Importance of interactive methods in the English language grammar teaching

It is essential to consider that, there have been some challenges in foreign language teaching and learning and it brings some problematic situations especially in English grammar. However, interactive approaches and methods play a crucial role in order to deal with this issue. This study purposes to explore some peculiar methods to teach English grammar easily and more effectively.
Teaching intercultural communication in English
2020 / Tolibboev Shabnam Juraboevna

Modern methods of teaching listening skills
2020 / Djabbaro Feruza Odilovna

Principles and methods of teaching foreign languages
2020 / Alimova Baxodirovna Elnora

Idioms and their importance
2020 / Bobojonova Barno

The importance of multimedia and mobile applications in teaching foreign languages
2020 / Elmurodov Ulugbek Yarashovich

Pedagogik qobiliyat va pedagogik mahoratning ta’limtarbiya berishdagi ahmiyati
2020 / Shokarimova Kamola Abdullayevna

Modern trends in educational psychology and psychology of education
2020 / Narkuzieva Gulnora

INTERNATIONAL METHODS IN THE ENGLISH LANGUAGE GRAMMAR TEACHING

Dilshoda Bakhtiyor kizi Matkasimova Kudratbek Shavkat ugli Makhmudov Chirchik State Pedagogical Institute of Tashkent Region

Abstract: It is essential to consider that, there have been some challenges in foreign language teaching and learning and it brings some problematic situations especially in English grammar. However, interactive approaches and methods play a crucial role in order to deal with this issue. This study purposes to explore some peculiar methods to teach English grammar easily and more effectively.

Keywords: English language teaching, English grammar, interactive, realia, multimedia, activity.

It is apparent that, English has become a universal language and almost one billion people of the world are using it in their life. Language learning can't be imagined without grammar and it has an equal role with other skills such as reading, listening, writing and speaking. In linguistics, grammar is a fundamental way of learning any languages. But it distinguishes form other skills with its grammar rules, branches, structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. They are really difficult to understand as well as somehow explain. Because, in authentic materials for example in common conversations of native speakers and foreigners language grammar is used incorrectly or differently. That's why grammar should be taught clearly and attentively to learners. According to, Collins COBUILD English Dictionary and the Cambridge International Dictionary of English give definitions of grammar which include:

- the rules of a language (the system)
- the way an individual uses the rules (someone's personal 'grammar')
- a book containing the rules (a grammar book)
- the study of the rules (the subject called grammar)
In the modern pedagogy, there are great number of kinds of teaching methodologies which are from simple course books to worksheet or quizzes. Pedagogical aids are considered the easy-find things from the Internet web-sites. In order to achieve not only strong knowledge but also interest and desire to learn a language grammar of students, interactive teaching methods require using all possible modern technologies, teaching equipment and techniques while having a lesson.

www.openscience.uz 95 i m^\text{nb}i

Therefore, modern teacher should choose, prepare and use all the aids according to learners' age, interest, gender, level of knowledge and even religion.

In addition, sometimes only grammar teaching and learning may be a little bit boring or difficult due to different grammatical rules but, if a teacher combine her lesson with some sources and methods which are connected with other skills such as speaking or listening, lessons will be more interesting and and qualitative.

In the following this kind of teaching tools will be introduced:

1. Realia or authenticity. "Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. It is very useful and easy aid, the objects that can be easily bring into the classroom and can be used to teach vocabulary, grammatical structures, for building dialogues and narratives, for games and quizzes. They also include cards, menus, timetables, leaflets. These materials create experience of a real context of the target language. They will be introduced how a conversation in a natural situation of native speakers begins, goes on and finishes. If modern teachers utilize authentic sources during the lesson pupils have an ability to figure out how English grammar rules are used in reality.

2. Multimedia. As WANG enunciated, in 1992 cognitive psychology studies have shown that 94% of the information learned through the visual and auditory access, of which 88% is obtained through the vision, 12% through hearing. It is obvious that the visual organs are the most important informed organs of human. Under the present circumstances, during the quarantine only the multimedia teaching system can fully mobilize the students' audio-visual and other sensory organs, and thus get the best of the cognitive effect. Only by computers educators can conduct their lessons and provide a distance-learning and teching. Moreover, teachers can select the appropriate E-work arrangements to the students from the multimedia courseware after class, so that they can complete the relevant extra-curricular work, and send message to the teacher through their own e-mails, the teacher via electronic E-mail marking responses to student. Therefore, using multimedia teaching is very necessary, especially in English teaching. In accordance with the great idea of prestigious scientist Albert Einstein: "Imagination is more important than knowledge, and is a source of knowledge". In teaching, the teachers should pay attention to increase the imagination of students. To use multimedia can achieve the desired results. By all means, using multimedia in every lesson can open a door to real foreign life by videos, charts, presentations, animations, films which are documentary or fiction or cartoons firstly serve to cultivate the sense of interest to language.

www.openscience.uz 96 i m^\text{nb}i

motivate them to learn a foreign language secondly and thirdly improve learners techno-abilities and capacities.

In conclusion, Teaching English and grammar require knowledge of different learning styles and methodologies successfully with the combination of other skills and innovative methods to reach every student in the classroom.

Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of English grammar and other skills.

References


However, interactive approaches and methods play a crucial role in order to deal with this issue. This study purposes to explore some peculiar methods to teach English grammar easily and more effectively. Learning Language is one of the most important spheres in our country. While learning language learners face to many difficulties including grammar, vocabulary and speaking. Some scientists argue that learning grammar is not so important in learning language while others indicate as the main factor of learning language. However, is it necessary to teach grammar as one part of the curriculum? There is and has always been much debate regarding its position within language teaching methodology; indeed this debate can be shown to have started at least 4,000 years ago, in Greece (Fotos). Its import... Interactivity (English interact – mutual action) means being in dialogue relation or the possibility of mutual action. The technology of interactive learning is aimed at organizing in interactive activity step of linguistic relation between the learner of the language and teacher, the learner of the language and learner. Interactive teaching is organized as a type of group and pair works with the students of foreign language learners. While using interactive methods in linguistic lessons the learner students are divided into two or four group, and the teacher organizes conducting the discourse according to definite linguistic situation of each group. Grammar teaching in the language classroom has constituted an important and debated issue for the last fifty years. The way grammar is or has been considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in second or foreign language teaching. Grammar, as a subsystem in a network of other linguistic sub-systems and sub-skills (Newby, 2003), has been attached different roles in the language classroom, reaching little consensus, not only about the particular items to be taught, but about when, or how, or even where to teach or learn. Johnson emphasises the importance of feedback in the learning process, suggesting that the instructional sequence is best seen as one of ‘learn? Perform?