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On the basis of the review by professor of Andijan State University, Shokirov Sherali Ibrohimovich.

ANALYSIS OF GRAMMAR ACTIVITIES

Annotation

This article comprises a deep analysis of grammar activities through three different approaches as teaching grammar as product, process, and skill. Grammar is an important aspect of the language learning process. Because all skills are mastered through it, especially writing, reading, speaking and listening. Through grammar, the structure, content, vocabulary and other aspects of the language being studied. Many different sources can be used to learn and teach grammar. They have different activities and exercises. It is very important to know what their rule is, what is the purpose of this task, what skills it develops, and what level of learners it is intended for. Therefore, the in-depth analysis of several exercises mentioned in the article determines the relevance of it.

Key words: grammar, activity, teaching, context, skill, method, approach, learner.

GRAMMATIK MASHG‘ULOTLARNING TAHLILI

Annotatsiya

Ushbu maqola grammatik mashg‘ulotlarni mahsulot, jarayon va mahorat sifatida o‘rgatish kabi uch xil yondashuv orqali chuqur tahlil qilishni o‘z ichiga oladi. Grammatika til o‘rganish jarayonining muhim jihati hisoblanadi. Chunki u orqali barcha ko‘nikmalar o‘zlashtiriladi, xususan, yozish, o‘qish, gapirish va tinglash kabi. Grammatika orqali o‘rganilayotgan tilning tuzilishi, tarkibi, lug‘ati va yana bir qator jihatlari o‘rganiladi. Grammatikani o‘rganish va o‘rgatishda ko‘plab turli xil manbalardan foydalanish mumkin. Ularda turli xil mashqlar va vazifalar berilgan. Ularning sharti, shu vazifani bajarishdan maqsad nima ekanligi, u qanday ko‘nikmalarni rivojlantirishi, qanday darajadagi o‘rganuvchilar uchun mo‘ljallanganligini bilish juda ham hisoblanadi. Shu sababli ham maqolada keltirib o‘tilgan bir nechta mashqlarning chuqur tahlili ushbu maqolaning dolzarbligini belgilaydi.

Kalit so‘zlar: grammatika, mashg‘ulot, o‘qitish, kontekst, ko‘nikma, metod, yondashuv, o‘rganuvchi.

АНАЛИЗ ГРАММАТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Аннотация

В этой статье представлен углубленный анализ обучения грамматике с использованием трех различных подходов: обучение продукту, процессу и обучению навыкам. Грамматика является важным аспектом процесса изучения языка. Потому что через него осваиваются все навыки, особенно письмо, чтение, говорение и аудирование. Через грамматику изучаются структура, содержание, словарный запас и другие аспекты изучаемого языка. Существует множество различных ресурсов, которые можно использовать для изучения и преподавания грамматики. У них есть различные упражнения и задания. Им важно знать, какова цель этого задания, какие навыки оно развивает и для какого уровня учащихся оно предназначено. Поэтому глубокий анализ нескольких упомянутых в статье упражнений определяет актуальность данной статьи.

Ключевые слова: грамматика, деятельность, обучение, контекст, умение, метод, подход, ученик.

Introduction. In recent years, special attention has been paid to the promotion of foreign language learning in our country. In particular, the Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No. PP- 5117 “On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level” and Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021 No 312 “On measures to effectively organize the promotion of foreign language learning” decision can be considered as key steps towards the development of this sector. These decisions will serve to improve the teaching of foreign languages, including English.

It was considered very important to know the grammar of a foreign language. Grammar is a vital part of any language. It’s essential to allow learners to express their thoughts adequately and form and communicate precise ideas. Grammar is not just about spelling or punctuation. It is an integral part of a language because it allows them to construct sentences and write coherently. Therefore, the use of activities in learning grammar is an effective method. Understanding them and doing them is an important aspect of achieving the goal. In the article, several grammar exercises are given and their in-depth analysis is covered.

Literature review. Arising arguments to define the efficiency of the only approach, most times fails among linguists during discussions so that learners are various and their needs sometimes do not meet the requirements of post-era teaching methods. Due to the versatile purposes of students’ acquiring the second language, teachers have to be competent in pedagogy. Batstone [3. P. 56] puts forward three ways of teaching grammar as product, process and skill. According to him, teaching grammar as product refers focusing on both meaning and form of the language. The main feature of this approach is that it aids learners to notice grammar structures. Batstone describes noticing as “the gateway to subsequent learning” [3. P. 100]. To provide sufficient learning conditions, it is required not only to promote noticing skilled activities but also to structure grammar is equally important for the active manipulation of language.

Batstone [3. P. 78] describes the second approach, teaching grammar as process “gives learners practice in the skills of language use, allowing them to proceduralize their knowledge”. Moreover, he refers to it as a task-based approach in which students concentrate on self-discovery and self-expression. “If we think of process teaching as a risky and time-consuming way of getting learners to formulate specific forms which can be focused on much more economically in product work, then we are misrepresenting the very nature of process teaching. Learning is learner-centred ...the focus in process teaching is on the learner’s own self-expression, and consequently we cannot directly intervene to focus on this or that

grammatical form” [2. P. 79-80]. Candin [4. P. 100] states that process-based activities provide learners with enough space to practice language with their own personalities and problem-solving skills.

