

TEACHING ENGLISH GRAMMAR VIA GAMES

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Abstract: Teaching grammar is a complex but crucial process in the course of an educational and epistemological program for learning any language, especially English. An English teacher must teach vocabulary and grammar so that the learner can develop the four basic skills for learning a language. In any teaching strategy, a method followed by a theory, goal setting (general and specific), curriculum design, curriculum planning, checklist compilation, material selection, and lesson planning is identified as mandatory steps to be performed by an English teacher. In the case of methods, four types of methods viz. H. The method of grammar translation, the direct method, the audiolingual method, and the method of communicative language teaching are given. In addition, various methods, in particular keyword methods, word cards, restructuring of the reading material, root analysis, etc. can be marked as necessary when teaching vocabulary.

Keywords: a teaching grammar, the structure of the target language, formal linguistic competence, linguistic intuition, learning activities, grammar points, problem-solving activities, communicative practice

Over the past twenty years, many ESL/EFL books have been devoted to teaching grammar. We believe that teaching grammar is the most difficult aspect of teaching English as a foreign language as people should acquire what many refer to as a sense of language or intuition. English constructions are simpler than in Russian; However, there are only twelve tenses for the active voice. Also, students should know their mother tongue to understand the structure of the target language. So, we can say that the topic of improving grammar teaching is relevant today.

The use of games in grammar lessons has always been a point of contention. Some teachers consider games just fun or activities that can only be used as a warm-up. Other teachers do not believe at all that grammar can be taught interactively, and place great emphasis on drills and substitution exercises as the main means of gaining formal mastery. These teachers believe that games only have a legitimate place in children's classrooms, but adults would respond better to formal instruction.

Most English teachers agree that games are excellent learning activities for children; Some believe that adult students are not receptive because they expect more from their classes than fun and games. Practice shows that well-planned games can be very successful in teaching and deepening grammar content if the activities are tailored

to the ability, age, and experience of the students and are not presented in a patronizing way. There can still be surprises when a supposedly childish game is a real hit in an adult class and conversely a problem-solving task that requires critical and conceptual thinking could be interesting for younger students.

We also strongly believe that games can and should be used at all language levels and in all age groups because when students engage in games or problem-solving activities, their use of language is task-oriented and has a purpose that goes beyond producing correct language. This makes these activities ideal for practicing communicative grammar when the activities can be structured to draw learners' attention to some specific forms before practicing communicatively. When this is successfully achieved, problems and games help reinforce the connection between the form (grammar structure) and real-life situations in which it can be applied, as the forms to which attention is focused naturally appear in the larger context created by the game or issue.

When using games or problem-solving activities, the teacher needs to be sure that students are familiar with the words and structures needed to complete the task. Quick drills or drills should usually be done before students play the game or solve the problem. This will encourage them to practice the appropriate forms, rather than the forms that can arise when learners are forced to engage in a communicative task before they have an adequate command of the words and structures required to do so.

The treasure hunt can be used successfully with high-beginner or low-intermediate students. For this game, which evokes the communicative practice of imperatives and possibly all kinds of questions (yes/no, w-, alternative), the teacher first divides the class into groups of three (in a large class, the students could form groups of three). four). or four). five).). Each group gets a small picture of a pot of gold - or other suitable treasure - with the group number written on it in large letters. The group is also given a thumbtack or piece of tape and asked to choose one of their members for a very important task.

The group members selected for the important task leave the room with the teacher and are instructed to hide the pot of gold in a secluded but accessible location at least fifty paces from the classroom door. At this stage, they should only be instructed to find a very good hiding spot for the treasure and return to the classroom as soon as possible. Once all of the class members in charge of hiding the treasure have returned, they are told to rejoin their groups but say nothing until further instructions are given. They are then asked to give the other group members precise verbal instructions on where to go to find their group's treasure. These instructions should only be given orally. Cards, gestures, or written notes are not allowed. The other group members can ask as many questions as they like. The one hiding the treasure has to tell the others how to get to the hiding place from the classroom, not just where it is.

The next game is Where is what? It can be used at all levels. This non-threatening guessing game is a great way to complete a lesson on prepositions. This game aims to practice using prepositions in a task-based situation. The flow of this game is as follows:

1. Before class begins, place one of the items on top of something, under something, or between two other things.
2. Divide the class into two teams or groups.
3. Tell the class that they only need to identify an object they have chosen in the classroom using yes/no questions about its location (e.g. is it on the wall? is it behind you?).
4. The teams take turns asking positional questions; no points will be lost if the answer is wrong.
5. Each team can try to guess the object at any time, if they guess wrong, the point goes to the other side.
6. The first team to identify the object wins the point.

