DEVELOPMENT OF GRAMMATICAL CONCEPTS IN THE PROCESS OF INDEPENDENT LEARNING OF STUDENTS

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Annotation. This article is devoted to the issue of solving psychological problems in improving the mechanisms of development of organizational skills of independent learning students in the educational process, which is constantly relevant.

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The role of the grammar system in language acquisition, the leading role it plays in the structure of speech communication units, is a phenomenon that is always recorded. A meaningful and understandable speech cannot be imagined without grammar and the practice of its rules. It is well-known that speech activity consists not only of memorizing and reusing certain units or structures, but also of making them on the basis of certain models and adapting them to the speech situation. Therefore, in the process of language learning, there is a need to distinguish abstract model copies that meet all the requirements grammatically and are complete in terms of content. Academician L.V. Shcherba once spoke about the importance of grammatical knowledge in language teaching, saying: "It is wrong to equate our language with a limited set of stagnant speech compounds, we can always hear and understand speech structures we have never encountered or create such structures ourselves. So the well-known motto "grammar teaches to speak", which later became the subject of much irony, is a fitting idea that reflects the real world. "[1].

According to Gerhard Helbig, a well-known German linguist, three types of grammar need to be distinguished[2]:

1) grammar, that is, grammar specific to a particular language

set of rules. These rules are inherent in the language system, no matter how much they are understood or studied by linguists;

2) grammar: a set of grammatical rules in a language

scientific analysis, ie the reflection of grammar in linguistics;

3) grammar: in the minds of those who engage in verbal communication existing rules system. This system is born in the minds of language learners in the process of language acquisition and plays an important role in the formation of skills of constructing, applying, understanding speech combinations that are logical and meaningful in language learning activities.

Distinguishing types of grammars A, B, C helps to understand the place of grammatical knowledge in a foreign language teaching system.

Considering linguistic phenomena as a whole system, a systematic unit, which has a strong place in the science of linguistics, plays an important role in creating the scientific basis of grammar education. The more scientifically based, clear the analysis of the object being studied, the easier it will be to convey it to the mind of the reader. But just as it is not possible to impart all theoretical knowledge to the reader, it is also difficult to teach him precise views of all standing speech structures. Therefore, the purpose of the curriculum is "not to use any means, but to use the means that encourage the student to think independently, to search for events that connect language units, to make them interact". It is known that the curriculum of the native language has two main goals and objectives: A) to study the science of the native language, its phonetics, vocabulary, word formation rules, morphology and syntax, stylistic laws; B) to develop the

student's speech, increase his vocabulary, master the norms of literary language, the ability to express ideas correctly. Hence, the grammar of the mother tongue in many cases serves to drock, understand, and systematize the rules that have been involuntarily applied to the student. In the process of learning a foreign language, however, there is initially no knowledge or skill about that language. Therefore, the foreign language grammar manual is aimed at giving clear instructions on the rules and models of grammatical form and structure of skills, without relying on the student's pre-existing linguistic skills.

English linguist Michael Levis also distinguishes three types of applied grammar. Such a division depends on how the grammatical information conveyed is communicated. The information given in the first type of grammar is in the form of facts [3]. For example: Nouns ending in s, ss, ch, sh, o, x take –es in the plural: bus-buses, dress-dresses, brush-brushes , box-boxes. This rule, which explains the formation of the plural form of words ending in certain sounds, is explained on the basis of a definite fact. The author acknowledges that the examples are more "dictionary than grammatical."It is suggested that the second type of grammar be called "model grammar". Copies of this type of grammar allow you to create and use new forms based on the perception of language material:

You can speak English, can't you?

You have been in Uzbekistan before, haven't you?

He has taken this essay, hasn't he?

She was waiting for Aziza at the time, wasn't she?

In grammar, a certain type of copy is given to facilitate the mastery of these types of devices:

Positive sentences-negative tag:

Negative sentences-positive tag;

Use the appropriate pronoun.

According to S.A Boltaboev, the requirements do not fully provide a high level of knowledge in the classroom. In doing so, independent learning activities play a complementary developmental role. In addition, Independent activity serves to form the knowledge, skills and competencies identified in the curriculum of a particular subject and to be mastered by the student, performed in the classroom or outside the classroom on the basis of teacher's advice and recommendations[4].

All in all, in order to achieve the goal of practical mastery of English grammar, it is necessary to look for ways to organize the introduction of teaching material. In the organization of grammar lessons and in the distribution of material, it should be borne in mind that the language system is a defining feature of the interdependence of different abilities, and the continuity of morphology and syntax is evidenced by its reference to lexical phenomena when describing grammatical laws.

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