

How to Teach Grammar

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Abstract

Teaching grammar has been regarded as crucial aspect of a language to the ability for using language and learning to communicate the native people of target language. For this reason, this article introduces a six-step procedure for teaching grammar.

Keywords: *Principles of teaching grammar, using deductive and inductive methods, Grammar – Translation method, Diagramming sentence, teaching through writing, interactive teaching grammar with activities.*

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Introduction

In English grammar, there are difficulties to learn for native and second –language speakers in reality. It is because that it accesses so many intricacies, obscure rules, and exceptions that it comes as no surprise those different generations of teachers have utilized various approaches to teaching grammar. In the past, in the most part of the world, deductive method that only teachers are in the centre, was used more often during the lesson, but it gave way to inductive method in current era. Today, we live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar.

Literature review and methodology

Principles of teaching grammar

For teachers, teaching grammatical structures are very essential and it bases on the development of the grammar mechanism consisting of three parts as, subskills, material and generalization. Grammar subskills engage in the automatized components of speech activity in acquisition of grammar mechanism. Grammar subskills are considered as reproductive skills of written speech. Developing grammar subskills of English really depend on peculiarities of speech action and difficulties of interrelations of grammar structures between the native language and the acquiring language (second language). Teachers properly accomplish teaching grammar subskill mechanism of speech with help of overcoming negative influences of mother tongue to English process. For avoiding negatives of the native language of learners.

Grammar rules have to be explained in their own languages, whereas the structures of sentences and how to use them should be taught in English. If teachers want to develop reproductive skills of students, they should take into account the regulation of grammar actions and cognitive operations, code switching and appropriate structure selection. All these are not accomplished by teachers and students during the lessons, they may negatively impact on learning the second language. Students need to do a lot of exercises and read instruction for using the regulation of grammar actions. Secondly, the content of the teaching grammar mechanisms of speech in English involves the study of linking words (auxiliary) and also inflections. Its acquisition requires exact and steady images of linking words in students' minds. This is only achievable by creating an opportunity to memorize the material as second content of grammar mechanism. The third content of acquiring grammar mechanisms of speech includes assimilation of generalizations on the base of materials and actions. The process of learning structures consists of two stages: a) learners comprehend the rules in the process of doing exercises, b) They discover grammar actions and materials of speech and teachers. The third content of acquiring grammar mechanisms of speech includes assimilation of generalizations on the base of materials and actions. The process of learning structures consists of two stages : a) learners comprehend the rules in the process of doing exercises, b) They discover grammar actions and materials of speech as generalizations. In short exercises are means of overcoming difficulties of structures and assimilation of action and generalization. If teachers follow these principles, They can evaluate the level of students stage by stage (beginner, elementary, intermediate, advanced).

Diagramming Sentences - the method of the 19th century in teaching grammar, diagramming sentences firstly used in the 19th century. This method engaged in visually copying the structures of and relationships between different aspects of sentences. In a research, people were showed 25 000 pictures, after a day they were asked whether research participants could remember or not, more interestingly, 90% of people participating were able to recall which means that this

method is extremely helpful for visual learners. This method disappeared from modern teaching at least 30 years ago. Despite this, different forms of diagramming are used to visualize sentences. One of them is that A Precedence Diagramming Method (PDM) or Activity on Node (AON) including critical path network, critical chain network diagram, and others.

Grammar –Translation method

Nowadays, language teaching methods are very developed and efficient to be used in the lessons. One of these is that **Grammar Translation method** which begins with explicit statement of the grammatical rules, this is followed by exercises to apply taught rules in practice with translation into and out of the mother tongue. This means that Students need to comprehend new rule, if they do not understand it, they will learn it while doing exercises and translating them in the exercises and the text with teacher who knows the weak point of students because of this sequence. That is Why, despite of being traditional method, it is still commonly being utilized among language learners and teachers.

Using deductive and inductive

Deductive method – starts with the presentation of a rule and is followed by examples in which the rule is applied as opposed to inductive method that begins with the same examples from which a rule is inferred. In deductive approach, teachers play key role in the class because of teaching new theme in detail and after students have learnt it, they will do exercises based on exercises in order to be checked their mistakes and given feedbacks in terms of new theme in this method. In inductive approach, on the other hand, without having met the rule, the learners study examples and from these examples derives on understanding of the rule. Both approaches can, of course, lead on further practice of the rule until applying it becomes automatic. An example of deductive approach, learning might be that, on arriving in a country, you have never been to before you are told that as rule people rub noses while greeting one another, and so you do exactly that. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom and proceed to do likewise However, inductive approach is seen as the natural route to learning. As a result, to be the way one’s first language is acquired: simply through exposure to a massive amount of input the regularities and patterns of the language become evident, independent formulation. Apart from this, It is said that self –study allows students to take learning at their own pace, focusing on areas they are the most interested in. This, of course helps reduce feelings of frustration, anxiety or boredom that students may struggle with in a classroom setting. Certainly, both methods have the advantages of theirs.

