

## **Teaching Grammar with the Help of Communicative Approaches**

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### **Abstract**

The article is focused on teaching grammar topics valuable with the help of communicative approaches. It is not secret that enriching students grammar knowledge has been vital aspects of language teaching for a long time. Knowing structures of language helps learners to control the process of communication and therefore it leads to be able to possess every relevant aspects of language easily.

Some people argue that teaching grammar is very time wasting duration regardless of its importance. They tend to prepare learners to possess the language without grammar concepts.

However, some scholars argue that form-focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable, if students learn them in context. One way to present grammar communicatively is through structured input activities. Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

In the forthcoming passages I try to draw learners attention to the vital point of having grammar based on classes fruitfully. The main aim is to combine vocabulary, grammar structure with the help of puzzled material as well.

**INTRODUCTION** Grammar has always been one of the mainstays in teaching foreign languages. From a historical perspective, there have been different views on the position of grammar and methods used in the overall process of foreign language learning. Social and historical factors have played a significant role. In ancient times languages such as Greek, French and Latin in particular had a great influence on language teaching including grammar.

Beginning with the 1970s interest in the teaching of 'real-language' has increased as scholars have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from audio lingual and grammar-translation methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative tasks, rather than on discrete structures.

In the wake of this latest integrative approach to language learning there has been a greater stress on authenticity in language learning, meaning that the activities involved in language learning

reflect real-world uses of the language. Musumeci [39, p. 76], while mentioning the idea of connecting form and meaning in grammar teaching, points out that students should be able to learn explicit grammar rules as well as have a chance to practice them in the authentic or simulation tasks. Undoubtedly, one of the most suitable authentic materials for grammar practice are songs and jokes. Being certainly ones of the most delightful and culturally rich resources they make up an excellent contextualization, which is essential to any grammar presentation and meaningful practice of structure.

Grammar is very helpful for effective language learning. It can be taught through different methods of the second language teaching. although the principles of the methods are different from one another, there is always a focus on grammar. Language teachers and educators, however, seem to disagree on this point as the following quotation illustrate [16, p. 192].

**Key words:** numbers, pronouns, both, all, each other, every.

### **MAIN PART.**

To make a lesson in a communicative way every teacher should find a relevant method. It is likely to be games, means of communication so on. In this article I desire to use numbers as a fruitful means of communication and try to present some facts as a proof of my ideas. They are the following:

...easy to understand

...interesting to teach

...ubiquitous to link ideas

...charming to puzzle

With the help of numbers teachers can illustrate in any part of lesson for all levels.

Here, I focus on the beginning of the lesson. It is believed that the initial steps of lesson can ascribe to evaluate the value of the targeted theme completely.

In the warm up part, teachers tend to implement various ways to achieve one's goal. It might be hiding the theme by puzzles or commencing by questioning with related vocabulary it depend on teachers' skill and plan.

In this case I present two options to use : The first is show numbers as a communicative link through learners and instructors.

I wrote several numbers on the blackboard or other types of teaching equipments , which stand as a symbol of my life.

For instance: 4, 2004, 18, 1, 3.

4- is the school where I begun studying.

2004- is the year when I graduated institute.

18- is the period of my teaching career.

1- is the first time I have conducted this lesson with you.

3- is the number of language that I communicate.

To make the lesson interesting teacher should ask students to find the meaning of the symbolized numbers and it leads to create an amazing communicative atmosphere among them. While expressing one's own answers, may encourage friends to collaborate on the targeted task freely. Having discussed completely, the teacher may ask them to create like this task about their own life meanwhile students' productivity exactly changing receptive language skills into expressive one is likely to be in the active process as well.

A myriad of versions can be implemented to illustrate the “warm up” parts of the lesson, it depends on conducted teacher’s skill. In this article I would like to give one advisable variant with the help of numbers.

It looks like a puzzle or can be as a brainstorming method, which persuades learners to be active from the initial step of the lesson. For instance, you write some numbers on the blackboard and each stands on the unique information of the lesson. The crucial aspect of this is sticking relevant facts through the fascinating samples:

Focus on the numbers given below:

1,2,2,3,3

Having written on the board I demand students to be attentive and while the theme being explained draw one’s attention to find out a suitable data to any number on the board.

My targeted topic is here “pronouns” meanwhile you change the aim according to the students level, for example the class members are intermediate students the above mentioned numbers are likely to be questioned directly: Which pronouns can have similar meaning to one, two or so on? For elementary or somehow pre-intermediate learners, it does not fitted so that the teacher will change the process.

Every and each can be equalized to one .

