

## PRINCIPLES OF TEACHING GRAMMAR

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### ABSTRACT

This article deals with the opinion of teaching grammar in L2 using several methods and principles. Approaches of teaching grammar are defined as a beneficial tool for foreign language teachers. There is also discussed about the theories of teaching grammar in different ages and how it effects to students.

**Keywords:** grammar, principles, grammar activities, reinforce, grammar for L2.

### INTRODUCTION

There are hardly any professions in which an ability to write and speak crisply and effectively without grammatical mistakes is not a requirement on some occasions. Although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad. Anyone who aims to improve their writing on the basis of another person's technical criticism needs to grasp enough of the technical terms of grammatical description to make sure the criticism can be understood and implemented. It is widely agreed that the foremost prerequisite for computer programming is the ability to express thoughts clearly and grammatically in one's native language. In many professions (the law being a particularly clear example) it is a vital part of the content of the work to be able to say with confidence what meanings a particular sentence or paragraph will or won't support under standard conceptions of English grammar. Discussions in a number of academic fields often depend on linguistic analysis of English: not only linguistics, but also philosophy, literature, and cognitive science. Industrial research and development areas like information retrieval, search engines, document summary, text databases, lexicography, speech analysis and synthesis, dialogue design, and word processing technology increasingly regard a good knowledge of basic linguistics, especially English grammar, as a prerequisite. [1]

Even though such language use approaches as task-based and content-based are in favor these days, educators agree that speaking and writing accurately is part of communicative competence, just as is being able to get one's meaning across in an appropriate manner. Further, it has been observed that although some learners can "pick up" accurate linguistic form from exposure to the target language, few learners are capable of doing so efficiently, especially if they are post pubescent or if their exposure is limited to the classroom, as is the case when English is taught as a foreign language. In contrast, research has shown that teachers who focus students' attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lessons (Spada and Lightbown 1993; Lightbown 1998). It follows, then, that most educators concur with the need to teach grammatical form. However, they advise doing so by "focusing on form" within a meaning-based or communicative approach in order to avoid a return to analytic approaches in which decontextualized language forms were the object of study.[2]

## LITERATURE REVIEW

Grammar is a term used to mean many different things. When teachers and administrators grow frustrated over errors in student writing, they often call for a return to "the basics," which they define as grammar. And English teachers know very well what the response will be when they tell anyone what they do for a living: "Oh, I better watch what I say!" In this situation, grammar is being defined as how one speaks. Many years ago, Hartwell (1985, pp. 352–353) organized some of these different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here:

1. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.
2. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.
3. Linguistic etiquette.
4. School grammar, or the names of the parts of speech.
5. Grammatical terms used in the interest of teaching writing.

Hartwell's (1985) taxonomy is certainly useful, and there is no question that teachers need to be aware of the many ways the term grammar is used throughout education and society. Nevertheless, it can be confusing. The taxonomy seems to separate "school grammar"

from writing instruction when the two usually are connected. Also, it does not tell us much about the differences between spoken and written language, nor does it tell us anything about dialects.[3]

The dominant figure in England at the turn of the twentieth century had been Henry Sweet (1845-1912). Sweet was essentially a philologist, concerned with the understanding of texts (hermeneutics) and textual criticism. He offered striking and original insights into the structure of English, as well as helping to lay the foundations for the scientific study of language in general, and phonetics in particular. Unlike some of his contemporaries (and cf. Daunt, below) he believed that the study of language should begin with one's own native speech. In the teaching world, Sonnenschein probably occupied at least as prominent a place in the academic consciousness as Sweet did, especially as far as the teaching of grammar in schools was concerned. Sonnenschein had founded the Birmingham Grammatical Society in 1885 with the purpose of promoting simplicity and uniformity of terminology in the teaching of the 'school' languages, and of encouraging grammatical research among teachers. This work was to develop in two major directions. The first issued in a series of books covering the most important languages taught in schools, which were uniform in classification and terminology, scope, size and type. This series – the 'Parallel Grammar Series' (PGS) – covered eight languages, each with its own printed grammar, and some with supplementary readers as well. [4]

## METHODOLOGY

A teacher should be aware of grammar knowledge and know how to share it with students. There we searched some principles for teaching grammar:

### **Be an expert in your subject**

In order to make grammar lessons fruitful for students in the classroom, you require both explicit and implicit knowledge. Using the correct terms and explaining the rules precisely is where the success lies. Referring to the textbook and gaining proficiency in tenses, prepositions, sentence construction, are the keys to success. To understand which tricks and strategies work best for teaching children, go for a course in teaching grammar.

### **Find out which approach of teaching suits children the best**

Is it a presentation, practice, or production? Is it a deductive or inductive approach?

The deductive approach is more teacher-oriented and the latter more learner-centered. Both approaches have their pros and

cons. The deductive approach is without a doubt is less time-consuming and facilitates more time for practicing the language, therefore, making it an effective approach with young & primary level students. The inductive approach is often more useful to learners who already have a strong foundation in the language as it stimulates them to work things out independently based on their current knowledge. They utilize their current or existing knowledge for finding solutions to various exercises.

### **Focus on standard English**

Learners need to have the ability to choose from a wardrobe of voices that comprises standard English with tenses and prepositions and other aspects being perfect. The rule should be applied when speaking and writing.

### **It's not just explaining the rules**

Teaching grammar does not revolve only around the syntax rules or naming the parts of speech, there is much more to it and as a teacher, you must realize that. Grammar needs to be strongly entrenched in all the classroom activities including reading, writing and talking.

### **Contextual teaching is vital**

Grammar is an abstract subject and by explaining the grammatical features and language in the context you can help the little minds to internalize these principles. It's better not to use a worksheet from a textbook and offer ready-made examples or solutions because that may well go over their head.

### **Be methodical**

Proceed systematically and ensure what children have already learned and what they need to learn now. It's important to connect new knowledge with prior learning. Opt for a course in teaching grammar to become more systematic in your approach and helping learners imbibe the best knowledge.

### **Integrate fun elements and activities**

Teaching grammar is all about stimulating curiosity and inquisitiveness in children and involves investigations and problem-solving. It is all about explaining how language works while constructing sentences. However, to prevent stress buildup and keep boredom at bay, it's vital to incorporate light moments and humor into the classroom. It will also keep the children engaged and participated in the classroom.

### **Motivate your students**

Since you'll be teaching younger students, you have to be brief, sweet and spot on. It's just not sharing the knowledge or

disseminating the information or facts, motivation is also essential and the best way to do it as a teacher is to provide them lucid, understandable, and engaging lessons. Encouraging them to discuss the concepts and making them feel empowered and confident is the best way to go about it.[5]

## CONCLUSION

As a being foreign language teacher it can a bit challenging to provide lessons effectively. Especially when it comes to teach grammar teachers need basic knowledge of it. Teaching grammar to students requires being more creative in order to increase their accuracy in a language skills. For this reason a teacher should know grammar rules and how to avoid grammar mistakes, besides a teacher also should use grammar in real life situations while teaching it. L2 learners often lack with grammar accuracy, the solution to this problem is solved with the help of teacher.

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