



EFFECTIVENESS OF USING GRAMMAR EXERCISES DURING THE LESSON

Ruzmetova Mamlakat

Teacher of The Department Foreign languages inter-faculties of
Toshkent region Chirchik state pedagogical institute

ABSTRACT

English grammar is notoriously difficult to learn for both native and second-language speakers. There are so many intricacies, obscure rules, and exceptions that it comes as no surprise that different generation of teachers have used various approaches to teaching grammar to train literate English writers. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods.

Keywords: *methods, inductive method, deductive teaching, interactive methods, grammar.*

Annotation

This article deals with role of the grammar in teaching English and some beneficial ways are shown.

Аннотация

В этой статье рассматривается роль грамматики в обучении английскому языку и показаны некоторые полезные способы.

MAIN PART

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. Through these methods learners can pay their attention, increase the vocabulary, effectiveness, quickness of wit, attentiveness and the main thing is to assimilate the lesson with the interest and learn by heart grammar rules and vocabulary[1]

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners. With the introduction of communicative language teaching, English language teaching and learning

has become much more demanding for teachers and learners just like any other innovation poses challenges for its users. Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner. Similarly, because the definition of the term “young learners” encapsulates those children between the ages of about 5 years old to 12 years old (Rixon, 1999)[2], it can be suggested that games are a natural part of young learners’ lives.

Diagramming Sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners [1], this method disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words. More recently, diagramming sentences has had small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content.

Learning through Writing

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 are 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 (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.

Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from

these examples [3]. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

Deductive Teaching

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence.

Just think of practicing any “simple” practical skill, like riding a bike, driving a car or cooking. The key is wanting to achieve a result and the result centres around performing some skill fluently and easily. We can readily observe from the skill areas just referred to that practice that approximates real live situations is the best.

Artificial practice in any of those areas, just seems counter intuitive. Applying that to language, we could say that practice of grammar based around sentences that are not based on your immediate reality and perception is not really going to be beneficial, especially at the earlier stages. Practice that requires “all” of you to be involved, not just your mental faculties is the kind of practice that works the best.

Effective grammar practice is not something that is usually done well in language classes, nor by many language learners. The reason for this is that despite the fact that a lot is known

about what makes for effective learning of languages, this understanding and knowhow has not found its way into teacher training institutions or into many schools. Instead, “a lot of time is spent on repeating what was done before, with minor adjustments.

This is one reason why the rates of school age kids and adults picking up a second language are so poor world wide. It is still very common to see people practice grammar with such phrases like “*I am going to; she is going to; he is going to; they are going to*” etc. Whilst this has may have some merit, the reality is that its usefulness for most is limited.

Talking about your own experiences (past, present or future) is a useful place to start. That of course can include books you have read, stories you may have heard as well as your real life experiences. If you are, for example, intending to go to the movies with a friend of yours, Grace, some sentences that could come from that would be:

- *“I am going to the movies this afternoon with Grace.*
- *She is going with me.*
- *We are going together.*

- *We are going to take a bus and walk the rest of the way.*
- *Rob and Jo are not going with us as they are busy.”*

and so on

Let’s explore another area, distinguishing what you say from other time tenses that may be confusing you might be idea to explore here.

- *I have gone to the movies with Grace so I can’t help my brother”*

It’s important to be very clear, even visualise, where & when are you saying this....and who are you saying it to.

- *I am walking to the movies with Grace so I can’t help you”*

Be careful to do the same as what I just said..be very clear of the situation. By doing this you are creating links in your brain which will help you to be able to use it when you need to.

- *I will go the movies with Grace so I can’t help you”*

Answering questions like “Who are you saying this to and why?” again will help you take your practice to new levels.

If you are not sure of the differences, you can get clarity about your problem when you are VERY clear what you are trying to solve. Like the above situation for example. When you have very clear examples, you are able to be more pinpointed with your research. As long as you stay general in your enquiries, like when can I use the present perfect, it is difficult to

achieve mastery. The clearer and more personal are the examples, the more clear you can be about what exactly you are needing.

Practice using Listening

Another suggestion I have is that you put up your antenna so that when you are reading or listening to people you listen more carefully to what exactly they are saying, in terms of meaning. Alternatively you can be really attentive to the forms they use. Either way, you are looking for more clarity. Be very observant of the context and listen very carefully to the meaning. This way you can become more effective in your grammar practice as the language you use attempts to be a reflection of what you feel, think, see and hear. Compare that to talking about the past! Very different perspective.

This way you are actively engaged in getting as a good a match in what you say to what you are thinking and feeling, at the same time as working on the forms of the language. This is making you work at the language in ways that can only help you to retain what you learn. Without memorising anything.

Of course you can check a grammar book, but learning to listen better (and the above are examples of focussed listening) and being more attentive will help you enormously in your quest to be able to use what you learn

If you want to look at other examples of how you could improve your practice there are other examples I have provided here as well as in a post on I wrote on how you could improve your grammar by reading.

