

TEACHING GRAMMAR TO YOUNG LEARNERS

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Abstract: Since grammar instruction supports the foundational aspects of young learners' linguistic development, many linguists value its importance. The manner of teaching grammar also stirs up a variety of beliefs. It causes confusion on how to teach grammar to young students. Thus, the purpose of this paragraph is to further explore the methods used to teach grammar to young students. It was discovered that the teachers tended to clearly teach grammar after conducting in-depth interviews with the teachers who were observed in the sixth-grade English lessons. It occurred because they saw early on the importance of mastering grammar. Additionally, they believe the students to be mature enough to understand grammatical rules because their reasoning is superior to that of their junior peers.

Keywords: teaching language systems, vocabulary, grammar, teaching pronunciation, young learners, method, approaches, ability, interest, learning, interactive methods, literacy development.

Giving young students a solid foundation in grammar is crucial in the classroom. According to Garrett, it is essential for the early development of the learners' linguistic skills. Young students' grammar-conscious awareness can be increased significantly by introducing grammar to them early.¹ It has a favorable impact on their systematic linguistic creation. Once they start speaking, they will be conscious of using the language. Even if they make a mistake, they'll have the confidence to edit it once they understand it's grammatically incorrect. If grammar is taught to children at a young age, they may have less chance of making grammatical errors, which will help them speak in a clear and understandable manner. According to Brown, grammar is essential

¹ Lisa Garrett, 'Teaching Grammar in an English as a Foreign Language (Efl) Context', The Australian Journal of Indigenous Education 31 (2003): 35–40

for producing effective and clear communication² and Sitorus, who asserts that people's language will just be chaotic if they don't understand grammatical rules.³ They might not be utilized as a result to generate the language effectively and efficiently. As a result, some groups think it's preferable to offer grammar to young students.

Another crucial point to keep in mind when teaching grammar to young students is that they differ from persons of different ages in fundamental ways. According to Moon, young students are those who will only learn if they are involved in an intriguing activity that is entertaining yet significant.⁴ If grammar instruction is viewed as a burdensome and tedious task, it may not be successful with young students. Learning should be tailored depending on young learners' qualities in order to make it engaging and relevant for them. According to Moon, young students frequently seek out significance. Even when they don't understand particular words, they are excellent at interpreting meaning.⁵ Harmer also contends that if people understand it, they may respond to it.⁶ Unfortunately, teachers frequently ask their pupils to confirm their understanding. Young students won't participate as intended if they don't find it relevant, which could compromise the success of teaching and learning.

According to Harmer, pupils frequently learn indirectly rather than directly.⁷ As a result, individuals learn more as a result of more meaningful learning. Cameron proposes that teachers of young students should offer physical exercises that deal with routines and repetition in learning in light of these traits.⁸ In addition, gesture, tone, demonstration, action, and facial expressions are all necessary, according to Pinter, in order to transmit meaning.⁹ Additionally, according to Cameron, teachers can choose to build language in the classroom by giving real ready-made language materials like

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (San Fransisco: Longman, 2007).

³ Deborah Sitorus, *Teaching Grammar to Young Learners* (Jakarta: Universitas Pendidikan Indonesia, 2016)

⁴ Jayne Moon, *Children Learning Eng* (Oxford: Macmillan Henneiman, 2000).

⁵ Moon.

⁶ Jeremy Harmer, *How to Teach English* (London: Pearson Education Limited, 2007).

⁷ Harmer, *How to Teach English*.

⁸ Cameron, *Teaching Languages to Young Learners*

⁹ Pinter, *Children Learning Second Languages*.

songs, rhymes, theatre, etc. as well as by using scaffolding.¹⁰ It has also been demonstrated by Hasanah, who suggests employing engaging grammar teaching techniques including using people photographs, coming up with captions, cutting off stories, incomplete pictures, and picture dictation to be successful.¹¹ As a result, the teaching of grammar should not only comprise direct instruction but also activities that take into account the unique qualities of young learners.

Different viewpoints on grammar instruction can lead to confusion, which can make learning a language more difficult. Therefore, the purpose of this essay is to look into the actual grammar instruction that takes place in classrooms with actual young learners. The context in this instance is the class of sixth graders. In comparison to the lower classes in primary schools, sixth graders are regarded as advanced in elementary school. Some claim that sixth graders are prepared for formal grammar instruction. Others continue to view them as young students who could struggle to process learning explicit grammar. These two viewpoints pique interest in how the teacher handles them when teaching grammar.

