STAGES IN TEACHING GRAMMAR TO YOUNG LEARNERS

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Abstract: *The author has attempted to explore how English is taught and understood, address the challenges young children face in learning, and reflect on the most effective way to teach grammar to young learners from the author's point of view.*

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English is becoming increasingly popular. A lot of people need it for studying or working purposes. The number of people learning English is rising throughout the world. However, we are going to speak about young learners. In spite of existed and used methods of English teaching all young learners aim the problem of grammar acquisition. Speaking about teachers of English in Uzbekistan we should mention that there is no one methodology used by all them, that`s why we try to consider the main components of teaching process.

As stipulated by the National Curriculum, the attainment of a comprehensive understanding of the grammatical structure inherent to an individual's primary language is considered to be a matter of considerable import. The attainment of rudimentary grammar, to a certain degree, transpires spontaneously via interactions with peers and engaging with literary materials. The acquisition of proficient grammatical skills through formal instruction is considered vital, as it enables individuals to attain a level of mastery over language and promotes a deeper understanding of its intricacies. The curriculum explicates that the most effective comprehension of this knowledge can be attained through proficient pedagogical guidance in the domains of literacy, such as reading, writing, and speaking. The acquisition of a comprehensive comprehension of grammatical concepts, specifically with regards to nouns, adverbs, adjectives, and similar components, is of utmost importance for students. After a thorough understanding of the underlying mechanisms of these ideas, educators must encourage their pupils to assimilate them into their writing and verbal communication. Additionally, the learners should be equipped with the ability to discern occasions wherein these concepts

have been employed by others. The primary aim of the English curriculum is to endow learners with adept command over both verbal and written language, alongside fostering a passionate inclination towards and admiration for literary compositions. Throughout the compulsory academic period that encompases Year 1 through Year 6, it is widely advantageous for students to possess the aptitude to proficiently and fluently read, while comprehending the contextual significance of the literary material they encounter. It is recommended that individuals endeavor to develop a wide-ranging vocabulary coupled with a satisfactory understanding of syntax and the norms of language. Hence, this can potentially function as a valuable instrument to aid learners in producing clear and accurate compositions that demonstrate proficiency in adapting their writing styles according to various contexts and intended audiences.

Teaching grammar can be one of the most difficult parts of learning a foreign language. We need to make sure that students learn what we want to convey and feel comfortable using it in their everyday lives:

PPP framework is a common practice to better understand the target structure and teach it in an organized way. PPP stands for: Presentation: Introducing the linguistic point, making sure students understand its use and training. Practice: practice the target structure through exercises (fill in the blanks, multiple choice, completing sentences for freer practice, etc.). Production: Create a context in which students can use the target structure (discussion questions using the point of the target language, board games on different tenses, role-playing using the practiced structure, etc.) at each stage of teaching of grammar (presentation, practice, production) the work is organized in the framework of the micro-three phases. This ensures the student's assimilation of the language and its future application in relevant situations.

MFPs. Similar to introducing vocabulary, grammar can/should also be introduced using this pattern. Let's say we introduce the present tense. It first reveals the meaning by giving several examples, just like Guided Discovery. Here are examples to clarify this point:

E.g. Do the sentences show an action happening now, normally or in the past? (NORMALLY)

What keywords do you see showing that it's an action happening normally? (EVERY DAY, IN THE MORNING, ON WEEKENDS)

Among anticipated problems we can mention that students might fail to guess the answer. Like they say 'A little hint never killed nobody'. We can guide the students to the right answer and let them try again. As soon as

the students get the meaning of when the tense is used we can pass to the form.

E.g. Which is the verb (action) in each sentence? (WORK, DRINKS, VISIT)

Is the verb in the present or past form? (PRESENT)

Same strategy can be applied when working on the question and negative forms.

Comparison. Another way to represent a speaking point is to compare it to other tenses. This works for levels that have already covered the basic forms (present/past) and can use this knowledge to build new information. The advantage of this method is that you have the opportunity to review the previous item and help students analyze the new item on their own.

E.g. I lived in England last year.

I have lived in England.

Are the sentences in the present or past tense? (PAST)

How do you know they are in the past tense? (LIVED)

Do you know when the person lived in England in the first sentence? (YES, LAST YEAR)

Do you know when the person lived in England in the second sentence? (NO)

Does the second sentence specify the time when the person lived in England or does show an action that happened some time in his/her life? (SOME TIME IN HIS/HER life).

This is a well-established technique to ensure that students can locate past/present/future events. It's a great tool for visual learners and can be used to introduce a grammar point. How? By showing the timeline and a sentence that unlocks the meaning and use of the target structure. This works especially well when two beats are introduced at the same time, such as Simple Past vs. Past continuous or past simple vs past perfect. As for the introduction, we may have worksheets that students can do in class; "Go touch the wall", "Get up and sit down", "Say hello to 5 people in the room", etc. excited at the same time. Later, the teacher can ask, "What did Mike do?" and try to guess the sentence: "Mike said hello to different people". The following steps are the same as before. As for review, we can have action cards called "Mime the Sentence" have one student mime the action on the card, and the others guess the action using the correct tense - present continuous to represent the action at that moment . describe "You drink coffee" or tell the class "She drank coffee." The same can be set up as a couple/group activity .

