



## THE ROLE OF GRAMMAR IN ENGLISH TEACHING

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**Abstract:** *Teachers should have a deep knowledge of English grammar, because grammar is the basis of the language. In ancient times, all Roman and Latin teachers widely used grammar, and in the 1800s, the grammar-translation method began to be used, which became the basis of English. Grammar involves understanding the linguistic structure that exists in all languages, including languages spoken in all countries, and in addition to knowing how to use words correctly, by learning how these structures work, students can use them to build sentences without having to memorize grammatical rules.*

**Keywords:** *grammar, foreign languages, communicative competence, speech structure, skills, sentences, communication, language functions.*

### INTRODUCTION

In accordance with the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 “On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level”, as well as in order to effectively implement organizational measures to popularize the study of foreign languages, a resolution of the Cabinet of Ministers was adopted. Accordingly, today, a number of factors such as the study of foreign languages, the improvement of international relations, the establishment of mutual cooperation between peoples, the sharing of news in the fields of science and technology, economics, politics, agriculture, and sports, the creation of great opportunities for trade and commerce, the development and implementation of computer technology, e-mail, and the rapid dissemination of various types of



information about what is happening in the world by the mass media are increasingly accelerating the process of interlingual word exchange, or rather, the transfer of words from one language to another. An example of this is the words that have passed from English to Uzbek at different times.

Students who want to become competent speakers in writing and speech must understand grammar. Teaching grammar helps students understand more difficult subjects and provides a foundation for them to communicate their thoughts clearly.

### **DISCUSSION AND CONCLUSIONS**

By giving students the skills to communicate clearly and concisely, teaching grammar helps them become more confident speakers and writers. Grammar also involves understanding the linguistic features that are common to all languages, even our own. Once students understand how these features work, they can use them to construct sentences without having to worry about remembering grammatical constraints such as gender and subject-verb agreement. When students understand these guidelines, it is easier for them to understand what other people are saying, whether they are reading aloud from books or speaking English on television. In the first few years, communicative competence becomes synonymous in the minds of some researchers and practitioners with a lack of attention to grammatical accuracy; and second language learners are considered communicative if they can convey their meaning to the listener, even with relatively low grammatical accuracy. As Omaggio (1986) points out, the term communicative competence is often used to refer to knowledge or ability related to the rules of language use, while the term grammatical (or linguistic) competence is often used to refer to grammatical rules. The focus of the lesson has shifted from grammar teaching to second language teaching. The lesson has focused on language functions and communicative activities. Some teachers are discouraged from teaching grammar. However, a moderate trend has been observed among a group of researchers. They no longer consider communicative competence to be



distinct from grammatical competence, but rather consider corporate grammatical competence as part of communicative competence. For example, Canale and Swain (1980) defined communicative competence as consisting of grammatical competence, sociolinguistic competence, verbal competence and strategic competence. Furthermore, Wilkins (1976) sought to ensure that language teaching did not neglect linguistic competence. Structures provide a means to an end, and that end is communication. He also argued that our knowledge of the grammatical systems of a language provides a means to structure language learning in a more systematic way than in terms of language functions and concepts. For the purpose of systematic second language teaching, the pragmatic aspects of communicative competence should be seen as complementary to grammatical competence rather than as an alternative to the balance between fluency, accuracy and coherence. Furthermore, grammatical competence can contribute to the development of students' productive skills because grammar is a description of the laws of language, which can provide students with the means to produce many potentially original sentences. After the debate about whether or not to teach grammar, the main issue was no longer the importance of grammatical knowledge, but how to better understand how to teach it. As for the second issue, there are three approaches to how to teach grammar, namely deductive, inductive and cognitive enhancement. These three approaches have their own places, depending largely on how grounded the grammatical elements presented to students are in the grammatical system. The question is not which one to choose, but how well the three approaches are integrated. Our task is to conduct further research to determine which grammatical elements fit into which approaches. This, of course, depends on different contexts and situations. Teachers always start a course with the dream that all students will speak as fluently as native speakers, but teachers have never thought about other skills. To master any language in the world, you need to learn four skills, which are (listening, speaking, reading and writing). Receptive skills



are reading and listening, while productive skills are speaking and writing. Because these skills are necessary, teachers need to practice them, especially writing, which is a very complex skill.

Writing involves structure, that is, grammar. Students ask the same question over and over again. This is where grammar comes in to help the student understand the language, as much of the vocabulary is used in grammar (tenses, parts of speech...etc.). Teachers need to have a deep knowledge of English grammar, as grammar is the foundation of the language. In ancient times, all Roman and Latin teachers used grammar extensively, and in the 1800s, the grammar-translation method began to be used, which became the foundation of English. Teachers need to develop the student's understanding of the language by exposing them to the language through different tenses, as well as by explaining in detail how each tense is used. When dealing with beginners, the teacher should focus on the element of accuracy, not fluency, because fluency can be achieved over time, but accuracy requires a lot of practice.

## CONCLUSION

Students can get bored with grammar rules, so teachers can use various methods and tools to equip them with information. This can be done through games, facial expressions and gestures, guessing times, or even quizzes and block exams. When a teacher is armed with grammar rules, students feel comfortable because they know they are learning from a reliable source, but when the teacher starts making mistakes in the language, students ask questions and feel insecure. If a teacher knows his language well and trusts his intelligence, whether he is teaching children or even adults, this will be of great value to his students and to himself as a language teacher. Both fields require him to be precise, competent, and capable.



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