

**SOME INNOVATIVE TEACHING STRATEGIES AVOIDING GRAMMAR****Nasirdinov Oybek Abdubannonovich**

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This article dicusses some innovative teaching ways avoiding grammar. Furthermore, it discusses about usage of fairy tales and stories to reach a good result during teaching process.

*Key words: direct method, grammar method, grammar, natural method, phonetical method, antigrammatical method, usage of fairy tales and stories.*

**INTRODUCTION**

English is one of the most widely studied global languages in the world. it is not difficult to meet people who speak English in almost all countries of the world. Learning any language is not an easy task, because by learning a certain language, one learns the values, history, traditions, customs, politics, literature and art, and way of life of that nation. This process requires a certain amount of strength, patience and hard work from the learner. In order to study each language thoroughly, a thorough knowledge of the linguistic rules applicable to that language is required. Because grammar is one of the most basic elements of language. In addition, vocabulary richness, pronunciation, word construction, conversation process, and how to behave in this process are also important factors. But in the century of globalization and technology, teaching children for grammar is becoming a somewhat challenging process. Lessons with grammar rules and exercises are no longer engaging for children and they cannot attract young generations' attention any more. Therefore, the invention of new innovative forms of teaching can increase the motivation of the younger generation to learn a foreign language.

**MATERIALS AND METHODS**

Grammar is one of the basic units of language that any speaker can use, whether or not he perceives the situation. Because language units are built on the basis of grammatical events. However, in order to teach a foreign language in more interesting ways, you also have to bypass grammatical rules. In this process, the main focus is on vocabulary and automatic memorization of sentence structure. Grammar is the system of a language.

In linguistics, the grammar of a natural language is its set of structural constraints on speakers' or writers' composition of clauses, phrases, and words. The term can also refer to the study of such constraints, a field that includes domains such as phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. There are currently two different approaches to the study of grammar, traditional grammar and theoretical grammar. 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. 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. There have been a lot of grammarians throughout history who add their contribution to the science of grammar. The first English grammar, *Pamphlet for Grammar* by William Bullokar, written with the seeming goal of demonstrating that English was quite as rule-bound as Latin, was published in 1586. Bullokar's grammar was faithfully modeled on William Lily's Latin grammar, *Rudimenta Grammatices* (1534). Lily's grammar was being used in schools in England at that time, having been "prescribed" for them in 1542 by Henry VIII. Although Bullokar wrote his grammar in English and used a "reformed spelling system" of his own invention, many English grammars, for much of the century after Bullokar's effort, were to be written in Latin; this was especially so for books whose authors were aiming to be scholarly. Christopher Cooper's "*Grammatica Linguae Anglicanae*" (1685) was the last English grammar written in Latin.

## RESULT AND DISCUSSION

Teaching English in innovative ways is one of the most pressing issues today. Because conducting a lesson in a fun way using different methods can attract both older learners and young people at the same time. One of these innovative methods is direct method. It is also known as Reform Method / Natural Method / Phonetical Method / Antigrammatical Method. All reformers were vehemently opposed to teaching of formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills. Vietor ('Die Sprachunterricht muss umkehren' 1882) "This study of grammar is a useless torture. It is certainly not understood; therefore it can have no effect as far as the moulding of the intellect is concerned and no-one could seriously believe that children could learn their living German tongue from it." Instead grammar should be acquired inductively by inducing the rules of how the language behaves from the actual language itself. "Never tell the children anything they can find out for themselves" (Jesperin 1904)

Printed word must be kept away from second language learner for as long as possible (same as first language learner, who doesn't use printed word until he has good grasp of speech). The written word / writing should be delayed until after the printed word has been introduced. The learning of grammar/ translating skills should be avoided because they involve the application of the method. All above items must be avoided because they hinder the acquisition of a good oral proficiency. Moreover, successful teacher of the Direct Method needed competence in his language, stamina, energy, imagination, ability and time to create own materials and courses beyond capacity of all but gifted few. "The method by its very nature presupposes a teacher of immense vitality, of robust health, one endowed with real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, able to sketch rapidly on the board and in the language teaching day, he must be proof against linguistic fatigue". Also Direct Methodists failed to grade and structure their materials adequately no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language, quite bewildering for pupils. However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles for instance, teaching through oral practice and banning all translation into target language. Obviously compromise was needed. Direct method did pave the way for more communicative, oral based approach, and as such represented an important step forward in the history of language teaching.

On another hand using different types of method for example using fairy tales and stories to teach a foreign language can attract any attention to study the language and remember the vocabulary. For example, let's take two stories as examples. The concept of fairy tales can help to image the situation and remembering

would be easy. Let's look at the Story of "Zumrad and Kimmat" in uzbek, and "Sindrella" stories. Through reading and listening the stories learners can analyze who is stepmother, so learning a foreign language would be really attractive by stories of different cultures.

## CONCLUSION

In conclusion, both parts of methods, direct or indirect, can be useful when a teacher is really experienced and talented to teach others. Most of time, tutors should be capable of choosing correct materials and methods to teach their students. Every time, the audience and their age, interest and specialization should be taken into consideration, the correct method makes the lesson effective and gives correct ideas of the lesson. Languages are best learned when the learner receives lots of comprehensible (understandable) input. In other words, for a true beginner, listening to a radio broadcast in the language is not nearly as effective as listening to simple "hear and now" talk directed at the learner. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and respond to parts of the language without attempting to speak it. This is also referred to as "delayed production," and of course reflects that path that children follow when learning their first language.

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