

WORKING ON THE TEXTS AS ONE OF THE WAYS TO OVERCOME DIFFICULTIES IN THE PROCESS OF TEACHING GRAMMAR OF A FOREIGN LANGUAGE

Samieva, S. N.

Teacher, Uzbek State World Languages University

ABSTRACT

The article discusses issues related to working on texts, as one of the ways to overcome difficulties in the process of teaching grammar. Grammar is one of the most difficult branches in language teaching. Second language learners usually make mistakes in certain grammatical rules. This research aimed to present teaching Uzbek learners English grammar through texts and that it takes an important place in overcoming difficulties in teaching English grammar. Teaching grammar through texts motivates learners to be in different situations of real life and students will have an opportunity to see how the new grammar structures work. Grammar rules will become more easier to understand if they are given in a context and teaching grammar in context provides accuracy in the target language. In this article we explain why we should teach grammar through texts and present two sample texts with tasks. These tasks are related to the tenses, types of sentences, proper nouns and articles. We hope that these findings would be beneficial to those who are teaching English grammar to Uzbek learners.

Keywords: Grammar, a foreign language, context, a learner, to master, sentence, teaching grammar, structure, instruction.

INTRODUCTION

Learning foreign languages comprise several aspects. One such aspect is grammar. Grammar occupies an important place in teaching foreign language speaking; it is a kind of framework on which vocabulary is based. Learning grammar and the correct design of the utterance, as well as recognition of grammatical forms in speech and writing, occurs through the formation of grammatical skills.

Mastering grammar causes many difficulties, which are compounded by grammatical terms and rules and an infinite number of exceptions. The results of our analysis revealed the need for training exercises aimed at communication. Often in schools, the teaching of grammar is limited to dry tables, memorization of constructions, exercises of the same type, applying which the student is not entirely convinced of the practical benefits of what he does. A large number of terms makes learning difficult. The forms of work do not always alternate, which causes the passive work of students in the lesson. Meanwhile, the study of this aspect should be no less interesting, informative than, for example, teaching vocabulary.

In the process of teaching grammar skills, we distinguish several stages that correspond to the psychological phases of the formation of skills. At these stages, we built an exercise system, as it is a skilfully constructed system of exercises, taking into account psychological characteristics and pedagogical principles, that will best shape grammatical skills.

Grammar is an image and description of the structure of the language, its core. In the methodology of teaching Russian as a foreign grammar, it is introduced through practice in

speech. The main purpose of teaching grammar is the development of skills and grammatically correct speech, which requires multiple repetitions of certain models.

Methods

The formation of grammatical skills goes through a number of stages: preparatory, elementary, combining, the stage of systematizing generalization, the stage of incorporating grammatical skills into speech activity. These skills are formed on the basis of grammar exercises, the main value of which is to provide students with mastery of actions with grammatical material, both in the receptive and reproductive plan. The grammatical skill provides the correct and automated education and use of morphological words in speech, as well as the correct arrangement of words in all types of sentences.

The textual approach is the basis of grammar teaching. Texts are both created specifically for working out a specific grammatical model, and adapted and non-adapted. In our research, texts of literary works provide interest. They rarely observe a concentration on one grammatical phenomenon, but such texts are rich in terms of imagery, polysemy, and other categories inherent in literary texts. When working, one should take into account the principle of feasibility, do not reduce the work with the text to the study of exclusively grammar. In order to successfully overcome grammatical difficulties with the help of literary texts, it is necessary to use the studied grammatical phenomena in all types of speech activity. So, in this article we are going to talk how to teach English grammar through texts. A lot of scientists in Uzbekistan such as: J.B. Buranov, Rasulova M.I., Jalololov J.J., T.K. Sattarov, G.T. Makhkamova, K.N. Karayeva, L.T. Akhmedova, V.I. Normuratova, I.Yakubov, showed teaching methods of English grammar. Besides, some foreign scientists Larsen-Freeman, Thornbury Scott, John Warriner and others also presented teaching methods of English grammar. Grammar is rules of a language. "Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints" (Larsen-Freeman, 2001). In another definition "grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey" (Thornbury Scott, 1999).

