

THE WAYS OF GRAMMAR FOR BEGINNER LEVELS

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Abstract

This article is devoted to all the discussion of the role of grammar for beginner levels. This article presents different strategies, keys and examples as well.

Keywords: Grammar, grammar mechanisms, grammatical competence, language efficiency, objectives, principles of selecting AGM PGM, grammar features, interference techniques to teach grammar..

Introduction

What is Grammar? The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics.

The subject of grammar: The subject of grammar is the knowledge of how to construct a sentence. Grammar is concerned with the Construction of written and oral sentences.

Grammar describes language device to use a finite number of rules that can generate all the sentences of a language. Grammar can also explain sentence construction and say grammatical sentences iron ice ungrammatical ones. Sentences can be perceived as grammatical despite possible language inaccuracies and slips (transposition, omission, redundancy, and overgeneralization) and language twists (ellipsis, tags).

AIM of teaching Grammar: AIM of Teaching Grammar- is to develop learner's grammatical competence Grammatical competence may be defined as knowledge and ability to use the grammatical resources of a language.

Grammar is the total mechanism which a language possesses and through which its users are able to communicate with each other. Grammar refers to the formal analysis and description of the

rules of the language. Grammar also refers to the rules for the correct use of a language which may be prescribed for its users.

Objectives of Teaching Grammar:

It helps to use the language effectively;

To develop students' insight into the structure of English language;

To enable the students to assimilate the correct patterns of the language;

To develop the mental abilities of reasoning and correct observation;

To develop a scientific attitude in pupils.

What 'aspect' of grammar?

When referring to grammar, we are talking about:

*the grammar of words rules about how words are formed, how they are used to make meaningful sentences);

*the grammar of clause and sentence (rules about word order and how sentences are linked together to make paragraphs).

*the grammar of texts rules about text coherence and cohesion, and about how sentences function as part of a text;

*the grammar of text types and genres (rules about how text type is organized and what type of lexicogrammar issued in a text type such as a formal letter, an information leaflet, an advertisement, an email, etc.).

If we speak about Grammar, it is not easy to teach to beginner level students at first. The grammar should be taught in an appropriate way to them. It is clear that it is much more difficult to teach "to be" than the other themes. What I mean by this is that the age of pupils can affect to understand some difficult explanations. If they are not enough age, they would not be able to understand fully. Teachers should use some interesting quizzes, games, and explanations during the lesson. Pupils always prefer to learn by heart than trying to understand. For example, the verb "To be" involves 3 main forms. They are:

am/is/are.

I am

He is

She is

It is

We are

You are

They are .

After the forms of to be you can add noun or adjectives. For example,

I am a pupil.

I am a clever boy.

She is a beautiful girl and etc.

Children learn by heart these structures easily, they even don't try to understand and this is the natural habit for them at about their levels as well as ages. There are lots of games that help to teach grammar in easily way. One of them is: Noughts and crosses :

Noughts and crosses can also be used for teaching and practising grammar. For example, write verbs pluses for affirmative sentences, minuses for negative sentences and questions for... questions and have students make sentences to go with crosses or noughts .

"BOARD GAMES", "TRUE-FALSE" miming, "CANCEL MY INSTRUCTION", role-plays are also a great way to practise grammar.

In Grade 1 the following Grammar phenomena are presented via lexical approach. Modern forms of the verb "To be" {am, is are}

Special questions: What's your name? How old are you?

Simple present tense (confirmation and questioning, short answers) I'm from... Where are you from? Do you like...? Yes, I do.

Personal pronouns: (I, he, she, it, we, you, they) I'm eight. . It's a pen. She's a girl.

Demonstrative pronouns: This is a...

Pronouns (my, your, his, her): What's his/her name? His/her name's...

The verb ("have/has...") I have a ball. She/he has a toy.

Commands: Jump! Do! Touch your nose.

Impersonal sentences: What season is it? It's winter. It's warm. Is it hot?

The modal verb "can" (meaning to be able to do): I can ski. What can you do?

Plural form of nouns. I have /like peaches.

How many? How much?

Children cannot understand abstract concepts, schemes and apply grammar rules. You cannot just have them sit and listen to the rules. It won't work with kids. They do need a clear meaningful context. a situation to sort out, to deduce the rules themselves. The context helps them to connect the language to a specific situation, to find patterns. The teaching should be theme-based. For example, they listen to the dialogue where the target language is used (e.g. Present Simple: you can tell a story about your or the puppets day). We should also pay attention some learning styles during the lesson. We always need to keep in mind different learning styles: visual (need images), auditory (need verbal presentation) and kinaesthetic (need a hands-on approach). However, when we teach grammar we need to direct special attention to this as it is one of the most difficult things to teach and all the children need to grasp the meaning. To tell the truth learning any language isn't difficult. But for beginners teachers may have difficulty with explaining and teaching difficult themes. So teacher ought to draw their attention to teaching another easy ways.

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