

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

ADABIYOTLAR:

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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 natiyjeliligin 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.

Moreover, I tried to experiment my students by using both traditional and non-traditional way in teaching grammar. The Group A was taught using communicative activities to acquire the grammar points while the Group B had lessons explaining the rules and doing grammar exercises based on the topic. Most of the students in Group A had less difficulties in comprehending the grammar rules as the various games helped them to understand the topic easily while the students in group B were busy with analyzing the topic. In the beginning of the lesson to group A I made a presentation with animation. As my topic was Past Continuous Tense I included the structures and authentic materials which had been simplified to help them make up sentences on their own. Unfortunately, course books do not provide with detailed grammar knowledge. More practice will be essential in the classroom, using group work and pair work. My next step was practice which consisted of various kinds of extra exercises and activities. Pupils are more enthusiastic when they enjoy the class, so it is a vital part of the lesson. The most interesting process was the game “Alibi” in which we have the students create the crime they are going to investigate. It is similar to the murder mystery “Clue”. I divided the students into two groups suspects and detectives. I needed more suspects and 2-3 detectives. The suspects each have to create a story of where they were and what they were doing at the time of the crime. They are then questioned by one of the detective students. The detectives must ask questions using Past Continuous by only asking the time of the murder. For instance: What were you doing from 3 a.m till 5 a.m on Sunday? What was the doctor eating? Then I set up a jury and have the class vote as to who is guilty and why they don’t believe in Alibi.

Furthermore, the process of teaching grammar to group B began with the explanation of the Past Continuous tense by presentation. Then I asked them to make up sentences in Past Continuous without looking on the course book. So, majority of the pupils could not do the tasks as they only used to doing the exercises only by learning the rules by heart. But when I compared the tense with the target language, they easily underlined the similarities of both languages.

In conclusion, there is a variety of activities and techniques in teaching grammar developed by scholars. From my point of view, traditional methods do not exactly help students learn grammar easily and they definitely do not make the English class enjoyable and interesting. So, the communicative activities make students brain use and meant to enlarge the students’ horizon and let them know that grammar is not only theory but also practice and fun.

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INNOVATIVE WAYS OF TEACHING RESEARCH FOR STUDENTS

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Annotation: The purpose of this article is to assist an educator in teaching and creating innovative methods for facilitating research. A brief background and discussion of the research process is being presented followed by how and why innovative ways are important for doing a research work.

Key words: research, scientific, techniques, innovative strategy, identification, hypothesis, formulation, discussion, conclusion.

When the term research is brought-up in discussion, teachers tend to scramble for creative and effective methods to teach these concepts. The concept of research as an innately human trait is grounded in the day-to-day processes we employ to make decisions ranging from simple to complex.

United Nations Educational, Scientific and Cultural Organization (UNESCO) defines research as systematic and creative actions taken to increase knowledge about humans, culture, and society and to apply it in new areas of interest. Scientific research is the research performed by applying systematic and constructed scientific methods to obtain, analyze, and interpret data. Scientific research is the neutral,