

WHAT IS THE PLACE OF GRAMMAR IN LANGUAGE TEACHING?

Alijonova Mokhira Murodjon qizi

Mokhiraalijonova6@gmail.com

Uzbekistan state world languages university. Tashkent, Uzbekistan

Abstract: This article tells us what is the place of grammar in teaching and it's necessity for teachers. Discussions of importance of grammar.

Keywords: Grammar, teaching, importance, student, teacher, learner.

How necessary is it for a teacher of English as a Foreign Language to have a knowledge of English grammar? How necessary is it for the teacher to have a knowledge of the grammar of the students' language or languages? In recent years, there has been a lot of discussion over the importance of grammar in language training. It was originally thought to be the most significant element of the lesson by many linguists and educators. The system and structure of any language are known as grammar. It is a set of rules that controls and structures a collection of words so that they may be written, spoken, or read in a logical manner. Grammar, in my opinion, serves as the backbone of a language, ensuring that its usage is consistent. Grammar gives sentences the structure they require to convey meaning and inference. Without grammar, the connections between words may be illogical, leading to misunderstanding and misinterpretation among language users. It will be difficult to fully explain ideas without it. Then, when new techniques and methodologies emerged, grammar lost its importance. However, it has lately received more attention and is now again deemed crucial. Regardless of the approach used by the teacher, the amount of time spent on grammar must vary substantially due to the age of the students. Grammar explanations and activities are easier to tolerate for younger students. Because kids appear to require something more enjoyable to do in class, the teacher's focus should be on pleasant activities such as games, music, and films instead of grammatical drills, explanations, and exercises, which is understandable given the pupils' age. Furthermore, due to their age, kids are able to grasp the language's basic norms and apply them far more quickly than adult learners. As a result, it appears as without any need to explain grammar to children. Cook (1994) states: Teachers cannot develop grammars for students; they must do so themselves. Grammar is a system of knowledge that exists inside the mind; it is not a collection of rules or structures that must be memorized or learned as habits; it is an active system created by the mind to cope with all of the sentences it hears. Students can construct this computing system in their heads with the help of teaching. Adult learners, like younger students, have the same mental capacity as younger students, but they are seen to require more explanations, particularly deductively, at certain stages of the learning process. One reason they need to improve their accuracy is that they do not appear to be prepared to accept the risk of making mistakes that younger students do not. Many students feel compelled to reach a higher degree of accuracy than is required for effective communication. Exams typically impose standards that have little to do with successful language usage, even in these "communicative" times. Teachers should teach the norms to compensate for the lack of exposure in nations where the only place learners are exposed to language is the English class. Swan (2006) states:

Languages are sophisticated and difficult to master structural elements. Enough experience, comprehension, and application of these elements are required for learners to master them.

Another factor to consider is inaccuracy in the way things are interpreted in the early stages of learning, which should be addressed in some way. Furaidah (2008) claims: Some grammatical rules are more basic than others, and they require a lot of practice to be learned instinctively. Unless the exposure inputs are really high, these facts are learned more effectively and fast deductively. These goods will be severely hampered by errors.

Another important topic concerns the necessity of grammar expertise for English teachers. From the perspective of most pupils, an English instructor is someone who can answer all relevant and irrelevant English questions. Just saying "I don't know" is enough to demolish your image. Imagine how important it is if a student raises a question regarding grammar and the instructor hesitates for a second. Furthermore, due to the rapid growth of languages and teaching concepts, a teacher must always be a student, nurturing his or her

knowledge of the most recent changes. When I was researching the many sorts of faults that learners might make during the learning process, the question of whether or not an English instructor needs to know the students' original language came up. Knowing what grammatical processes take place in the minds of the students allows the instructor to identify and tell the pupils about any problems that may arise.

References:

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