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## THE PRINCIPLES OF TEACHING ENGLISH GRAMMAR

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**Annotation:** This article revealed in the complex approach to teaching foreign languages paying attention to its main language skills. Each of the activities is described in details with presenting the goals and results of using them.

**Аннотация:** В данной статье раскрывается комплексный подход к обучению иностранному языку с уделением внимания его основным языковым навыкам. Каждое из мероприятий подробно описано с указанием целей и результатов их использования.

**Annotatsiya:** Ushbu maqolada chet tillarini o‘qitishga kompleks yondashuvda uning asosiy til ko‘nikmalariga e‘tibor qaratiladi. Har bir faoliyat maqsadlari va ulardan foydalanish natijalarini taqdim etgan holda batafsil tavsiflanadi.

**Key words:** grammar, phenomenon, reproductive and receptive speech, polysemantics, translingual and intralingual comparison.

**Ключевые слова:** грамматика, феномен, репродуктивно-рецептивная речь, полисемантика, межъязыковое и внутриязыковое сопоставление.

**Kalit so‘zlar:** grammatika, hodisa, reproduktiv va retseptiv nutq, polisemantika, translingual va intralingual taqqoslash.

The scholars have seen that most approaches begin by recognizing the “sentence” and grammar is the study of sentence structure. A grammar of a language is an account of the languages as possible sentence structures organized according

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to certain general principles. Accordingly, they state that grammar is a system of rules collecting the conventional arrangement and relationship of words in a sentence. In place of words e.g. "I could", for more specificity, have said "morphemes", but for the moment just remember that components of words are a part of grammar and, when we use the word grammar, we refer to sentence level rules. They state morpheme is minimal unit of meaning or grammatical functions.

It's hopeful that the designers of the curriculum should facilitate the syllabus by adding more grammatical items, practice and information gaps. Teachers should be well trained and highly qualified and specialized to handle the material with more skills. Teachers should use more techniques to motivate the learners and make their lessons lively and avoid rigidity in teaching grammar.

Can be recommended: *1. The designers of the curriculum should facilitate the syllabus by adding more grammatical items, practice and information gaps. 2. Teachers should be well trained and highly qualified and specialized to handle the material with more skills. 3. Teachers should use more techniques to motivate the learners and make their lessons lively and avoid rigidity in teaching grammar.*

Throughout this study, the research has noticed that the following areas need to be researched: The researcher suggests further studies should be carried out about the psychological aspects or educational factors which affect students in learning grammar. These further studies should be benefit for the students who are going to learn English as a foreign language.

The aim of the theoretical part of the thesis is to define the term grammar and its role in the foreign language teaching as well as to describe various methods of its presentation and practicing. The thesis also deals with the role of teachers and their tasks by teaching grammar and with learners and their characteristics.

The aim of the practical part is to examine current situation of teaching grammar at the lower-secondary level. The research is divided into two parts. The first part is focused on pupils and their attitude to learning grammar. The data will

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be collected from a short questionnaire. The second part deals with teachers and their attitude to teaching grammar. A short part of this chapter will be devoted to textbooks and their evaluation. The teachers' questionnaire will be completed at least by ten teachers from the same three schools. Pupils' and teachers' answers will be analysed and continuously compared to each other. I expect that on the basis of all the answers I will be able to describe which methods and tools are used by English grammar teaching at schools.

Grammar is a significant part of language curriculum at all levels of our educational system. Pupils always have a struggle with grammar and their teachers have grown frustrated over mistakes in their writing and speaking. But what is actually grammar and what is its role in foreign language learning?

The term "grammar" comes from the Greek expression *grammatike tekhnē* meaning "art of letters". The modern meaning is a narrowing of the original but it is still closely associated with writing. Today there are many definitions of grammar. According to Oxford Advanced Learner's dictionary, grammar means "The rules in a language for changing the form of words and joining them into sentences". The Longman Dictionary of Contemporary English defines grammar as "The study and practice of the rules by which words change their forms and are combined into sentences. There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules". But teaching and learning grammar, which is known from elementary school, focus on the practice rather than the study of grammar.

According to Richard Nordquist, a professor at Armstrong Atlantic State University and author of grammar and composition textbooks, the linguists distinguish between descriptive and prescriptive grammar. Both types are concerned with grammatical rules but in different ways. Descriptive grammar refers to the structure of language that is used by speakers and writers in common communication. Prescriptive grammar lays down the rules for English language

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usage. It determines which use of grammar is correct or incorrect regardless of the fact they can be usually used by native speakers.

Closely related to the descriptive and prescriptive grammar is a classification to written and spoken grammar. Jeremy Harmer, a popular author of books about English language teaching, explains that people usually use the written and spoken language in a different way because grammar of speech has its own constructional principles and therefore it is organised differently from writing, e.g. use of interjections (*ah, oh, wow*) or hesitators (*er, umm, erm*) is usual and acceptable in spoken language but in written discourse are these word unsuitable.

