

Qrammatikanın tədrisi

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Xülasə

Məqalədə xarici dilin öyrənilməsində və tədrisində müxtəlif metod və prinsiplərin əhəmiyyətindən bəhs olunur. Müasir kommunikativ dilin öyrənilməsində metod və prinsiplər araşdırılır və üstünlükləri göstərilir. Bəlli metodlardan istifadə etməklə yanaşı həm də ekletik metoddan da istifadə etmək mümkündür ki, bu da bəlli bir sistemdə fikirləri bir araya gətirməklə bu həm də müxtəlif fəaliyyət növlərini həvəslə və problem yaratmadan həyata keçirmək mümkündür. Burada, sadəcə, müxtəlif metodlardan istifadə deyil, eyni zamanda öyrəncilərin öyrədilməsinə xidmət edir. Bəzi öyrəncilər öz hərəkət metodu ilə hərəkət edərək yazıda özlərinə çox inanırlar, danışqda isə uğursuzluqları olur. Çoxsaylı tapşırıqlar, yüksək səviyyədə qarşılıqlı üniyyət, canlı öyrənmə, obyektiv və sürətli nəticələr əldə etməyə imkan verir. Müəllimlərin seçdiyi aktivitetlərin növləri real dünyada onların birbaşa təcrübəsilə əlaqədardır. Hər kəs ingilis dilinin qrammatikasını öyrənmək istəyir. Kiçik məlumatlarımın İngilis dilini öyrənmələrə kömək edəcəyini düşünürəm. Gənclərimiz buna diqqət etsə, necə edəcəyini onlara izah edirəm. İngilis dilini öyrənməyə və hər yerdə necə öyrənmə biləcəklərinə diqqətlə yanaşmalarını təklif edirəm, deyirəm ki, ingilis dilini öyrənmək istəyirsinizsə, özünüz üçün vaxt qəbul etməlisiniz. Valideynlərə ilk illərdə ingilis dilini öyrətmələrini tövsiyə edirəm, çünki asanlıqla öyrənəcəklər.

Açar sözlər: Öyrənmək, oxumaq, oxuma, kitab, qulaq asmaq, danışmaq, xarici dil, xalq, gənc, cümlə, şifahi, tələbələr, fonetik, təlim, tərbiyə, dərs, tədris, proses, bilik, sinif, müəllim, dinləmək, proses, erkən yaşlarda, nitq

Обучение грамматике

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Резюме

В статье обсуждается важность различных методов и принципов в изучении и преподавании иностранного языка. Изучены методы и принципы изучения современного коммуникативного языка, показаны их преимущества. Также возможно проведение различных видов

деятельности с энтузиазм и без проблем. Это не просто использование различных методов. Это также служит для обучения студентов. Некоторые учащиеся очень уверены в себе при письме, действуя по-своему. Они не умеют говорить. Многочисленные задачи. Высокий уровень взаимодействия. Живое обучение. Позволяет достичь объективных и быстрых результатов. Типы занятий, которые выбирают учителя, напрямую связаны с их реальным жизненным опытом. Каждый хочет, чтобы выучить английский язык его грамматика. Я думаю что мой маленький информации поможет изучающих английский язык. Объясняю им путь, как это сделать если наши молодые люди обращают на это внимание. Я предлагаю, чтобы они были внимательны изучения английского языка, и как они могут узнать ее повсюду. Я говорю, что если вы хотите, чтобы выучить английский язык, вы должны признать, время для себя. Советую родителям изучение английского языка в первые годы, потому что они будут изучать его легко.

Ключевые слова: язык, учить, читать, молодой, чтение, книга, слушать, говорить, иностранный язык, люди, предложение, устные, учитель, знание, урок, обработать, учение, обучение, студент, фонетика, фонетический, ранние года, речь.

