TEACHING ENGLISH GRAMMAR WITH A FOCUS ON FUNCTIONALITY AS A USEFUL STRATEGY FOR DEVELOPING COMMUNICATIVE SKILLS.

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Abstract: *This article presents a methodical account of the functionally-directed teaching approach for the grammatical side of speech. The book also argues that communicative competence—as well as language competence and grammar, one of its constituent parts—play a crucial role in reaching the objective of practical foreign language competency.*

Despite a large number of publications and textbooks, the issue of a functional approach to teaching the grammatical side of speech has not received enough scholarly attention.

The functional method prioritizes the use of personality-oriented technology, which enable teachers to greatly boost student enthusiasm and encourage creative thinking, both of which raise the approach's overall efficacy. The fundamentals of learning, such as the concepts of speech direction, functioning, context, novelty, and group interaction, must also be considered.

Key words: *communicative competence, personality-oriented technology, functional approach, critical thinking skills, grammatical side of speech, linguistic phenomena.*

Given the inconsistencies in the procedures now used to teach the grammatical side of speech, approaches for teaching it appear to be one of the most pressing issues. The primary purpose of a grammatical skill in the formation of a speech utterance is given less weight in traditional teaching methods since the form must be learnt first. Regarding the functional aspect, pupils are typically solely taught the meaning as it is expressed in grammar. As a result, while the pupil is aware of its composition and structure, they are unable to comprehend it. As a result, it is imperative to implement grammatical instruction techniques that satisfy current standards for the "Foreign language" subject. Among these approaches, one works well.

Numerous issues surrounding the challenge of teaching grammar in a functionally oriented manner have already been discussed in the writings of authors such as E.I. Passov, V.P. Skalkin, C.J. Brumfit, and K. Johnson.

Even in cases when linguistic perfection is maintained, teaching foreign languages must acknowledge that the necessary "communicative competence" is intended for use in real-world interactions between individuals from diverse cultural backgrounds. Therefore, only when socio-cultural components are actually incorporated into the course plan will it be feasible to comprehend others and ensure that you are

understood in return. Once more, "country studies" and efforts to dispel preconceived notions are being discussed in didactics.

The international conference "Modern methods of teaching and learning foreign languages" covered the diversity of approaches to teaching foreign languages. According to J. Duke (USA), the efficacy of a teaching strategy is dependent on a variety of individual student attributes in addition to the teacher's qualities and degree of professional training (IQ). Drawing from the research of L.S. Vygotsky, J. Asher, and G. Gardner, he highlighted the intricate framework of human capacity for language acquisition. The linguistic, melodic, logical, mathematical, spatial, kinetic, motor, interpersonal, social, and intrapersonal (introspection) components are all part of this framework.

Teachers require a high degree of general and pedagogical culture in order to construct and continuously improve the cultural, informational, and subject-developing educational environment.

When a unique learning environment is created that supports creativity in the classroom, personality-oriented technology can be used to facilitate learning. This includes removing internal barriers that prevent students from expressing themselves creatively.

- demonstrating the potential of metaphors and parallels; - endorsing fantasy and imagination. The notion of "creativity" and the humanization criteria will serve as the efficacy criteria:

- the finding of something new on this topic; - the capacity to identify the issue; - the independence in resolving it;

In the process of achieving the goal, a new product is created; critical thinking skills are developed (keep in mind that other people's perspectives and orientations influence your own opinion); and the capacity to understand any material on a personal level is developed. [12] It is well known that a system of motives produced by the cognitive requirement forms the foundation of the cognitive orientation of the personality.

A subjective expression of an objective desire for information is the cognitive component. One of the motivators for learning new things, broadening perspectives, and sharpening one's mind.

A number of criteria must be met for personality-oriented education technologies to be considered: they must be dialogical, have an activity-creative quality, support the student's individual development, and give him the necessary space to exercise his creativity, independence, and choice in behavior, content, and teaching methods. [2].

Therefore, the goal of implementing practical solutions to communicative challenges in foreign languages is the use of new technologies along with an attempt to apply integrative methods in language instruction. Reaching this objective is contingent upon possessing communicative competence. One of the key ways to use a

foreign language for international communication and cross-cultural interpenetration is to develop communicative competence.