Teaching Grammar Method for Young Learners. According to Pinter, "teaching grammar alone can be a dry and boring activity."¹² In actuality, the teacher's presentation intended to clarify the grammar covered the majority of the class's activities. All that was required of the kids was their attention. It wasn't appropriate for use with young students who are verbally, physically, and cognitively active, according to Moon. In addition, pupils enjoy themselves.¹³ It stands to reason that if kids have fun and appreciate the learning activities, they will adopt a favorable viewpoint of English. It will encourage more participation in English practice and help students keep up their learning objectives. Additionally, young learners are the ones who respond emotionally. They are more likely to enjoy and benefit from their language study if they feel secure and joyful. These needs weren't actually discovered throughout the

¹⁰ Cameron, *Teaching Languages to Young Learners*.

¹¹ Henny Uswatun Hasanah, 'Teaching Grammar Using Pictures', *OKARA: Jurnal Bahasa Dan Sastra* 9, no. 1 (2015): 103–12

¹² Pinter, *Children Learning Second Languages*

¹³ Moon, *Children Learning Eng*

observation. They were perplexed and uninspired. Therefore, it is understandable if the students did not comprehend the instructor's explanation.

Therefore, grammar instruction shouldn't take place in a vacuum in a classroom for young students. Pinter contends that grammar instruction need to be comprehensive.¹⁴ It can be preferable to introduce grammar via relevant activities rather than teaching it in isolation. Since Moon claims that seeking meaning is one of the qualities of early learners, meaningful activities benefit them.¹⁵ They will first look into the meaning of each action to ensure that it makes sense to them.

Interactive teaching. When someone mentions interactive teaching, what comes to mind? The definition of the word interaction according to the free online dictionary Wikipedia is "a kind of action that occurs as two or more objects have an effect upon one another. The concept of interactive teaching can be derived from the previous definition of the word interaction as the two forces influencing one another in two directions. It involves interactions between students, between students and technology (such as an interactive whiteboard or computer), or between students themselves in a school setting. Modern technologies are being utilized in the teaching and learning process in schools. The "interactive learning object" serves as a conduit for interactive teaching. An interactive learning object is a cohesive entire and didactical complex of instructional components (sounds, charts, texts, photos, images, videos, graphs), built into one unit, that allows for instructor and student involvement.

The use of technology in language instruction is nothing new, according to Dudeney and Hockly. Technology has been used in education for a long time. In classrooms all across the world, tape recorders, later CD players, videos, overhead projectors, and videos have all been and are continuing in use.¹⁶

The 1980s saw the emergence of computer-based language teaching resources known as CALL (Computer Assisted Language Learning). Typically, these programs

¹⁴ Pinter, Children Learning Second Languages.

¹⁵ Moon, Children Learning Eng.

¹⁶ Dudeney, G., Hockly, N., 2007

required students to respond to stimuli on the computer screen and complete tasks like filling in blank sentences, matching sentence fragments, and multiple-choice exercises. One of the key causes is that today's students are accustomed to using technology and are growing up with it. With these students, the teacher uses technology to bring the outside world inside the classroom. Further justifications include:

- Internet accessibility: You may connect to the Internet practically anywhere these days, including at home, at school, in coffee shops, on buses, and in retail malls.
- In electronically mediated environments, English is being used as an international language.
- The Internet in particular provides a virtually limitless supply of pre-made educational resources, real-world projects, and materials.
- The Internet provides excellent chances to connect with students all over the world.
- Typically, technology is associated with printed resources like textbooks and teacher's guides.
- Students arrive at school expecting to use technology for learning.
- Technology provides new opportunities for language learning and achievement assessment.
- Learners can practice all four major language skills—speaking, listening, writing, and reading—by utilizing a variety of ICT resources.¹⁷ According to Dudeney and Hockly, despite the fact that using technology in language instruction is now as natural as using books, pencils, or paper, teachers avoid doing so since there isn't enough ICT training available to them.¹⁸ The interactive whiteboard (IWB) is one ICT tool. It is an essential technical instrument with a function in education. Interactive Whiteboards and Learning, a publication released by SMART Technologies, Inc.¹⁹ A touch-sensitive screen that collaborates with a computer and a projector makes up the

¹⁷ Dudeney, G., Hockly, N., 2007

¹⁸ Dudeney, G., Hockly, N., 2007

¹⁹ Smart Technologies, Inc., a full service computer and networking center.

interactive whiteboard. SMART Technologies Inc. produced the first interactive whiteboard in 1991.

IWB is a tool used by modern teachers that has a variety of effects on the learning process. It improves student motivation and excitement and aids in increasing student involvement in the classroom. IWBs can be utilized to serve students with varied learning requirements by working with learners who have a variety of learning styles. The relationship between teachers and students can be drastically changed by using interactive whiteboard technology effectively. It also enables discussion and analysis in a visual, audio, and kinesthetic medium.

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