



## THE PLACE OF GRAMMAR IN TEACHING ENGLISH

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ABSTRACT	KEYWORDS
Grammar includes understanding the linguistic patterns present in all languages, including those spoken in our own country, in addition to knowing how to use words correctly, after learning how these patterns work, students can use them to build sentences without having to worry about remembering grammatical rules like subject-verb agreement and gender.	Grammar, speech pattern, skills, sentences, communication, communicative competence.

### ЗНАЧЕНИЕ ГРАММАТИКИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА.

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**Аннотация:** Грамматика включает в себя понимание лингвистических паттернов, присутствующих во всех языках, включая те, на которых говорят в нашей собственной стране, в дополнение к знанию того, как правильно использовать слова, изучив, как работают эти структуры, учащиеся могут использовать их для построения предложений, не беспокоясь о запоминании грамматических правил, таких как согласование подлежащего и глагола и рода.

**Ключевые слова:** грамматика, речевая структура, навыки, предложения, общение, коммуникативная компетентность.

### INGLIZ TILINI O'QITISHDA GRAMMATIKANING O'RNI.

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#### Annotatsiya:

Grammatika barcha tillarda, shu jumladan barcha mamlakatlarda so'zlashadigan tillarda mavjud bo'lgan lingvistik tuzilishini tushunishni o'z ichiga oladi, shuningdek, so'zlarni qanday qilib to'g'ri ishlatishni bilishdan tashqari, ushbu tuzilmalar qanday ishlashini o'rganib, talabalar ulardan grammatik qoidalarni yodlashdan qiynalmasmasdan jumalarni tuzishda foydalanishlari mumkin, masalan mavzu va fe'lning kelishuvi sifatida va genderda.

**Kalit so'zlar:** grammatika, nutq tuzilishi, ko'nikmalar, jumlarlar, aloqa, kommunikativ kompetentsiya.

Students who want to become proficient communicators- both in writing and speaking - need to understand grammar. Teaching grammar helps students comprehend more difficult subjects and provides the groundwork for them to be able to communicate their thoughts clearly. Giving students the skills to ensure clear and accurate communication, grammar instruction will also help them become more confident speakers and writers. Also, grammar encompasses more than just knowing how to use words correctly, it also involves comprehending the linguistic patterns seen in all languages, even those spoken in our own nation. Once students understand how these patterns function, they may apply them to construct sentences without having to worry about recalling grammar constraints like gender and subject-verb agreement. When learners grasp these guidelines, it becomes simpler for them to understand what other people are saying whether they read aloud from books or speak English on television.

In the first few years, communicative competence became synonymous with a lack of attention to grammatical accuracy in the minds of some researchers and practitioners; and second language learners are considered communicative if they convey their meaning to the listener, even if their grammatical accuracy is relatively low. As Omaggio (1986) noted, the word communicative competence is often used to express knowledge or ability related to the rules of language use, while the term grammatical (or linguistic) competence is often used to refer to grammatical rules. The class began to focus on teaching a second language from grammar education. The class focused on language functions and communicative activities. Some bosses even prevent teachers from teaching grammar. However, a more moderate trend was observed among a group of researchers. They no longer saw communicative competence as different from grammatical competence, but corporate grammatical competence as part of communicative competence. For example, Canale and Swain (1980) described communicative competence as consisting of grammatical competence, sociolinguistic competence, verbal competence, and strategic competence. Furthermore, Wilkins (1976) sought to ensure that language teachings did not neglect linguistic competence. forms provide a means to an end, and that goal is communication. He also emphasized that our knowledge of the grammatical systems of language gives us a tool to structure language learning in a more systematic way than language functions and concepts. For the purpose of systematic teaching of a second language, the pragmatic aspects of communicative competence should be seen as complementary of grammatical competence rather than as an alternative to a balance between fluency, accuracy and consistency. In addition, grammatical competence can potentially contribute to the development of students' effective skills, as grammar constitutes a description of the laws of language, which can provide students with the means to create a large number of potentially original sentences. In addition, some researchers have suggested that students who do not receive grammar instruction are at risk of becoming stoned faster than those who do not. After a debate over whether or not to teach grammar, the main issue now was not the importance of grammar knowledge, but a better understanding of how to teach it. As for the latter issue, there are three approaches to how to teach grammar, namely deductive, inductive, and cognitive enhancement. These three approaches have specific places in many respects depending on the adequacy of the information provided to the students and how well-founded the grammatical elements are in the grammar system. The question is not which one to choose, but how well the three approaches are combined. Our assignment is to conduct additional research to determine which

grammatical elements are appropriate for which approaches. It really depends on different contexts and situations. As teachers always start a course where all students dream of speaking as fluently as native speakers, but educators have never thought about other skills. To master any language in the world, you need to learn four skills, which are (listening, speaking, reading, and writing). Receptive skills are reading and listening, and production skills are speaking and writing. Since these skills are necessary, teachers need to practice them, especially writing, which is a very complex skill.

Writing involves structure, i.e. grammar. Students seem to ask the same question over and over again. Here comes the role of grammar to help the reader understand the language, as much of the vocabulary is used in grammar (tenses, parts of speech ... etc.). Teachers need to have an in-depth knowledge of English grammar because grammar is the heart of the language. In ancient times, all Roman and Latin teachers made extensive use of grammar, and in the 1800s the Grammar-Translation method began to be used, in which grammar became the basis of English. Teachers need to develop the student's understanding of language by influencing language through different tenses, as well as by explaining in detail how each tense is used. When dealing with beginners, teacher need to focus on the element of precision, not fluency, because fluency can be achieved over time, but precision requires a lot of practice and practice. Students can get bored of grammar rules, so teachers can use a variety of methods and tools to equip them with information. This can be done through games, facial expressions and gestures, guessing times, or even quizzes and block exams. When a teacher is armed with grammar rules, students feel at ease because they know they are learning from a reliable source, but when the teacher starts making language mistakes, students ask questions and feel insecure. If teacher knows his language well and is confident in his intelligence, it will be of great importance to his students and himself as a language teacher, whether he is teaching children or even adults. Both areas require him to be clear, competent, and capable.

