

should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child what the word means, but also to discuss its meaning. This allows the child to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child understands the word. After pre-teaching vocabulary words, the child should read the text. It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored.

Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it. Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience. The word map is an excellent method for scaffolding a child's vocabulary learning.

Like the other explicit instructional methods, the adult (either alone or with the child) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades. While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a —corel root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings. This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with —easierl synonyms to help the reader understand the overall text.

Texts are full of —clues about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as —context cluesl because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

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#### CHET TILI DARSLARIDA VIDEO MATERIALLARDAN FOYDALANISH USULLARI

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Atrofimizni o'rab olgan kundalik tasvirlarning mavjudligi til o'rganishda, o'quvchi uchun nimanidir ko'rish va xis qilish shunchaki aniq va tabiiy faoliyat bo'libgina qolmay, balki ta'lim berish

maqsadi bo'lishi kerak. Tasvir biror jamiyatning madaniy jihatlarini aniq ko'rsatish bilan muhim bo'lib, o'quvchilarga tushunish va xis qilishni o'rganishiga yordam beradi. Video o'quvchida hamdardlik keltirib chiqaruvchi vositadir [1; 14]. Hamma videolardan foydalanish mumkin, ularni namoyish qilayotgan vaqtda o'quvchidan murakkab lingvistik xujjat darajasi sifatida emas balki ularga tushunarli tilda so'rash kerak. Quyida sizning e'tiboringizga videodan foydalanishning turli usullarini keltiramiz.

### **1. Video bilan ishlashning umumiy maqsadlari.**

### **2. O'quvchilarga bilim va ko'nikmalarni egallashni o'rgatish.**

### **3. Pedagogik maqsadlarni o'z o'rnida ishlatish;**

- Kerakli vositalar.

- Video jixozlari.

### **4. Tarmoqqa ulanish zaxiralari.**

#### **1. Video bilan ishlashning umumiy maqsadlari.**

Chet tili darslarida video materiallar ustida ishlash nimaga xizmat qiladi ?

- o'quvchini kuzatish, baholash, tanqid qilish va ko'rgan materialini muhokama qilishiga xizmat qiladi.

- Namoyish qilingan asl xujjatlarga ko'z yugirtirib rasmlarni, tovushlarni, madaniy vaziyatlarni o'rgatadi.

- O'quvchining tassavvurini rivojlantiradi, oldindan ko'ra bilish va o'ylab topish, faraz qilishga o'rgatadi.

- O'quvchiga yaratish, qayta tuzish, hikoya qilish, tahlil qilish qobiliyatini taqdim qiladi.

- Ayniqsa video material zaxirasidan foydalanish o'quvchiga o'z bilimlarini yangidan yaratish imkonini beradi.

#### **2- O'quvchilarga bilim va ko'nikmalarni egallashni o'rgatish.**

##### **2.1 O'z tahliliy xislarini ishga solish.**

Manbaalar, materiallar, ma'lumotlarning turli xilligini bilish....

Tasvirlarni farqlash (tasvirlanishi, nutqi, tushuntirish) ni, saralashni, bilish, ma'lumotlarni ketma-ketligiga e'tibor berishni bilish.

##### **2.2 Ma'lumot va xujjatlarni o'qishni bilish.**

Xujjat va manbaani turini aniqlashni bilish;

Ko'rgan va eshitganlarini tasvirlashni bilish;

Foydalanilgan leksik materiallarni tushunish;

Materiallarni turlarini aniqlashni va ularni g'oya yoki harakat bilan bog'liqligini aniqlashni bilish.

##### **2.3 Mos keluvchi fikrlarni ifodalashni (yozma va og'zaki ravishda) bilish.**

Video materialda ko'rgan va eshitganlari bilan bog'lab o'z xis-tuyg'ularini ifodalashni bilish;

Xujjatda ko'rgan voqealarni xulosa qilishni bilish;

Ko'rganlarini tushunish, og'zaki hamda yozma bayon qilishni bilish;

O'z fikrini yozma hamda og'zaki asoslashni bilish;

O'z fikrini yozma hamda og'zaki tahlil qilishni bilish;

##### **2.4 Video material mavzusini faraz qilishni rivojlantirish.**

Berilgan vaziyatning sabablarini tasavvur qilishni bilish;

Voqelikni davomini faraz qilishni bilish;

Ko'rgan vaziyatlari haqida so'zlab berishni bilish.

