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DIFFERENT WAYS OF TEACHING GRAMMAR-TRANSLATION TO HIGHER SCHOOL STUDENTS WITH COMMUNICATIVE METHODS

Abstract. One of the most important difficulties encountered during the teaching of a foreign language in universities is to convey grammar in the correct and most competent form. Considering these difficulties, the Grammar-Translation method can be considered the most important example of language teaching methods outside the context of real speech. The main nuance in this method is the grammatical aspects of the language, the mechanical mastering of tenses, the translation of unrelated sentences from the target foreign language to the native language, and at the same time from the native language to the foreign language. The most appropriate way to form and develop habits and skills is studies. That is why, in order to achieve any achievements in various fields of the studied language, special study systems should be created. Also, the development of the appropriate grammatical, lexical, phonetic study system, which is most related to various aspects of the language, will provide sufficient help to those learning a foreign language as a second language.

Keywords: grammar, communicative skills, method, structure.

Introduction

For many years, the main task of a foreign language teacher has been the mastering of grammar material-oriented textbooks by students, and at this time, foreign language teaching has been far from the real context of speech and the real needs of students. The Grammar-Translation method, which has been used for centuries, has been the most important example of language teaching methods outside the context of real speech. In this method, the main focus was on the grammatical aspects of the language, special importance was given to the mechanical mastering of tenses, and the mastery level was the translation of unrelated sentences from the taught foreign language to the native language, and at the same time from the native language to the foreign language. When it comes to speaking skills, the focus is mainly on reading and writing, and important skills such as speaking and listening comprehension are hardly taught. Since foreign language training is mainly carried out in students' native languages, it was not considered necessary for teachers to be able to use foreign language as a means of communica-tion. The Grammar-Translation method could not form communicative habits in students as a result of translating incoherent sentences, far from the real speech situation, and completely using foreign language as a means of communication. In the history of teaching foreign languages, the direct method, which has been used in secondary and higher schools for many years, was created in order to overcome this deficiency of the grammar-translation method and to implement the goal of developing communication skills in language learners. It should be noted that the direct method in the process of teaching foreign languages prohibited the use of the learners' mother tongue. That is why foreign language teachers were required to know the taught foreign language at a level close to their mother tongue. Since the main goal is to speak a live language, people who learn any language first familiarize themselves with the teaching materials orally, and then perform reading and writing operations on those materials. Grammatical rules were taught by students in a practical way, after familiarization in certain situations, that is, in

a deductive way. The success of the direct method mainly depended on the speaking competence of the language teachers, and most of the teachers did not have the language and speaking skills at the level that would meet the requirements of the direct method. As the weaknesses and contradictions of the direct method in teaching any foreign language became clear, specialists and language teachers began to look for new methods. Then reading problems attracted attention and reading became the main goal in foreign language teaching. Speaking of the reading method, it should be noted that only grammatical materials useful for the reading process were taught here, while vocabulary teaching focused on lexical units that are often found in the reading process and serve to understand the reading text. The crucial importance for the reading process was the translation of individual sentences, and this process was carried out in the same way as in the grammar-translation method. Since the reading method did not set the formation of oral speech as the main goal, foreign language teachers were not required to have a high level of speech preparation. Since the mentioned methods paid attention to the study of the language system, they could not meet the requirements of new theories emerging in linguistics and psychology. A new approach was required in foreign language teaching. Therefore, those innovations were reflected in the audio-lingual theory. That theory gave priority to mastering language structures and meant that students should regularly perform oral exercises to strengthen sentence patterns. The main principles of the audiolingual method were as follows:

1. Language is primarily a means of oral speech, not writing.

2. Language is a collection of habits.

3. Teach the language itself, not about the language.

4. Language is mainly what the speakers of the language say.

5. Languages have different characteristics.

That teaching method "required the presentation of oral speech before written speech, the use of extensive sentence examples, memorization of dialogues and minimal explanations" and thus the language-speech errors of the students were immediately eliminated. Language teachers were mainly required to have high competence in the structures and lexical units that exist in the language, language learners' acquisition activities, as well as teaching materials, were carried out under strict control. Criticizing that method **Sauvignon** (2000) compared the audiolingual methodology with his test concept, and his communicative competence and noted that it understated the different characteristics between language competence. Explaining the difference between communicative competence and language competence, he emphasized that "linguistic competence is defined as the mastery of the sound system of the language and basic sentence structures, and the level of mastery of language elements is determined according to test results based on individual language aspects. In his approach, it is noted that communicative competence can be defined as acting in a real communicative environment. The contradictions of the audiolingual method were revealed by the weak ability of language learners to creatively use standard sentences in real speech situations. That is why a cognitive (cognitive) method based on cognitive theory was proposed in foreign language teaching and began to be used in school practice. language learning, as in the audio-lingual method, was interpreted not as the formation of habitual skills, but as the assimilation of rules. Language errors perceived as a sign of the constructive learning process were considered inevitable. While grammatical materials were taught deductively (rules first, then practice), reading and Necessary skills such as writing, oral speech and listening comprehension required foreign language teachers to have both foreign language competence and the ability to analyze a foreign language. it is understood as the realization of a learner's own capabilities. The function of a foreign language teacher is not as an all-knowing, all-controlling authoritarian personality, as is traditionally the case,

but rather as a helper and consultant. The teacher is required to have excellent competence in both the foreign language and the native language. Communication, which has personal meaning and importance for students, is built around the language materials they bring to the classroom and is especially widely applied. According to the idea that has existed in language teaching for years, the learning of foreign languages and the acquisition of the native language take place on the basis of similar laws. The idea here is that the first important element in language learning is listening and understanding, and it directly affects the effective formation of other speech habits. Therefore,, in the process of learning any language, the student must also listen to various texts.

It should also be noted that preference should be given to authentic materials here, and those materials should be suitable for the age, intellectual, knowledge and interest level of language learners. Experience shows that although language rules allow students to control their speech activities, the speech is characteristic of native speakers of the language. does not allow it to be assimilated in the way it is. Using audio and video materials, foreign language teachers allow to approach the level of native speakers and create conditions for developing appropriate speech habits. In the history of foreign language teaching, various theories have been developed and tested in school practice. Except for the grammar-interpretation method, each emerging method referred to a certain linguistic, philosophical and psychological theory. In this short summary, we reported only some of those methods, and tried to interpret the main features of their role in the history of language teaching. However, it should also be noted that none of the proposed methods could fully satisfy the existing requirements. Thus, the search for the best method continued and finally, starting from the 1970s (Bolitho et al., 1983), communicative language teaching, which is the latest and most reliable innovation of methodological science, was developed. The communicative approach, which is the fruit of British applied linguistics, sees the main

goal of language teaching in the development of communicative competence in the language being taught, and suggested that any aspect of the language should be taught from this point of view. Communicative teaching of the language went through several successive stages until it received its modern name, content and form. Traditionally, the dominant theory in foreign language teaching, where linguistics was concerned only with the study of language structures, was audiolingualism. That theory gives preference to speech-oriented teaching and justified such an idea that speech should be the basis of language teaching. Denying the role of grammar in any language acquisition, proponents of that theory understood language acquisition as the result of active verbal interactions between teachers and students. While the main direction and goal of the training process is the formation of correct speech in the foreign language being studied, grammar materials were explained to students in very few cases.

Later, the term "communicative competence" was used in connection with more general knowledge and competence, indicating that grammatical knowledge and grammatical competence are also important components of communicative competence, and communicative competence was characterized as what the speaker should know in order to create effective communication in culturally important situations. This theory described the seven main functions of language in the following way and sequence:

1. Instrumental function – using language to get things;

2. Regulating function – using language to control the activities of others;

3. Interactive function – using language to interact with others;

4. Individual function – using language to express individual feelings and meaning;

5. Revealing, exploratory function – using language to learn and discover;

6. Imagination (imagination) function – using language to create an imaginary world;

7. Expression function – using language to create communication.

Despite the fact that there is enough literature dedicated to communicative language teaching, the problem of communicative teaching is still relevant. Even today, there is no clarity of opinion among teachers in the answers to such questions as what is the exact meaning of communicative language teaching and how it should be implemented in the process of teaching a foreign language in classrooms. Another negative result of this situation is that some of the foreign language teachers have distrust and confusion towards the theory of communicative learning of the language, they ignore the new theory and work in the traditional way based on their intuition and past experience. The existence of subject teachers who understand not to use traditional teaching techniques and not to actively use a foreign language during teaching when we mean communicative language teaching indicates that questions such as what language is, how it should be mastered, and how it should be taught are still waiting for their scientific and practical solution. The unification and coordination of materials related to various research fields such as language learning, language acquisition, language teaching, and the fact that a unified methodology of activity has not yet been developed make the answers to those questions extremely difficult.