GRAMMAR TEACHING

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Summary

The article discusses the importance of different methods and principles in the study and teaching of a foreign language. Methods and principles in the study of modern communicative language are studied and their advantages are shown. It is also possible to carry out different types of activities with enthusiasm and without creating problems. It is not just the use of different methods. It also serves to teach students. Some learners are very self-confident in writing by acting in their own way. They fail in speaking. Numerous tasks. High level of interaction. Live learning. Allows you to achieve objective and fast results. The types of activities that teachers choose are directly related to their real-life experiences. Everybody wants to learn English language and its grammar. I think my little information will help English learners. I explain them the way how to do it if our young people pay attention to it. I suggest them to be attentive learning English and how they can learn it everywhere. And I say that if you want to learn English you have to recognize time to yourselves. I

advise parents learning English languages in early years, because they will learn it very easily.

Keywords: Language, learn, read, young, reading, book, listen, speak, foreign language, people, sentence, oral, teacher, knowledge, lesson, possess, teaching, training, students, phonetics, phonetic, process, early years, speech.

Relevance: Grammar is one of the aspects of the language to be taught and learned at school. Before explaining problems concerning teaching grammar we should state some definitions about grammar. Grammar is “the way words are put together to make correct sentences” though it is a very simple way of looking at grammar. Another definition is: grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence (H. Douglas Brown).

Method: The Structural Approach is spoken in this article.

Annotation: This text prescribes how teachers should teach, the practices and techniques. teacher's role in the classroom. **Grammar is of great practical and educational importance.** The practical value of grammar lies in the fact that it ensures the pupils' comprehension of what they read and hear and enables them to express their own thoughts orally and written form. Without knowledge, skills and habits of grammar no speech activity is possible, either in its oral or written form. Due to grammar human being are able to express their thoughts correctly and are understood adequately in the acts of communication. Grammar competence is truly considered as one of the main components of communicative competence, like phonology, discourse, lexicion, etc. For example, one can hardly understand the following sentence without knowledge of grammar. “We saw him book a ticket”. If a pupil has assimilated a model of a complex object in the English language he would understand that in this sentence the word “book” is not a nouns as “him book” is a complex object. Pupils may know all the words in a sentence and yet fail to understand it if they don't see the relationship between the words in the given sentence. No speaking is possible without the knowledge of grammar, without the forming of the grammar mechanism; if a pupil has acquired such a mechanism he can produce correct sentences in a foreign language. Anyone using a foreign language must use its grammar; mere words without grammar do not constitute a language. Speaking about grammar we don't mean it as the memorization of rules, the use of terminology or the analyses of sentences by the pupils. We mean grammar as the patterns of from and arrangement the **structure** by which the speakers of a language communicate. According to RLado: (an American expert on modern linguistics). ...Even children who have never studied the rules of grammar make use of the grammar of the language. This is seen in the mistakes they make. When a child says “he goed” he is forming Past Indefinite

of the word according to the pattern: “Showed, played, served, worked”. His mistake reveals the fact that he has been applying the pattern even though he is not able to describe it.” Grammar of a given language should be distinguished from the content of **grammar learnt at language** classes. School grammar has a limited content, only a small portion of knowledge, skills and habits are included into the syllabus. Selection and graduation of grammar content for secondary school should enable the realization of aims of foreign language assimilation. In teaching grammar special attention should be given to interrelation of knowledge, on the one hand and skills and habits on the other. In **methodology** there are different approaches to each of these components which constitute grammar content to be assimilated. Some authors overestimate the role of skills and habits and consider that pupils don't need grammar knowledge. They isolate knowledge, skills and habits, think that pupils are able to internalize speech acts, i.e. form habits and skills in the very process of practical mastery of a language. They identify the assimilation of grammar mechanism of mother tongue and foreign language. Some authors overestimate the role the knowledge component of grammar and consequently underestimate the formation of grammar habits and skills. Pupils **learn all the grammar rules** and exceptions mechanically but can not apply them in real communication, as a result they can't understand the speech heard express their thoughts utilizing grammar knowledge. Both approaches have shortcomings and hinder practical mastery of a foreign language. We consider that theoretical knowledge about grammatical structure or system of the language is not of any use for pupils. There should be close **relations between grammar knowledge and the process of its application**, i.e. formation of adequate habits and skill. An approach when grammar knowledge is regarded as crucial element and inadequate attention is paid to formation of habits and skills can't satisfy modern requirements of practical mastery of a language. Grammar knowledge (information, rule etc.) presented during a lesson period should be applied by means of different practical assignments. Grammar knowledge should help and direct the process of formation of adequate habits and skills within a short period of time. Neither grammar knowledge nor habits and skills separated from each other can be regarded efficient. In the conditions of our secondary schools both elements should be paid equal attention and practical application should always be kept in mind. Because assimilation of grammar content though important, is only one of the means of practical mastery of a language. When a pupil learns a foreign language it is very difficult for him to change from the grammatical mechanism of his mother tongue to that of the new language. In learning a new language interference of native language occur in every aspect. We already explained the interference of mother tongue in formation of pronunciation habits and skill and ways to prevent it in teaching