This game also works best as a short activity at the end of a class.\

The next game is easy to perform as no materials are required. It is used at an intermediate level and requires 10-15 minutes. It exercises the first condition. You should do the following: 1. Ask a student to draw on the board a girl standing confused on the shore of a lake. 2. In a speech bubble that comes out of her mouth, write: I wonder what I'll do if he doesn't visit me at this strange lake tonight. 3. Tell the students that the exercise aims to completely transform the sentence. To do this, they can either put one word or two words together, but each time they have to replace them with a three-word sentence. When the first student suggests deletions and additions, cross out a word or two and add the three suggested words. Have another student read the new sentence to see if it works for him or her and the group. You don't have to speak at all if the students can't decide on a substitute, and if it's wrong you just have to cross out the three words and put the original one or two back. If a student suggests something wrong, avoid commenting with your face and body, you can remain silent and still be very non-neutral.

These are far from just games that can be used in the classroom; we just wanted to show a few that have proven to be very effective and can be used in English classes. Besides games, we can also use role-playing as an activity, which is a dramatization of a real-life situation in which students take on roles. It presents students with a problem, but instead of reaching a group consensus on the solution, students act out their solution. The role-play format allows students to use the target structures naturally without having to think too much about which end goes where. Properly chosen role-playing scenes expose students to the types of situations they are most likely to encounter inside and outside of the classroom.

These are such situations that help improve students' confidence and ability to communicate effectively. It is an excellent technique for the communicative practice of structures sensitive to social factors. The general procedure is to give students the problem first and answer questions. Next, introduce and explain the vocabulary and structures required for the task. In the following session, divide the students into groups to discuss and practice how they will do the role play. During this step, the teacher lets the students communicate freely and does not interrupt for correction. However, the teacher should note grammatical, cultural, and phonological errors for future reference.

Next, the role-play is performed in front of the class. After each performance, the teacher comments on selected minor language errors. Major mistakes are saved later for formal grammar lessons. After each group has performed, the whole class discusses the questions raised by the situation, such as B. different interpretations of the scene and culturally or linguistically appropriate responses. The final step is to assign a writing exercise based on the role-play or a related question. Subsequent grammar lessons based on the errors observed during the exercise should be presented.

The entire exercise extends over three days: Introduction to the role-play situation and first group work on the first day; on the second-day further group work, performances, class evaluations, and written work; the grammar follow-up on the third. Such a classroom activity typically includes vocabulary work, a culture lesson, writing work, and a grammar lesson, as well as work on pronunciation and communication strategies. Role play thus represents a comprehensive approach to language learning.

To illustrate the process, consider the following role-play: Getting stopped by a police officer. The grammatical emphasis is on the social use of models, please understand, and the logical use of models, as in must have left.

1. Scenery - You are driving on a freeway in California and are stopped by a police officer. He completely disagrees that you are a foreign student and that your nervousness is making it difficult for you to express yourself. You're not sure why he stopped you, but you know he's extremely angry. You will be asked to create a short skit featuring three characters: the driver, a passenger, and the policeman. The presentation should last about five minutes.

2. Vocabulary driver's license, vehicle registration, insurance valid until, law.3. Role-play planning questions: Why did the policeman stop you? How to react to this anger? Could it be that he had a good reason to stop you? What's the best way to go about it? What language do you speak with a police officer? What are the possible problems you might have? 4. Discussion Questions: Is bribery a good way to deal with a police officer in the United States? Why or not? What is the role of a police officer in the US? In our country? If you are stopped by a police officer, what should you do?

Having studied some of the recent work on the place of games in an English classroom, we should say that there are both advantages and disadvantages to using games. The advantages are the following:

- Interaction of all students during the game;
- Arouse students' interest in the topic;
- Involve learners in communication;
- Good practice of all aspects of the language;
- Suitable for all levels;
- Possibility to play the games that can be used at any stage of the lesson. Among

the disadvantages, the most common are:

- Games can take a lot of time in terms of preparation, construction, evaluation, evaluation, etc.
- Not every student is willing to participate
- Games can cause arguments among classmates.

Despite the disadvantages listed, most games provide meaningful contexts for integrating writing, reading, pronunciation, listening, and grammar. In this article, we've tried to focus on how to liven up grammar lessons with interactive games that help reinforce learning. We believe that games allow students to engage with language spontaneously, experience more empathy, increase self-esteem and motivation, and reduce sensitivity to rejection, thereby facilitating second language acquisition. After all, games, when done right, provide delightful lessons for both teachers and students.

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