Teaching through writing

Some students acquire languages by a purely oral way, but others may benefit hugely from seeing the language that is written down. Learning visually language construction is as not valuable in order for understanding of how it all match together and as a help to committing the new language to memory as writing sentences using new language. Students often find it useful to write sentences in a purpose of learning quicker after they have studied it. It has been said that the best way to improve anyone’s reading is to have them written. In addition, Writing focuses students on phonics, comprehension, mechanics, developing their voice or perspective and communicating this perspective to others. For this reason, Teachers must learn how to create a classroom environment that is to writing and support effective writing instruction for all learners, including struggling writers and English Language Learners. This method is often used in

schools in the U. S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive(i. g. , they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. This article, posted by The Atlantic, suggests that to better equip future adult writers, teachers in the 21st century should consider dropping outdated grammar teaching techniques in early education and opt for learning through writing techniques.

Interactive teaching grammar with activities – Using interesting and funny activities during the lesson give a help to students who will engage them. Activities encourage learners to use the target structures in grammar enthusiasm. One of the interesting activities being suitable for all levels is ‘Answer cards ‘. In this game, Students sit in two teams. There is a pile of cards between them. On each card there is a part of sentences (noun, phrases, adverbs, verb, adjective etc). The cards are faced down. A member of team A picks up the first card and then has to ask the other team members questions until they say the translation and which part of a sentence that is written on the card. This certainly forces students to think extremely carefully about the exact construction of the questions they are asking. Second activity is ‘One question behind answer first’s one is considered as easy mental gymnastics which ‘make very drill like activities palatable.’ In this, Students should not answer the question they are being asked now, but the pervious question. This means that for the first question, they either do not answer at all or just say Mmmm. And then for the second question (Where do you eat?) they give the answer they would have given to the first question ‘in a bed ‘ (Where do you sleep). More importantly, we could add a competitive element to this game by timing it, or seeing who can shout out the one question behind answer first. But the fun of it is just trying to focus on hard enough previous question was. One question behind is very enjoyable, but remember not to let it go on for too long. You can use this beginner to intermediate level. It is true that there are so many activities for conducting lessons as interactive way in current era, while especially I opt for these activities mentioned above. The reason Why they make learners in different ages and levels interested.

Results and Discussion

Principles of teaching grammar

Principles of teaching grammar and methods above offer advantages. Teaching grammatical structures is considered as the principles. The main principles are, of course, followed by the development of the grammar mechanism including subsage by the skills, material and generalization. Subskills as part of the grammar mechanism helps students to overcome peculiarities and difficulties of interrelations of grammar structures between the native language and the second language by the reculation of grammar actions and cognitive operations code switching and appropriate structure selection. In material parts, Teachers use memorization – based techniques that means students learn by heart the structures of tense, linking words and the others. In the third content, students need to realize grammar rules any more after being taught new rules and doing exercises depending on them. For accomplishing these mechanisms, teachers have necessities to use methods and techniques mentioned above. In diagramming sentences, teachers may use pictures to teach situations of tenses that is very helpful for visual

learners and researcher are more interesting and effective more method, students can learn new rules and at the time know how to come into text by reading and translating them. If we look at the deductive and inductive methods. The deductive approach is quick and easy for the teachers where a difficult grammar point has to be presented, and perhaps explained because the concept is not one that is the mother tongue, this is probably better way. Where time is short, it is useful, even for simple grammar point. Many learners, especially older ones, prefer the deductive approach because they want to know how the language works. It has the advantages of involving the students much more. The belief is that such learning will be more effective though there is no certainty about this. This probably better approach for grammatical regularities which are easily perceived, understood, and applied. However, inductive method is seen as the natural route to learning, because it demands much more self-study that allows students to take learning at their own pace, focusing on areas they are the most interested in. And also, They have less stress and pressure. It is because that they do not worry about peer pressure who is groupmates and learners around them in a classroom setting. It is believed that teaching through writing is better equip, because An emphasis is now placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (I, g. , they have to apply these rules in their own writing). In order to make students involved to the lesson more, Teachers need to use some grammar activities in the end of the lesson like ‘ One question behind answer first ‘ and ‘Answer cards’ which are helpful to recognize grammar structures well. To sum up, while teaching a new language, teachers have to be creative and adaptable which means that they can use all methods until their students reach exact level from beginner to advanced.

Conclusion

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most crucial thing is that the teacher provide the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant vocabulary.

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