The importance of grammar explains that grammar forms the basic structure of any language. Languages make no sense without using grammar rules. If everyone uses language without any grammar, the language would have too many variations and would be ambiguous and full of contradiction, e.g. using of wrong tense or punctuation can change the meaning of whole sentence, which causes problems in mutual communication. It can have the effect that the speaker is not understood. In that case the whole point of communication is lost.

Grammar was originally at the forefront in foreign language teaching. In the past, teachers usually used the grammar- translation method. This method puts emphasis on the correct use of grammar in translation exercises. According to Jack C. Richards, a specialist in foreign language teaching, it refers to knowledge of building blocks of sentence (e.g. tenses, phrases clauses) and how sentences are formed. Students learned grammatical rules and then applied their knowledge of language in translation between the target and native language. As a result, people often knew the theoretical aspects of language very well but they were not able to use it effectively in everyday communication. Current foreign language teaching has the opposite tendency.

In recent years the emphasis has shifted away from the teaching of grammar. Many teachers follow a new way of looking at teaching called the communicative

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approach. The communicative approach is based on the communicative competence including the following aspects of language knowledge:

- How to use language for different purposes and functions;
- How to produce and understand different types of texts;
- How to vary our of language according to the setting and the participants.

Main emphasis is not put on grammar but on its function in specific communicative situations. This approach uses various communicative activities. They are enjoyable, they give students a chance to use their language and the teacher can hear the student language abilities. Grammar is no longer the goal of teaching but has become the tool to achieve this goal.

Grammar of Czech and English differ in many ways. Therefore students of English should expect difficulties of various kinds. According to J. Harmer the most common difficulties for students learning English grammar are:

Mismatch between form and function- Many grammatical forms are used to perform several different functions. On the contrary it is possible to find that several different forms are available in English to express what seems to be a single function. Contrast between English and mother tongue – When the English grammar system works different from the learner’s native language difficulties arise very easily.

English is full of exceptions of grammar rules- Probably in every language exist exceptions to the normal grammar rules and so it is also in English.

Also teachers have difficulties with grammar. Teachers unlike the students do not have problems with using of grammar rules but especially with their explanation. G.Henrici and C.Riemer summarize 3 most common problems in the following points:

- Explanation of grammar in the interesting and motivating way;
- Understandable explanation of the grammar;
- Formulation of grammatical rules without unnecessary exceptions.

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From my own experience I can say that I have the biggest problem especially with the interesting and motivating way of grammar presentation. However I think it is not an invincible problem. The contemporary school equipment enables to use computers, interactive smart boards and other tools popular among pupils and so increases their motivation for grammar learning. This topic will be described in detail in the practical part of my thesis.

There are two main participants of the grammar learning process, teacher and pupil. Pupil and teacher are in a close relationship and influence each other every day. Pupils go to school to learn, cultivate and gain new knowledge and experience but the cooperation with them is not usually easy. They are a big challenge for teachers because they have a tendency to resist to learning grammar from various reasons. In the following chapter some of their characteristics are mentioned.

The main factor in the teacher's decision about how and what to teach is the age of pupils. Students of different ages have different needs, competences and cognitive skills. I use for the following short description of each age group of learners the characteristic of Jeremy Harmer.

Young children learn indirectly rather than directly. It means they learn from everything around them, from games and various different types of activities. They are curious and enthusiastic for learning, have a limited attention span and need for individual attention. They are keen to talk about themselves and appreciate if their personal lives are used as main topic in the classroom. Therefore the teacher should use variety of sources, individual approach to each pupil and use variety of activities for a given time period. The lessons should be in bright and colourful classes and there should be various materials and equipment to keep children interested by English learning.

I have my own experience with teaching of young learners. My youngest pupils are six years old. When I start to teach them they usually cannot even write and read. Therefore the work with them is very specific. These children are very

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often excellent at learning vocabulary when they have the right motivation, but it is difficult to teach them using English in whole sentences. They are not yet able to understand the rules in language therefore they cannot learn about language as the oldest students. I teach them straight the whole phrases without their deeper understanding. But these pupils have a huge brain capacity and they are able to remember whole sentences or even the songs without explanation of grammar.

According to Harmer the second age group of learners are adolescents. They are the most important group for this thesis. Teenage students are usually less motivated and humorous than adults, often with discipline problems. Typical adolescent property is searching for individual identity and resistance to the authorities. They struggle for the classmates' not teacher's attention. That is one of the reasons why the adolescents may be so disruptive in class. Other important factors can be also boredom or personal problems. Adolescents often push teachers to their limits, but they appreciate if the teacher is able to manage the situation and control the class. On the other hand teenagers have great capacity to learn, creativity and a commitment to the things which interest them. Teachers should work with relevant and involving materials and support self- esteem and identity of their students.

The last group of learners are adults. They are able to work with abstract thoughts, they are disciplined and mainly they have a clear understanding of why they are learning and what they want to achieve. Therefore they are often prepared to struggle on despite boredom or other difficulties in learning process. Also they usually have their own set patterns of learning. But on the grounds of their previous experience they can be critical to teacher's methods. Teachers do not have to apply so many fun activities to their lessons. They can use conscious learning more than by young children or adolescences but the indirect learning is still very important.

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