process. Practice of teaching of foreign language show that native language interference in formation of grammar mechanism is also great. It's known that grammar of mother tongue is never taught and learnt, it is assimilated due to immediate social environment. Up to the age of ten children completely assimilate the grammar of native language and produce correct Azerbaijan sentences without thinking about the form and structure of them. When pupils come across with a new language, new grammar and new ways of putting words together they begin to operate according to the models of the native language. Pupils try to transfer the acquired grammar mechanism to the new language; sentence production process takes the models of native language. Pupils try to transfer the acquired grammar mechanism to the new language; sentence production process, irrespective of the new language learnt. The major task of teachers is to be aware of the fact of interference in grammar assimilation and to work out set of activities to minimize it. Different techniques-conscious explanation and various drill exercises etc.- are to be widely used to prevent negative effect or mother tongue especially at the beginning of language learning. We don't insist that native language has only negative impact in grammar assimilation, native language habits and skills in some cases may be successfully transferred into new language (Ali's father, a different task, etc.) There are a lot of difficulties pupils have in assimilating English grammar, such as word -order, interrogative sentences (inversion), the English tense system, sequence of tenses, gerund, modal verbs, all kinds of constructions (infinitive constructions, gerundial), at last the use of articles. Selection and Organization of Grammar material.

The main task of teaching grammar at Secondary schools consists of the formation of pupils' grammar skills and habits in the productive and receptive types of speech activity within the grammar minimum determined by the syllabus. In Secondary school it is impossible for the pupils to assimilate the whole grammar system of a concrete foreign language owing to its extensiveness and the difficulties of the formation of grammar habits. The methodology distinguished active and passive grammar minimum. The grammar phenomena meant for the use in oral speech are included in the active grammar minimum. The grammar structures which pupils can recognize and understand in the text constitute the passive grammar minimum. The methodologists worked out the main principles for selection of grammar material. The main principles of selection of active grammar material are: 1) the principle of frequency in oral speech; 2) the principle of modeling; 3) the principle of exclusion of synonymous grammar phenomena. According to the first two principles only grammar phenomena frequently used in oral communication are included in the active grammar minimum (The Indefinite, Present and Past Continuous tenses, Present Perfect, the simple sentences and

so on.) Such tense forms as The communicative aim of teaching English makes it possible to formulate the main requirement of selection grammar material for assimilation in secondary school: it must be sufficient to use language as a means of communication.

Past Perfect, the Passive voice are not typical for oral speech, but frequently used in the bookish and written speech. Consequently, these phenomena constitute the passive grammar minimum.

All the grammar phenomena learnt in the V-VIII forms are included in the active grammar minimum. The Grammar material of the IX-XI forms is included in the passive grammar minimum.

According to the 3d principle out of all synonyms only one grammar phenomenon included in the active grammar minimum. This phenomenon must be frequent in use and stylistically neutral. Thus, speaking about modal verbs and their synonyms only frequently used "can", "must", "may" must be assimilated actively, that is they constitute the active grammar minimum and their synonyms "to be able to", "to have to", "to be to" are included into the passive grammar.

