THE USE OF GRAMMAR IN TEACHING ENGLISH IN PRIMARY EDUCATION

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Tayanch so'zlar: o'z ichiga olgan usullar, integratsiyalashgan texnologiyalar, interaktiv muhit, grammatikaning nozik jihatlari, darsliklar, ish daftarlari, o'quv veb-saytlari, mobil ilovalar.

Ключевые слова: вовлекающие методы, интегрирующие технологии, интерактивная атмосфера, тонкости грамматики, интеграция практических упражнений, охватывающие учебники, рабочие тетради, образовательные веб-сайты, мобильные приложения.

Key words: engaging methods, integrate technology, interactive atmosphere, intricacies of grammar, integrating hands-on exercises, encompass textbooks, workbooks, educational websites, mobile applications.

Introduction. Grammar is a set of rules for the application of speech elements and components, including words, phrases, and sentences. Recognition and clarification of the language system, as well as appreciation to the abilities and capabilities of its grammar and syn-tactics, are main principals and components of language teaching. At some point in language learning, the student must become acquainted with the grammatical structures of that language, in order to avoid misconceptions that may arise due to the lack of understanding of the given information. Furthermore, one of the goals of language teaching should be to provide students with basic required information which include how to use grammar in a precise, understandable, and applicable manner.

Grammar is still a widely-debated topic in the world of L2 teaching and applied linguistics. It doesn't help that English is notoriously difficult to learn due to its complex and archaic grammar rules. The ability to speak and write in the language does not qualify someone to teach it. Becoming a skilled language teacher is a difficult task that necessitates years of rigorous training to acquire the appropriate skills. Knowing how to speak the language cannot and will

not automatically instill these skills in English speakers. Although some issues have been resolved as a result of education bodies' efforts, teaching grammar effectively is a skill that requires additional research due to the numerous issues associated with it. Several leading research institutes have now recognized teaching as a cognitive process that is heavily influenced by teachers' beliefs. As a result, teachers' attitudes and beliefs are increasingly being examined in order to gain a better understanding of the theoretical concepts associated with teaching grammar, such as the nature of explicit and implicit teaching, the role of various evaluative feedback options, the best method to teach grammar, and the enormous role that practice plays in language acquisition. In the past, the practical effects of foreign language teaching necessitated paying much more attention to grammar instruction. The only criterion for testing truth is practice. In terms of the past practical effects of English language teaching, ignoring and neglecting the teaching of English grammar is detrimental to the promotion of English language teaching as a whole, and even affects students' correct use of English.

Main part. Grammar problems are one of the most common issues that English students and teachers face during the phase of learning the language. Grammar is the foundation of the language and to provide logic to speech is its ability. In order to communicate effectively, learners must be aware of the various grammatical concepts inherent in the English language. Without proper grammar, students will be unable to express their thoughts and ideas in an accurate and precise way. That is the reason why students should be taught the various grammatical concepts and rules of their goal-ed language. Besides being an able to communicate effectively, failure of understanding grammar can have an impact on their communication abilities and later life.

In today's world, English has risen to the status of global language, serving as the world's lingual-franc. With over 350 million people native speakers and 430 million speakers who learned learned as a second language (L2).

It can be extremely beneficial to speakers in this age of globalization, because English is the only language that is studied all over the world.Almost every educated person uses it to communicate and share their thoughts, ideas, and opinions to others across different countries. English has enabled people from all over the world to build relationships with one another. In the current age of technology and science, they coexist seamlessly and provide a rich source of knowledge. Despite the fact that most countries start English learning in kindergarten, it is disturbing to discover that many high school students are unable to construct coherent sentences in English. This piques our interest.

They are skeptical of the elementary education system in which they grew up. Was English inadequately taught in elementary school?

To make valid judgments about students' abilities, teachers must also understand the various sources of variation in language use, such as whether a specific pattern indicates membership in a language community that speaks a vernacular variety of English, normal progress for an English second language learner, normal deviations from the adult standard associated with earlier stages of development, or developmental delay or disorder. African Americans are over represented. The use of a vernacular variety of English or normal second-language learner features in Native American and Latino children in special education placements suggests that use of a vernacular variety of English or normal second-language learner features is frequently misinterpreted as indicating developmental delay.

