

GRAMMAR GAMES MOTIVATION IN TEACHING ENGLISH

Habibnazarova Saiyra Baxitbaenva*

*Assistant Teacher,

Department of Foreign languages,

Nukus state pedagogical institute named after Ajiniyaz,

Nukus, UZBEKISTAN

Email id: habibnazarova.saiyra@gmail.com

DOI: 10.5958/2249-7137.2022.00330.5

ABSTRACT

This article is English grammar rules and games, Grammar organizes the vocabulary and as a result we have sense units. This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education of children. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized.

KEYWORDS: *Motivation, English, Rules Grammar, Communication, Language, Linguistic, Speech.*

INTRODUCTION

Grammar organizes the vocabulary and as a result we have sense units. There is a system of stereotypes, which organizes words into sentences. But what skill does grammar develop? First of all it gives the ability to make up sentences correctly, to reproduce the text adequately. (The development of practical skills and habits). The knowledge of the specific grammar structure helps pupils point out the differences between the mother tongue and the target language. The knowledge of grammar develops abilities to abstract systematize plural facts.

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. [1]

Do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand

many things yourself, without having to ask a teacher or look in a book.

So think of grammar as something good, something positive, something that you can use to find your way - like a signpost or a map.

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. [2]

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to aud, speak, read, and write in the target language.

To develop one's speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech-practice. The automatic use of grammar items in our speech (oral and written) supposes mastering some particular skills – the skills of using grammar items to express one's own thoughts, in other words to make up your sentences.

We must get so-called reproductive or active grammar skills.

A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill.

To form some skills is necessary to know that the process of the forming skills has some steps:

- Only some definite elements of the action are automatic.
- The Automatization occurs under more difficult conditions, when the child can't concentrate his attention on one element of the action.
- The whole structure of the action is improved and the automatization of its separate components is completed.

What features do the productive grammar skills have?

The characteristic feature of the reproductive grammar skills is their flexibility. It doesn't depend on the level of Automatization, i.e. on perfection of skill here mean the original action: both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been learnt by him as "a ready-made thing" he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis. [3]

Teaching grammar at school using the theoretical knowledge brought some critical and led to

confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school.

To form the reproductive grammar skills we must follow such steps:

- Selection the model of sentence.
- Selection the form of the word and formation of wordforms.
- Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words.

We should know that the method by which children are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized. They need frequent of activity; they need activities which are exciting and stimulating their curiosity; they need to be involved in something active.

We shall examine such methods as “The Grammar – Translation Method”, ”The Direct Method”, “The Audio-lingual Method”. And we pay attention to the teaching grammar of the foreign language. We shall comment those methods, which have had a long history.

This method was widely used in teaching the classics, namely Latin, and it was transferred to the teaching of modern languages when they were introduced into schools.

The interactive games in language learning are carried out under the following forms and character according to the usage.

1. Practice games
2. discussion games
3. Learning vocabulary games

1. The first game I’m trying to practice is called ‘ ‘ What’s your position?’’

Here the teacher presents some words and terms with definition or translation. After that they may practice these words on different matching exercises and drills. Next day, the teacher prepares strips with words and definition. Terms are written separately in each strip.

Managing director	Personnel Manager
Executive secretary	Finance director
Sales Representative	Accountant
Production Manager	Receptionist

2. One more interactive game is “Who am I?“. Here the following ready— made cards are delivered to each learners. After 3 minutes they are asked to tell by role playing.

3. The game called “What were you doing when the teacher came in ? ”

Here learners get a situation with pictures. The partners take these cards, after reading the situation they should make up a dialogue.

Your task is to find rhymes to the words on the topic “Seasons”. Each rhyme is 1 point.

Bruit - fruit	rice - ice
Reason - season	ball - fall
Hinter - winter	our - flower
Bring - spring	remember - November
Drummer - summer	such - March
Leather - weather	day - May
Bold - cold	soon - June
No - snow	train - rain

REFERENCES

1. Rogova GV. Methods of teaching English Moscow,1970
2. Harmer J. The practice English language teaching”; London-New York; Longman, 1991.
3. Fries CC. Teaching and Learning English as a foreign language.The univ. of Michigan press, 1964.