Both, either, neither and each other have the meaning of pair or double.

All, none and one another will be understood as more than two.

Above cited activities can also be used at the end of the lesson as a post-lesson.

In this case, teacher may summarize the whole topic by implementing the numbers.

It is also a preferable way to mark students in a short period as well.

It is not secret, teaching English in our education system has totally changed since 2012. Nearly every curriculum faced to a modernization in the result it effects on reducing grammar aimed conducting lessons, yet without grammar other language skills are hardly to obtain. In my opinion, teacher should change their attitudes towards the grammar teaching and have to update their methods or implement modern approaches including communicative ways which lead learners to speak easily then they can use all gained structure in their own speech .

Moreover, grammar is an effective way to train students' communicative competence in English language teaching. Grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence are just "castles in the air". With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students' English level

This trend can be implemented easily and fruitfully in the explaining of conditional sentences. It is not secret that knowing “if clause” is likely to lead to steer plethora tantalizing expressions deftly.

In my experience of 19 year language teacher or individual tutor, mostly try to deploy structure which may leave unforgettable trace for a long time. As an example I would like to give one sample how to describe If 1 or real sentences :

<b>Main clause</b>	<b>Dependent clause</b>
shall/will/can/may/must + Indefinite Infinitive	Present Indefinite

or :

<b>If+S+V1,+S+shall/will/can/may/must +V1.</b> If I see him tomorrow, I shall ask him about it.	<b>S+ shall/will/can/may/must+ V1+If+ S+V1.</b> I shall ask him about it If I see him tomorrow.
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Sometimes in exceptional situations modal verb “should” is inserted in the dependent clause in the place of Present Simple with another meaning.

<b>If+S+should+V1,+S+shall/will/can/may/must +V1.</b> If I should see Messi tomorrow,I shall ask him about it.	<b>S+shall/will/can/may/must+ V1+If+ S+should+V1.</b> I shall ask him about it If I should see Messi tomorrow.
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3. Main clause can be conveyed with imperative sentences too.

If she should come, show her the letter.

I may consider it as an ordinary way or approach which is in the repeatedly process and emerges a bit boring or simultaneous activity. In this case, I would like to stress the extraordinary way of the onset of explaining to learners with the help of numbers as well. Of course, it may serve as a brainstorming method sample by mixing puzzles to halt learners from feeling bored with the essential rule.

First of all, number that symbolize the crucial meaning of the topic are jotted down in their reference copybook. 2,2,2,2,3,4.

The first 2 means or explained like this: conditional clause can consist of two sentences. They are; main clause and dependent clause.

The second 2 may stand to express the layout of the sentence and here conjunctions is likely to show its significiance.

<b>Conjunctions+ S+V,+S+V.</b> If I see him tomorrow, I shall ask him about it.	<b>S+V +Conjunctions +S+V.</b> I shall ask him about it If I see him tomorrow.
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As the examples given above, learners are able to use either structure simultaneously without any change in their meaning.

The third 2 says that the real conditional sentences can be divided into two main groups like; Real and Unreal somehow in some reference conditional and unconditional versions can be encountered.

The fourth 2 means that unconditional sentences can own two types, however, it can be argued by considering three types as well.

The aim of using the number 3 is here to emphasize that in some tutorial references or even several grammar manuals, conditionals can be expressed like: If1, If2 and If3 .

Mostly, If 4 is also referred to , but mixed type seems more formal form of calling it so that the number 4 will stand here.

These kinds of approaches may be used at the onset of the lesson as a warm up activity or can be focused on the post lesson part as a conclusion to evaluate how the learners’ to understand the topic . All in all it depends on teachers’ skills.

As a puzzle some unusual sum like  $2+3=4$  or  $3+2=4$  (two plus three equals four)can be shown on the board. It seems to concentrate on learners’ attention while distracting elements are being overwhelmed them, the sum can play the role to refresh their mind like pouring cold water. Mostly interesting examples may support all learners to memorize any explanation for a long time.

It is not secret mixed type is formed by mixing two other conditional sentence structure like:

<b>Main clause (Type2)</b>	<b>Dependent clause(Type3)</b>
should/would/could/might + Indefinite Infinitive	Past Perfect
<b>Main clause (Type3)</b>	<b>Dependent clause (Type2)</b>
should/would/could/might have + Participle II	Past Indefinite

<b>If+S+had+V3,+S+should/would/could/might +V1.</b> If I had seen him yesterday, I should ask him about it.	<b>S+ should/would/could/might+ have +V3+If+ S+V2.</b> I should have asked him about it If I saw him yesterday.
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