

**TEACHING A SENTENCE IN EFL CLASSES AND METHODOLOGY**

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**Annotation:** In this article, we are going to identify ways to teach sentence-making techniques in English grammar. As usual, sentence theory is given and studied in grammar in the syntactic part, but modern teaching methods require language in action, i.e. communication is better than learning a language according to grammatical rules. Currently, one of the main problems is teaching grammar of a foreign language. Proper use of grammar is essential for proper communication of messages.

**Key words:** grammar, communication, grammatical rules, exercises, materials on teaching, tenses, context, visual perception, system, exercises, the lesson

Grammar is meant to be practical, but we believe that in order to be able to use grammar effectively, we need to understand the underlying grammar system. Therefore, below you will find some overview materials on teaching grammar and teaching methodology. 1. Recognition exercises. These exercises are the simplest type of exercises for students to perform. They observe the grammatical element in the structures (sentence templates) when listening or reading. Since students are just learning a new element of grammar, situations should be natural and communicative. For example: - Listen to sentences and raise your hands whenever you hear verbs in the simple past tense. Mike lives on Pushkin Street. I lived there last year. Ann gets up at 7 o'clock in the morning. She got up at seven-thirty yesterday. It is desirable that the formed proposals relate to the real situation and facts. Students listen to the teacher and raise their hands when they hear a verb in the past simple tense. The teacher can see if each of his students has understood the sentence. Then, depending on the level of the students, the teacher can develop tension exercises based on the context they have listened to. Students should read the sentences and find the signals for choosing the right form. Since the required form is offered in each sentence, they should only recognize the one they need for the given context. Recognition exercises are necessary because students assimilate grammatical material through auditory and visual perception. 2. Drill exercises. They are more complex because they require reproduction on the part of the students. When learning a foreign language, training exercises are indispensable. Students will not be able to assimilate the material if they only hear and see it. They must reproduce this in both external and internal speech. The more often they say it, the better they assimilate the material. Although drill exercises are those in which students have to overcome only one difficulty, they should also be classified: - Repetitive exercises. Students pronounce the sentence pattern after the teacher, imitating him, both individually and in unison. So, such exercises for beginners and pre-intermediate students: - Teacher: they dance in the park. - Class: They dance in the park - Individual people: They are dancing in the park. Drill exercises can be performed both orally and in writing. Students perform oral exercises during the lesson and written exercises at home. For example, they were asked to write five or seven sentences for a given model. 3. Creative exercises (speech exercises). This is the most difficult type of exercise, because it requires creative work on the part of students. This can be: -Making statements either on the picture that the teacher shows, or on subjects. For example, a teacher puts up a picture and asks his students to pronounce or write three or five statements in the present tense. -Ask questions with a given grammatical element. For example, students are asked to ask questions

and answer them in the indefinite past. Teacher: Please, Sanjar, come to the door, Student: Sanjar is coming to the door. Teacher: Open the door. Student: Sanjar opens the door. - Presentation on the proposed topic. For example, a student tells the class what he did yesterday. - Composing dialogues using the considered grammatical element. - I'm telling a story (red, I heard). - English translation. All exercises of a creative type are designed to consolidate the grammatical material necessary for students to perceive by ear and speak. 4 grammar tests. Checking the assimilation of grammatical material is carried out by: - Listening (if the student understands what he hears, he knows grammar) - Speaking (if the student uses the grammatical element correctly, he has learned it) - Reading (if the student understands what he is reading, he knows grammar) - Tests. The test allows the teacher to evaluate the student's achievements in grammar, that is, how much each of them has mastered the forms, meaning and usage. Grammar tests can include: filling in gaps, opening brackets, transformation, expansion, completion, making statements based on the above pictures, translation.

The current state of the education system is characterized by the increasing role of non-traditional educational technologies. The assimilation of knowledge by students with their help is much faster than using traditional technologies. These technologies change the nature of the development, acquisition and dissemination of knowledge, allow us to deepen and expand the content of the studied disciplines, quickly update it, apply more effective teaching methods, as well as significantly expand the educational opportunities of each person. The introduction of a new generation of state educational standards (FGOS HPE) based on a competence-based approach implies significant changes in the teaching methods of a number of disciplines, including sociology, based on the increasingly active participation of students. a full participant in the educational process, his great independence, classes are aimed at a clear practical result. The development of such technologies is carried out in the following areas: 1) reproductive education ("individually-oriented" training, personalized, as well as "team-individual" training); 2) research classes (the learning process is built as a cognitive-practical, search for practical information); 3) development of models for educational discussion; 4) organization of training based on game models (implementation simulation modeling in the educational process). According to the authors, the most relevant are innovations in higher education aimed at reorienting the goals of professional personality formation (primarily the development of scientific, technical and innovative skills), as well as updating knowledge. the content of the educational process (in addition to the description in education, attention to the formation of logical and imaginative thinking, attention to practicality in learning through the formation of knowledge, skills and abilities in the chosen profession, independent learning) is focused on priority). The lack of motivation among teachers to introduce their own innovative educational technologies is, in our opinion, not only the most destructive, but also the most difficult to change factor. While the problem of lack of time can be solved by an equal distribution of classroom and extracurricular activities of teachers, the lack of knowledge in the application of innovative teaching technologies can be compensated by training in the field of teaching methods. the introduction of innovative educational technologies based on the sociology of dentistry (especially since our study showed that 100 percent of respondents stated the expediency and willingness to take advanced training courses in this field) and an interesting presentation of material that would suit even the most passive student audience for a future specialty. it is not active, but cognitive, and in this case it will be impossible to increase the motivation of teachers by an administrative decision alone. Consequently, all the efforts of the university administration are aimed not only at encouraging the work of professors and teaching staff, but also at creating the necessary

conditions for self-improvement and self-awareness of teachers. we should focus on leveling this factor.

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