

**PRINCIPLES OF USING AN INTEGRATIVE APPROACH IN TEACHING
ENGLISH GRAMMAR**

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ABSTRACT: This article deals with the opinion of teaching grammar in L2 using several methods and principles. Approaches of teaching grammar are defined as a beneficial tool for foreign language teachers. There is also discussed about the theories of teaching grammar in different ages and how it effects to students.

Keywords: grammar, principles, grammar activities, reinforce, grammar for L2.

Аннотация: В данной статье рассматривается мнение о преподавании грамматики на втором языке (L2) с использованием нескольких методов и принципов. Подходы к обучению грамматике определяются как эффективный инструмент для преподавателей иностранного языка. Также обсуждаются теории преподавания грамматики в разных возрастных группах и то, как это влияет на учащихся.

Ключевые слова: грамматика, принципы, грамматические задания, закрепление, грамматика для L2.

Annotasiya: Ушбу мақолада иккинчи тилда (L2) грамматикани ўргатиш бўйича турли метод ва принциплардан фойдаланиш ҳақида фикрлар ёритилган. Грамматика ўқитишдаги ёндашувлар хорижий тил ўқитувчилари учун самарали восита сифатида белгиланади. Шунингдек, турли ёшдаги талабаларга грамматикани ўргатиш назариялари ва бу уларга қандай таъсир қилишини ҳам муҳокама қилади.

Калит сўзлар: грамматика, принциплар, грамматик машқлар, мустаҳкамлаш, L2 учун грамматика.

As political, economic, and cultural changes occur in society, their impact is certainly reflected in the education system of this society. During the last decade of the last century, the goals and objectives of the education system in the world, as well as in our country, have been reviewed and changes have been made to them. The main goal of the education system today is to create a new educational system based on an individual approach to each student, aimed at the comprehensive development of each student, finding his place in society, and further self-improvement. For our country, where globalization is in full swing, freedom of information and high speed are provided, it is important for each individual to be well-rounded, knowledgeable, and at the same time able to communicate quickly, because with such citizens it is possible to enter the world community and move freely in it. For our country, where globalization is in full swing, freedom of information and high speed are ensured, it is important for each person to be well-rounded, educated, and at the same time have the ability to communicate quickly, because with such citizens it is possible to enter the world community and move freely in it. The purpose of teaching foreign languages has also changed in accordance with this approach, and the new term “competence” (skill, ability) has become more and more often used in the methodology.

Competence (from Latin “ability”) is a set of knowledge, skills and abilities formed during the teaching of a particular subject, or the ability to carry out some activity based on the acquired knowledge and skills. This term was first introduced into linguistics by N. Chomsky. Later, the American scientist D. Hymes (1972) further improved this concept and introduced the term Communicative Competence into science. He noted that in order to communicate in a foreign language, it is necessary not only to know these language units and rules, but also to be aware of “cultural and social situations” (Hymes, 1972). The units of communicative competence are understood as language units that help students in communicating in various communication processes and aspects of social life. The European Union analyzed the concept of communicative competence in detail and developed its components. According to it, communicative competence consists of the following competencies: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural competencies. Communicative competence in a foreign language is, in turn, a product of multifaceted and multi-purpose activity. To date, the role and importance of grammar in teaching foreign languages has caused much controversy. It is precisely communicative competence in a foreign language that is considered a multifaceted and multi-purpose activity. To date, the role and importance of grammar in teaching foreign languages has been the subject of much debate. In general, in the history of methodology, there have been various approaches: Grammatical-translation, audiolingual, direct, situational, natural, functional approaches, etc. The use of the integration method in the English language teaching system is currently gaining relevance, because in the process of integration, students improve their communicative and professional competencies, regardless of the scientific direction in which they study. The need for English in the implementation of the integrative approach is characterized by its close connection with other humanitarian and natural, technical disciplines. As a result of the analysis of scientific methodological manuals on the use of English as a special language for professional activities, the following conclusions can be drawn: 1. The text selected in the integration process should be selected comprehensively, that is, based on the orientation towards the formation of language, speech and professional competence, and should be aimed at developing the skills of reading, understanding and using scientific texts in one's own life and professional activities. Since the text selected for methodological manuals is considered a highly communicative educational unit for students, when choosing it, teachers should take into account the characteristics of each scientific direction; The topics selected for the curriculum of teaching foreign language grammar for students of higher education institutions should include topics found in other subjects; 3. Considering the fact that the knowledge levels of students in a certain group and the methods and abilities of receiving and consolidating knowledge are different, it is necessary to know that using only one method or approach in the learning process and lessons is not effective, and based on this, it is necessary to systematically involve different methods in the learning process in the correct sequence. As an approach that meets these and similar requirements, great attention is paid to the integrative approach in today's methodology. a) Identifying the formal-logical connections between disciplines in the chain of language and other profiles; b) Identifying components that are compatible with the integration process; c) Identifying the methods, conditions and scale of integration. 3. Developing integrated courses and placing them in the education system. In order to develop integrated English courses, it is also necessary to analyze and systematize general methodological manuals, programs and teaching methods. Various scientists have discussed the teaching of grammar in their scientific works, but there is little information in the scientific methodological literature about teaching this aspect of the language based on an integrative approach. Grammar is a term used to mean many different things. When teachers and administrators grow frustrated over errors in student writing, they often call for a return to “the basics,” which they define as grammar. And English

teachers know very well what the response will be when they tell anyone what they do for a living: “Oh, I better watch what I say!” In this situation, grammar is being defined as how one speaks. Many years ago, Hartwell organized some of these different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here: 1. A set of formal patterns in which the words of a language are arranged to convey a larger meaning. 2. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns. 3. Linguistic etiquette. 4. School grammar, or the names of the parts of speech. 5. Grammatical terms used in the interest of teaching writing. Hartwell’s taxonomy is certainly useful, and there is no question that teachers need to be aware of the many ways the term grammar is used throughout education and society. Nevertheless, it can be confusing. The taxonomy seems to separate “school grammar” As mentioned above, teaching grammar is now becoming increasingly important not as a separate subject, but as part of the formation of communicative competence in a foreign language. As an approach that meets these and similar requirements, great attention is paid to the integrative approach in today's methodology. The main principle of this approach is the idea of harmony and compatibility of education with nature, given by Ya. A. Kaminsky. According to this principle, the educational strategy given to students should be in harmony with their age, individual psychological characteristics, methods of acquiring knowledge, and their needs for one of the 133 areas of education.

CONCLUSION. As a being foreign language teacher it can a bit challenging to provide lessons effectively. Especially when it comes to teach grammar teachers need basic knowledge of it. Teaching grammar to students requires being more creative in order to increase their accuracy in a language skills. For this reason a teacher should know grammar rules and how to avoid grammar mistakes, besides a teacher also should use grammar in real life situations while teaching it. L2 learners often lack with grammar accuracy, the solution to this problem is solved with the help of teacher

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