It is clear that many of the educational challenges we face stem from the fact that we live in a diverse society. Students in our schools come from virtually every country on the planet, bringing with them a wide range of perspectives, languages, cultural beliefs and behaviors, and life experiences. Teachers in our schools have not always known what to do when faced with differences in their classrooms. As a society, we expect teachers to educate whoever walks into the schoolhouse, to provide their students with the language and literacy skills they need to succeed in school and later in life, to teach them all of the school subjects they will need to know as adults, and to prepare them in other ways for higher education and jobs. What does it take for teachers to rise to the occasion? To work effectively with their students, teachers must have a clear understanding of language learning and teaching. We have argued that basic educational linguistics coursework is the bare minimum for preparing teachers for today's classrooms. We must now take the necessary steps to provide this preparation.

Grammar is one of the aspects of the English language. Understanding the rules of grammar makes it easy to build correct sentences that will be understandable to everyone who learns this language. Therefore, from the very beginning of learning English, special attention should be paid to grammar. The correct word order in a sentence, the appropriate use of articles, prepositions, conjunctions, and the use of appropriate verb tenses play an important role in successful language acquisition at the initial stages of learning.

Grammar is the formal structure of a language, including word formation, morphology and syntax, as well as interacting with the sound side and vocabulary to form a complete system. "The grammar of the English language differs

significantly from the grammar of Russian, which creates certain difficulties for students"[1, p.140] High school students, explained new materials in the form of tables of grammatical forms or lists of irregular verbs, cope with tasks much easier. However, this method is not always acceptable for elementary grades due to the peculiarities of age psychology. The formation of grammatical skills begins with the first stage of learning a foreign language. Already in elementary school, children get acquainted with the basics of grammar, begin to study the tenses associated with the forms of the Russian language. For example, Present Simple is the present tense, and Past Simple is the past. At this stage, children also learn the rules of articles, the construction of affirmative and negative sentences, as well as asking questions.

Methods. Here are five reasons why educators should prioritize teaching grammar: Grammar is vital in aiding students to become proficient communicators, whether verbally or in written form. Instructing grammar lays the groundwork for students to express their thoughts effectively and comprehend more intricate subjects. Moreover, teaching grammar fosters self-assurance in students' speaking and writing abilities, equipping them with the tools needed for accurate and precise communication. By incorporating grammar into their teaching, educators empower their students to master a skill that will benefit them throughout their lives. Teaching grammar enhances communication accuracy, which is crucial for student achievement. It enables students to communicate clearly and effectively, reducing confusion and ambiguity in their expressions. This not only improves communication but also enhances the effectiveness of conveying ideas. Understanding the intricacies of language is fundamental for conveying complex ideas effectively. Grammar instruction aids students in structuring their writing creatively, enabling them to articulate their thoughts more clearly. This contributes to improved clarity of thinking and expression. Learning grammar helps students develop creative thinking skills by teaching them how to structure their writing inventively. It encourages critical and creative thinking, essential abilities for professional success. Educators play a pivotal role in fostering these skills through grammar instruction, preparing students for prosperous futures.

It Boosts Self-Esteem. When students grasp the art of effective expression, it can enhance their confidence and provide a sense of achievement. Teaching grammar aids in enhancing students' communication abilities, leading to an increase in self-assurance necessary for success.

It Enhances Comprehension of Complex Concepts Understanding grammar is vital for mastering advanced literacy and language concepts. By emphasizing

grammar education, educators lay a robust educational foundation for students, paving the way for significant academic accomplishments.

Engaging Methods for Teaching Grammar

The intricacies of grammar can seem overwhelming for students due to the multitude of rules and exceptions. Nevertheless, mastering the fundamentals is crucial and need not be monotonous.

One entertaining approach to teaching grammar involves incorporating games like BINGO or activities matching definitions with parts of speech.

Integrating hands-on exercises with reading and writing tasks offers another exciting way to involve students in grammar learning.

Moreover, encouraging students to craft sentences to showcase their comprehension can be both enjoyable and inspirational.

With effective guidance and engaging techniques, turning grammar lessons into enjoyable activities rather than tedious chores is entirely feasible.

Tips for Effectively Teaching Grammar in the Classroom

Listed below are some crucial strategies for successfully teaching grammar in the classroom:

Establish an Interactive Atmosphere: Grammar instruction can become monotonous if not presented in an engaging manner. To make grammar lessons more enjoyable, incorporate activities like games, stories, and other interactive methods that aid students in grasping the concepts effectively.

Relate to Real-Life Situations: Linking grammar to real-life situations helps students comprehend the concepts better. Encourage students to craft narratives using newly acquired grammar skills or to compose sentences describing their weekend activities.

Integrate Technology: Utilizing technology in grammar lessons can keep students motivated and engaged in the learning process. Use tools such as Grammarly or apps like Duolingo English Test Prep to enhance the effectiveness of grammar teaching.

