

THE COMPOSITION OF THE LINGUISTIC COMPONENT OF THE CONTENT OF TEACHING THE GRAMMATICAL SIDE OF SPEECH IN A FOREIGN LANGUAGE

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Annotation: This article considers the composition of the linguistic component of the content of teaching the grammatical side of speech in a foreign languages at the university. The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal of education is the social order of society in relation to the younger generation.

Key words: Linguist, phonology, morphology, syntax, semantics, pragmatics, the first component of “what to teach”, language comprehension, verb, noun, adjective, adverb, pronoun, preposition, determiner, conjunction, interjection.

Linguists have identified five basic components (phonology, morphology, syntax, semantics, and pragmatics) found across languages. Readers are encouraged to explore the literature in the field of language development to better understand and appreciate the oral language skills students may bring to the reading process. Phonology The study of speech structure within a language, including both the patterns of basic speech units and the accepted rules of pronunciation, is known as phonology. The smallest units of sound that make up a language are called phonemes. For example, the word “that” contains three phonemes the “th” represents one phoneme /th/, the “a” maps to the short a sound /ă/, and the “t” to its basic sound /t/. Morphology Moving to the next level of language, we find the study of the smallest units of meaning, morphemes. Morphemes include base words, such as “hat,” “dog,” or “love,” as well as affixes, such as “un-,” “re-,” the plural “s” or “es,” and the past tense “ed.” Knowledge of the morphology of our language is critical to vocabulary development and reflects the smallest building blocks for comprehension. Syntax The study of how individual words and their most basic meaningful units are combined to create sentences is known as syntax. As words are grouped together when we communicate, we must follow the rules of grammar for our language, in other words, its syntax. It is the knowledge of syntax that allows us to

recognize that the following two sentences, while containing different word order and levels of complexity, have the same meaning.

What to teach or the content of foreign language teaching is one of the main problems the Methods deals with. The following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

1. The first component of “what to teach” (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of connected acts which have become automatic or semi - automatic as the result of repetitions. Skills - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge. The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

2. The second component of “what to teach” is a linguistic one. It includes on the one hand ,language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the principle of a differential approach in foreign language teaching-each activity requires special attention on the part of the teacher.

The principle subject including a foreign language, the principle of accessibility is realized through conformity with the following requirements:

1. The subject- matter of the instruction must correspond to the age and mental powers of the learners; be either too difficult, nor to easy or too childish for them.

2. be rightly overabundant, nor scarce ; this refers to the whole course as provided for in the program, to teach lesson, and each home –assignment; in terms of time relations this means that the rate of progress of the instruction must be neither too rapid nor too slow;

3. Be properly graded; each stage should be prepared by, and follow logically from, the preceding stages, without gaps or missing links in the previous instruction.

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4. be so pres the pupils have to grapple only with one difficulty at a time; graduation of difficulties is also an indispensable condition of accessibility.

For example, new grammar material should be introduced on familiar lexical material lest the pupils should be confronted simultaneously with two sets of difficulties. Or in teaching the Past Indefinite tense aspect form of the verb the affirmative form must be introduced first, then the interrogative and negative.

A part of speech is one of the nine types of English words: verb, noun, adjective, adverb, pronoun, preposition, determiner, conjunction, interjection.

There are thousands of words but they don't all have the same job. For example: some words express action, other words express things, other words join one word to another word.

These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its own job.

And when we want to build a sentence, we use the different types of word.

Each type of word has its own job.

There are 9 basic types of word, and they are called "parts of speech".

The most important parts of speech are the BIG FOUR, and the verb is the king of these. Here they are, each with an example and its basic "job":

- verb (deliver - expresses action)
- noun (computer - expresses a thing)
- adjective (yellow - tells us more about a noun)
- adverb (quickly - tells us more about a verb)

The other parts of speech are mostly small words:

- pronoun (it - replaces a noun)
- preposition (on - links a noun to another word)
- determiner (the - limits a noun)
- conjunction (and - joins words)
- interjection (ouch! - expresses feeling)

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