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SOME PROBLEMS IN THE TRAINING GRAMMATIC CONSTRUCTIONS OF THE ENGLISH LANGUAGE

Annotation: This article describes the organization of teaching grammatical structures of English in non-linguistic faculties.

Key words: Organization of studies, foreign languages, grammatical construction, literature, dictionary.

The national program noted the need to improve the quality of training of specialists and instill the ability to independently replenish their knowledge, for which purpose it is necessary to improve the quality of training. The programs of universities in foreign languages for non-linguistic faculties of Uzbekistan envisage the solution of two main tasks: to teach students to read and translate the original foreign literature in their specialty and socio-political literature with the help of a dictionary, as well as to improve skills and skills in the field of oral speech acquired in school.

One of the necessary conditions for rational learning to read in a foreign language is the organization of automated recognition of grammatical phenomena. Students of the mathematical faculty of universities must be taught to read and understand original mathematical texts. Of great importance for reading mathematical texts in English is in particular the understanding of passive constructions (PCs), since the frequency of their use in a given sublanguage is high and, at the same time, they carry considerable load information.

We carried out a qualitative analysis of the frequency of occurrence of passive constructions of the English language in the mathematical texts of English and American authors of the monograph and periodicals. The total amount of material analyzed is 10,000 simple sentences. Of these, about 22% of the proposals contain passive structures.

Philologists and methodologists of Uzbekistan have developed a program, as well as created textbooks on foreign languages for high schools and universities with the Uzbek language of instruction. This markedly increased the level of teaching foreign languages in the republic. However, the success achieved by schools, linguistic and especially non-linguistic universities in improving the quality of teaching foreign languages is still clearly insufficient. This is due, first of all, to the poorly developed method of organizing the teaching of foreign languages in the national audience. There are only a few scientific works devoted to the teaching of grammatical phenomena of the English language for reading at universities, taking into account the specifics of the Uzbek audience.

Some studies in the field of organizing the training of Uzbek students in understanding grammatical phenomena when reading texts in their specialty have been conducted. However, none of these works addressed the issue of teaching PC understanding of the English language. It is not investigated exactly which passive constructions are the most frequent in mathematical texts, what particular difficulties for Uzbek students are in understanding this grammatical phenomenon, there are no rational ways to present the PC of the English language, nomenclature and sequence of exercises for their mastering.

In practice, in used textbooks of non-linguistic universities of Uzbekistan, students are invited to study all PCs, regardless of their frequency, in English in general and in scientific texts in particular. Exercises for learning PCs are not aimed at a specific type of speech activity. Most of them represent either a translation from Uzbek into English, or a formal transformation from active form to passive vocabulary. These exercises do not provide the formation of receptive reading skills, which are the main purpose of teaching foreign languages in a non-linguistic university.

As shown by the results of the cuts carried out after studying the “Passive” topic in the current textbook, the PC English is mastered on average by 32-69%, i.e. students do not reach the level of learning. The above gives grounds to conclude that the method of organizing teaching the understanding of PC English

by Uzbek students when reading mathematical texts has not been developed, and this leads to the creation of effective methods of teaching passive constructions of the English language.

Every student of a foreign language sooner or later faces difficulties, and they are often caused by mistakes, which we conditionally divided them into 3 groups: errors in the organization of the educational process, in methodology and in motivation. You are unlikely to learn to speak fluent English if you practice irregularly. With the infrequent use of knowledge, they are forgotten. So, for example, if you studied English every day, and then took a two-month break, then you will hardly remember absolutely everything that went through. It will take time to restore the previous level of knowledge. Moreover, it happens that it is extremely difficult to do this, the person has a “mess in his head”, he seems to remember the translation of the word, but he is not sure of it, or he confuses similar words (for example, forget and forgive), and then continue to study language becomes even more difficult than starting from scratch. According to statistics, 60-90 minutes is optimal for classes in the English language in a quiet and relaxed atmosphere, not to be distracted by other things. Combine all 3 aspects of the language: vocabulary, grammar, phonetics. Ideally this is fixed in speaking. It is a mistake to assume that you need to learn another 100 words or 10 times, and then begin to speak. After all, many topics can be discussed, having in the arsenal only simple times and vocabulary of 200 words. There would be a desire! And this is an important step towards overcoming the language barrier.

These days every modern teacher uses widely the resources of the global Internet. Preparing messages, students filter a lot of information, if they need to listen to music, and most often view photos. Such tasks for students can use the preparatory stage for the lesson, for example, in combination with the project method, allowing students to apply practically for their knowledge and skills. This is one of the forms of research organization and cognitive activity, in which group activity is successfully realized that allows to increase the motivation for learning a foreign language. In the center of such a work process stands the student himself,

with the opportunity to freely express his opinion and practical usage of foreign speech. The most important thing is to love what you do, and only then it will bear fruit, will you be given easy and memorable for a long time. And remember: “the one who does nothing is not mistaken”

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