### **3. Pedagogik maqsadlarni o'z o'rnida ishlatish.**

Video materialdan foydalanish chog'ida doimo biror pedagogik maqsad nazar (grammatika, leksika) ga olinadi, yoki undan o'quvchilar tushungan, tahlil qilgan, tasvirlagan narsalarini qayta ishlatishlari uchun biror loyihani yo'lga qo'yish maqsadida ham foydalaniladi [2; 10]. Bu manbaa keyinchalik o'tiladigan mavzu to'g'risida bahs yuritishga ham turtki bo'lishi mumkin.

#### **3.1 Qanday manbaalardan foydalanish mumkin ?**

Xujjat, reportaj, ob-havoni taqdim qilish;

Yozib olingan kundalik axborot;

Teleko'rsatuvdan parcha ;

Teleserial yoki tanlab olingan parcha;

Biror shaxsdan olingan intervyu;

Qisqa xabarlar;

Filmlardan parchalar;

Videokliplar;

Multfilmlar;

Reklamalar;

Tele o'yinlar....

### **4. Tarmoqqa ulanish zaxiralari.**

O'qituvchi darslarida video materiallardan foydalanish uchun hamma kerakli texnik vositalarni hozirlab qo'yishi kerak va ulardan to'g'ri foydalanishni o'zlashtirib olishi kerak. Demak video

materiallardan o‘rinli va to‘g‘ri foydalanish o‘quvchilarga chet tillarini o‘tgatish, ularning lexique ko‘nikmalarini rivojlantirishda samarali yordam beradi.

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#### THE IMPORTANT FACTORS IN TEACHING GRAMMAR TO BEGINNER LEVEL STUDENTS

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**Abstract:** The article deals with the effectiveness of traditional and non-traditional ways of teaching grammar. Scholars' opinions and views in the topic are analyzed by the author.

**Annotatsiya:** Bul maqala ingliz tilinin grammatikasin oqitiwda dasturiy ham dasturiy emes usildan paydalaniwdin natijjeliligin korsetip beredi. Ilimpazlardin pikirleri ham ko'z qaraslari avtor tarepinen analizlengen.

Teaching grammar means facilitating language students to make use of linguistic forms accurately, meaningfully, and appropriately of it. Learning grammar is the process that demands interest, attention, patience to acquire that language satisfied enough. Especially, if students who have just started learning language are interested in and highly motivated from the beginning of the course they will notice their progress on learning soon and they will continue their study not being worried. As we know that, mostly classes are heterogeneous: some students acquire easily, others have some difficulties in learning. The effective way of preventing such situations is using different interesting communicative activities relating to the topic in teaching grammar because games and activities are always played with a high interest by everyone.

As Penny Ur suggests in his book *A Course in Language Learning* (1991), there are three very important sources of interest for children in the classroom: *pictures, stories, and games*. Some years ago, I wrote an article, starts his speech Penny Ur (1986), which began with words: "I am not, in principle, in favor of the use of games in language teaching". This was a serious argument. Games are essentially recreational "time out" activities whose main purpose is enjoyment; language study is serious goal-oriented work, whose main purpose is personal learning. Once you call a language learning activity a "game", you convey the message that it is just fun, not to be taken too seriously: a message I consider anti-educational and potentially demoralizing. Very occasionally we do play real games in the classroom, (at the of the course, for example, or as a break from concentrated work); but to call something a game when our goal is in fact serious learning may harm the learning-and, indeed, spoil the "game"! – as well as being dishonest.

Having studied five researches of numerous scholars I gained information about current practices in teaching grammar. For this research, it was intended to compare two ways of teaching grammar:

1) traditional way of teaching grammar (giving the explanation of grammar rules and doing some exercises from traditional course books);

2) non-traditional way of teaching grammar (particularly, having communicative activities).

If we look back to the history of the development of teaching grammar attention has been laid on traditional methods, teachers trying to attempt only recently new modern methods, all these attempts being considered to make the student become more interested in the English language. But the question that comes up is the following: are we sure that these methods actually work? We all know that the traditional way of teaching is very enjoyable for a student - he doesn't have to think too much, he just notes down the information, and then utilizes it in exercises. The contemporary methods make students put their brain to work, communicate better, engage in conversation, thus acquiring the new knowledge during the English classes, at school. Starting from the hypothesis that traditional methods do not exactly assist the student acquire English language more accessible and that they definitely do not make the English class relaxing, I am going to prove in the following statement that modernized methods improve students' knowledge and evolve grammar more easily and in a more entertaining way than the traditional ones. All these activities are meant to broaden the students' horizon and make them realize that grammar is not only theory, but also practice and fun.