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NEW METHODS USED IN TEACHING ENGLISH GRAMMAR SYMMARY

Key words: English grammer, implicit knowledge, Teaching procedures, language teaching.

This article on comporative approach tries to make a brief analysis of necessity of grammer teaching. This method gives a relatively objecctive description of its function and significance in language teaching it means that grammar teaching is necessary in languge teaching. Grammar is often misunderstood in tha language teaching field. The misconception lies in the view of the grammar. The grammar is the collection of arbitrary rules about static structures in the language. We know that putting grammar in the foreground in second language teaching, beacouse languge knowledge of grammar and vocabulary is the base of English language. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language. It is important to achieve communicative goals and knowing how to to do this in a socially appropriate way. Communicative goals are the goals of learners studying English language. Teaching grammar has been regarded as crucial significant part of language curriculum at all levels of our educational system. Students always have a struggle with grammar and their teachers have grown frustrated over mistakes in their writing and speaking. Languges make no sense wothout using grammar rules. Different approaches for teaching grammar is considered in this article. So grammar teaching is necessary to achieve the goals.

In teaching English grammar, learners are taught rules of language commonly know as sentence patterns. Grammar is cousedered the main part of linguistics. The teaching of grammar shoul also ultimately centre attention on the way grammatical items or sentence patterns, mearnings are use. Grammar is thought to finis the basis for a set of language skills listening, speaking, reading and writing. In listning and speaking grammar plays a crucial part in grasping and expressing spoken language since learning the grammar of the language. Since learning the grammar of language is considered neccessary to acquire the capable grammatically acceptable utterances in the languge. Teaching grammar is an esential aspect of your role as a language teacher. The students rely on you to provide them with the tools necessary engage in canvirsations wuth others and grammatical steuctures make up much of the linguistic

tool box. But teaching English grammar can seem like a daunting task, perhaps even a little dry especially when you've been doing it for years. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of the language. But in this context a wonderful example as described "A writer has given a beautiful analogy to illustrate the use of knowledge of grammar". Teachers eager to reject traditional grammar and try to replace it by the new grammar. There is not one new grammar but many different aims. Grammar changes bring more benefit:

- 1) For teaching concepts on subject, verb clause and phrases
- 2) For teaching new translation methods
- 3) For teaching bilingual methods
- 4) For teaching structural approach and traditional methods

The linguists opinion knowing a language is not the same thing as knowing it. Knowing a language means mastering over its four basic skills like, listening, speaking, reading and writing. The listening and writing are active skills. The knowledge of the language makes us to know the meaning of isolated words or sentences or rules of grammar (1, page 15-17). Talking about the language does not mean knowing language and using it. It considers that language as speech, as the linguists do, knowing means to use grammatical patterns as well as proper usage according to grammar based teaching the role of grammar is to help students discover the nature of language that is the language consists of predictable patterns make what we say, read, hear and write intelligible. As is stated, without grammar people would have only individual word or sounds, pictures and body language to communicate meaning. More over effective grammar instruction can help students use this knowledge as they write. Though the correction from oral language into written language, teachers can explain abstract grammatical terminology to help student write and read with better proficiency and confidence. The most helpful way to improve students' command of grammar in writing.

- 1) Teaching concepts on subject on verb, sentence, clause, phrase and related concepts on editing,
- 2) Teaching style through sentence combining and sentence generalizing.
- 3) Teaching sentence sense through the manipulation of syntactic elements.
- 4) Teaching both the power of dialects and the delect of power.
- 5) Teaching punctuation and mechanics for conversion, clarity and style.

Rather than teaching all grammatical instruction to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short grammar plays a very significant role in second language instruction, especially in improving student's writing. According to linguists there are two probably reasons which cause the failure of grammar instruction. That's why these – three instructions must be studied.

- 1) Formal grammar, being uninteresting or too difficult, is not adequately learned by students.
- 2) Formal grammar, even if adequately learned, is not transferable to wrong situation.
- 3) Formal grammar, even if adequately learned, is not transferable to wrong situation.