Through the use of language's vocabulary and grammar, people create statements during conversation that the other person can understand. To effectively communicate in this language, you must understand more than just the grammar and dictionary; you also need to be aware of the circumstances in which specific language units may be used as well as how they might be combined. To put it another way, a native speaker needs to learn "situational grammar" in addition to grammar itself. This type of grammar dictates how language should be used not only according to the meaning of lexical units and the rules of their combination in a sentence, but also based on the speaker and addressee's relationship, the communication's purpose, and other factors. Knowing these things in addition to possessing proper language knowledge is what makes a native speaker competent in communication.

The example of so-called indirect speech acts can be used to highlight the nature of communication abilities that are part of communicative competence and distinct from knowledge of the real language.

The selection of alternate speech means with stratifications and speech limits reflects an orientation to the social qualities of the speech partner during the communication process, including his status, position, and situational role.

According to the previously stated, "the means necessary to control and form a speech situation in a social context" (Bang J. Ch, 1979) is the definition of communicative competence.

A successful communication act is the goal of developing communicative skills. The elements of communicative competence—language knowledge and skills, speaking abilities, and linguistic and cultural component of the curriculum—are the methods to accomplish this aim.

Language competence is acknowledged as the most crucial aspect of communicative competence. It encompasses the ability to construct grammatically correct forms and syntactic structures as well as comprehend semantic speech segments arranged according to foreign language norms, all based on a reasonable level of knowledge.

Prioritizing vocabulary above grammar or grammar over vocabulary is not feasible. It is impossible to complete communicative activities in English without an understanding of the language's grammatical structure. However, the acquisition of the language's grammatical system only happens when one has a familiar vocabulary.

Thus, the foundation of language competency upon which speech skills and abilities are built is comprised of both grammatical and lexical skills and abilities. After all, meaning is acquired by a basic collection of sounds that a person hears, reads, pronounces, and says when they become aware of the grammatical form of a word and its lexical meaning.

Today's students are interested in gaining practical proficiency in a foreign language that will enable them to access global markets and become familiar with diverse cultures. This desire extends to the entire state. As a result, developing communication skills is a top concern. However, learning a foreign language is merely a way for you to display and advance your overall cultural competency as well as your capacity for original thought and creative evaluation of others. As a result, among the methods for learning a language, those with the greatest potential are preferred: they arouse thought, means, and expressions, enhance emotions, creative representations, and the culture of communication and social conduct overall.

In the 20th century, linguists and methodologists started to include various aspects of language science—such as word formation and phonetics, spelling, lexicology, stylistics, and elements of phraseology—into the concept of "grammar." These sections are included in grammar textbooks for various languages. Grammar textbooks in the twenty-first century have started to take on a unique identity of their own, with various components catering to distinct purposes: grammars for various age groups and educational levels; grammars for various kinds of educational institutions; grammars for people with varying linguistic backgrounds or occupations; special communicative grammars, etc.

We may ascertain the significantly different content and forms of description of the language's grammatical structure in didactic grammar and scientific grammar using a variety of linguistics objects and methodologies. Grammars and grammar sections in textbooks on the subject should be based primarily on the linguistic minimum of this stage of learning, but scientific grammars describing, for example, the language as a whole, indicate grammatical phenomena that exist in a given language in general, regardless of the phenomena of the language studied by students.

Grammar presentation methodological systems and linguistic systems diverge. Therefore, in contrast to theoretical linguistics, the development of rules in didactic grammars is contingent upon the trainees' age, experience, psychological makeup, and other factors.

It is best to write separate grammars for various student groups. It is not possible for linguistics to identify universal patterns that determine how well a lesson is taught in terms of systematizing grammatical content, using terminology, or creating grammatical rules that apply to all student types.

The significance of grammar frequently shifts as a result of various influences, including the development of linguistic theory, consideration of the real-world effects of teaching and learning, state policies pertaining to education, etc.

As you are aware, there are differences between the various forms of speech communication (speaking, reading, listening, and writing) and there are also differences between the grammatical skills.

The appropriate automated application of grammatical phenomena in oral speech driven by communicative needs is known as grammatical speaking skill. Speech

morphological skills are grammatical abilities that guarantee proper form creation and usage (e.g., the formation of personal verb ends). Syntactic speech skills are those that are in charge of the proper automatic arrangement of words in all kinds of sentences. Because written speech is more specific, its morphological and syntactic skills are more analytical (or discursive) in nature. This is where the ability to go back and edit previously typed material arises.

Automatic actions to identify and interpret grammatical information in written or spoken language are known as receptive grammatical skills.