The last approach teaching grammar as skill or in other words critical gap is defined by Batstone [3. P. 120] that “guides learners to use the grammar for their own communication”. The process is closely related to the top-down approach in which learners rely on their background knowledge.

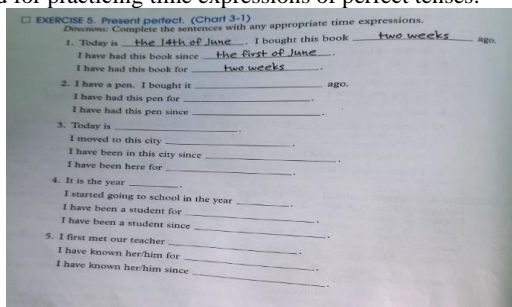
Research methodology. Every teacher differs in his/her method of grammar teaching. Some prefer approaching grammar in an inductive way, while others apply it deductively. Turning back to the main point of teaching grammar, Thornbury [4. P. 93] describes it as a natural process which is learned automatically. Although, Azar publicly that learning accuracy in the second language as the way the child acquires the language is the best half-truth. She believes grammar can be enhanced by explicitly teaching. Moreover, having carried out several academic research, both Long and Ellis came to the conclusion that conscious learning appears to contribute to effective L2 growth in general. [7. P. 115-141].

The research methodology provides an analysis of all work presented article. It analysis grammar activities through three different approaches as teaching grammar as product, process, and skill.

Analysis and results. The first paragraph analyzes two activities from different sources for teaching grammar as product.

Grammar as a product

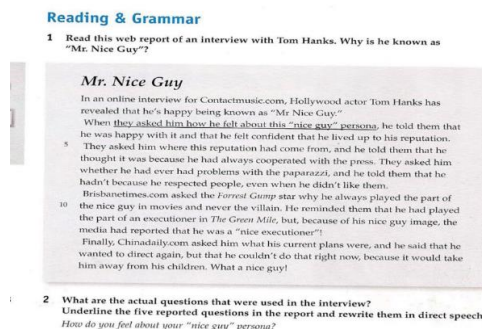
The first activity is designed for practicing time expressions of perfect tenses.



Picture 1. (Azar B. S. Understanding and using English grammar. 3rd ed. – USA: Longman, 1999. P. 38.)

The instruction of the activity (Complete the sentence with any appropriate time expressions) and the example for students about how to be accomplished the rest part of the activity makes it relevant that the author preferred to approach this exercise in a deductive way. The activity helps students notice explicitly since the main time expressions (since, for) are left in the exercise. Students have to only choose time period which matches with since and for. The activity requires learners to focus on form, if they are aware of the rule that since is followed by exact time while a length of time is expressed by for, they are able to complete the task favorably. In other words, learners can structure the statements by concentrating on form. The exercise might be beneficial for those who have recently acquired knowledge about two keywords of perfect tenses. However, we would change the instruction making it challenging. The text in which both time expressions used is presented to learners, their task is to identify the usage of them and reflecting on the text they need to make a brief speech applying since and for. This activity provides students to experience the grammar inductively; by listening each other's short speeches, they are more likely to remember the structure of keywords easily.

The second product activity which can be considered consciousness-raising activity, unlike the former one, focuses on both form and meaning since students are supposed to read the authentic text taken from the interview, underline reported questions, and rewrite them in direct speech.

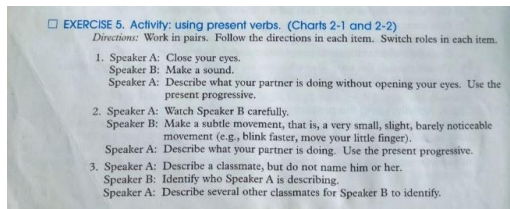


Picture 2. (Kay S., Jones V. New American Inside Out Intermediate Student's Book. – Mexico: Macmillan, 2012. P. 79.)

It is more noticing by the learner. The exercise has students discover the rule themselves working with the context of the text. Comparing these two product-based activities, one can notice there is an obvious difference between them as the former activity is designed due to the traditional method of teaching followed by explicit information about perfect tenses' time expressions, while the latter exercise approaches the grammar implicitly by providing learners freedom to discover the structure themselves emphasizing form and meaning.

Grammar as Process

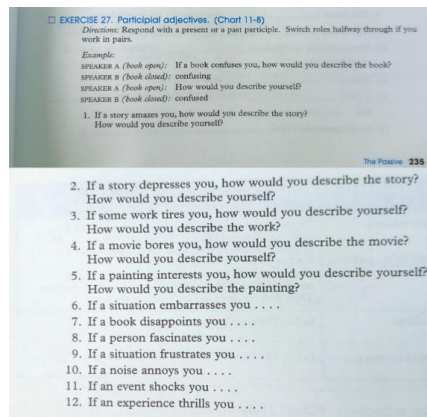
The first process based activity extracted from the grammar book of famous material developer Azar, is engaging for learners.



