

EFL GRAMMAR TEACHING AT THE INITIAL STAGE OF TEACHING A FOREIGN LANGUAGE

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ANNOTATION

This article discusses some issues related to the problems of teaching grammar at the initial stage of teaching a foreign language

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INTRODUCTION

Teaching grammar for language learners has been a long debate among the stakeholders; the English language teachers and students, researchers and practitioners. Some argue that grammar is not necessary to be given a special focus on language learning as children learn their first languages without learning the rules of how the words are combined yet they are able to communicate with others.

Material and methods

Regardless of the problem, the role of grammar instruction has been considered crucial to the ability to use language. Furthermore, grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL) contexts, in as much as without a good knowledge of grammar, learners' language development will be severely constrained. As a result, many methods and approaches in teaching grammar have been proposed in order to get the best learning outcomes. Unfortunately, in practice, many English teachers in foreign language context still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. This particular method of teaching is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules. It has also been seen as contributing to learners' passive participation and negative feelings towards grammar learning.

Teaching grammar of the pupils deals with the formation of grammar skills of the schoolchildren. That means the assimilation of word forms and combination of words in phrases and sentences, the study of how words and phrases are arranged in the expression of thoughts and ideas. This study grammar of the language is parallel to a biologist's study of a plant or animal: What are the various organs in this organism? How for they work? What do they do? How do they interact with one another? The learner needs to know what the words of the language are and what they mean. He also needs to know how to combine these words to say what he wants to say.

RESULTS

A command of the grammar structure of the language of the pupil ensures hearing, speaking, reading and writing. Grammar play the role of forming and arranging the words, because like the vocabulary and the sound structure of the language grammar also makes material based of the language. It gives one definite meaning to the words in order to express the idea.

That means a person having starts to utter the first word takes himself a grammatical obligation. It stimulates for searching rules of combination of words as a whole unit in the mind. Without assimilating the grammar mechanic, of the language one may fail to understand the sentence or to express himself correctly even

if all the words are familiar:

E.g. *We saw him book a ticket. It made me return home.* Because each of the examples includes some grammar difficulties for Uzbek - speaking pupils (here infinitive construction and unusual meaning of the familiar words *book* and *make*). The pupil must look the word *book* up in a dictionary under *v*. In the second sentence the verb *make* is used in the meaning of “majbur qilmoq”. The pupil can easily recognise it if he has learnt the infinitive construction.

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to and, speak, read, and write in the target language.

1. Comparative Characteristics of the English Grammar Structure with that of Mother Tongue of the Pupils (the Most common difficulties pupils have in Assimilating English Grammar).

The fact that English and Uzbek belong to different families of languages says that they have both similarities and differences in Grammar structure. From the viewpoint of morphological level in both languages there exist the endings (suffixes) of number and case in the nouns, tense, voice, mood, person and number categories of the verbs. But these categories are realised in different ways and causes much difficulties in the process of learning English. four pens, nine pupils

The formation of the noun plural form in English by vowel and consonant changing in the stem is one more differentiating feature of English nouns.

E.g. woman- women, tooth-teeth

So the chief difficulty in a new language learning is that of changing from the grammatical mechanism of the native language to that of the new language. Indeed, every language has its own way of fitting words together that in Uzbek. The word order in: *Anvar gave Dildora a rose* indicates what was given (a rose), to whom (Dildora), and by who, (Anvar).

If we change the word order and say *Dildora gave Anvar a rose*, we shall change the meaning of the sentence. In Uzbek, due to inflections, which are very important in this language, we can say.

Both in English and Uzbek nouns have the category of case but there are 6 cases in Uzbek while English nouns have only two (Common and Possessive).

The English tense system also present a lot of trouble to Uzbek speaking pupils because of the difference which exists in these languages with regard to time and tense relations. For example, the pupil cannot at first understand why he must say *I have seen him today* and *I saw him yesterday*. For him, the action is completed in both sentences, and he does not associate it in any way with *today* or *yesterday*.

The sequence of tenses is another difficult point of English grammar for Uzbek - speaking pupils because there is no such phenomenon in their mother tongue. Why should he say *She said she was busy* when *She is busy*?

The use of modal verbs in various types of sentences is very difficult for the learner.

For example, - *May I go home?* - No, you mustn't. - *May I take your pen?* - Yes, you may. - *Must I do it?* - No, you needn't.

The most difficult point of English grammar is the article because it is completely strange to Uzbek pupils. Preposition of English also cause great difficulties.

On the syntactical level there are some similarities and differences between the two languages.

The word order in the English sentence presents one more difficulty. The word order in English is more strict but in Uzbek it is free.

E.g. The hunter caught the fox.

It is impossible to change the word order in English. *The fox caught the hunter. Caught the hunter the fox.*

One cannot find such English sentence constructions as «there is/are»: *I had my haircut* in Uzbek.

Such structural types of Uzbek sentences. (It is cold. It is summer.) cannot be found in English.

Discussion

In teaching grammar, therefore, the teacher should approach to the material differently depending on the difficulties pupils encounter in the assimilating of a grammar phenomenon. He should choose the most effective methods and techniques for developing grammar skills of the children.

Types of Exercises for Assimilation of Grammar.

The following types of exercises may be suggested:

1. **Precognitive exercises** - which are the easiest type of exercises for pupils to perform. They observe the grammar, in structures (sentence patterns) when hearing or reading.

E.g. - Listen to the sentences and raise your hands whenever you hear the verbs in the Past Indefinite.

E.g. - Read the sentences in which (1) the action was not completed (she was reading a book), (2) the action was completed (she had read the book).

E.g. - Read the sentences and choose the correct form of the verb: I (go, went) to the library last Monday. Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.

2. **Drill exercises.** The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Drill exercises are groups into:

a) Repetitive drill. Pupils pronounce the sentence patterns dialogues after the teacher, or speaker in imitation of the teacher, both individually and in unison.

E.g. They are playing in the park.

b) Substitution. Pupils substitute the words or phrases in a sentence pattern. E.g. The children are playing in the park. (garden, street, yard, hall, etc.)

After this the verb is substituted. (playing and so on). The teacher may use some pictures.

3. **Completion.** Pupils complete the sentences the teacher utters looking at the pictures he shows. E.g. Teacher: Look at the picture. Murod is

4. **Creative exercises (speech exercises).** It requires creative work on the part of the learners.

A) Making statements either on the picture the teacher shows, or on objects. E.g. The teacher hangs up a picture and asks his pupils to say or write three or five statements in Present Continuous.

B) Asking questions with a given grammar item.

C) Speaking about the situation offered by the teacher.

E.g. Pupil 1: Go to the door, Murod.

Pupil 2: Murod is going to the door.

Other tense forms may also be used.

D) Dramatising.

E) Translating into English and etc.

All the exercises mentioned above are designed:

- 1) to develop pupils' skills in recognising grammar forms while auditing and reading English texts;
 - 2) to assimilate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing;
 - 3) to help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.
5. **Grammar tests.** Tests allow the teacher to evaluate pupils' achievement in grammar, that is how each of them has mastered forms, meaning and usage.

Conclusion

All in all, the success of a grammar lesson is based on taking into account these aspects which are absolutely necessary when teaching to any level.

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