

Psychological Features Of Grammatical Skills: Key Factors In Teaching Oral And Written Speech In A Foreign Language

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Abstract: The article analyzes the process of forming grammatical skills in foreign language learning, its psychological foundations, and its role in speech activity. The main factors influencing the effective application of grammatical knowledge in both oral and written speech are examined. Additionally, from a psycholinguistic perspective, the stages of forming grammatical skills and methods for their development are discussed.

Keywords: Grammatical skill, psycholinguistics, speech activity, spoken language, written language, language teaching methodology.

Introduction: In the process of learning any language, grammar occupies a special place. As has been emphasized, grammar is a cognitive mechanism that reflects a person's inner capacity, through which one can generate the limitless units of language. In any language, the role of grammar in speech activity is constantly highlighted.

In foreign-language teaching, students must not only memorize grammatical rules but also be able to apply them in real communicative situations. Therefore, psychological factors—memory, perception, thinking, and speech automatisms—form the main basis for the formation of grammatical skills.

METHODOLOGY

In linguistics, the concept of the psychological essence of the formation of grammatical skills is very important. In foreign-language learning, a number of effective methods have been examined and are currently applied in practice. In particular, psychological processes also play an invaluable role in language learning.

Grammatical skills rely on the following psychological processes:

- **Memory:** retaining grammatical forms and using them when needed.

- **Attention:** selecting and employing the correct form during speech.

- **Thinking:** adapting an existing rule to new situations.

- **Speech automatism:** using the correct form quickly (for example, employing tense forms naturally in English).

Example:

- In English: "I have been learning English for five years." (Present Perfect Continuous)

- In Uzbek: "Men besh yildan beri ingliz tilini o'rganib kelayapman."

When comparing these two sentences, the learner perceives the differences in expressing time through grammatical skill and can adapt them to new situations.

In language learning, any autonomous learner is required to develop a number of skills. In particular, in oral speech, grammatical skills require speed and flexibility. Therefore, the learner should become accustomed to applying grammatical structures automatically.

In this article, we analyze examples in the two languages.

In English: An auxiliary verb is important in forming

questions:

Correct: "Do you like football?"

Incorrect: "You like football?"

In Uzbek: o "Sen futbolni yoqtirasanmi?" — the interrogative form is formed by means of the particle "-mi".

- Perceiving these differences requires psychological adaptation on the part of learners.

- In the above analysis, we examined the formation of spoken language in language learning; now we will briefly touch upon the formation of writing skills as well.

- Grammatical skills in written language

In written language, the consistency and logic of grammatical forms are important.

- In English: complex sentences are frequently used in academic writing: "Although grammar is often considered difficult, it plays a vital role in communication."

- In Uzbek: "Grammatika ko'pincha murakkab deb qaralishiga qaramay, u muloqotda muhim o'rin tutadi."

Additionally, in written text, the grammatically correct use of punctuation marks also requires psychological clarity.

Moreover, grammar is very important in language learning. Therefore, we will also review the main factors in teaching grammatical skills.

1. Communicative approach — teaching grammar through speech situations.

- o For example: role-play exercises, creating dialogues, simulating real-life situations.

2. System of exercises — harmony of oral and written practice:

- o Translation exercises (from Uzbek into English and vice versa);

- o Changing sentences to match tense;

- o Writing short essays.

3. Comparative method — comparing differences between the native and the foreign language.

- o In Uzbek, tense is expressed by suffixes (o'qiydi, o'qiyapti, o'qigan).

- o In English, tenses are marked through verb forms and auxiliary verbs (reads, is reading, has read).

4. Psychological adaptation — reducing psychological barriers in learners during language study, such as anxiety and avoidance of mistakes.

- Modal verbs:

- o In English: "You must finish your homework."

- o In Uzbek: "Sen uy vazifangni tugatishing kerak."

- Possessive expression:

- o In English: "This is my friend's car."

- o In Uzbek: "Bu mening do'stimning mashinasi."

- Plural category:

- o In English: book – books, child – children

- o In Uzbek: kitob – kitoblar, bola – bolalar

These examples help develop grammatical thinking in learners and strengthen a comparative approach.

CONCLUSION

In conclusion, the process of forming grammatical skills integrates psychological, linguistic, and methodological aspects. In spoken language, they ensure rapid exchange of ideas; in written language, they ensure coherence and logic. Through comparing the grammatical categories of English and Uzbek, learners more deeply master the internal laws of the language. Therefore, in teaching a foreign language, grammar should not be formed in isolation but on the basis of a psychological and communicative approach, through practical exercises.

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