GRAMMAR TEACHING FOR SENIOR STUDENTS THROUGH TASKS

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Abstract: In the modern approach to teaching a foreign language, the role of grammar is considered to be the most important as long as the correct use of grammatical skills helps the development of communication. The level of language proficiency increases with increasing knowledge of grammar skills. At the senior stage of learning, language literacy is largely related to the correct use of a variety of grammatical constructions. This article discusses the principles and techniques of grammar teaching that will allow students to successfully interact with native English speakers in the future.

Keywords: foreign language, grammatical skills, theory and teaching methods, methodological recommendations.

Introduction. Some teachers believe that the correct use of grammar will be less important at the initial stage of learning than at the advanced stage. However, this is a wrong opinion, since it is at the initial stage that an idea of a foreign language as a whole is formed, and besides the undoubted advantages in early English learning, a heavy emphasis on grammar creates a good basis for learning at later stages. Latypova E.R. writes: "Teaching grammar is today one of the important problems of modern methods of teaching foreign languages" [3].

Thus, at the senior stage, the purpose of teaching grammatical structures is to explain their communicative functions, that is, what the ability to use a particular language structure is for. For example, in English, we can use the Present Simple tense to describe plans, talk about ourselves and our hobbies, describe our appearance, list well-known and generally accepted facts, etc. Simakova S.M. In his article, he notes: "The communicative purpose of teaching grammar in a non-linguistic university allows us to formulate the basic requirement for the volume of grammatical material to be learned" [4, p.150]. Linking a language form with its meaning plays a crucial role in learning a foreign language and is understood as learning to communicate. Another way is to plan the language situation in such a way that it clearly indicates the expression of a

specific communicative function. For example, by reviewing a conversation in a cafe or in a store, students learn to place an order in the form: "I would like to...".

Methodology. Grammar instruction at the senior stage of education takes place in three stages. The teacher's task is to choose the most appropriate and easily recognizable and memorable unit of presentation of any grammatical phenomenon [2, p. 197]. The presentation of new grammatical material can be performed by deductive or inductive method.

The inductive method requires more student involvement. Both methods have their advantages and disadvantages. On the other hand, with respect to simpler grammar rules, such as the formation of the plural of nouns in English, the use of the inductive method will be more appropriate and effective, since students will be able to independently draw conclusions in the form of clearly formulated grammatical rules.

When presenting grammar, all kinds of graphic materials will be useful. For example, the plural of the nouns dog (dog), sheep (sheep) or child (child) can be easily illustrated by depicting two or three dogs, and labeling this drawing in the singular and plural. The three words presented as examples are not chosen by chance, as they present different ways of forming the plural among the different types of exercises that simplify grammar understanding, you should pay attention, first of all, to "controlled exercises" or "controlled exercises". These are exercises that have only one correct answer and are performed under the supervision of a teacher. Modern textbooks on learning foreign languages offer a large number of such tasks. Here are some examples of "controlled exercises":

• Find a mistake in a sentence. Students are encouraged to identify errors related to the violation of grammatical structures;

• Finish the sentence. Students add missing words to sentences. Sentences should be formulated in such a way that the student partially or completely completes the entire structure being studied;

• Circle the appropriate form in the sentence. Students are asked to read the sentence and circle one of the two suggested grammatical structures, which is correct.

Discussion.

Since grammar should primarily serve the purposes of effective communication, it is also necessary to plan communication tasks in the learning process that model the context for practicing grammatical structures. One way to create such a context is to develop speaking exercises based on a specific plot or story. S. V. Bogolepova notes that when teaching the grammatical aspect of a language, it is noticeable that its formation occurs in close relationship with the lexical aspect [1].

It is also useful to pay attention to the interests and experiences of students. Here are examples of communication exercises in which they can focus on grammatical forms and their use:

• Sketch / dramatic skit. Students act out a situation from the text of a textbook or from another source, uttering sentences containing the target structure;

• Video recordings on a mobile phone. You can prepare a similar task at home by recording a video on your mobile phone;

• Record an audio message. Using a mobile phone, students record an audio file containing sentences aimed at developing grammatical structure, and present it to the class. An example is a short conversation between friends about their weekend plans;

• Poster production. Students make a poster on the topic of the lesson with a description of the studied grammatical structures;

• Writing an advertisement. This exercise is used to practice how to ask grammatically correct questions in a foreign language;

• Online exercises. There are many interesting manuals, websites, and exercises on the Internet. A good example is the website: Lingualeo.com , which offers interesting exercises on English vocabulary and grammar. This service is very popular among modern students. Another resource worth recommending is the website: https://engblog.ru/grammar.

We give the children a task to learn one sentence on the grammatical phenomenon being studied, for example, as noted by G.V. Artamonova, to get acquainted with the form of a grammatical phenomenon and its use, a coherent text is used as a typical medium for any grammatical phenomenon [2].

As an example, I want to give a role-playing game lesson-a conference where the guys demonstrate their level of mastery of grammatical skills. I am monitoring the grammatical speech skills of students of 9 "A" and 9 "B" at the final stage of work on an educational topic.

Students receive flashcards with the roles indicated on them: critical thinker, factual thinker, constructive thinker, lateral thinker, emotional thinker (critical observer, advocate of facts, constructive thinker, non-standard thinker, advocate of emotions). Students should explain these concepts and choose a role that is close to them. The Chairman of our conference (Chairperson: “There are many different sides to the argument...”) begins the discussion by announcing the topic of the problem and noting that there are many points of view on the issue. He gives everyone the opportunity to speak out, following the progress of the speeches. A factual thinker (“Let the facts do the talking") should correctly highlight the factual side of the issue, expressed in figures and facts.

The described techniques greatly facilitate the learning task. Experience shows that grammar teaching using communication technologies can be used from an early stage and studied in parallel with normative grammar based on speaking, reading, listening and writing. Communicative-oriented grammar teaching helps to increase motivation and effectiveness of mastering it, expands expressive possibilities of speech and gives naturalness to students' utterances in learning situations.

Conclusion. In the process of teaching grammar, the most important problem is the fear of students making mistakes. Feedback in the process of grammar learning in the form of error correction is an important element of the educational process. Error correction is recommended at the stage of controlled exercises, when the students' task is to work on choosing the correct answer.

Thus, it can be concluded that when teaching grammar, it is important that students have at their disposal sufficient linguistic material that allows them to make the transition from individual words to composing complex statements.

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