Teachers who have strived to prevent traditional grammar as a means of improving writing, will agree that these three causes are highly reasonable. The first cause assumes that “because of lack of interest or because of the difficulty of the subject matter itself, students simply fail to learn formal grammar”. The second cause assumes that students fail to apply that knowledge to relevant writing situations because they are neglectful. The third cause assumes that students fail to apply the knowledge is irrelevant to writing situations (2, page 21-23). Also there may be other contributing factors these three probable causes seem to be the most important limitations in the failure of formal grammar instruction to improve writing skills. On the other hand generativism considered that language should not be based on the classification of surface individual structure but rather, on the development of a system of mental rules which would account for the structural possibilities of language, however, it still considered syntax central. The set of practices associated to this approach have to do with the presentation – practice – production cycle, where the teacher presented the new grammatical item with the rule and the explanation of form and meaning (3, page 32-36). Then some controlled exercises were done, to consolidate the rule intensive practice – or drilling- would eventually lead to production. Grammatical competence was viewed as conscious, explicit knowledge of rules. Communicative language teaching was initially influenced by linguists with a national – functional view of language. Grammar was considered as both semantic and functional. Many teachers think that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed and very often they are given grammatical rules into communicative tasks is very challenging. Therefore teachers especially in the context of teaching could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such way that the goal of learning language is ultimately achieved. For most teachers of English the priority of teaching grammar is to assist learners to internalize the structures rules of language taught in such a way that can be used for communication both written and spoken. For this reason the two terms practice and consciousness – raising are important to define since they play an important role in successful grammar teaching. A number of linguists recommend that at this stage or mistakes be tolerated since making mistakes or errors is not graceful but naturally and common practice. Consciousness – raising is defined as follows: It is an approach to the teaching of grammar in which instruction in grammar (through skills grammar explanation and other from focused activities) is viewed as a way of raising learners awareness of

grammatical features of the language. This is thought to indirectly facilitate second language acquisition. A consciousness raising approach is contrasted with approaches to the learning of grammar in which the goal is instead correct grammatical patterns and that's directly. The main characteristics of consciousness – raising activities proposed by the linguists: 1) there should be an effort to isolate a specific linguistic feature for focused attention, 2) the learners are provided with data which illustrate the targeted feature and explicit role description or explanation, 3) the learners are expected to utilize intellectual effort to understand targeted feature, 4) misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation and (5). Learners are required (though not crucial) to articulate the rule describing the grammatical feature. Explicit and implicit knowledge in the case of teaching grammar to students a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar, however, when told to write and speak, they often make grammatical mistakes. This is a very challenging to solve when adult learners, it is useful to be aware that there are two explicit (conscious learning and implicit subconscious acquisition) knowledge. The students should define both of these methods (4, page 22-24). One of the main approaches to teaching grammar is the deductive approach. This approach is derived from the notion that deductive reasoning works from general to the specific. In this case rules, principles, concepts or theories are presented first and then applications are given. In conclusion we use the deductive approach can also be called rule-driven learning. In such an approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books. The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules then examples of sentences are presented. The students understand the rules they are told to apply the rules given various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. With this approach students be in control during practice and have less fear of drawing an incorrect conclusion related to how the targeted language is functioning. To sum up the deductive approach commences with the presentation of a rule taught and then is followed by examples in which grammatical rules are applied. The inductive approach of teaching English grammar is also important in grammar. This approach comes from inductive reasoning stating that reasoning proceeds from particulars to generalities. In this case students understand grammatical rules for the examples. The presentation of grammatical rules can be spoken and written. All the approaches are necessary for teaching grammatical rules and exercises. These rules involve students participating actively in their own instructions. In addition these methods encourage the students to develop their own mental set of strategies for dealing with tasks. The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write. They have no trouble applying the language that they are learning. Within communicative approaches a

distinction can be made between the general, nonprescriptive approach called communicative language teaching. It appeared in the 80`s and it transformed the world of foreign languages teaching and other more precise communicative methods. It emerged from the appearance of this method, but it went beyond linguistic theories (4, page 41-42). There is a widespread belief that communicative language teaching does not include any grammar. However communicative language teaching means as an exclusive focus on meaning is a myth or a misconception. It is a fact that widespread belief that communicative language teaching eclipsed attention to the grammar is only partly true since the CLT syllabuses are organized. Discussing the role of grammar within any communicative approach can be controversial due to these misconceptions and also to the influence of natural approaches. It ascribed no grammar rules in language teaching. Teaching is a base of all the grammar materials. Grammar is the student of linguistic forms realising function or meaning both wordings and function are studied by grammar. The fact that there is a grammar teaching in the shallow end approach does not mean that this version of Communicative Language Teaching is not communicative. Grammar is considered as a means of towards communication. In shallow end syllabuses grammar is taught and its final result into the students communicative performance the two factors that make the grammar meaningful and communicative. Many linguists believe that the knowledge of grammar is needed to teaching at the universities and secondary schools.