It appears from a cursory glance at practically every foreign language textbook that the subject of whether grammar should be taught clearly is not one that is asked very often. Grammar explanations and practice sections are a standard feature in textbooks.

The query relates to the proper way to present grammar. Drills were the method used in the past for this. Mechanical drills were deemed necessary in the 1950s and 1960s, when the Audiolingual Method dominated language training. Though meaningful practice was introduced in the 1970s, mechanical practice remained significant, if only as a necessary precondition for communicative practice. Later, when CLT emerged, educators and the creators of instructional materials realized that students required more chances to convey their own meaning and engage in open-ended communicative activities began to be seen as, at the very least, an essential part of teaching languages.

However, many seemingly communicative acts really serve as opportunities for grammar practice, as noted by Lee and Van Patten (2003: 76); in these instances, "communication is at the service of grammar rather than the other way around." Given that meaning is crucial in CLT and that form is necessary for the development of accuracy and competency, the best teaching model would be one that balances form requirements with meaningful communication. In line with our understanding of language learning, Lee and Van Patten suggest Processing Instruction as a method that emphasizes form and meaning.

All of these suggestions oppose the conventional approach, which unites them in mechanical drills that don't call on meaning comprehension are used to teach grammar. The drills that have historically been employed in language training are reviewed and explained in the section that follows.

These suggestions are all similar in that they challenge the current system of employing mechanical exercises that ignore meaning in order to teach grammar. The sorts of exercises that have historically been employed in language training are reviewed and explained in the section that follows: any language must have proper grammar. Encouraging students to articulate their ideas clearly and to formulate and convey well-defined concepts is crucial. Grammar is more than simply punctuation and spelling. It is essential to language because it enables people to form logical sentences and write. One may argue that grammar is an unseen language that improves the effectiveness of written communication. Additionally, it can assist students in other areas like communicating and comprehending what other people are making an effort to speak. It is impossible to overstate how important grammar is since it makes it easier for us to understand what is being said and how to respond correctly. The first step in improving one's English language proficiency is for learners to understand the principles of grammar and then practice them until they become second nature.

Here are five main arguments in favor of instructors giving grammar teaching top priority:

1. It enhances communication accuracy a student's success depends on their ability to communicate accurately, and teaching grammar is a great approach to help students become more proficient communicators. Grammar rules facilitate clear, concise communication among pupils. This improves communication and raises the possibility of ideas being communicated clearly.
2. It makes thought clarity possible-To properly communicate complicated thoughts and express oneself, one must grasp the intricacies of language. Teachers may assist students in learning how to organize their writing creatively and dynamically so they can more effectively communicate their thoughts by teaching grammar, which eventually results in improved mental clarity.
3. Allow to learn how to organize their work imaginatively and dynamically by using a set of principles called grammar. Students must exercise critical and creative thinking when it comes to communication, which is a necessary ability for success in the workplace. Teachers have the ability to assist pupils improve this skill and prepare them for success in the future by teaching grammar.
4. It promotes self-assurance -Students might feel more accomplished and have a higher sense of self-worth when they are able to express their ideas and feelings in an effective manner. Teachers may help students become more proficient communicators, which can help them develop the self-confidence they need to succeed, by teaching grammar.
5. It improves knowledge of more complex ideas -the comprehension of grammar is a prerequisite for higher-level ideas in language and literacy. Grammar education should be given top priority in the classroom so that teachers may provide learner's self-confidence during their speech.

For learners, learning grammar might be challenging because of all the rules and restrictions. But students have to figure out the fundamentals, which shouldn't be tiresome. Another excellent method to get students interested in learning grammar is to incorporate practical exercises such as writing assignments and reading comprehension. It can also be enjoyable, creative, and motivating to have students construct sentences to show that they understand. It is totally possible to turn grammar study exercises into pleasant rather than boring ones with the right guidance and useful techniques.

The tips to effective grammar instruction in the classroom:

1. Establish an entertaining environment: if grammar isn't taught in a fun way, it might become tedious. Use games, stories, and other engaging activities to help students comprehend grammatical ideas and make the lessons fun.

2. Link grammar to real-world scenarios: by tying grammar to real-world situations, students can gain a deeper understanding of the principles being taught. Over the weekend, assign pupils to write lines summarizing their work or to develop stories utilizing their newly acquired language.

3. Use technology: Students' engagement and motivation to learn can be maintained by integrating technology into grammar courses. To assist teach grammar more efficiently, make use of tools like Duolingo English Test Prep or services like Grammarly.

4. Promote collaborative learning: group work stimulates student learning through peer interaction and helps to develop creativity. Assign group projects to your pupils to complete, or have them create short stories using the grammar rules they have learnt in class.

4. Be open to student questions: Assuring that all questions are answered accurately is vital to prevent anyone from falling behind in their grammar studies. Asking questions is an integral part of the learning process. Please help your students to benefit from the discussion by encouraging them to ask questions when they don't understand something and to provide thorough answers.

One may ask how important grammar is to learning the language if they wish to learn English. Grammar is, in fact, essential to learning any language. Grammar is a system of rules that governs language usage and facilitates comprehension. One wouldn't know how to talk or write in English without good grammar. It aids in the meaning that convey. It also establishes guidelines for when and how to use certain terms. It would be difficult for us to comprehend anything or to speak at all without this knowledge.

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