It should be noted that teachers have certain assumptions about language when entering the classroom. Regardless of what those opinions are, the bottom line is that those opinions and opinions significantly determine how teachers teach a foreign language. Any language can be understood as a collection of knowledge about phonetics, syntax, vocabulary and semantics and also considered as a competence and ability to exchange information.

On the one hand, foreign language teachers should take into account the results of sociolinguistics and psycholinguistics, and on the other hand, they should use the knowledge of phonological, syntactic and semantic aspects, which are the tra-

ditional components of the language, in their real teaching work.

Unfortunately, it should be noted that even today, foreign language teachers often remain helpless in front of such important questions as how to teach and learn languages.

One of such important problems is the problem of improving students' lexical skills and habits in the studied foreign language, including English.

As it is known, the teaching of foreign language lexis is one of the most complex issues of foreign language teaching methodology. The problem of teaching the lexis of a foreign language is the selection of the lexical minimum, the development of the typology of the lexicon, as well as the development of various methods of teaching the lexicon, the organization of the necessary repetition of the lexical material, etc. includes such issues as. A large number of research works have been devoted to those issues aimed at the lexical organization of speech activity in foreign languages.

Recently, the problem of teaching the lexical formation of speech activity in the taught foreign language has become more important in connection with the goal of mastering the learned foreign language as a means of communication. cannot lead to a solution.

Thus, the task of teaching the lexical aspect of speech is also among the primary tasks. Researchers who have conducted research on the issue consider the formation of the ability to create connections not only between individual words and words, but also between word combinations in the foreign language taught to language learners as a matter of special importance. They state that the fact that the word combinations in the native and learned foreign languages do not always coincide does not act as the reason for the emergence of additional linguistic and methodological difficulties. The authors who studied the lexical structure of the studied foreign language in terms of the use of lexical units in the speech process note the necessity of conducting purposeful, special work on free word combinations in the studied foreign language. However, it is

also important to note that, as a rule, during the solution of the mentioned problem, the researchers were not able to determine the exact boundaries. As a result, it is quite clear that word combinations have unique characteristics compared to free word combinations in the educational process.

At the University of Languages, where foreign language teaching is taught as a specialty, it is quite natural that more attention is paid to the problem of teaching foreign language word combinations and the lexical aspect of the language in general. Students cannot use the language independently without mastering the ability to correctly combine the words of the foreign language being taught. Accordingly, the activity aimed at teaching the lexical aspect of the studied language should be implemented starting from the initial stage of education. It is at this level of education that purposeful work should be done in the direction of developing the ability to understand the lexical units taught to the students of the language faculty in the meaning provided in the context and to use those words effectively later.

Thus, the problem of teaching the lexical aspect of speech in a foreign language is a rather urgent problem, as it has not yet been fully resolved in the methodology of teaching foreign languages. The special problem of teaching the lexicon of a foreign language appears as a complex and important task. The methodology of higher school students focused on the process of reading in a foreign language is included among more general problems. This can be explained by the fact that the ability to use lexical units in the speech process limits the mechanism of combinatorics, which is accepted as one of the components of creative speech ability (a set of relevant knowledge and habits). That is why the interest in the mentioned problem and, first of all, in considering the linguistic basis of solving that problem is completely natural.

Recommended studies for communicatively oriented teaching of grammar in junior courses.

In general, the problem of creating a system of studies for the purpose of developing the teaching of foreign languages is one of the actual and most complex issues of the methodology of teaching foreign languages. How effective the process of teaching a foreign language is, its relevance depends to a large extent on the solution of that problem. The complexity of the issue can be explained here by summing up the main problems of the methodology. Here is the problem of learning different speech activities, the sequence of developing new relevant speech habits and skills; the problem of teaching language materials, forming and improving new habits; the problem of motivation in learning a foreign language in the absence of a language environment; the problem of the need to use the learned foreign language for communication purposes and many other actual problems of the methodology are concentrated.

Separate aspects of this problem are touched upon in the methodical literature. However, despite the interest shown by many methodologists, this issue can be included among the theoretically insufficiently studied and practically unsolved problems. This is proven by the fact that the used foreign textbooks are not advanced.