Promote Collaborative Learning: Group activities stimulate creativity and foster peer interaction, enhancing student learning experiences. Assign collaborative tasks where students work together to complete assignments or create short stories applying the grammatical rules they have learned.

Encourage Student Inquiries: Questions play a vital role in the learning journey; thus, it is crucial to address all queries promptly to prevent any student from falling behind in grammar learning. Foster a culture of asking questions among students and provide detailed explanations to benefit everyone in the classroom.

Common Errors in Grammar Instruction

Teaching grammar can pose challenges for new educators, leading to potential mistakes.

As you venture into teaching grammar, be mindful of common errors to avoid in order to ensure the effectiveness of your lesson plan. Some prevalent teaching mistakes include:

Importance of Setting Clear Objectives

It is crucial to establish specific goals when teaching grammar.

Failure to adequately prepare.

Offering unclear guidance to students.

Providing explanations that are overly complex.

The key to preventing these mistakes lies in implementing a well-structured plan and seeking feedback from students after each session.

Through thorough preparation and dedicated practice, one can excel in teaching grammar effectively.

Grammar stands as a fundamental aspect of language acquisition for all students.

Although teaching grammar can be challenging and time-consuming, recognizing its significance and employing engaging methods to involve students can simplify the teaching process.

By employing effective strategies like clarifying fundamental rules, providing ample practice opportunities, and helping students relate new concepts to their existing knowledge, teaching grammar can transform into a gratifying experience for both educators and learners.

By ensuring early comprehension of these fundamental concepts, grammar can seamlessly integrate into language education. Teaching grammar should not be daunting; it is worth trying!

Online Educational Resources

Oxford Owl offers a variety of free primary English resources, including grammar lessons and activities suitable for children of all ages.

These resources consist of worksheets, activities, glossaries, and more, aiding in the effective and captivating teaching of grammar.

“Teaching Grammar Effectively in Primary Schools” by UKLA provides practical guidance and strategies for successful grammar instruction in classrooms.

The book suggests suitable teaching methodologies, lesson planning strategies, and advice on incorporating grammar into the curriculum.

1. What is the significance of teaching grammar in educational settings?

Grammar acts as the foundation of language, offering organization and coherence that facilitate clear and efficient communication of thoughts and concepts.

Lacking a solid understanding of grammar can impede students in expressing themselves both in writing and speech, potentially affecting their academic achievements and future professional prospects.

2. How does learning grammar impact a student's academic journey as a whole?

Beyond mere rule memorization, grammar learning enhances reading comprehension, refines writing abilities, and nurtures critical thinking skills.

It lays the groundwork for acquiring new languages and holds a pivotal role in standardized testing and college admissions assessments, ultimately paving the way for academic triumph.

2. What methods can be employed to enhance student engagement in grammar lessons?

The crux lies in making grammar instruction pertinent and interactive. This can be achieved through various means like integrating grammar with writing exercises, utilizing technology and multimedia resources, introducing entertaining grammar-based activities, and applying grammar rules in real-life contexts.

3. Are there proven effective approaches for teaching grammar?

Indeed, research indicates that teaching grammar in context and incorporating writing activities have shown significant efficacy.

Furthermore, integrating feedback and revision into grammar lessons enables students to learn from errors and refine their language skills progressively.

4. Which resources are accessible to educators and parents to assist in grammar instruction?

Numerous resources, both online and offline, are readily available. These encompass textbooks, workbooks, educational websites, mobile applications, flashcards, and interactive educational games designed to enhance the engagement and accessibility of grammar learning.

5. How can parents contribute to their children's grammar development at home?

Parents play a pivotal role by cultivating a language-rich environment within the household. Encouraging reading, fostering conversations, engaging in word-oriented games, and providing constructive feedback on written work are all ways to bolster grammar learning.

Every interaction serves as an opportunity to reinforce grammar principles and enrich language competencies.

The teaching of grammar in academic institutions is of paramount importance, aiming not solely at rule comprehension but at equipping students with the proficiency required to articulate themselves confidently and effectively in any context.