Receptive grammatical skills are separated into recessive-active and receptive-passive reading and listening skills because the perception and comprehension of an oral or written text occurs with both active and passive knowledge of linguistic material.

When teaching foreign languages, there should be minimal intentional speaking behavior on the part of the pupils. Instead, they should be able to carry out autonomous communicative activities, not just at the reproductive level but also at the productive and creative levels. This characteristic only sets apart an individual who is free, liberated, and capable of acting "on his own behalf" [30], that is, capable of meeting his own cognitive and communication requirements. There are two ways the student can meet his cognitive and communicative demands. The first has to do with applying strategies that mimic authentic speech communication situations (e.g., role-playing role-playing games, sample dialogues).

The creation of "proposed circumstances" within the educational process so that the learner actually finds himself in a situation where he must take action is the second technique.

The second approach is better in the context of the new didactic and methodological framework. Furthermore, communication involves more than merely exchanging information in order to accomplish a particular objective. Participants in this process engage in active communication, the goal of which is typically "non-linguistic" in nature. Language is just a tool for putting this connection into practice, in which individuals coordinate their joint efforts by acting on one other and using signs. It is therefore necessary to "include" the processes of learning a foreign language not only in communicative activity but also in subject-communicative learning if we are discussing communication as an active interaction of its participants when organizing this communication in educational conditions [7].

A distinct architecture of the language learning system is necessary to support a conscious orientation to communicative, motivated learning. The instruction of speech culture, the establishment of conditions that pique students' interest in language proficiency and its resources, the development of communication skills (not just speaking, but listening as well), the facilitation of discussions, and the ability to articulate one's position through the most creative and efficient means are undoubtedly the most pressing issues facing a modern school.

Both formal and functional aspects exist for every grammatical structure. The leading side of speech is useful. But in conventional instruction, it has a secondary function—the form is assimilation-oriented first. Regarding the functional aspect, pupils are typically solely taught the meaning as it is expressed in grammar. The outcome is, at most, that the pupil is aware of its rules and structure but does not own it.

Functional learning employs an entirely new approach.

The functional approach focuses on how language learning proceeds from meaning to form and function. Grammar instruction that is functionally oriented takes a combined approach to language (taking into account the communicative potential of grammatical phenomena) and learning (considering the particular conditions of learning carried out with specified aims and with a given contingent of trainees).

The examination of linguistic phenomena "from form" is not excluded from the functional direction in linguistics, despite the fact that it is mainly linked to the analysis of language facts "from meaning".

From the perspectives of contemporary linguistics, speech psychology, and instructional strategies, it is conceivable to support the necessity and practicality of utilizing a functional-semantic approach to language in the classroom.

Linguistic justification: Learning a language that is linked in meaning and communicative logic does not require a stop in process. Pupils learn about the system of verb forms of time separately and comprehend all forms of expressing temporal relations, including participle, adverbial, compound sentences with time adjuncts, adverbs (today, yesterday, tomorrow), prepositional combinations (in an hour, after dinner, during the break), and the possibility of a specific time form performing multiple functions.

Methodological justification: a deliberate distancing from the language's actual usage is made while examining the language's level structure. It is believed that language is a static, fixed system. We will be able to approach the actual conditions of its operation more closely if we shift our focus to the study of an active, dynamic language system. In speech, the collision occurs not with language levels (tiers, floors), but rather with the rules governing the selection of the most appropriate units from a variety of distinct levels that have a close, similar meaning.

An undifferentiated concept of a grammatical phenomena is frequently used as the foundation for grammar instruction, although this approach is inadequate when we view the ultimate objective of grammar instruction from the perspective of speech activity. It seems more accurate to ask which sides of the article ("from the form" and "from the meaning") should be taught in an appendix to a specific grammatical material in order to achieve students' correct use of the article in a statement related to one or more types of speech activities and having a specific communicative task, rather than how to teach the use of, say, the article in speech.

The description "from the form" of the grammatical phenomenon in this instance might be seen as a particular collection of functionally meaningful indications of different kinds. The grammatical rule will be able to be formulated more logically and actually work because of the methodical interpretation of these indicators, which will free it from all unneeded and incidental elements.

The relevance of these features for communication as well as the potential for positive transfer from the trainees' native language must be taken into consideration when analyzing the linguistic descriptions of grammatical phenomena that currently exist in order to identify functionally significant features.

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