



THE IMPORTANCE OF INDUCTIVE APPROACH IN TEACHING GRAMMAR

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Annotatsiya. Chet tillarni o'rgatishda grammatika muhim o'rin tutadi. Yaqin o'tmishda grammatikani o'rgatish, ayniqsa maktablarda chet tilini o'zlashtirishning asosiy usuli sifatida qaraldi. Bu soha asosan o'qituvchilar tomonidan GTM (Grammatikani tarjima qilish usuli) yordamida o'rgatildi. Agar so'nggi yillarga nazar tashlasak, grammatika tuzilmalari bevosita darsliklarda berilganligini ko'rishimiz mumkin, shunda o'quvchilar o'z nutqida foydalanishdan oldin til qoidalarini birinchi bo'lib olishadi. Biroq, bugungi kunda yangi yangilangan o'qitish jarayoni o'qituvchilardan chet tili grammatikasini o'qitishda yangi strategiyalarni ishlab chiqishni talab qiladi. Shu tarzda o'qitish jarayonida ikkita asosiy yondashuv, induktiv yondashuv va deduktiv yondashuv ochiladi. Ushbu ilmiy maqola ushbu yondashuvlarni to'liq ta'riflaydi va FLTda induktiv yondashuvning, ya'ni grammatikani taqdim etishga ta'sirini belgilaydi.

Аннотация. Грамматика играет важную роль в обучении иностранным языкам. В недалеком прошлом преподавание грамматики рассматривалось как основной способ изучения иностранного языка, особенно в школах. Преподаватели преподавали эту область в основном с использованием GTM (метода перевода грамматики). Если мы посмотрим на последние годы, то увидим, что грамматические структуры были представлены непосредственно в учебниках, так что учащиеся сначала усваивали правила языка, прежде чем использовать их в своей речи. Однако сегодня новый обновленный учебный процесс требует от учителей разработки новых стратегий преподавания грамматики иностранного языка. Таким образом, в процессе обучения раскрываются два фундаментальных подхода: индуктивный подход и дедуктивный подход. В данной научной статье подробно определяются эти подходы и обрисовывается влияние индуктивного подхода в FLT, а именно, к изложению грамматики.

Annotation. Grammar plays an important role in teaching foreign languages. In the near past, teaching grammar was seen as the basic way of acquiring foreign language especially at schools. This field was taught mostly using GTM (Grammar Translation Method) by the teachers. If we look at recent years, we can see that Grammar structures were presented directly in textbooks so that the learners obtained the rules of language first before using it in their speech. However, today

new updated teaching process requires the teachers to come up with the new strategies in teaching foreign language grammar. In this way the two fundamental approaches are revealed in teaching process, inductive approach and deductive approach. This scientific article defines these approaches thoroughly and outlines the influence of inductive approach in FLT, namely, to presenting grammar.

Key words: *inductive approach, deductive approach, grammar, grammar rules, teaching.*

It is proven that grammar makes a significant role in any language. Grammar takes a fundamental place in the use of English since it ranges into the process of manipulating and combining words or bits of words in order to form longer units of meaning (Ur,1996). As focused on communicative usage, grammar determines how words are arranged to form meaningful units (Coghill, 2003).

"Grammar is partly the study of forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed".

Harmer (1987:1) defines grammar that "The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence".

Among the effective approaches to the teaching of English grammar, inductive approach is one of the indispensable approaches to the teaching of English grammar.

Inductive approach as a process where learners discover the grammar rules themselves by examining the examples. In an inductive approach it is also possible to use a context for grammar rules.

The inductive approach in teaching grammar is a discovery learning approach without teaching grammatical rules directly but let students discover them during the learning experience in terms of using the target language. For example, the students can discover the rules while playing games, singing songs or different activities and exercises. There are many advantages of using inductive approach in teaching grammar. First of all, students become more enthusiastic and active to understand and discover the rules. Besides that, it is learning-centered approach and teacher can attract the student's attention. In addition to this, students can understand the lessons easily and deeply. They can independently improve their knowledge, form, and meaning of the grammar pattern based on their own experience.

According to Nunan (1999) during the process if learners are given a chance to engage with the grammar items themselves, they can understand profoundly and memorise the grammar rules easily.

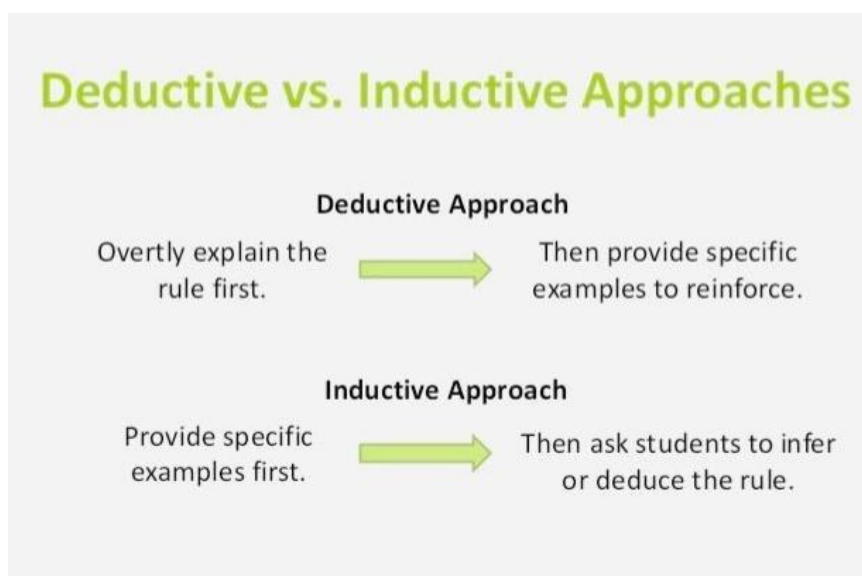
There are several advantages of inductive approach. Such as learners discover rules themselves. In this way the learner remembers the rules well. Beside that, students are more effectively involved in the learning process, rather than passive and boring recipients.

According to Thornbury (1999), the class where students involve in the lesson actively is quite reasonable since it provides more comfortable and motivating environment for them. He also remarks that an inductive teaching supply more profound knowledge of language as learners' study cognitive in order to discover the rules. It has been pointed out that when learners take place in the learning process actively so as to discover the rules, they develop their autonomy which makes them good language learner.

Inductive approach to presenting grammar in FLT.

One of the common ways to start a lesson that introduces a new grammar point is to ask students questions that make use of the structure.

For example, if we are introducing ways to talk about likes and dislikes (the Present simple 1st person positive and negative), we could ask the students: "*Lena, do you like ice cream?*", "*What about you Laziz? Do you like strawberries?*" In this case, they probably won't know how to use the target language structure which means that it is the exact point why you are teaching this structure to them and they may answer with one or two words. So, you model the structure when you repeat their answers back to them, "*Yes I like ice cream too*", "*No, I don't like strawberries*".



Students are exposed to a meaningful, relevant, contextualized examples. This could be a written text, an audio recording, a story and so on. The significant thing is that the example is realistic contextualized. Teacher guides students to notice the meaning rather than the structure or form.

Differently, in deductive approach to teaching foreign language starts by giving learners exact rules and forms and then examples, then practice. It is a teacher-centred approach to presenting new content.

Taking all these points into consideration, there are a variety of ways to teach grammar lessons fun and understandable for learners. Teacher should use attractive and interesting activities in the grammar lessons so that the learners

understand the lessons well. While using inductive approaches in the lessons, learners can understand and remember the rules easily. Besides that, using the inductive approaches in the grammar lessons helps to make the lessons more interesting and attractive.

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