The objective of this empirical investigation was to examine the efficacy of employing grammar games in a classroom setting for enhancing the grammatical proficiency of young learners. The outcomes of the previously shown experiment suggest that incorporating grammar games into language education is a highly effective instructional approach. The experimental groups outperformed the control groups in all of the tested grammatical features, with statistically significant differences observed in most of the items. The outcomes suggest that utilizing games for teaching languages is advantageous. This aligns with the findings derived from the assessment of published works. In addition to serving as sources of entertainment, games can serve a dual purpose of being effective tools for practicing language and motivating young learners. Games focus on the learner, establish a significant setting for language application, advance communicative proficiency, and facilitate the acquisition of language abilities in a unified fashion. In addition, they improve learners' ability to engage actively and decrease apprehension about language acquisition, ultimately encouraging even timid learners to actively participate and utilize the language. Games are helpful for fulfilling the needs of young learners and also assist educators in providing language instruction in a relatable context. Grammar has been the topic of intense and fervent discussions in foreign language education, as previously mentioned. Researchers agree that although grammar should be taught within the context of communicating effectively, an emphasis on language forms can also offer significant advantages. There are numerous methods to achieve this objective, taking into account the requirements and inclinations of the learners. Today, the focus has shifted from debating the necessity of teaching grammar to determining the most effective methods based on the age, proficiency level, and specific requirements of the learners. Games provide ample chances for young learners to assimilate grammatical structures and vocabulary naturally and meaningfully, thus aiding in their language acquisition. Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Avedon further argues that "games spur motivation and students get very absorbed in the competetive aspects of the games; moreover, they try harder at games than in other courses". In other

words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. Another advantage associated with games is that students' anxiety towards language learning desreases as games are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely. Games are student-focused activities requiring active involvement of learners.

Incorporating games into the classroom setting leads to learners actively engaging in the learning process. By being motivated to become actively involved, individuals are provided with the opportunity to take charge of their own learning, which is comparable to how selecting their own reading materials encourages learners to enhance their reading skills. The learners' incentive to acquire a language is similarly impacted. As students engage in the game with a desire to emerge as victors, they gradually develop a heightened level of motivation and an increased eagerness to acquire knowledge. Moreover, the presence of a competitive or collaborative environment prompts learners to engage in active concentration and critical thinking while undergoing the learning process, thereby strengthening the automatic acquisition of language. Learning language patterns presents a number of advantages that are specifically associated with this activity. Language patterns and chunks are typically internalized in games through consistent repetition that takes the form of concealed or camouflaged drills. In addition to repeating words, games promote the utilization of language in innovative ways as pupils interact, work together or vie with each other within the game's casual setting. Games are deemed an efficient approach to language instruction for various grounds. An outstanding benefit of utilizing games is that they offer a valuable situation where the language is integrated. During the duration of the game, its players view it as a genuine reality and therefore consider it as a feasible alternative. This quality is its primary defining feature. Therefore, it serves as a medium for students to interact and communicate with each other, and the dialect utilized in the game acts as a means for kids to achieve an objective that is not directly related to language. Moreover, games can serve as useful tools for language learning as they

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often involve repetition and follow specific guidelines, which allows for a degree of predictability. This makes them ideal scaffolds for language acquisition. The lexicon of games contains customary communicative structures or phrases, including 'my turn', 'pass it to me', or 'victory is mine', which can be easily acquired and provide players with convenient means of engaging in social interaction within the playground setting.

After studying the types are started learning the activities of 3 level model: pre-viewing, while-viewing and post – viewing activities.

Preview activities

Preview activities would be like this the warm ups we usually have for the other guys of activities. When the goal is to teach vocabulary through a video, then new vocabulary must be introduced in the pre-viewing activity, in context, in conversations,through appropriate exercises; guess the meaning of word activity, etc. If the goal is to practice grammar, the preview activity should be a time review grammar point. Beautiful activities to discover in preview exercise is a game, fill in empty or other exercises easy-to-find grammar worksheets.

Viewing activities

Viewing activities consist of tasks that students perform must complete while watching the video and this one it must also be goal oriented. When practicing grammar due to their nature (songs usually are short and often repeated sentences, words and structures), music videos are best for practicing grammar. The most common type of music video viewing activity is a gap-filling exercise, but educators can get creative and try other ones.

The post-watching activities are a fun way to wrap up the video lesson is a great opportunity to consolidate everything students learned in one production or performance activities. When you focus on vocabulary first you introduced a few new words, and then your students saw how they were used in the video. Now is the time for your students to use these new words himself. Divide them into pairs and have them do it.Write a conversation or a report using this new vocabulary. If your goal was to teach vocabulary related to weather, and you showed a video of a TV weather report, ask your students to write down the weather forecast.

If the goal was to provide additional grammar practice, ask your students to produce something that specifically prompts them to use that grammar point. We studied the theoretical material on the teaching grammar to young learners and it was difficult for us to cover all the necessary items that we maintain apply in our practical research and we

plan to work with all of the above in mind, create the lesson plans based on Disney cartoons.

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