

THE WAYS OF TEACHING ENGLISH GRAMMAR FOR MULTI-LEVEL STUDENTS

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Abstract: It is accurate to state that current linguistics has already produced efficient techniques for teaching languages to learners quickly and simply. It makes sense that demand for learning and teaching English will rise in the quickly evolving world of today. As a result, linguists have developed a number of innovative techniques to make teaching English, particularly English grammar, to pupils simpler. Our opinion is supported by the approach to teaching English grammar that is based on a variety of interactive games. The author of the next piece discusses the useful strategies for teaching English using games. According to scientific opinions, interactive provided an explanation of the advantages of games.

Key words: grammar, multi-level students, teaching, method, games, interactive methods, teaching strategies, linguistics, English, grammar games, activities.

СПОСОБЫ ОБУЧЕНИЯ АНГЛИЙСКОЙ ГРАММАТИКЕ ДЛЯ РАЗНОУРОВНЕВЫХ СТУДЕНТОВ

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Аннотация: Не будет ошибкой сказать, что в современной лингвистике уже разработаны эффективные методы легкого и простого обучения языкам. В современном быстро развивающемся мире рост спроса и потребности в изучении и преподавании английского языка является естественной ситуацией. Поэтому лингвисты разработали множество новых методов, чтобы облегчить студентам преподавание английского языка, особенно английской грамматики. Подтверждением нашего мнения является

метод обучения английской грамматике, основанный на различных интерактивных играх. В следующей статье автор размышляет об эффективных методах обучения английскому языку с помощью игр. Автор объяснила полезные стороны игр, основываясь на мнении учёных.

Ключевые слова: грамматика, разноуровневые студенты, обучение, метод, игры, интерактивные методы, стратегии обучения, лингвистика, английский язык, грамматические игры, занятия.

BILIM DARAJASI TURLI XIL BO'LGAN TALABALARGA INGLIZ TILI GRAMMATIKASINI O'RGATISH USULLARI

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Annotatsiya: Bugungi kunda zamonaviy tilshunoslikda tillarni yengil va oson o'qitishning samarali usullari allaqachon ishlab chiqilgan desak adashmaymiz. Shiddat bilan rivojlanayotgan bugungi zamonamizda ingliz tilini o'rganishga va o'qitishga bo'lgan talab va ehtiyojning ortishi tabiiy vaziyat albatta. Shunday ekan ingliz tilini o'qitishda, ayniqsa ingliz tili grammatikasini o'qitishda o'quvchilarga yengillik yaratish uchun tilshunoslar tomonidan ko'plab yangi metodlar o'ylab chiqilgan. Ingliz tili grammatikasini har xil interactive o'yinlar asosida o'rgatish metodi fikrimizga isbot bo'ladi. Quyidagi maqolada muallif ingliz tilini o'yinlar yordamida o'qitishning samarali usullari haqida fikr yuritgan. Interactive o'yinlarning foydali tomonlarini olimlarning fikrlari asosida izohlab bergan.

Kalit so'zlar: grammatika, bilim darajasi turli xil o'quvchilar, o'qitish, metod, o'yinlar, interfaol usullar, o'qitish strategiyalari, tilshunoslik, ingliz tili, grammatika o'yinlari, mashqlar.

INTRODUCTION. Whether or whether foreign language learners (FL) are particularly interested in learning grammar, teaching a language is a difficult process that calls for careful consideration and application of a strategy when conducting it. This way is carried out in a language classroom. They frequently

request that their teachers teach them the fundamentals of FL grammar so they can simplify a complex set of rules.

The usefulness of games in teaching grammar to students at various skill levels is the focus of the current article. This work reflects the variety of scientific studies conducted on this topic by many scientists. This work presents the theories, viewpoints, and empirical data from several scientists involved in the study of games. Thus, the goal of the study was to demonstrate to learners how well games teach grammar as a sub-skill. Numerous significant projects are underway in our nation to guarantee the execution of the President's directives for the enhancement of the foreign language education system. Our chief of state believes that every business owner needs to be fluent in both spoken and written foreign languages in order to compete globally and fully master his specialty. It is well recognized that when teaching a foreign language, it is crucial to consider the age and psychological condition of the students. This needs special consideration, particularly when teaching young children a foreign language. The president of our nation has given consideration to the matter of first-graders not receiving grammar instruction in other languages while making choices.

LITERATURER REVIEW AND METHODS. “Grammar is a system of rules and principles followed in the construction of oral and written speech; is a science that studies the structure of words and sentences”, according to the definitions provided in the dictionaries. Grammar is a language system, according to Teaching English Grammar in Malaysian Primary Schools. Although there are no rules in any language, grammar is sometimes referred to as the “rules” of language. As stated in the handbook, “it is also thought that if the language is spoken based on rules, it does not follow that the rules existed before the language. After all, language originated from the sounds that humans produced before moving on to words, phrases, and sentences”.

It cannot be denied that games bring great benefits to students in helping them to learn more effectively and interestedly; however, games still have some disadvantages. While the other students were eagerly playing the vocabulary

games, some students moved reluctantly out of their seats to join in the groups. However, after attending these game plays, their minds were positively and considerably changed. Some students believe, “if games are taught once a week, it will be a great activity which can help us learning more interestedly and effectively”, “Our learning program is occasionally hard. These games really offer us a very relaxed and non-stressful atmosphere. It is very helpful”. Additionally, a majority of Uzbek teachers consider games as a very noisy activity which sometimes bother the other classes in the area games are applied. Besides, during the games play students tended to use their mother tongue rather than English. Yet, if students have more time to acquaint with games, also, though games can help students acquire new words better through context, not all games are designed in context and they are in isolation.

