

TEACHING ENGLISH GRAMMAR AND SPEAKING

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Abstract: *This article is about effective strategies of improving English grammar and speaking. Furthermore, it includes several exercises which are related to this topic.*

Key words: *grammatical competence, fluency development, boost pronunciation, grammatical rules.*

INTRODUCTION.

In the present age, admittedly, learning other language, especially English language is common in the world. The reason why, it can open many doors for us. Owing to world's language. Specifically, if you speak in English with confidence, fluently, you will achieve major successes. But grammar plays the most fundamental role for speaking. So without grammar speaking never boost as well the more your grammar is strong, the more better your speaking.

Learning strategies are the student's effort to accomplish a learning goal. According to Rubin (1975), learning strategies are device used by the students to acquire knowledge. It means that the students can have one or more certain strategies to assist them in acquiring the knowledge that they want to learn. Moreover O'malley and Chamot (1990) point out that there are three kinds of learning strategies that the students can use, they are meta-cognitive strategies, cognitive strategies, and socio- effective strategies. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

As one of the four main skills in English, speaking becomes an important skill in the teaching and learning process in the classroom. Speaking is an English teaching and learning process has been defined by some experts. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". According to Brown (2003), speaking is an oral communication between speakers and audiences that use to transfer information, ideas, and feelings. In the same way, Nunan (2003), defines speaking is an oral interaction of constructing systematic verbal utterances to deliver meaning. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills".

In short, it can be concluded that speaking is oral communication that use to share the speaker's ideas by using language.

Top tips for developing speaking skill

- ◆ Practicing
- ◆ Change your environment to English atmosphere
- ◆ Thinking about grammar
- ◆ Try to use English in every conversation
- ◆ Remembering new words and developing your vocabulary
- ◆ Listening to English (audio and video)
- ◆ Shadowing to native speakers

◆ Practicing tongue twister regularly.

A discussion of grammar and its role in English language teaching should begin with the meaning of grammar. According to Keck and Kim (2014), “...grammar is a system of rules which governs how words (and smaller morphemes) can be combined to form sentences” (p.33). However, according to Ellis (2019), grammar can be categorized into prescriptive grammar and descriptive grammar. Rustamova (2023) highlighted that “this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm”. The prescriptive grammar refers to rules of language as explicitly stated in the grammar book with the implication that such a grammar rule may not be used in real-life situations. That is, prescriptive grammar focuses on what ought to be said and written based on the standard of English, whereas descriptive grammar refers to contextualized grammar that is used in real-life situations. In other words, what is right is always contextualized. Yet, there is another kind of grammar that is quite relevant: pedagogical grammar. According to Larsen-Freeman (2011), pedagogical grammar is concerned with the way in which grammar will be taught and learned most optimally in the second language classroom. Further, according to Purpura (2004), grammar has the following dimensions: grammatical knowledge, grammatical ability, grammatical performance, and metalinguistic knowledge. In this regard, this study deals with grammatical ability and grammatical performance. While the former seems restricted to the academic context because it alludes to the learner’s ability to do grammar tests accurately, the latter appears larger in scope because it emphasizes the learner’s ability to actually use the language. Based on the above explanations, it is obvious that grammar has been variously defined, and given the EFL situation where English is taught and learned in a school setting more than naturalistically, it will be remiss not to pay close attention to grammar and its roles in the L2 classroom because grammar seems to be the most tangible component for EFL learners to rely on. In other words, grammar instruction in a typical EFL classroom is the mainstay of language input for most of the EFL learners. As such, second language acquisition (SLA) researchers, over the years, have proposed an English instruction that strikes a proper balance between grammar rules (form) and grammar usage (function). While focusing on grammar in context appears to have received considerable support, some researchers do not find grammar and grammar instruction necessary. For example, Krashen (1982) has proposed that to successfully acquire an L2, the learner needs to be exposed to considerable amounts of good quality language input that is not too difficult. In this regard, grammar will take care of itself because the L2 learner will be able to extract necessary grammar from large amounts of language input they have received. In addition, as long as the L2 learner is given a chance to enjoy the language through, for example, pleasure reading, fun-filled activities, he/she will simply “pick up” the L2 without fail. That is, acquiring an L2 is similar to acquiring one’s first language. Those who are in favor of the nongrammar focus approach will find Krashen’s proposition “practical and relevant.” Eshankulovna (2022) asserts that “English proficiency functions as a socioeconomic catalyst in today’s interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness”.

Many students have problems remembering and using what they have learned. It's good to develop a technique that will train your brain to help you actively remember the things you learn. Hopefully our top tips for developing your memory will help. Start in class by making brief notes on things that are useful and important to you. Then revisit and rewrite these notes immediately afterwards. A good way to clarify facts and make them easier to understand, is to make mind maps. These can be drawn on paper or on a tablet or laptop. This graphical way of representing ideas and concepts helps establish things in your mind.

Another tip is to write condensed notes or cards and stick them where you can see them – such as the kitchen wall. Looking at things over and over again can help you remember. Alternatively, you could write these simplified notes on your mobile phone and set up a reminder to read them regularly.

CONCLUSION

In conclusion, teaching speaking and English grammar plays a vital role in developing students' overall communicative competence. Effective grammar instruction helps learners build accurate language structures, while speaking practice enables them to use these structures fluently in real-life situations. Teachers should create interactive, student-centered activities that combine both accuracy and fluency. By integrating grammar into communicative speaking tasks, educators can make lessons more engaging and meaningful. Ultimately, the balance between teaching grammar rules and providing opportunities for authentic communication ensures successful language learning and long-term proficiency.

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