Picture 3. (Azar B. S. Understanding and using English grammar. 3rd ed. – USA: Longman, 1999. P. 14.)

The first reason is the mode of interaction as students are to work in pairs. The second, it demands not only usage of the language but also acting out of learners. They get immersed in the target language via task-based approach. The activity asks one of the students in pair to close his/her eyes while the second one does any movement. The student whose eyes are closed should define what his/her partner is doing without opening his/her eyes, using present progressive tense. In the second situation, speaker has to watch his/her partner attentively so as not to miss any movement that speaker B produces (blinking eyes faster or moving fingers). Having noticed the movement speaker A makes a sentence using present continuous tense. The next situation gets pairs to describe any of his/her classmate's current actions but not to tell the name of him/her. The other student should figure out who is being described. Learners are supported to use the language freely through these versatile task based activities. However, in our humble opinion, if this activity is used as a lead-in, with high possibility teachers achieve to lower affective filter of students from the first moment of the class to construct safe environment for students. To apply the activity in the middle of the class, we would rather improve some parts. At first, students should not be framed with the sole usage of tense, present continuous. To be sure how well learners digested the grammar point, one more tense should be added. Commonly, developing grammar tasks present continues and present simple tenses are compared. In this very case, this approach would work very efficiently.

The second activity is directed to the implication of participial adjectives involving students to work in pairs making conversations.

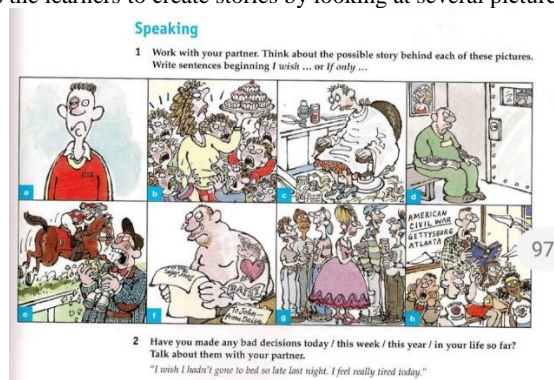


Picture 4. (Azar B. S. Understanding and using English grammar. 3rd ed. – USA: Longman, 1999. P. 235.)

Through interaction with partners, students are expected to make an interview with each other. One asks questions, the other one responds. The questions are not biased students' life, and it is one of the advantages of the activity. However, we would suggest adding task load since we are not satisfied with accepting only one word as a reply as the exercise illustrates. Teachers would set the meaningful context in the activity if he/she asks students to respond to the questions by making the story from their own life eliciting their responses. Students could be absorbed quickly in the activity as it is not secret, they are mostly open to share their personalities with their classmates.

Grammar as Skill

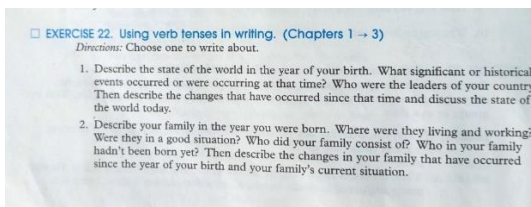
The first activity engages the learners to create stories by looking at several pictures related to wish clauses.



Picture 5. (Kay S., Jones V. New American Inside Out Intermediate Student's Book. – Mexico: Macmillan, 2012. P. 99.)

Students are supposed to work in pairs. Even if the task is based on speaking skill, but at the same time asked to notice grammar. The advantages of this story making through predictions due to pictures, learners tend to retain self-expressions using their schemata, top-down processing. Furthermore, they apply recently learned grammar progressively while making stories.

The second activity proposes two options for learners to write.



Picture 6. (Azar B. S. Understanding and using English grammar. 3rd ed. – USA: Longman, 1999. P. 50.)

The former requires learners to write about the descriptions of their family when they were born and their family's current situations. The second option points to write the world's state when you were born and its current state. Both alternatives address learners to compare two different time zones using appropriate verb tenses. The couple of exercises can be effectively implied during grammar classes. However, we have some suggestions to advance learners' grammar point by adding one more stage for both activities. It would be appealing if peer evaluation is included. By exchanging their work with their classmates, and analyzing the usage of grammar in context they could produce the language fluently and accurately.

Conclusion. All of the selected activities are applicable to post-era methods of teaching except one of them which refers to traditional method of filling gaps. Yet other all 5 activities can be extensively adapted due to the learners' levels. They are engaging leading students to promote communicative competence. It is noticeable that grammar is losing its reputation among new generation, so that it is high time for teachers to shift deductive, traditional ways of teaching into "hybrid that works" as Azar proposed integrating CLT with grammar so as to construct meaningful and effective communication in all aspects of students' life.

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