

# THE IMPORTANCE OF GRAMMAR IN TEACHING PROCESS.

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***Abstract:** "Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English." The teaching of grammar continues to be a matter of controversy in the field of Applied Linguistics and Second Language Acquisition . Grammar is an important aspect of language learning. Therefore, learning English is an important point to practice English correctly. This paper aimed to highlight the importance of grammar in language teaching process.*

***Key words:** grammar, speech, automatization, reproductive grammar, perceptive grammar.*

Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons.

Robert Lado wrote that language functions owing to the language skills. A person who knows a language perfectly uses a thousand and one grammar lexical, phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech.[4]

Grammar is the system of rules the conversational arrangement and relationship of words in a sentence. In place of "words ," I could, for more specificity, have said "morphemes", but for the moment just remember that the components of words are indeed a part of grammar.( H. Douglas)[3]

It is clear that the term "grammar" has meant various things at various times and sometimes several things at one time. This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education of children. There have been taking place violent disputes on the subject of teaching grammar at school.

The ability to talk about the grammar of a language, to recite its rules, is also very different from ability to speak and understand a language or to read and write it. Those who can use a language are often unable to recite its rules, and those who can recite its rules can be unable to use it.

Grammar organizes the vocabulary and as a result we have sense units. There is a system of stereotypes, which organizes words into sentences. Grammar develops the ability to make up sentences correctly, to reproduce the text adequately. The knowledge of the specific grammar structure helps pupils point out the differences between the mother tongue and the target language.

To judge by the way some people speak, there is no place for grammar in the language course nowadays; yet it is, in reality, as important as it ever was exercise of correct grammar, if he is to attain any skill of effective use of the language, but he need not know consciously formulated rules to account to him for that he does unconsciously correctly.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

To develop one's speech means to acquire essential patterns of speech and grammar patterns in particular. Students must use these items automatically during speech-practice. The automatic use of grammar items in our speech supposes mastering some particular skills – the skills of using grammar items to express one's own thoughts, in other words to make up your sentences.

We must get so-called reproductive or active grammar skills.

A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill. The nature of Automatization is characterized by that psychological structure of the action which adapts to the conditions of performing the action owing frequent experience. The action becomes more frequent, correct and accurate and the number of the operations is shortened while forming the skill the character of awareness of the action is changing, i.e. fullness of understanding is paid to the conditions and quality of performing to the control over it and regulation.

To form some skills is necessary to know that the process of the forming skills has some steps:

- Only some definite elements of the action are automatic.
- The Automatization occurs under more difficult conditions, when the child can't concentrate his attention on one element of the action.
- The whole structure of the action is improved and the automatization of its separate components is completed.

What features do the productive grammar skills have?

During our speech the reproductive grammar skills are formed together with lexis and intonation, they must express the speaker's intentions. The characteristic feature of the reproductive grammar skills is their flexibility. It doesn't depend on the level of Automatization, i.e. on perfection of skill here mean the original action: both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been learnt by him as "a ready-made thing" he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis.

The grammar skill is based on the general conclusion. The grammar action can and must occur only in the definite lexical limits, on the definite lexical material. If the pupil can make up his sentence frequently, accurately and correctly from the grammatical point of view, he has got the grammar skill.

When we learn grammatical items in models we use substitution and such a type of training gets rid of grammar or "neutralizes" it. By the way, teaching the skills to make up sentences by analogy is a step on the way of forming grammar skills. It isn't the lexical approach to grammar and it isn't neutralization of grammar, but using basic sentences in order to use exercises by analogy and to reduce number of grammar rules when forming the reproductive grammar skills.

To form the reproductive grammar skills we must follow such steps:

- Selection the model of sentence.
- Selection the form of the word and formation of word forms.
- Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words.

The main difficulty of the reproductive grammar skills is to correspond the purposes of the statement, communicative approach, words, and meanings expressed by the grammatical patterns. In that case we use basic sentences, in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexis of the language. They need to learn the meanings of the words and how they are used. We must be sure that our students are aware of the vocabulary they need at their level and they can use the words in order to form their own sentence. Each sentence contains a grammar structure. The mastering the grammar skill lets students save time and strength, energy, which can give opportunity to create. Learning a number of sentences containing the same grammatical structure and a lot of words containing the same grammatical form isn't rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities.

The process of creation is connected with the mastering of some speech stereotypes the grammatical substrate is hidden in basic sentences. Grammar is presented as itself. Such a presentation of grammar has its advantage: the grammar patterns of the basic sentences are connected with each other. But this approach gives pupils the opportunity to realize the grammar item better. The teaching must be based on grammar explanations and grammar rules. Grammar rules are to be understood as a special way of expressing communicative activity. The reproductive grammar skills supposed to master the grammar actions which are necessary for expressing thoughts in oral and written forms.

The automatic perception of the text supposes the reader to identify the grammar form according to the formal features of words, word combinations, sentences which must be combined with the definite meaning. One must learn the rules in order to identify different grammatical forms. Learners should get to know their features, the ways of expressing them in the language.

The forming of the perceptive grammar and reproductive skills is quite different. The steps of the work is mastering the reproductive skills differ from the steps in mastering the perceptive skills. To master the reproductive grammar skills one should study the basic sentences or models. To master the perceptive grammar skills one should identify and analyze the grammar item. Though training is of great importance to realize the grammar item.

This “grammar” functions without the individual’s awareness of technical nomenclature; in other words, he has no idea of the system of the language, and to use all the word-endings for singular and plural, for tense, and all the other grammar rules without special grammar lessons only due to the abundance of ausing and speaking. By “grammar” we also mean the system of the language, the discovery and description of the nature of language itself.

The content of grammar teaching is disputable among teachers and methodologists, and there are various approaches to the problem, learners should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and be able to easily recognize grammar forms and structures while hearing and reading, to reproduce phrases and sentences stored up in their memory and say or write sentences of their own, using grammar items appropriate to the situation.

In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of a language. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meanings of these words

or at least find them in a dictionary, No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism.

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