Results and Discussions. Learning is a comprehensive process. Together, vocabulary and grammar skills, phonetics, reading, listening, writing and speaking skills are improved. These aspects are interconnected with each other. It is inefficient and unwise to conduct, for example, an entire lesson devoted only to grammar. Children will get tired, they will be bored, and their attention will be distracted by other things. For children between the ages of 7 and 10, play is one of the main activities. The teacher should rely on this. It is important to interest children and involve them in the learning process using game techniques. In elementary school, topics such as "Food", "Vegetables", "Fruits" are studied. Students will be delighted if they are invited to play "Shop" or "Restaurant". When using gaming techniques, it is important to keep in mind the use of visual aids. You can use cards with images of vegetables and fruits that children can prepare in advance at home, or purchase toy vegetables and fruits for educational purposes so that learning becomes visual. When studying the topic "Animals", you can ask younger students to bring toys and teach them to talk about their favorite animal. You can arrange a game of "Zoo". The teacher gives examples and structure. Each student gets the opportunity to share information about their animal, which helps them consolidate their grammatical skills, not in the form of a dull exercise, but through a game. Thus, students do not obsessively and stress-free learn certain grammatical rules, often with a background of vivid emotions and impressions. Younger students have curiosity, a rich imagination, a well-developed memory and are open to new things.

All this should be taken into account in the learning process. Children are enthusiastically involved in interesting tasks during lessons. Therefore, it is important for the teacher to learn how to create imaginary situations. Memorization of the material is successful only when the learning process is integrated into an interesting and meaningful activity in the lesson. It is important to note that the educational activities of younger students should not be limited to games only. At school, children learn knowledge and skills. It is important for teachers to involve students in educational processes, because the purpose of studying English grammar is not just to master grammatical rules,

but to develop the ability to express the necessary content using language. Thus, the activity of students consists in the active assimilation of grammatical constructions and the ability to apply them. The initial stage of learning is considered the most important, since it is at this stage that learning needs and learning skills are formed.

It is important to skillfully organize the educational process for schoolchildren, taking into account various aspects of activity: motivational, targeted and executive. When working with younger students, experienced teachers use interesting techniques such as problematic stories or fairy tales. From the very first lesson, it is important to interest students by immersing them in the fascinating plot of an unusual story or a fairy tale. Lessons can be styled as an exciting journey, where children will have a variety of adventures, encounters with pirates, etc. As the story progresses, students get to know new characters, the city where they live, and the school where they study. Penetrating into the magical atmosphere, children immerse themselves in the world of fiction, where everything becomes fascinating. It is important to note that through such methods, the communicative intentions of fairy-tale characters and various ways of expressing them are revealed. Meeting friendly characters, children learn to use polite phrases and expressions, and meeting different types of characters, they begin to master various grammatical constructions. When teaching a foreign language, it is important to set clear goals and targets for students. Children need to imagine and understand what they should achieve as a result of learning. Learning activities should literally lead students to the ultimate goal of learning, whether it is an interest in the country or city in which they live, or the desire to go on an imaginary journey. In the educational process, students are given clear learning objectives, it is important that children actively participate in the process of independent search and assimilation of knowledge. It is necessary to teach children to learn independently, because this is how the acquired knowledge becomes the most durable. The involvement of the executive side of the activity includes the performance of certain actions by students and the development of necessary skills, such as making statements when learning English grammar.

First, the child will repeat the grammatical structure based on a ready-made sample. He will then perform oral activity without using a model. Eventually, the student will be able to apply the grammatical structure in various situations. Work with elementary school students should be structured in such a way that the alternation of different types of activities is provided. The attention of children of this age should not be focused for a long time on one type of

task. It is wise to include physical education breaks so that children can relax. Exercises with children can be organized using simple rhymes in English containing grammatical structures. For example:

Hands up, Hands down, Hands on hips, Sit down, Stand up, Hands to the sides, Bend left, Bend right, Hands on hips, One, two, three-hop! One, two, three-stop! [2]

Younger students enjoy participating in such exercises, repeating words, and learning takes place in a friendly and supportive atmosphere. The teacher also joins the exercises with the children, activating different types of memory: visual, auditory, motor and emotional. When several types of memory are occupied at the same time, the material is absorbed into long-term memory. Teachers often face working with students of different levels of training. There are always strong, average and weak students in each class. Strong people usually learn grammatical structures more easily, so they should be offered more difficult tasks and address them first, since they need less time to prepare. Weaker students can be given simpler exercises, such as word substitution.

Conclusion. All things considered, that it is important that all students understand the new grammatical structure and can apply it in an appropriate speech situation. To effectively study English grammar at the initial stage, it is necessary to take into account the psychological characteristics of children, use game teaching methods, create imaginary situations, apply techniques of problem stories and take into account the individual needs of each child.