Reflections

Knowing grammar can improve learners` ability to think analytically and communicate confidently and effectively. It can also help them understand the language that shapes their world and personal identities. To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p.40)."

Grammar instruction should not be ignored. About grammar teaching, Krahnke (1985, p.598) suggests that "much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is" (Terrell, 1991, p.54). For a better language improvement, grammar plays a crucial role. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. To establish an effective

communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea (n.d., p. 8) writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p. 40)."

It is very important for a learner to know grammar in order to understand a foreign language and give clear opinions. If he does not know the connection between words in a sentence he cannot understand the meaning of it, even he knows all words. However, when he masters the structure of the language knowing some words in a sentence (not all of them), he can understand the meaning of the sentence. For example: *He saw her dancing in the hall*. In this sentence there is a grammatical occurrence which is somehow difficult for a learner to understand. If he does not have any knowledge about the Objective Participial Construction he will not be able to understand the meaning of this sentence. In this way we as teachers should help our learners to overcome these difficulties. We believe that teaching grammar through texts will help learners to see how structures function in sentences and how sentences are related to each other. The process of assimilation of knowledge is always the fulfillment by students of certain cognitive actions. The composition of any action includes one or another system of operations, with the help of which the action is performed. A necessary component of any action is an indicative basis, i.e. the system of conditions on which the student really relies when performing an action. So, assimilating parts of speech, you can focus on the particular features of each of them, for example, gender, number, time, etc. In this case, the student, analyzing the word, himself identifies what information is contained in this word. [29]

It should be noted that one of the main tasks of teaching a foreign language is the solution of such an important problem as the development of students' independent work. Orienting them to active creative assimilation of the material, the ability to think logically and quickly make independent decisions. Grammar is the area of language where the level of proficiency in the necessary skills is most clearly manifested.

Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills.

It is well-known that it is important that a student learn a foreign language with the help of their mother tongue. Some features and elements in the mother tongue can be very helpful in learning a foreign language, while some elements and features prevent learning foreign languages. For example, we can show grammatical interference. For example, the difference between the English Grammar and the English Grammar system makes it difficult for a student or learner to study English and, as a result, generate grammatical interference. For example, the absence of the English articles in Uzbek language, the cardinal order of words in Uzbek language varies greatly from the English word order, indication of English negative words once in one sentence, but twice in Uzbek cause great difficulties for Uzbek learners. In our opinion, in such cases, it is necessary to create a system of methods and techniques for preventing grammar interference in the English language teaching process.

Analysis

Here, we present two sample texts with the tasks which are very useful for overcoming learners' difficulties in teaching English grammar. The first one is academic and the second one is authentic text.

Text 1.**Why should people do sports?**

Walking, running, cycling and playing football are some kinds of sports that you do every day. Some people think that doing sports is useless, the other consider that it is tiring. So, why is it so important to do sports?

When you move, 600 muscles in your body work to make you more flexible and stronger. Sports are very important for children and teenagers. When their bones are well held by the muscles, they grow and become stronger.

Sports maintain the whole body: your brain, your lungs, and your heart. For doing that your body uses your fats and your sugar. You get more healthy and slimmer. That's not all. You develop your abilities such as catching a ball or keeping balance when you ride a bike. You learn new skills which are useful in your life. You get more successful and progress-oriented.

When you are doing sports, your brain makes a pleasure hormone — endorphin. It makes you forget your anger and your sorrows. Moreover, the sport is often done with friends or family, and it is a good way to share emotions and joy.

You can do sports on the ground, in the water or in the air. There are dozens of sport activities where you will meet different people. But all of them have the only passion, and it is sports. Besides, doctors advise to spend an hour for sports every day. Are you ready for the challenge? (<https://www.memorysecrets.ru/english-texts.html>)

In the first step teacher asks if anyone in the class goes in for sport. If yes, they can tell what kind of sport is it. If no, they are allowed to retell some information about any kind of sports which they like.

