

## INNOVATIVE METHODS OF TEACHING GRAMMAR OF ENGLISH LANGUAGE

**Annotation:** The paper analyzes the existing sequences of studying English grammar. The article describes the identified optimal sequence of learning English grammar.

**Keywords:** English language, optimal methodology of teaching English grammar.

Today our children have been studying English at school and at university for more than 10 years, and as a result, they can neither speak nor translate. In Japan, they came to the conclusion that English can be mastered in 6.5 years. In the context of intensive intercultural communication in the modern world and, in particular, between Russia and the Western world, where the English language has reached a global level, it is necessary to raise the process of teaching English as a foreign language to a higher level.

When learning English, it is the grammar that causes the greatest difficulties. In English grammar, the predicate has the most complex forms, which can have from one to four different verb forms in its composition, that is, the most complex section of English grammar is the type-time forms of the verb. For the complete assimilation and memorization of complex phenomena (in this case, these are the modern forms of the English verb), it is necessary to understand these phenomena. Understanding is facilitated by the transition from simple to complex in a logical sequence.

There is a huge variety of textbooks on the English language. Each author offers their own sequence of learning English and, in particular, the types of

modern forms of the verb. But in the available textbooks, the sequence is based on the frequency of the grammatical phenomenon, and not on the level of its complexity. That is, the authors propose to study first the most commonly used species-modern forms of the English verb, and then the more rarely used ones. It does not take into account that the more frequently used forms are complex and based on those forms that are used less often, but are simpler. As a result, students are forced to memorize complex forms that are incomprehensible to them without understanding the way these forms are constructed, which greatly reduces the level of assimilation of the material.

For example, in one of the best in our opinion of books in English E.V.Sinyavsky and others. First studied the verbs to be and to have, the time of the Indefinite Active and Passive, then learn the days of group Continuous Active and Passive, then the groups the Perfect Active and Passive, and only then study Participle I and Participle II with the help of which formed video framerate forms in addition to the Indefinite Active.

In foreign textbooks - the same disadvantages. For example, in a popular textbook on English grammar for beginners by author Murphy [2], training begins with the verb to be, then the Present Continuous, the Present and Past Simple, the Past Continuous, the Present Perfect, the Indefinite Passive, and then the verbs to be, to have, and to do in the Present and Past Simple are studied.

And here is the same drawback: first they study the more frequently used species-modern forms of the English verb, and then the more rarely used ones. In addition, in this textbook, special cases of modern forms are studied before the main form, or vice versa, the special case is considered later than the studied main form, which makes it difficult to assimilate the material. For example:

a) after studying the more complex form of the Present Continuous Active Tense, the simpler form of the Present Indefinite Active Tense is considered, and then the expression to be going to, which is a special case of the previously studied the Present Continuous Active Tense, is considered;

b) learn both the verb to have and the expression to have got, the latter is a special case of the Present Perfect Active Tense, which is studied much later;

c) Participle I and Participle II are components of almost all types of modern forms of the English verb, and they are studied in detail last, that is, the component part is studied later than the construction in which it is included.

As a result, students are forced to memorize complex forms that are incomprehensible to them without understanding the way these forms are constructed, which greatly reduces the level of assimilation of the material.

It is known that when optimizing technological processes, it is determined what is the minimum amount of ingredients and in what sequence it is necessary to use in order to get the best quality product. By analogy, one may wonder: what is the minimum number of words and a minimum of English grammar you need to know to speak, and in what sequence should you perform complication of grammar to learn to speak all higher level? There are teachers who believe that you need to first teach a person to speak a foreign language, and then teach him grammar. But "grammar is the structure of the language, i.e. the system of linguistic forms, means of word derivation, syntactic structures underlying language". That is, grammar enables you to construct sentences, clear to the interlocutor. Without knowledge of grammar, it is impossible to speak correctly. And this creates difficulties for the interlocutor to understand. So, the basis of teaching a foreign language is teaching the grammar of this language.

Taking into account this regularity, new principles of building an English textbook have been developed. Among them are:

Selection of vocabulary based on a frequency dictionary.

Coordination of phonetics with vocabulary and simultaneous study of transcription.

Learning a language is learning grammar.

The study of grammar in accordance with the regularity of the internal development (complication) of the grammar of the English language, identified by the author of the article.

The need for translation into English from your native language.

The need for students to make their own sentences in English for each grammatical rule.

The need for listening with consecutive translation into the native language of the read English sentences.

The proposed method is universal, it is intended for native speakers of any language, as it explains the internal logic of the complication of the grammar of the English language itself with the help of clear formulas for the formation of species-modern forms of the English verb. We believe that the revealed pattern and its practical application in the form of an optimal sequence of learning English as a foreign language will help to increase the level of its teaching and accelerate the mastery of the English language by students.

The fundamental method is really the oldest and most traditional method used in the study of a foreign language. It allows you to thoroughly know phonetics, understand visual images of syntactic constructions, and have a mandatory vocabulary. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a native speaker. When using this method, the teacher's tasks include traditional, but important aspects of setting pronunciation, forming a grammatical base, and eliminating the psychological and language barriers that hinder communication. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening skills - need to be developed systematically and harmoniously among students. This comprehensive approach is primarily aimed at developing students' ability to understand and create speech. A teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors. The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

The next important and comprehensive method of learning a foreign language is linguosociocultural. Proponents of this method firmly believe that a language loses its life when teachers and students aim to master only lexical and grammatical forms. It is believed that a person is a product of culture. Language is also a powerful social tool that forms the flow of people into an ethnic group, forming a nation through the storage and transmission of culture, traditions, and social consciousness of this speech complex.

In this approach to language, intercultural communication is, first of all, an adequate understanding of two interlocutors exchanging information, belonging to different national cultures, a sign of the belonging of its speakers to a particular society. This method allows you not only to monitor the correctness of speech, but also to strive to increase its content. This method includes two aspects of communication - linguistic and intercultural.

Therefore, for a student, it is not so much a high level of reading, writing, and translation that is important, but also linguistic and socio-cultural competence - this is the ability to language under the microscope of culture.

#### References:

1. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – Т. 7. – №. 2. – С. 477-479.
2. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.
3. Farxodjonova N. F. MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION //Теория и практика современной науки. – 2018. – №. 3. – С. 16-19.
4. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – С. 747-750.