

KEEPING A BALANCE IN TEACHING GRAMMAR

Shahrosul Safarugli Namozov
Republic of Uzbekistan

Abstract:

The article is devoted to the study of the importance of grammar in teaching language. The reasons for avoiding focusing more attention on it and at the same time strategies to keep crucial topics are investigated.

Keywords: grammar, balance, English, global language, language of international communication.

Introduction

To begin with, the subject has been characterized, which is an endeavor to assess and to distinguish the most excellent suited approach for instructing linguistic use by the college educates who teach language structure within the English divisions at the colleges in Kurdistan Locale. The paper further distinguishes the point of the ponder which is making a difference instructors to utilize the best-suited approach inside the class for the reason of raising students' benchmarks in English language structure as well as identifying the foremost compelling techniques for educating language structure to students at university level. In expansion, the ponder hypothesized that, local and non-native English grammar lecturers experience genuine issues amid the method of educating. Other than, English grammar lecturers receive the deductive approach for educating English language structure and take after as it were one strategy for instructing English linguistic use. After that, the technique of the think about is taken into place for exploring the speculation.

DISCUSSION

Grammar teaching has always been one of the most controversial and least understood aspects of language teaching, Few teachers are indifferent to grammar, and many are obsessed with it. Although this book tries to shed some light, it is essentially a book about practice and how to do it, and the bulk of the book deals with different options for teaching grammar. Grammar is part of exploring what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with sentence-level analysis. A grammar is therefore a description of the rules that determine how sentences in a language are formed.

Instructing linguistic use is a basic angle of the part as a dialect instructor. The understudies depend on the understudies to supply them with the instruments essential to lock in in discussions with others, and linguistic structures make up much of the etymological tool compartment. But instructing English language structure can appear like a overwhelming errand, maybe indeed a small dry, particularly when they've been doing it for a long time. If there's anything that can be said with certainty, it's that young learners need frequent



stimulation to sustain engagement. Here are some ideas to fulfill this need when teaching English grammar:

1) Integrate opportunities for play

Joining recreations into language structure instruction can be fantastically successful and locks in. You'll utilize recreations to present modern structures, strengthen what you've fair inspected, or both!

2) Pair visuals with communicative opportunities

Visuals can serve as brilliant helps to instruct English language structure, spelling out rules for understudies expressly (deductive educating), illustrating the utilize of a specific structure in setting, and inquiring understudies to take note structures and draw their claim conclusions approximately the rules (inductive educating). If you're using a deductive approach, you might show your students a simple chart with two columns for the simple present and the simple past tenses. You'd explicitly tell students that when a verb is regular in the present tense, you simply add an -ed (or just the -d, if the base form ends in "e") to make it past tense.

On the other hand, an inductive approach may well be simply exhibit sets of pictures with brief sentences underneath describing what's happening within the pictures. For illustration, the primary picture in a set might appear small Sara sitting cheerily with a scoop of ice cream, with the subtitle "Sara likes ice cream." The moment picture within the set might appear small Sara once more, this time with ice cream all over her confront and an purge bowl. She contains a fulfilled smile on her confront and the subtitle peruses "Sara preferred her ice cream a lot." Understudies would see that the past tense is shown by the -ed finishing (and the purge bowl).

3) Strategies for teaching grammar to teens and adults

Educating language structure to youngsters and grown-ups comes with its claim set of challenges that we ought to be mindful of, like demeanors almost language structure in common and impedances from other dialects they as of now talk, but educating language structure to more seasoned understudies too presents the opportunity to capitalize on higher-order considering abilities and cognition.

4) Make use of pop culture

Most likely, your eagerness approximately a language structure point has been met with protests from your understudies, maybe indeed an "It's boring, teacher!" It's vital for you to figure out how to urge your understudies to see that language structure is all around them. Think around how you'll be able tap into well known culture. This will extend from modern music, viral YouTube recordings, memes, and interviews with celebrities to discussions on social media, all of which give prolific ground for true dialect use. Pull social artifacts to lock in your understudies, and examine the language that's being utilized. Appear a meme or reel, and after that have them tell you what happened some time recently or after the activity, or inquire them to depict what they see. Language structure communicates implications - implications of an awfully exact kind. Lexicon, of course, too communicates implications. Take this case:

Tickets!

Here there's small or no language structure - within the sense of either morphology or sentence structure. The meaning is passed on essentially at the lexical, or word level, tickets. Situational



components - such as the passengers' desire that the reviewer will want to check their tickets - mean that the dialect doesn't have to be work exceptionally difficult to create the meaning clear. The dialect of early childhood is like this: Adult language, too, is often pared down, operating on a lexical level (i.e. without much grammar):

A: Coffee?

a: Please.

A: Milk?

s: Just a drop.

it is basically person words hung together, but since it is centred within the here-and-now, it is by and large not troublesome to decipher.

CONCLUSION

In this article we have defined grammar as follows:

- a description of the rules for forming sentences, including an account of the meanings that these forms convey and said that:

- grammar adds meanings that are not easily inferable from the immediate context.

The kinds of meanings realised by grammar are principally:

- representational - that is, grammar enables us to use language to describe the world in terms of how, when and where things happen, and

- interpersonal - that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language. With regard to the relationship between form and meaning, we have seen that:

- there is no one-to-one match between grammatical form and communicative function, and that

- contextual information plays a key role in our interpretation of what a speaker means.

We have also seen that:

- while traditional grammar is based on the written form of the language, spoken language has its own distinctive grammar.

From the teaching point of view, we have looked at:

- ways that grammar can be organised into a teaching syllabus according to such criteria as complexity, liability, and teachability

- ways that grammar rules can be formulated, according to whether they are prescriptive, descriptive or pedagogic, and whether they focus on form or on use.

References:

1. Scott Thornby. How to teach grammar effectively-26014925 (date circulation : 03.12.2017)
2. Khodzhaeldiev B.D., Shurupova O.S. What language do we speak?
3. Crystal D. English as a global language. Moscow: Ves Mir Publishing House, 2011. 240 p.
4. Larsen-Freeman, D. (1995). On The Teaching And Learning Of Grammar
5. Mahwah, NJ: Lawrence Erlbaum. Maley, A. (2001) Literature In The Language Classroom.
6. McKay, S. (2001) Literature as Content for ESL/EFL. In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language.
7. White, L. (1987). Second Language Acquisition and Universal Grammar. Cambridge, UK: Cambridge University Press.

