



THE SPECIFIC OBJECTIVES OF TEACHING ENGLISH GRAMMAR

Mamasoliyeva Maftunaxon

Student of Samarkand State Institute of Foreign Languages

Ibadova Nafisa Ahmatilloeyvna

Supervisor: Senior teacher of SamSIFL

Annotation: *the fundamental aim of this article is to investigate the nature of grammar as well as different philosophies of grammar instruction in English language teaching. From the various viewpoints about grammar definition, this paper is going to discuss how grammar is imperative for language learners in addition to how grammar is reflected into teaching development.*

Key words: *grammar, methods, interactions, supportive evidence, contextualized grammar, morphology, syntax, phonetic patterns, communication, discussion.*

Many studies have been done on teaching grammar with the purpose of using language in natural interactions with the elements speakers because grammar supplies a set of rules for the structure of the language. Three areas of grammar teaching need to be observed: grammar as rules, grammar as formation, and grammar as a resource. For many foreign language students, learning grammar often means learning the rules of grammar and having an erudite knowledge of grammar that helps us to communicate. Grammar has played a significant role in English language teaching with a wide variety of encouraging evidence to prove the benefits of grammar teaching. For instance, Norris and Ortega conduct an extensive analysis of studies and summary that a focus on grammar leads to the overall effectiveness of language teaching. Language structure may be a set of rules that directs how a dialect works, making it simple to comprehend. Without legitimate language structure, one would have no thought how to talk or compose in English. It makes a difference us make sense of our words. It too directs rules with respect to how words are utilized and when they ought to be utilized. Without knowing this data, it would be outlandish for us to get it anything or say anything at all. Language structure isn't almost about learning how to utilize words accurately; it's moreover almost understanding the designs in dialects around the world (counting in our claim nation). In the event that learners see how these designs work, they can utilize them and frame sentences without stressing around overlooking rules such as subject-verb assention or sexual orientation understanding. Understanding these rules makes it less demanding for learners to



comprehend other people's sentences when they talk English on examined books out loud.

So that, it is concerned, what grammar teachers should teach as well as when and how teachers teach grammar will devolve on goals of the language strategy, learners' variables including learning objectives, ages, level of language capacity, learning styles. Among a broad variety of grammatical models to select, curriculum developers and teachers select to count on modern descriptive grammars because this sort of grammar establishes links between form and meaning of the language. Grammatical English has its own grammatical rules and structures of sentences. These grammatical rules and sentence structures are demanded for proper relationship of the words in a sentence and to keep away from ambiguity. It also clarifies the admissible and unacceptable forms of sentences. For example; 'I am writing a book' is the correct order of present continuous tense rather than the sentence 'I book writing.' Therefore, Functional English grammar is essential for learning the English language.

Foreign language grammar is always seen as the process rather than the product since grammar is a source for creating meaning in a context-sensitive manner. Three interdependent aspects of grammatical elements: formality, which concerns how an individual structure is constructed and how it fits in with other structures in a sentence for example, morphology, syntax, and phonetic patterns, meaning, is related to semantic, such as lexical and grammatical meaning, as well as derived compound words, and utilization, is related to the pragmatics or the meaning of grammatical structures in an important context, whether it reflects social, linguistic, or situational issues. The teaching of foreign grammar must be considered the meaning and the message conveying the message of the language. Grammar is the think about of words, their structure, and work. It is basic to memorize language structure since it makes a difference learners get it the English dialect way better. Language structure too empowers them to get it how sentences are shaped. It moreover permits them to type in great expositions and articles that can be understood by individuals who don't know much about grammar. Linguistic use is additionally utilized in daily life when examining something that happened or will happen within the future. Language structure makes a difference one get it the English dialect by making a difference them get it the way words work together as a framework. Understanding grammar can be one of the fundamental aptitudes learned as an English language student. Language structure could be a imperative portion of any dialect. It's basic to permit learners to precise their contemplations satisfactorily and shape and communicate exact



thoughts. Grammar isn't close to spelling or accentuation. It is fundamentally portion of a language because it permits them to develop sentences and compose coherently. Linguistic use can be considered an undetectable dialect that creates composed communication more viable. In addition, it can too offer assistance learners in other regions, such as talking or understanding what others are attempting to communicate.

The objectives of this investigation are two fold as follows. First, it hopes to reveal English teachers' beliefs about grammar teaching and learning. Second, it helps foreign language students and English teachers reflect on their beliefs. Such consideration can bring these beliefs to reassess and re-evaluate different grammar teaching techniques that students are unaware of so that the students can become aware of foreign language patterns while learning English grammar. In addition to this, the selection of grammar instruction for this investigation is based on the evidence that the use of correct grammar usage is primarily responsible for the students' effective communication in the target language.

In conclusion, grammar is not just a set of rules or structures, and teaching grammar can help learners of English speed up their English language learning operation. Unfortunately, some teachers may not have a positive look about teaching grammar because they think that grammar is not very compulsory to teach learners in the age of communicative language teaching nowadays. In addition, some teachers may not know how to make grammar lessons become lively and stimulating. According to the finding and discussion of this research, this investigation showed the actual practices of English teachers in teaching English grammar to coordinate the beliefs of the teachers and demands of language subjects. English teachers' attitudes towards grammar were generally beneficial and they were in favor of teaching grammar that grammar was implicitly integrated with English skills. English teachers' knowledge of grammar could be measured using test-like instruments; English teachers' beliefs could be gained through questionnaires and interviews, and English teachers' discrimination could be tested in a more sophisticated way through an analysis of actual classroom practice and discussions with other English teachers about grammar practice.

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