Thus, the selection of grammar material involves the grammar which constitute the best base for developing speech habits.

Teaching grammar should be based up on the following principles:

- 1) conscious approach to the teaching of grammar;
- 2) practical approach;
- 3) structural approach;
- 4) situational approach;
- 5) different approaches to the teaching of active and passive grammar.

Presentation of Grammar material

There are 2 methods of representation of grammar material;

- 1) Inductive
- 2) Deductive

1. Inductive method means that the explanation is conducted from individual facts to generalization, the starting point being induction. The inductive method provides conscious approach to grammar points studied and develops the pupils' logical thinking. When this method is applied the pupils first observe and analyze a new grammar phenomenon under the teacher's guidance. The phenomenon is presented to the pupils in some sentences, situations or texts specially chosen for the purpose and then through a number of leading questions of the teacher the pupils came to the conclusion and can formulate the rule. The inductive method of explanation is more widely used at the junior and intermediate stages because the pupils at these stages possess mainly concrete thinking. It is easier for them to comprehend a phenomenon if they see it in

sentences, in situations, in concrete language facts. The inductive method develops pupils' abstract thinking.

2. The Deductive method is the teacher's narration. The narration may be arranged in different ways. The teacher may first impart a rule and then give some examples to illustrate it, or the teacher writes examples and imparts a rule. The starting point is deduction in both cases. But the use of grammatical explanation and terminology must be approached with care. The teachers are sometimes so eager to display their knowledge and forget that complicated rules and exceptions about the grammar system hinder the comprehension the material. Some rules of explanation of grammar material may be helpful for teachers:

- 1) Keep your explanations brief and simple. Use the mother tongue if pupils cannot follow an explanation in English;
- 2) use charts and other visuals whenever possible to graphically depict grammatical relationship;
- 3) illustrate the rules with simple, clear sentence patterns;
- 4) try to account for varying cognitive styles among your pupils (inductive, deductive, analytical-synthetic etc.
- 5) Don't overload the pupils with exceptions to rules.

The comprehension of the new grammar material must be controlled by the teacher who puts questions either after the explanation has been finished or some exercises have been done. An outstanding American methodologist Stephen D. Kreshen suggests the inductive way of teaching grammar for the pupils (students) with inductive mental ability and deductive way of teaching grammar for the pupils (students) with deductive cognitive ability.

In school practice both inductive both inductive and deductive methods are applied. The choice of the method depends on:

- 1) The age peculiarities of the pupils, the younger the pupils, the more inductive method is used;
- 2) The aims and objectives of teaching-if the educational value of the subject prevails the inductive method is more extensively applied as it develops logical thinking;
- 3) The character of the grammar material presented-if there is no equivalent in the mother tongue- the deductive

4) The method of narration (deductive) is more economical, this also must be taken into consideration. One more problem in teaching grammar should be given special attention. Analyses of foreign language teaching practice clearly show that in learning of grammar material major attention is paid to form. Meaning of grammar material in most cases is not given due attention. But grammar does not only affect how units of language are combined in order to "look correct": it also affects their meaning. The teaching of grammatical

meaning tends to be neglected by school teachers or textbooks in favor of an emphasis on accuracy of form. In order to be able to perceive adequately or contrast a new tense of a verb pupils should exactly know the meaning of a new grammar form or what difference it makes to meaning when it is used. For example, method is preferred;

1. He reads an English book; 2. He is reading an English book now; 3. He has read an English book; 4. He has been reading an English book for 3 days; 5. He was reading an English book when I came in; 6. He had read an English book when I came in etc. Another example: He asked the way to metro station; He was asked the way to metro station.

