

**HISTORICALLY FORMED AND MODERN PROBLEMS OF TEACHING  
FOREIGN LANGUAGE GRAMMAR; BASIC APPROACHES TO  
TEACHING GRAMMAR**

**Abdovokhidova Shakhribonu Akmalovna\***

\*Student,

Samarkand State Institute of Foreign Languages,  
UZBEKISTAN

Email id: princess13082001@gmail.com

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**ABSTRACT**

*This article provides some information on the history of English language methods and the study of grammatical topics. In recent decades, there has been a tendency to overestimate the role of grammar, which has led to a significant increase in the number of errors in student speech due to its use of a communicative approach in foreign language teaching - a topic that needs to be addressed. Thus, the problem will be to look for ways to increase the effectiveness of mastering the grammatical material of a foreign language (especially English) in the context of the communicative-oriented direction of this work.*

**KEYWORDS:** *Teaching Grammar Textbooks Eliminate Grammar, Systematic Study Of Grammar, Interlingual Intervention, Explicit And Implicit Sources.*

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**INTRODUCTION**

In the 20th century, the role of grammar in foreign language teaching has often changed under the influence of a number of factors: the practical results of foreign language teaching under the influence of the evolution of linguistic theory (including the practice of teaching grammar textbooks) the influence of identity, taking into account the state policy in the field of education under the influence of others.

In the twentieth century, there was a tendency in educational institutions to eliminate grammar and all grammar textbooks almost completely or completely.

To date, there is a tendency to reduce the role of grammar in foreign language teaching. Many European educators believe that when students learn traditional grammars of a foreign language, according to many observations, they do not understand the practical importance of learning grammatical terms and concepts or the purpose of grammatical analysis and emphasize that development goals will not be achieved. Trends in the destruction of traditional educational grammar, including in our country, appeared in the 60s and 70s. In the last decade, there has been a tendency to overestimate the role of grammar, which has led to a significant increase in the number of errors in student speech due to the use of a communicative approach to foreign language teaching. [1]

On the other hand, there are examples of the preservation of the dominant role of grammar in foreign language teaching, which in some cases is based not on methodological expediency but on internal programs and textbooks created under the influence of different opinions of linguists.

Historical experience has shown that, on the one hand, there are attempts to abandon any grammar, and on the other hand, exaggerating its role in the educational process has a negative impact on the results of practical language learning. [2]

Systematic study of grammar:

Pros and cons

There are different opinions among foreign language learners and teachers about the need for systematic study (teaching) of grammar. We now present two opposing perspectives.

Evidence to support the regular study of grammar in a foreign language course

From early adolescence (9–10 years), categorical thinking begins to dominate in children. Learning grammar in a system through the development of grammatical categories allows you to establish systematic connections in language without unnatural movements and to make speech grammatically correct and clean. [3]

Learning grammar is so much fun and exciting that it introduces people to a world of new concepts.

Learning grammar in the system allows you to better understand the features of the native language system.

The study of grammar in the system allows for a better understanding of the cultural characteristics of the people who speak this language, their mentality.

Promotes the development of logic and memory, fosters thinking.

Well-formed grammar skills facilitate the communication process in speech and writing.

Although there are many grammatical phenomena in any language, they can be grouped into very separate categories. Unlike a dictionary, grammatical material is very visible.

Although these developments have been promising, the research that has been carried out has had relatively little impact on professional discourse, where oversimplified ‘procession-of-methods’ views of the past have remained common. [4]

Evidence against the increase in grammar in a foreign language course

By mastering the mother tongue, a person does not learn the rules of grammar, but learns the patterns of speech construction in the process of communication.

Many native speakers make a large number of grammatical errors and omissions, but this is not something that is unacceptable. Very grammatically correct, the absence of errors betrays educated foreigners. [5]

‘Potted histories’ have tended to prevail which reproduce a kind of mythology intended to set off the past from the present, itself viewed as superior. Highly influential in legitimizing this kind of approach, we would suggest, have been Richards & Rodgers’ book, *Approaches and Methods in Language Teaching*, first published in 1986 and in its fourth edition already, and Larsen-

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Freeman's (1986) *Techniques and Principles in Language Teaching*, an even more reductive, ahistorical account, also in its fourth edition. [6]

The explanation of grammar in grammar references is structured using so many specific grammatical terms that it is almost impossible to understand anything for the first time. This explanation tends to confuse the uneducated reader rather than provide the necessary help.

The effectiveness of speech interactions is determined not only by adherence to grammatical norms, but also by other speech and language skills and abilities. [7]

We should try to avoid mistakes that radically impede the effective interaction of speech, but at the same time we do not have to fully understand the entire grammatical system of the language.

Separated from real communicative situations, learning grammar by writing rules mechanically and substituting them for abstract, meaningless examples and practicing in a system of translation exercises does little to shape true literacy.

Even in the international examination system, the requirements for the level of formation of grammatical skills do not occupy such a large place and are not strictly controlled as in the local practice of foreign language teaching, where grammar is literate and successful in learning a foreign language. [8]

Difficulties in mastering the grammatical aspect of speech in a foreign language

In order to properly organize the acquaintance with the grammatical structure and its preparation, to anticipate and minimize possible errors, the teacher tries to analyze the difficulties that this grammatical phenomenon can cause to the students.

Let us now attempt to classify the difficulties that may arise in the teaching of grammar in terms of the emergence of interlingual and interlinguistic interference.

Interlingual intervention

Morphology and syntax differ in the study of grammar in any language. In morphology, different parts of speech, word formation, and so on are studied. Syntax includes building simple and complex sentences, punctuation, direct and indirect speech, and much more.

However, when studying the "noun" section in Russian, English, German, Spanish, and French, for example, you may find many features that are unique to just one of these languages. [9]

Learning local and foreign/ foreign languages together inevitably leads to a certain interlinguistic interference, because if the rules are mechanically translated from one language to another, it leads to errors:

Formation of comparative levels of qualities;

Word formation methods and their features;

Coordination of noun / adjective cases;

Punctuation marks.

Intralingual intervention

There are many grammatical events in a translated language that students can confuse, especially if these events are completely or partially absent in their native language. For example, when learning English, it is difficult for students to distinguish temporal forms of verbs, especially perfect and extended tense forms that are not in Russian. As mentioned above, in English, the present, future, and past can be expressed in various temporal forms. For Russian-speaking students, the abundance of such temporal forms and time-related events do not cause difficulties and contribute to errors. Similar examples can be found in other languages.

Basic approaches to teaching grammar

Depending on the learning environment, the nature of the audience and the grammar material itself, as well as the teacher's position in teaching grammar, the process of getting acquainted with grammatical material and teaching it can be structured in different ways. [10]

To illustrate this process in a particular system, we will look in detail at the approaches traditionally established in foreign language teaching methodologies and the grammar teaching methods available within them. [11]

The approach is the most general, strategic rule of foreign language teaching. The term approach is often confused with the term method.

The method, in contrast to the approach, involves the development of concrete steps, the existence of certain principles, the use of specific methods. [12]

Traditionally, two approaches have been identified in teaching grammar - explicit and implicit. In the first case, to teach grammar without explaining the rules, in the second, vice versa. Within each of these approaches, two methods have emerged that stem from the strategy of these approaches, but differ significantly in terms of principles, practical techniques, and sequence of actions.

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