

THE ROLE OF GRAMMAR IN TEACHING ENGLISH LANGUAGE

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ABSTRACT

This article is devoted to the brief clarification of how grammar can serve as a language teaching source by comparing them according to their functionality.

Key words: flectional, inflectional, parts of speech, morphology, syntax, language family.

“Grammar is the science which investigates words. It may also be considered as an art which teaches us how to speak and write with accuracy and taste. The science of grammar deals with the manner in which words are built up from letters; it deals with the classification of words according to their different uses”¹ – Abdulla Maksumov. Being based on the ideas of many linguists, we cannot imagine the process of learning foreign languages or any kind of languages without grammar, but there are some exceptions also. The most effective way to learn a foreign language is to master the grammar of that language. By this, you will not only be able to use words in your speech, but you will also be able to develop your mind. Scientists who study the development of language consciousness believe that language learning is much more effective and beneficial for the human brain than anything else it does throughout its life. The fact is that when a person speaks from one language to another, he not only speaks in that language, but also thinks in that language. So, grammar is the most effective way to learn a language. One of the main problems that teachers of english language face while teaching is the poor standard of the pupils of foreign language. Many learners and pupils as well consider that the process of learning native language or foreign languages is possible without being involved in grammar and this is their main problem. Because, as we already mentioned above that the grammar is the sign of the functions of languages.

¹ A. G. Maksumov “English Grammar: Theory and Usage” Cho’lpon Press, Tashkent – 2016, p 9

Here we could see the main problems of teaching grammar and the difficulties that learners come across while learning a foreign language. And we tried to give the appropriate solutions to them as well.

While teaching a foreign language, the native language of learners should be taken into consideration. Because the language families have essential role in the process of mastering a new language. In order to prove my sentence, I will try to give just a simple example: Uzbek language is one of the Turkic family languages and these languages are considered to be agglutinative, which means the word order in a sentence is not strict. But English language is one of the Indo European family languages, which means that the word order in these languages is strict. Some teachers don't consider this, and it may cause their pupils not to have any idea of the structure of being learned languages. In this case, the best way is to compare the two languages at the same time in the process of teaching. For example, when teaching learners of english language I just wrote a simple sentence in Uzbek language and explained the functions of all words that were participated in the sentence. The functions of words of both languages are the same, but the word order is different. By the help of this just simple example of sentence, pupils could have an idea about the functional styles of both languages. Every single word speech has its own functionality as long as they participate in a sentence to completely fulfill the contextual meaning. For example, if I consider a sentence in my native language which I am going to translate into foreign language so that the users of that foreign language could understand me well and accurate, I need to know exact function of my words as in both meaning and grammatical units. Now, lets look at grammatical units by comparing in both languages.

e.g. – “Ann always wants to visit her grandparents as once they grew her up when her parents were away on business.”

– “Anna bir paytlari ota-onasi xizmat safarida ekanliklarida bobo va buyisi qo'lida katta bo'lganligi bois, har doim ularnikiga tashrif buyurishni xohlaydi.”

Ann – the subject of the sentence

always – adverb

wants – the verb

to visit her grandparents – infinitive in purpose

as once they grew her up when her parents were away on business – cause and time clause

Every single word in the above example has been transferred into uzbek language as the same functioning word speeches as in english. But also it should be claimed that collocations, idioms or proverbs are exceptional ones in this situation. Now, lets look at the exact problems most students may have while learning.

Another problems that learners have are the types of sentences such as complex and compound sentences. Complex sentence itself is divided into two types such as principal one and subordinate one. While compound sentence is composed of only principal ones. The complex sentence has its own different types such as noun clause, adjective clause and adverbial clause and so on. They all look similar to each other, here we will give some examples of them and try to differentiate one from another.

- I will tell you about it when he comes. (adverbial clause)
- I will tell you when he will be back. (noun clause)
- I can still remember the time when we first met. (adjective clause)

These three complex sentences above have the conjunction “when”, but its function in every sentence is different. In the first sentence “when” shows the time in which some action takes place. In the second sentence “when” refers to something as object and its question will be “what”. In the third sentence “when” clarifies the time and it gives more detailed information. Its question will be “which”. At one glance, they all seem similar, but if you do not obey the grammatical rules of each sentence, you could easily make a mistake.

In one sentence, grammar could be regarded as a chess that anyone cannot pass away without playing as far as they have basic knowledge.

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