Therefore, in the process of teaching English it is especially important to pay close attention to the pronunciation, the development of lexical skills, and teaching the grammatical side of the subject. Specific activities that learners acquire in the process of studying the subject «foreign language» is communicative (speech) activity. Learning grammar aims to teach the learner to speak correctly and to understand perceived text. This means that the task is not to master the grammatical system of a foreign language, all forms and constructions, but to develop the skills and skills of grammatically correct speech. According to the definition of E. I. A passive, grammatical skill is the ability of the speaker to instantly choose a model adequate to the speech task and formalize it according to the norms of the given language. The problem of the formation of grammatical skills is constantly attracting the attention of teachers and methodologists, since the grammatical skill is an integral part of any speech skill and, undoubtedly, affects the effectiveness of both the understanding of the stranger and the construction of one's own speech. Without grammar, the mastery of any form of speech is not

conceivable, since grammar along with vocabulary and sound composition is the material basis of speech. Mastering the grammatical structure of the studied language is necessary, in order to practically use this language.

At the same time, the goal of learning grammar when installing for practical use is the formation of grammatical skills. Language training must necessarily correspond to the fact that speech is a definite reaction in a certain situation, therefore situational grammar should become the basic principle of teaching a foreign language not only for reasons of the theory of linguistics, but also according to the requirements of didactics. The use of situation with regard to the formation of grammatical skills provides the following: First, the lesson in the formation of grammatical skills is grammatical only in terms of the material, in spirit it must be verbal. It is situational grammar that can realize this principle.

Secondly, situations not only motivate the student to perform various actions, but also contribute to the emergence of such quality as flexibility, i.e. Ability to «turn on» in a new situation, the ability to function on new material.

Thirdly, situations allow us to activate certain grammatical structures without focusing on them, develop imagination, force learners to formalize their thoughts in a foreign language using certain grammatical phenomena. The goal of situational grammatical exercises is the formation of grammatical skills. The most effective are the transformational and substitution exercises with various supports, visualization. In the future, it is possible to use such exercises without attracting support (skill improvement stage). The productivity of the use of the situation in the formation of grammatical skills is that the composition of the situation includes numerous tasks that make the learning process of the grammar more multifaceted, interesting and effective. One of the conditions for successful implementation of these innovative transformations is the use of communicatively oriented methods in the teaching of grammar. With the communicative method, the learning process is a model of the communication process. At the same time, communicative approach presupposes the speech orientation of the learning process, individualization, functionality and situationality of learning. Based on this, it can be said that the application of this technique can be effective in teaching the grammatical aspect of the language on the basis of the situation, since grammar can not be separated from speech.[3]

There is no denying that there appears to exist a near aversion to grammar and the researcher proposes the implementation of innovative and creative teaching of grammar in class to counter this. This method includes the use of tasks and activities to inculcate grammar rules and make it acceptable to students. It is undeniable that grammar teaching cannot be put on

the back burner as it is an essential component of effective communication. Further, there exists a dilemma on how to teach grammar, thus methodology is of importance. To teach or not to teach is not the issue as it is undeniable that grammar has to be inculcated for effective writing. Much grammar research over the past decades has concentrated on determining whether grammar should be taught at all. Researchers have spoken for and against the teaching of grammar but the crux of the issue is that it has to be taught in some manner or the other. According to Ellis (2006) grammar has held and continues to hold a central place in language teaching.[4]

In order to make grammar more interesting for students, I'd recommend a more inductive approach, i.e. students should be allowed to work out the meaning and the rules of the grammar for themselves. I also think that the teachers' 'metalinguage' (i.e. the language used to talk about the target language) should be kept to an absolute minimum. Furthermore, it's crucial to get learners to use the target language in an authentic way about their own lives. And, in addition to such communicative work, I think that students can be encouraged to do some analytical work, particularly where communicative outcomes are affected.

Provide a context

In order to elicit the target language, get the students really interested in, for example, a character, a situation (this process will vary according to the profile of each class). Use language that is easy for the students to understand. Make the situation clear enough for the students to hazard a guess about the target language. And do make it clear that you want the students to come up with the target language! Finally, be sure to spend enough time on the 'tease' – don't jump in too early with providing the target language yourself.

2. Help students to say the target language

Make a point of actually asking the students to say something (rather than just listen to you)! Make it clear what the target language is (it can be confused with instructional language). Give the students enough time to 'get their tongues round' the target language. And make sure that you get each individual student to say the target language – in a 'comprehensible' way.

5. Help students to guess the grammar rules of the target language

Encourage the students to manipulate the new grammar (e.g. by asking them how to construct more difficult sentences using questions, negatives, or question tags). If they are struggling to guess, provide them with assistance by referring to other (known) patterns.

CONCLUSION

The important thing to remember is that to make your grammar effective you need to do a whole lot more than do the kinds of grammar exercises you see in most books or courses. You need to ensure that the language you are speaking is your own! You need to make it as personal as you can, that way you will involve more of yourself. Do that and you will see a difference in not only your results but the satisfaction you gain from your learning.

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