As it is known, the most appropriate way to form and develop habits and skills is studies. That is why, in order to achieve any kind of achievement in different areas of the language being studied, a special system of studies should be created. a system of lexical and phonetic studies should be developed. Regarding the improvement of students' speech habits and skills, the creation of appropriate study systems is of great importance here. So, in order to achieve this or that specific goal, it is very important to develop systems of studies aimed at developing and improving oral speech, written speech, reading and finally listening comprehension skills, respectively.

As for the development of the study system, enough methodical studies have been devoted to this issue. When addressing the problem, first of all, we must clarify what the concept of "work" is. What is "work"? Do you mean trying every move? Of course not. First of all, every work should have a purpose.

It is very important to determine the main goal of each study.

In addition, the study should ensure that the students' activities are organized in a special way. It should also be noted that studies should always be aimed at improving the training process, including any type of activity. This, in turn, means repeating any activity many times. It should also be taken into account that it is impossible to achieve the desired result if the studies are not used in a coherent manner during language teaching.

Each work has certain qualities. Studies are psychological, pedagogical, etc. can be analyzed in terms of However, it is very important from a methodological point of view to use each study on the spot. So, any work should be aimed at forming or improving this or that habit and skill, and thus should be a means to achieve the corresponding goal. "Adequacy of work" is included among the main concepts of foreign language teaching methodology. But what does "adequacy of effort" mean?

The adequacy of the study means that the study is consistent with the proposed goal. The adequacy of the study shows that the language is mastered first of all in the process of performing speech activity.

If we look at the main linguistic approaches to solving the problem of combining lexical units, we will see that the concept of valence is understood as the ability of lexical units to be realized in a sentence in certain ways and enter into certain combinations with other elements.

On the other hand, the meaning of lexical units can also limit their syntactic possibilities. Many researchers draw attention to the existence of a close interaction between the semantics and the syntactic function of a certain word. That is why, in our opinion, it is more appropriate to approach the problem of valence not only by considering the grammatical characteristics of words, but also by looking at its semantic characteristics. On the basis of the lexical semantics of words, based on the description of the relationships between them, the possibilities of combining individual parts of speech with other words were studied based on the completeness/incompleteness of their lexical completeness and taking into account the concept of sentence members and syntactic relationships. For the first time, the researchers proposed to examine the dominant and dependent sentence members on the basis of their relationship with the dominant sentence members. The grammatical potential of words is in mutual unity with their lexical semantics. Thus, the necessity/non-necessity of combining words depends on their meanings.

According to current ideas, valence and the combination of words can be taken as two aspects of the same phenomenon. At this time, valence is considered as all the possible possibilities of words, and combination possibilities of words are considered as the realization of the potential relations of words in the speech process. In our opinion, distinguishing valence and combination possibilities of words in this way seems completely legitimate. Because this kind of approach allows distinguishing between combination possibilities of words both in language (valency) and in speech (combination possibilities of words).

On the basis of the possibilities of combining words, there is not only valence as the realization of syntactic relations between the words connected with each other, but also other relations that reflect the inter-object logical-object or logical-cognitive relations resulting in new meaning relations between the objects of objective reality.

Thus, free word combination is considered by scientists as a result of the combination of words and is related to the process of combining lexical units. In this regard, there is a need to re-analyze the approaches to the concept of word combination explained in different ways by researchers. The most common approach to the problem of determining the status of word formations requires the study of word formations from two aspects.

It is also appropriate to note that the approach aimed at determining the status of word combinations from a grammatical point of view must be taken

into account by our teachers. However, the approach to the teaching of words should be based on the lexical-semantic aspect.

Conclusion

Learning the grammar of foreign language teaching in higher schools has been the main task of a foreign language teacher for many years, and the Grammar-Translation method has remained the most important example of language teaching methods outside the context of real speech. The new approach required in foreign language teaching is reflected in the audiolingual theory. That theory envisaged the acquisition of language structures and the regular implementation of oral exercises. While the problem of creating a system of exercises is one of the actual issues of foreign language teaching methodology, its relevance depends on the solution of the problem of how efficient the foreign language teaching process is. Accompanying the audio-lingual theory with the Communicative method seemed to be the root solution of the problem.

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