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**НОВЫЕ МЕТОДЫ ИСПОЛЬЗУЕМЫЕ В ПРЕПОДАВАНИИ
АНГЛИЙСКОЙ ГРАММАТИКИ
РЕЗЮМЕ**

Ключевые слова: грамматика английского языка, методика обучения, лингвистика, общение.

Эта статья о сравнительном, прежде чем дать относительно объективное описание его функции и значение в преподавании языка. Он утверждает, что преподавание грамматики необходимо в преподавании языка. Грамматика ставит на передний план в преподавании второго языка. Грамматика часто неправильно понимается в области преподавания языка. Заблуждение заключается в том, что грамматика представляют собой набор произвольных правил о статистических структурах в языке. Знание языка грамматики и словарного запаса являются основой английского языка. Грамматическая компетентность – это одна из коммуникативных компетенции. Коммуникативная компетентность включает в себя знание того, как использовать грамматику и словарный запас языка для достижения коммуникативных целей и умение делать способом. Коммуникативные цели –

это цели изучения английского языка учащимися. Грамматика является важной частью языковой учебной программы на всех уровнях нашей образовательной системы. Студенты всегда испытывают трудности с грамматикой и их учителя рассматриваются из-за ошибок и их письмо и речи. Преподавание грамматики было расценено как решающее значение для умения использовать язык. По этой причине в этой статье вводится различные процедуры обучения грамматики. В этой статье рассматриваются различные подходы к обучению грамматики. Знание грамматики помогает студенту исправление ошибок и совершенствовании письменной работы.

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İNGİLİS DİLİNİN QRAMMATİKASININ TƏDRİSİNDƏ İSTİFADƏ OLUNAN YENİ ÜSULLAR XÜLASƏ

Açar sözlər: ingilis dilinin qrammatikası, dilçilik, tədris metodikası, dilçilik.

Qrammatika təhsil sistemimizin bütün səviyyələrində dil tədrisinin əhəmiyyətli bir hissəsidir. Tələbələr həmişə qrammatika ilə mübarizə aparıblar və müəllimləri danışmada qrammatik səhvlərdən həmişə narazıdırlar. Qrammatikanın tədrisi dil istifadə etmək qabiliyyəti üçün çox vacibdir. Bu səbəblə məqalə qrammatikanın tədrisi üçün müxtəlif prosedurlardan istifadə olunur. Bu prosedurlar praktikanın və şüurun artırılmasının dəqiq və qeyri – dəqiq bilikərin qrammatik tədrisi üçün detaktiv və induktiv yanaşmaları özündə birləşdirir. Bütün dillər qrammatik qaydalardan istifadə etmədən heç bir məna kəsb etmir. Hər hansı bir qrammatika olmaddan dil haqqında danışmaq olmaz. Həmçinin məqalədə qrammatikanın tədrisi üçün müxtəlif yanaşmalar nəzərdən keçirilməlidir. Hər hansı bir dilin tədrisində qrammatikaya düzgün yanaşma vacib şərtlərdən biridir. Qrammatik bacarıqlıq ünsiyyət qabiliyyətlərindən biridir. Ünsiyyət bacarıqları dilin qrammatikası və lüğətin ünsiyyət məqsədlərinə nail olma üçün necə istifadə edildiyini və bunun sosial cəhətdən düzgün bir şəkildə necə olacağını bilməkdən ibarətdir. Maliyyətcə qrammatika hər hansı bir dilin əsas blokları kimi xidmət edir və mənalı cümlələr əmələ gətirmək üçün sözlərdən necə istifadə edilməsini idarə edən qaydalar və prinsiplər dəstidir. İngilis dilinin qrammatikası geniş bir sıra qaydaları əhatə etsə də bəzi əsas prinsiplər vardır ki, onlar zamanların tələbələrə çatdırılmasında mühüm rol oynayır. Beləliklə məqalədə qrammatik yanaşmanın tələbələrə necə çatdırılmasında bəhs edilmişdir.

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