation, the second approach is based on the mechanism of unconscious assimilation. In the modern context of foreign language teaching, communicative and cognitive approaches are recognized as leading approaches.

The integration of various cultural, educational and socio-economic relations between the world

community and the states in a new context of the essence of pedagogical mechanisms aimed at improving the quality of education at all stages of education, including non-pedagogical higher education institutions encourages consideration.

The following research has been conducted around the world on the problems of pedagogical mechanisms and their solutions: The methods of guaranteeing the quality of education are classified on the basis of competency-based approaches. Examples include Tokyo Pedagogical University in Japan, Chonnam National University in South Korea, the Shanghai Institute for Educational Assessment in China, Moscow State University in Russia, and the Main Scientific-Methodological Center and Educational Research Center in Uzbekistan. can be quoted.

Because pedagogical mechanisms in theory state the general principles of teaching and educating students, generalized methodological ideas, taking into account the individual characteristics of the young teacher.

The pedagogical process is diverse. There are situations when pedagogical mechanisms do not correspond to the theory. This requires a teacher with extensive knowledge, thorough practical training, high pedagogical mechanisms and creativity.

The teacher must be able to adapt the knowledge and methods in the teaching process to the situation and to critically observe the future professionals he is training, to make the right decisions, to reasonably deny false evidence, to be effective. will need to encourage the formation of the ability to apply the results in practice.

Modernization of education in developed countries such as USA, UK, Japan, Germany, China, Singapore, South Korea, introduction of pedagogical mechanisms, didactic bases of teaching as global strategies to improve the quality of education on the basis of competency approaches in the world trends in implementation are observed.

In order to increase the competitiveness of the educational environment in the world and facilitate the provision of jobs, applications are being introduced for diplomas in a single educational environment in the field chosen by young people.

CONCLUSION

In conclusion, the study of pedagogical mechanisms for the development of grammatical competencies of the subjects of education - teachers and students - as an important pedagogical phenomenon in the theory and practice of education continues.

It is necessary to organize the educational process on the basis of competent approaches to the development of comprehensively mature, competitive personnel required by our society. It is not enough to have a pedagogical theory to be a competent teacher in any field.

Today, these good deeds are being proved in practice. However, there is no clear guidance in the legal framework on the competencies that need to be developed in higher education students. In our opinion, taking into account the experience of the education system in developed countries, it is important to clearly classify and reflect in a specific document the competencies that need to be developed for today's students.

The upbringing of a harmoniously developed person requires, first of all, the teacher to have grammatical competence, great skill and responsibility.

There is no ready-made template or template for the art of teaching and mentoring. It takes a lot of energy, creativity and many years of experience to master this art.

The competence of a teacher is to organize all forms of the pedagogical process in the most convenient and effective way, to direct them towards the goals of personal development, to develop students' worldview, abilities and aptitude for activities necessary for society.

As a result of a teacher's competence, the theoretical knowledge of professional skills based on experience, flexibility and creativity in the field of teaching is formed.

One of the most important issues at the level of public policy is the multifaceted activity, ability, creativity and dedication of the teacher, as well as the development of students into well-rounded people. Therefore, modern teachers need to be grammatically competent.

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