Another disadvantage of games is sometimes teacher failed to get students to understand the rules of games and this led the games to failure. Thus, as a teacher, the leader must be patient and tried to make clear the games’ rules to students. Furthermore, before using games teacher must pay attention to the ages of students, the levels, as well as the appropriateness of chosen games. Not all games are appropriate for all students, and conversely not all students are receptive to all games. Luckily enough, most games are level adjustable and can be readily adapted for the different levels of the students.

There are many factors to consider when choosing games for teaching and learning vocabulary. We should be very careful about choosing games if we want to make them profitable for the learning process. If a teacher wants games to bring desired results, they must suit either the student’s level, or age, and participation willingness. These three factors are only secondary to the first goal of using a game to help meet the aims of an English lesson. As Siek-Piskozub puts it: A game which heavily involves moving and singing might not be so appropriate for older students, just as a game where tactics are involved or complicated rules or themes might not be appropriate for a younger class. Not all games are appropriate for all students irrespective of their age [4; 41-48]. Different age groups require various

topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, showing pictures, competing between groups and the like. And college students benefit from higher models.

Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game, etc. When choosing a game to implement in the English classroom, teacher should care of the relationship between games and the current aims and goals of the lesson.

With these basic view in mind, choosing a game should be relatively easy, and once chosen, should be easily adapted for the students level in the current aim. For stronger students, one should provide more challenging games, even games which elicit some minimal form of competition. For weaker students, the games should be task centered so that success or failure does not lead to disappointment.

RESULTS AND ANALYSIS. According to Tyson writes when choosing games, a game must be more than just fun. A game should involve "friendly" competition and should keep all of the students involved and interested [5; 34-37]. Additionally, a game should encourage students to focus on the use of language rather than on the language itself and should give students a chance to learn, practice, or review specific language material as well.

In addition to the above views there are several characteristics of the games that need to be taken into account when deciding on which one to implement. The game should have simple, easy to explain instructions and should be able to be set up and started playing in a relatively short amount of time. Longer, more complex games can be employed. Additionally, remember that games serve the purpose of

enhancing the learning experience of the classroom, not simply fill time. They should be employed in the classroom in the same manner and the same amount as role plays. In this way, by combining both open ended language exploration drills, the students can feel both good about their language skills as well as enabling them to practice their language in more free form environments than normal rote learning implies.

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account. Teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or Friday.

In addition to the factors mentioned, teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity. This means teachers should thoroughly understand the game and its nature and be able to lead the game. It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

Hadfield suggested that games should be regarded as an integral part of the language syllabus. Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure. Moreover, students can take this opportunity to use them in real communication [3; 22-25].

However, even though games sometimes do not work since students have different learning styles and preferences, and some other factors such as being used in an inappropriate time, the nature of games themselves, and even the nature of teachers, it is still worth trying to use them in class because they offer several good advantages to students. Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Nevertheless, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication in class. Therefore, it is recommended that games should be used anywhere in English classroom as long as teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. As Lee observes that a game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do” [2; 3-8]. Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen [6; 28-33].

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

DISCUSSION. Games in the classroom are an indispensable tool that should be employed by all English teachers and students. Recently, using games has become a popular technique applied by many educators in the classrooms and

recommended by methodologists in the world. The use of games during the lessons might have motivated students to work more on the vocabulary items on their own, so the game might have only been a good stimulus for extra work. The use of games in learning acquisition is a way to make the lessons more interesting, enjoyable and effective.

The educational value of grammar games has long been accepted by the teaching community. According to Janssens describes two new game-like activities to practice a variety of grammar points [7; 12-18].

Rinvolutri has underlined the real pedagogical value of grammar game:

a. They are lively; involve students in thinking and communicating, not just drilling.

b. They allow students to work in groups and to show themselves (and the teacher) how much/ little grammar they know.

c. They can be used diagnostically or as a means of revising grammar points.

d. They can also be used as a more relaxed way of correcting written papers in class but this demands of the teacher that they make a list of the more recurring and interesting common mistakes made by the students in their essays. Grammar is central in learning another language and is one of ways of master in his book, Rinvolutri adding that there are four favorable points of Grammar Games:

a. The students have to take individual responsibility for what they think the grammar is about.

b. The teacher is free to find out what the students actually know, without being the focus of their attention.

c. Serious work is taking place in the contest of a game. The dice-throwing and arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The “game” locomotive pulls the grammar train along.

d. Everybody is working at once- the 15-30 minutes the average game lasts is a period of intense involvement [8; 21-28].

CONCLUSION: Games are entertaining and structured around rules. While problem-solving activities, even when they are structured, call for individual responses and innovative solutions, most games involve choral responses or cooperative works. Games are usually employed in the practice section after the presentation, as these types of communication tasks can only be completed once adequate lexical and grammar points have been mastered. Learners can thoroughly practice and internalize vocabulary, grammar, and structures through carefully thought-out activities. Students' motivation is increased by the play and competitiveness that games offer. Additionally, they lessen classroom stress. When engaging in games, learners focus on the message rather than the language. Since the activity requires all of their concentration, pupils learn language in a sense unconsciously. They occasionally mimic real-life scenarios by offering personal, social, and cross-cultural challenges to describe. Course books or grammar instruction resources often include a number of games.

Students can learn their lessons more effectively and engagingly than they could in other ways because of the motivation and interaction those games create. Since kids naturally desire to beat the other teams, games can motivate and inspire them to participate in the activity. In addition to having fun, students also gain knowledge. They pick up a new tongue. Pupils start to learn that if they want other people to understand them, they must speak in the language.

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