

PRINCIPLES OF TEACHING GRAMMAR

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Abstract: In this article, the principles of teaching grammar. The basis of the educational principles given by the grammatical language material, The principle of development of grammatical mechanisms. The structure of teaching is the development of grammar mechanisms. Grammatical skills have a special place among the automated components of speech activity in mastering its mechanisms.

Grammatical skills are explained to develop as reproductive and receptive skills of spoken/written speech.

Keywords: Grammar teaching principles, skills, reproductive and receptive skills

Grammar language material is taught according to the given instructional principles:

- The principle of developing grammar mechanisms. Teaching structure is associated with the developing of the grammar mechanisms. The grammar mechanism consists of three mentioned parts, as subskills, material and generalization.
- Grammar subskills have a special place among the automatized components of speech activity in acquisition of grammar mechanisms. Grammar subskills are developed as reproductive and receptive skills of oral/written speech
- Grammar skills are composed of generalizations appropriate to rules, i.e. they contain grammar abstractions.

The methods of developing grammar subskills of English are connected with peculiarities of speech activity and difficulties of interrelations of grammar structures of the native language and second language/ foreign language.

Teaching grammar mechanisms of speech must be fulfilled by taking into account the mother tongue of students from the one side and secondly by overcoming negative influence of mother tongue to the English language speech process: a) the rule can be explained in the mother tongue, whereas the meaning of the structures and their usage should be expressed in English; b) the development of reproductive skills is achieved by regulation of grammar actions and cognitive operations, code switching and appropriate structure selection, all these in combination allow avoiding negative influence of the mother tongue. All these facts must be reflected in exercises and instructions (rules).

Secondly, the content of the teaching grammar mechanisms of speech in English involves the study of linking (auxiliary) words and inflexions. Its acquisition requires

creating exact and steady images in students' minds. It is achieved along with acquisition of the skills and also by creating an opportunity to memorize the material.

The third content of acquiring grammar mechanisms of speech includes assimilation of generalizations on the base of materials and actions. Generalizations are learned inductively. The process of learning structures consists of two stages: a) learners understand the rules in the process of doing exercises; b) they discover grammar actions and materials of speech as generalizations.

1. The principle of communicative orientation: a) grammar subskills are acquired in the content of speech activities; b) special grammar exercises can be used at the initial stage of the subskills development.

2. The principle of practical learning of grammar. It reveals learning structures that are important and sufficient for oral and written speech.

3. The structural principle of teaching grammar. The structural approach to teaching grammar is a well-grounded instruction. A new vocabulary unit is presented in the known speech pattern, and the unknown pattern is presented on the base of acquired vocabulary material.

4. The principle of teaching grammar in speech situations. In teaching English it is referred as situational approach (in American methodology *role-play*).

5. The principle of conscious acquisition of grammar. Consciousness presupposes a focus on some elements of the learned speech patterns (sentences).

6. The principle of differentiated teaching grammar based on the assimilation of the active and passive units which are sorted into reproductive and receptive speech. There are different actions and operation for reproduction and reception.

7. Besides the aforementioned general principles there are also special principles of teaching grammar (worked out by V.S. Setlin).

The system of teaching grammar consists of developing grammar subskills, acquiring grammar material and learning generalization. In its turn it requires doing exercises aimed at developing skills and acquiring the material. In short exercises are means of overcoming difficulties of structures and assimilation of actions and generalizations.

There are some samples of exercises aimed at teaching EL grammar:

1. To discover the structure in the perceived text.
2. To differ new structure from the other known structures.
3. Naming the received/read structures.
4. To analyze the sentence from grammatical point of view.
5. To continue teacher's story using relevant structures.
6. To use the structure uttered by a students or a teacher.
7. To systemize grammar material (e.g., making up sentences in present, past and future tenses).
8. To use freely structures in speech situation.

9. To describe the picture in the present (past, future) tense in English.
10. To make up conversation using the appropriate structures.
11. To use didactic handouts for grammar exercises (individual approach).
12. To translate the sentence (paragraph) that contains difficult structure, etc

We think the way in which the very young organize language is by associating it with the SITUATIONS in which they have met and used it. That, of course, is no good if your situations are not very memorable. For this reason a course in which there are some strong characters and/or a memorable or funny storyline does provide a useful set of "memory hooks" for them, e.g., "What did Peter the mouse say when he met the cat?" as a clue in the native language or just showing the picture in which this dreadful moment is illustrated, will often help them recall the language item. You can then show them that, for example, "Oh, no! What can I do now?", could be used in a new situation, such as when someone in the class has just nearly spilled paint into his school bag. The same technique can be used with things that have happened *outside* the book in class. Recalling a favorite game will often serve to recall the language that's used in it.

For the very young, we still feel that the approach of Direct Contact, and lots of practice in clear contexts in the use of a few structures is the most suited to their stage of development. They do not want, and cannot cope with "abstract" explanations. For these learners, we think part of the art of the teacher, or of the course writer, lies in careful "behind-the-scenes" organization of the language you present to them, which the youngsters probably will not even notice. This means making sure that the language items they meet come in families in a step-by-step progression. There is still the question of how far and to what extent you "draw the attention" of the very young to details of how the language "works." Not making these "nuts and bolts" of English clear at an early stage can only store up trouble for later. Colored word-cards which can be physically moved around to change the order of words in a sentence to make it a question, or a nice red "NOT" card to drop in can make the point about questions and negatives in the "be" family of verbs alone, and it is memorable because the pupils have actually moved them themselves. If you have sequenced your nouns carefully, starting with the ones which form the plural by just taking an "-s" plural and only later moving on to ones adding "-es", and much later the rest, you can easily make use of your "Floating Cards", which can be stuck on the board or moved around the table. Of course you also need pictures of the objects represented by the noun or the real objects themselves.

Clearing up the awkward *his/her* problem is also worth trying. As you know, in English the possessive adjective agrees with the gender of the person possessing the thing, not with the thing itself. This is so unfamiliar for speakers of many languages, that I feel it must be pointed out. Pupils will not notice, understand or even BELIEVE

that "our" language is central, and the difficulties we had, even at the age of ten, in believing this fact about possessive adjectives when I moved the other way from English to languages like French and Latin. The way we try to make this clear to pupils is not by using words like "possessive adjectives" but by drawing or finding two pictures of similar scenes with identical objects in them that a boy or girl might possess. The pictures are different only on that in A there is a girl and in B there is a boy. So, "This is Mark. This is his book, his radio, etc." and "This is Angela. This is her book, her radio, etc." and then presenting it as a sort of puzzle, conducted in the native language. "What's the difference? Why *his* and why *her*? Even if the pupils do not arrive at the right answer by themselves--and the fact that the pictures are identical is a heavy clue--the effort of thinking about the question at least will impress on them that there is something significant going on here. Of course, you should make sure that the right answer is given at some point. Don't leave them in doubt or confused. If they had a good struggle over it or even a quick triumphant solution to the puzzle, they will remember the lesson and what went on in it, and you need only refer back to it if in the future they make slips with *his* or *her*: "Remember the Mark/Angela problem? What did we decide?"

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