These sentences express different meanings that's differences in meanings were expressed by different tense forms. As it's seen, grammar forms and meanings are interrelated and in real teaching process they should be presented, explained and practiced in that sequence. But in most cases foreign language teachers don't realize this important factor, as a result grammar forms are presented separately and pupils learn only formal structures of language. This one of the shortcomings of teaching grammar and pupils' lack of oral communication proficiency may be explained by this fact. Grammar material may be successfully assimilated when relations between form, meaning and use are realized in real teaching process.

Correction of mistakes in teaching grammar present much trouble for teachers and pupils. Though there are a lot of techniques teachers use in their daily professional activity, in methodology there is still much discussion on this topic. Plenty of questions should be given answers: 1) Should errors be corrected; 2) If so, when should errors be corrected? 3) Which learner errors should be corrected? 4) How should pupils errors be corrected? 5) Who should correct pupils errors; 6) When should errors be corrected etc. If to add that in different conditions, different stages of language assimilation and at different age groups mistakes have various peculiarities the controversy on the problem become quite evident. But still some suggestions may be given. In teaching grammar material the three interrelated components should be paid equal attention: grammar form, meaning and usage. This is the main task for teachers and may to a great extent prevent grammar errors. At the beginning of language learning pupils' errors should be corrected by teachers through conscious explanations. Teachers should explain to the pupils that making mistakes are quite natural, and nobody should be threatened for mistakes done. Pupils should be encouraged, they should feel relaxed, but not punished or threatened. Due to ample practice pupils should have sharp ear and eyes for grammar errors. Correction of mistakes by pupils can be achieved by constant work on them during the whole course. Pupils correcting other pupils and then

own grammar mistakes assimilate the material consciously, keep them in their long-term memory and have much chances to apply grammar in practice.

As pupils acquire more proficiency level on grammar they make few mistakes. Some authors divide grammar mistakes into global and local and suggest that only global errors should be corrected. But it's difficult to determine what is meant by global or local error, it may be quite different depending on the stage of instruction, pupils age and proficiency levels. Our general assumption is that teachers should be alert to pupils mistakes and do their best to prevent the mistakes on sentence and communication levels. The best way to form grammar perceptions and storage. Written language is permanent and the reader has an opportunity to return again and again.

2. Processing time:

A natural sequence to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rates. They are not forced into the following the rate of delivery, as in spoken language. In practice, except for the time itself, fast readers do not achieve an advantage over slow readers

3. Distance. The written word allows messages to be sent across two dimensions: physical distance and temporal distance (time). The task of the reader is to interpret language that was written in some other place at some other time. Reader's can't confront the author and say "What exactly did you mean by that". Nor can they transport themselves back through a time machine and "see" the surrounding context as we can see in face-to-face conversations. This decontextualized nature of writing is one of the things that makes reading difficult.

4. Orthography:

In spoken language, we have phonemes that correspond to writing's graphemes. But we have also stress, rhythm, intonation, pauses, voice quality, non-verbal clues all of which enhance the message. In writing we have only graphemes. Readers must do their best to infer, to interpret and "to read between lines."

5. Complexity.

Writing is more complex than speech. Writing and speech represent different modes of complexity, and the most salient difference is in the nature of clauses. Spoken language has shorter clauses, while writing has longer clauses. The linguistic differences between speech and writing are another major contributing cause to difficulty.

6. Vocabulary.

Written English utilises a greater variety of lexical items than spoken conversational English. In our everyday life vocabulary is limited. Lower frequently words and phrases often appear in writing. Such words can block

understanding. But the meaning of many unknown words can be predicted from the context, learners should refrain from the frequent use of bilingual dictionary.

7. Formality.

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must adhere to (to keep to). There are two ways of reading: aloud or orally and silently. People usually start learning to read orally. In teaching a foreign language both ways should be developed. Pupils assimilate the graphic system of the language as a means which is used for conveying information in print. They develop their skills through oral and silent reading.

Result: The main point is who corrects the pupils' mistakes, how and when they should be corrected. There are different approaches to the problem depending on the pupils' ability. The teachers mustn't be indifferent to the pupils' mistakes and not to let them be fixed in their memory.

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