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SOME GENERAL REMARKS ON TEACHING AND LEARNING GRAMMAR.

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Grammar is one of the components of language together with the sound system and vocabulary. A command of the structure of the language of the students ensures listening, speaking, reading and writing. 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 relationship between the words in the given sentence. A 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. For instance, one can hardly understand the following sentences without the knowledge of grammar even if all the words are familiar:

We saw him book a ticket.

It made me return home.

Each of these sentences includes some grammar difficulties for Karakalpak-speaking pupils, namely the Infinitive construction in both of them and unusual meaning of the familiar words *book* and *make*. However if a pupil has assimilated the model of the Complex Object in the English language he will understand in the sentence *We saw him book a ticket* the word *book* is not a noun., it cannot be a noun since *him book* is a Complex Object. In this sentence *book* is an Infinitive, therefore the students must look it up in the dictionary under **V**. In the second sentence the verb *make* is used in the meaning of *мәжбүр ету*, since there is the Infinitive construction *to make somebody do something* which the pupil easily recognize if he has learnt it.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes:

“Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you the rule of English Grammar, in a sense, you an English Grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying your rules you can easily tell whether a sentence that you hear is a grammatical English sentence or not” [1:7].

A command of English as an envisaged by the school syllabus can not be ensured without the study of Grammar. Pupils need grammar to be able to aud, speak, read, write in the target language. We must look at a number of techniques for presenting and practicing grammar. In some of these activities the grammatical information given to the students will be extremely covert and in some cases it will be made extremely overt [2: 3].

Covert grammar teaching where grammatical facts are hidden from the students even though they are learning the language. In other words the pupils may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or to the text and not to the grammar. With covert grammar teachers help the students to acquire or practice the language, but they don't draw conscious attention to any of the grammatical means of the language.

Overt grammar teaching means that the teacher actually provides the pupils with grammatical rules and explanations, the information is openly presented in other words. Some techniques for the presentation of new language – for example where the teacher explains how Present Simple questions need or does – are extremely overt. So with overt teaching we are explicit and open about the grammar of the language but we simply get pupils to work with new language and hope that they'll more or less subconsciously absorb them to acquire the language as a whole.

Which kind of grammar teaching is best? Should we just practice using the language and hope that the grammar “rubs off” on the pupils? Or should we practice using the language and also from time to time draw pupils’ attention to the language’s formal grammatical characteristics? Should we teach grammar at all? In recent years the emphasis has shifted away from the teaching of grammar. Teachers have concentrated on other issues, such as how people learn languages and what they want to say. Many teachers and writers discussed these questions and gradually created a new way of looking at teaching called communicative approach. Two of the main issues in the communicative approach were the teaching of language functions and the use of communicative activities. Together with these issues a distinction has been made between acquisition and learning language functions.

Some people felt that teaching the grammar of the language didn’t necessarily help people to understand the language. Just because, for example, somebody knew the verb *to be*, it didn’t mean that he or she would be able to use it to introduce themselves or others. Language is used actually to do things, to perform certain functions, like apologizing, introducing, suggesting, expressing, likes and so on. Instead of teaching grammar, we should teach functions. The problem, of course, is that the sentences that perform functions are made up of grammatical elements. Even the simple introduction “ I’m John and that is Mary” is made up of the grammatical elements , the verb *to be* and a demonstrative pronoun. Courses based only on teaching functions (at beginner and elementary levels) run into the problem that pupils have to know grammar to perform functions – but grammar is often not being taught. There is now a general feeling that pupils need to learn how to perform the function of language, but they need a grammatical structure and then get pupils to use it as part of a functional conversation. An example of this would be the pupils learning the *going to* future.

LITERATURE:

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THE USE OF VIDEO MATERIALS IN IMPROVING STUDENTS’ LISTENING AND SPEAKING SKILLS

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Using video materials plays a crucial role in effective communication and understanding in various aspects of life. Effective listening and speaking can lead to better communication, stronger relationships, and improved understanding. Video materials and resources can be a valuable tool for enhancing listening and speaking skills, as they provide visual and auditory stimuli that engage learners and help them practice active listening and speaking. The given article deals with some aspects of using video materials in teaching English as a foreign language. Video material stimulates students’ interest, expands their knowledge of the linguistic and cultural features of the language being studied, and also provides effective material for the subsequent discussion. Using videos in teaching a foreign language opens up ample opportunities for the teacher and students in mastering the language and foreign culture. Visual information allows students to better understand and consolidate factual information, activates attention and memory, contributes to the development of listening and speaking skills.