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РЕЗЮМЕ

Ikkinchi tilni o’rganish va amaliy tilshunoslik sohasidagi grammatika bo’yicha munozaralar davom etmoqda. Ingliz tili grammatikasining murakkab va tarixiy tabiati tilni o’rganish jarayonini murakkablashtiradi. Og’zaki va yozma ingliz tilini bilish avtomatik ravishda uni o’qitishga imkon bermaydi; tajribali til o’qituvchisi bo’lish uchun zarur bo’lgan ko’nikmalarni egallash keng va uzoq muddatli tayyorgarlikni talab qiladi. Tilni yaxshi bilish, uni samarali o’qitish uchun zarur bo’lgan ko’nikmalarni bilishni anglatmaydi. Ta’lim muassasalari muayyan masalalar bo’yicha yutuqlarga erishgan bo’lsa-da, grammatikani o’qitish san’ati ko’p qirrali tabiati tufayli doimiy izlanishlarni talab qiladigan

mahorat bo'lib qolmoqda. Hozirgi kunda taniqli tadqiqot tashkilotlari o'qitishni o'qituvchilarning qarashlari rac ta'sir ko'rsatadigan kognitiv faoliyat sifatida tan olishadi, bu esa o'qituvchilarning qarashlarini o'rganishga e'tiborni kuchayishiga olib keladi, bu esa grammatikani o'rganish bilan bog'liq nazariy jihatlarni tushunishni kuchaytiradi. Ushbu jihatlar aniq va yashirin o'rganish o'rtasidagi farqni, turli xil teskari aloqa mexanizmlarining ahamiyatini, grammatikani o'qitishda maqbul yondashuvlarni va amaliyotning tilni o'zlashtirishda hal qiluvchi rolini o'z ichiga oladi. Tarixiy jihatdan, chet tillarini o'qitishning racticin natijalari racticin ta'limni ustuvorlashtirish zarurligini ta'kidladi. Reallikni haqiqiy tekshirish amaliy qo'llanishdir. Ingliz tilini o'qitishning bir qismi sifatida ingliz tili grammatikasiga e'tibor bermaslik, umuman ingliz tilini o'rganish jarayoniga salbiy ta'sir ko'rsatadi va o'quvchilarning til bilish darajasiga ta'sir qiladi.

РЕЗЮМЕ

Дискуссии вокруг грамматики в области изучения второго языка и прикладной лингвистики продолжаются. Сложный и исторический характер грамматики английского языка усложняет процесс изучения языка. Владение устным и письменным английским языком автоматически не дает возможности преподавать его; приобретение навыков, необходимых для того, чтобы стать опытным преподавателем языка, требует обширной и долгосрочной подготовки. Просто свободное владение языком не означает владение навыками, необходимыми для эффективного его преподавания. В то время как образовательные учреждения добились прогресса в решении определенных вопросов, искусство преподавания грамматики остается навыком, требующим постоянных исследований в силу своего многогранного характера. Известные исследовательские организации в настоящее время признают преподавание как познавательную деятельность, на которую в значительной степени влияют убеждения педагогов, что приводит к растущему вниманию к изучению взглядов и убеждений учителей для углубления понимания теоретических аспектов, имеющих отношение к обучению грамматике. Эти аспекты включают в себя различие между явным и неявным обучением, важность различных механизмов обратной связи, оптимальные подходы к преподаванию грамматики и решающую роль, которую практика играет в овладении языком. Исторически сложилось так, что прагматические результаты преподавания иностранных языков подчеркнули необходимость приоритизации грамматического образования. Истинная проверка достоверности заключается в практическом применении. Игнорирование грамматики английского языка в рамках преподавания английского языка имеет негативные последствия для прогресса обучения английскому языку в целом, влияя на уровень владения языком учащимися.

SUMMARY

Discussions surrounding grammar in the fields of second language education and applied linguistics persist. The intricate and historical nature of English grammar adds complexity to the learning process of the language. Mastery in verbal and written English does not automatically confer the ability to teach it; acquiring the skills to become an adept language educator requires extensive, long-term training. Merely being fluent in a language does not equate to possessing the proficiency to teach it effectively. While educational institutions have made progress in addressing certain issues, the art of teaching grammar remains a skill that requires continuous research due to its multifaceted character. Prominent research bodies now recognize teaching as a cognitive activity heavily influenced by the beliefs of educators, leading to a growing emphasis on examining teachers' attitudes and convictions to deepen comprehension of the theoretical aspects pertinent to grammar instruction. These aspects encompass differentiating between explicit and implicit teaching, the importance of diverse feedback mechanisms, optimal approaches to grammar teaching, and the crucial role that practice plays in language acquisition. Historically, the pragmatic outcomes of teaching foreign languages have highlighted the necessity of prioritizing grammar education. The true test of validity lies in practical application. Disregarding English grammar education within English language teaching has negative consequences on the progress of English language education as a whole, affecting students' proficiency in the language.