NEW METHODS USED IN TEACHING ENGLISH GRAMMAR

SYMMARY

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

This article on comporative aproach tries to make a brief analysis of necessity of grammer teaching. This method gives a relativily objective description of its function and significance in language teaching it means that grammar teaching is necessary in language teaching. Grammar is often misunderstood in the 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, because language 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 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. Languages make no sense without 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 known as sentence patterns. Grammar is considered the main part of linguistics. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns, meanings are use. Grammar is thought to finish the basis for a set of language skills listening, speaking, reading and writing. In listening 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 necessary to acquire the capable grammatically acceptable utterances in the language. Teaching grammar is an essential aspect of your role as a language teacher. The students rely on you to provide them with the tools necessary engage in conversations with others and grammatical structures 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). Taking 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 dialect 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.

322
1) Formal grammar, being unintesting or too difficult, is not adequately learned by students.
2) Formal grammar, even if adequately learned, is not transferable to writing situation.
3) Formal grammar, even if adequately learned, is not transferable to writing situation.

Teachers who have strove 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 indecontext of teaching could benefit from learning some alternative teaching approaching for teaching grammar so that they can integrate grammar or structure into other language skills in such a 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 success in grammar teaching. A number of linguists recommend that at this stage mistakes or errors be tolerated since making mistakes or errors is not graceful but natural 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 learnness awareness of
grammatical features of the language. This is sought to indirectly facilitate second language acquisition. A consciousness raising approach is contrased 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 an effort to isolate a specific linguistic feature for focused attention, 2) the learners are provided with data with illustrate the targeted feature and explicid role description on 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 classification in the form of further data and description or explanation and (5). Learners are required (thought not crucial) to articulate the rule describing the grammatical feature. Explicid and implicid knowledge in the case of teaching grammar to students a teacher may feel frustreted when learners are taught grammatical items separately. Stuents 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 (consonlous lerning and implicid subconscious acquisition) knowledge. The students should define both of these methods (4, page 22-24). One of the main approaches teaching grammar is deductive approach. This approach is derived from notion that deductive reasoning works from general to the specific. In this case rules principles, consepts or theories are presented first and then applications are given. In conclusion we use 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 stile enjoys a monopoly in many course books. Deductive approach maintimes that a teachers grammar by presenting gramatical rules then examples of sentences are presented. The students understand the rules they are told to apple the rules given variousn 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 targed languge is functioning. To sum up the approaching commences with the presentation of a rule tought an then is followed by examples in witch grammatical rules are applied. Inductive approach of teaching English grammar is also important in grammar. This approach comes from inductive reasoning stating that reasoning profession proceeds from particulars to generalities. In this case rules 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 student participating actively in their own instructions. In adition these methods encourage the students to develop their own mentalset of strategies for dealing with tasks. The estimate goal teaching grammar is to provide the students with knowledge of the way languge is constructed so that when they listen, speak, read and write. They have know trouble applying the language that they are learning. Within communicative approaches a
A distrinction can be made between the general, nonprescriptive approach called communicative language teaching. Which appeared in the 80’s and which transformed the world of foreign languages teaching and other more precise communicative methods. Which emerged from the appearance of this method, but which 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 might or a misconception. It 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. Which 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 meanings 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 conceived 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.

Мамедова З.
Абьева В.
Сафиханова А.

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 знание 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 преподавании языка. Заблуждение заключается в том, что грамматика представляют собой набор произвольных правил о статистических структурах в языку. Знание языка грамматики и словарного запаса явились основой английского языка. Грамматическая компетентность – это одна из коммуникативных компенсаций. Коммуникативная компетентность включает в себе 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 рассматривают из-за ошибок и их письме 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.

Məmmədova Z.Ş.
Abıyeva V.G.
Safıxanova A.H.

İNGİLİS DİLİNİN QRAMMATİKASININ TƏDRİSİNDƏ İSTİFADƏ OLUNAN YENİ ÜSULLAR XÜLASƏ

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

ƏDƏBİYYAT


Redaksiyaya daxil olma tarixi: 03.06.2024
Çapa qəbul olunma tarixi: 28.06.2024
Rəyçi: dos.Hüseynova R.H.
tarəfindən çapa təvsiyə olunmuşdur