

# METHODOLOGICAL APPROACHES OF TEACHING SYNTACTIC VARIATIONS IN ENGLISH LANGUAGE

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Language is a dynamic and intricate system that allows us multiple ways of expressing the same idea. One fascinating aspect of linguistic variation is syntactic synonymy, a phenomenon in which different syntactic structures convey the same or nearly the same meaning. Currently, there is no universally recognized theory of syntactic synonymy in Russian, foreign, or Uzbek linguistics and a condition that causes variability in language is syntactic synonymy. Syntactic variability allows language learners to construct sentences in multiple ways, promoting a deeper understanding of grammar, meaning, and nuances in the target language[1]. The concept of variation is relatively broad and relates to various fields, and it can be seen that it has its own essence not only in the general socio-political or linguistic sphere, but also in the field of exact sciences. The study of syntax variability was analyzed by world linguists, N. Chomsky,[2] V.V. Vinogradov,[3] in their works, expressed their views on syntactic synonymy. According to Ellis [4], syntactic variability is essential for achieving fluency as it allows learners to adapt their language use to different contexts, settings, and communicative goals.

Methodical approaches to teaching syntactic variation can be based on various linguistic, pedagogical, and psychological concepts. Below are the main approaches that can be effectively used in teaching syntactic variation (in particular, in the context of teaching students English as a specialty). For analyzing syntactic synonymy, we examined various syntactic structures across multiple linguistic contexts, comparing them based on their grammatical, stylistic, and semantic properties. We categorized these structures into key types, including active vs. passive voice, word order variations, alternative grammatical structures, and different prepositional constructions. Examples were drawn from both spoken and written corpora to illustrate the practical usage of syntactic synonymy.

**1. Communicative approach.** teaching syntactic variability occurs through real communicative situations. This method enables students to be more natural, role-playing games, discussions, essay writing, preparing speeches, all of them require responsibility and make them work independently during the lesson. The main aims of using these techniques are to develop skills in constructing syntactic variation in real situations and being able to use them in any spontaneous speech. For example, such activities as reconstruct the phrases to sound more formal/informal, using different syntactic structures (such as subordinate, infinitive phrases) in the same message. By making use of these structures students develop their flexibility in expressing thoughts and the ability to choose syntactic tools depending on the communicative task.

**2. Cognitive-Discourse Approach.** Based on the theory like speech is the result of mental activity embedded in context. Students learn how to select correctly syntactic structures depending on the type of discourse and will be formed the ability to use syntactic variation as a means of semantic and pragmatic manipulation in speech.

**3. Comparative approach.** It is based on contrastive linguistics and the theory of intercultural communication. Special attention is paid to interference phenomena and translation difficulties. It helps them to be aware of differences and similarities of the syntax of native and foreign languages. Methods like comparing sentences in two languages and correction of typical errors contribute to improve linguistic awareness of second language syntax features and making speech accuracy more attractive. Finding equivalent forms of sentence structures in both native and foreign languages may help to understand the importance of sentence construction more deeper.

**4. Transformational-structural approach.** A sentence is considered as the result of certain grammatical operations. Working with paraphrases, changing sentences given in active voice into passive, expanding or shortening the sentences teaches learners to avoid the repetition and develop the ability of transforming grammatical structures while preserving its meaning.

**5.Project-based approach.** Based on the theory of that speech develops in the process of performing significant tasks and associated with the activity-based teaching method.Group works such as creating projects,video blogs or making presentations gives a great opportunity to use syntactic tools with specific purposes in productive speech like speaking and writing, developing creativity and linguistic independence.

As a conclusion, teaching syntactic variation is a complex and multifaceted process that requires a systematic approach and diverse methodological solutions.Each of these approaches contribute to the formation of students' ability to use various syntactic means flexibly and consciously depending on the communicative task.

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