In the second step the teacher tells students that they are going to read the text about the reasons of people's doing sports. Then students read the text (1).

In the third step the teacher highlights the sentence from the text: *You can do sports on the ground, in the water or in the air.* Then he /she asks what tense is used in this sentence and why?

In the fourth step the teacher asks to read the text above and tick what tenses are used in it:

Past tenses	Present tenses	Future tenses

In the fifth step the teacher say that students should write why the author did not use past tenses in this text:

.....
.....

In the sixth step the teacher asks students to find conjunctions in the text and underline them.

In the seventh step the teacher asks students what types of sentences are given in the chart and then to write the answer in the spaces on the left side:

1	When you move, 600 muscles in your body work to make you more flexible and stronger.	
2	Some people think that doing sports is useless, the other consider that it is tiring.	
3	You learn new skills which are useful in your life.	
4	There are dozens of sport activities where you will meet different people.	
5	You get more healthy and slimmer.	

In the eighth step the teacher gives the following task:

Read carefully the text again, underline sentences in which two events are happening at the same time. Then students are asked to translate these sentences into Uzbek.

The second sample material is an authentic text.

Text 2. (Mark Nettle and Diana Hopkins (2013))

Marrakesh – four nights by air from Gatwick Airport

In Marrakesh the present day traveller can see an old unchanged Africa. The High Atlas mountains supply water to the city, making Marrakesh an oasis on the main caravan routes from the Sahara. Our weekends in Morocco include a guided tour of Marrakesh, and a full-day trip to the High Atlas mountains. The five-star Hotel imperial Borj has a cafe, bar, restaurant and a swimming pool.

Cairo – four nights by air from Heathrow Airport

The Pharaohs believed that the goddess, Nut, gave birth daily to the sun as it travelled from east to west. So the Ancient Egyptians lived on east bank of the Nile and died on the west. Our weekends in Egypt include a guided tour of the Pyramids at Giza and a guided tour of Cairo including the Egyptian Museum. The Mena House Oberol is an elegant, traditional, deluxe hotel, near the Great Pyramid.

In the first step the teacher gives the following questions:

1.What is advertisement? 2.What is its function? 3.What types of advertisements do you know? 4.Do you think that they are very important in people`s life?

In the second step students are asked to do the following task:

Read the advertisement for two holidays and answer the questions.

a)Which holiday would be more suitable for someone who likes to visit places of natural beauty?

.....

b)Which holiday would you choose?

.....

In the third step teacher asks to underline all the proper nouns (nouns starting with capital letters, such as Pharaohs) in the advertisement.

In the fourth step students are given the question:

Do the types of proper nouns in the box need *the* or not? Then Students should put them in the correct column in the chart and add an example from the advertisement.

airports, cities, continents, countries, deserts, hotels, mountain ranges, museums, nationalities, rivers

Nouns with <i>the</i>	Example	Nouns without <i>the</i>	Example
		airports	Heathrow Airport

Grammar instruction is a difficult issue in language teaching. Teaching grammar through context will help learners perceive the structures of the language effectively. If learners are given grammatical structures in context, they will be able master the language better. Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in context. The objective of this research was to simply identify the difficulties the students face, the researchers would leave the questions related to factors of and predictions about the errors for further research. English teachers and researchers, however, have to be aware of the issues brought up here so that solutions might be found or emphases could be made in order to minimize the mistakes and maximize the learning process.

CONCLUSIONS

In this way, we can see some advantages of using texts in teaching grammar:

- 1) They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text;
- 2) If the texts are authentic they can show how the item is used in real communication;
- 3) As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization;
- 4) Their use in the classroom is good preparation for independent study.

No single method of grammar presentation is going to be appropriate for all grammar items, nor for all learners, nor for all learning contexts. A lot will also depend on the kind of practice opportunities that the teacher provides. In this article we looked at a practice type. We tried to show how teachers can use texts in order to increase students' awareness of some grammatical items. We recommend the use of full texts, as this broadens the context of the meaning and use of kinds of temporary forms in the text as a communicative unit.

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