THE USE OF COMMUNICATIVE METHODS IN TEACHING ENGLISH GRAMMAR ON THE MATERIAL OF CAMBRIDGE, OXFORD UNIVERSITY PRESSES AND MACMILLAN LONDON

Ismoilov Alisher Polatjon ogli
Second year Master of
Andijan State Institute of Foreign Languages

Abstract: *Grammar plays an important role in mastering a language. However, it has been found that the role of grammar is still underestimated in different contexts, and grammar-focused exams are more explicitly practiced rather than communicatively taught grammar. Therefore, many learners are considered to be good at grammar but still cannot communicate fluently and accurately. Therefore, this article aims to discuss the teaching of grammar, including the principles and goals of grammar teaching. It goes on to examine the place and role of grammar in Communicative Language Teaching (CLT) on the material of Cambridge, Oxford University presses, Macmillan London. In addition, this article also suggests some pedagogical implications on how to teach communicative grammar on the material of Cambridge, Oxford University presses.*

Keywords: *Dictionary, group activity, life situation, pedagogical implication, communication activity, actual context.*

INTRODUCTION

In recent years, English is considered as one of the most popular languages and is used for learning and teaching in many schools. English is considered as a communication tool. Grammar was often taught using traditional methods before computers were in the classroom. Also, since it confirms that grammar lessons seem complicated to students, students have to learn English grammar first when learning the English language, and teaching grammar is a challenge. Most teachers still rely on blackboards and posters as teaching aids. Due to the influence of early English teaching, learners are used to doing grammar exercises.

This article mainly focuses on three main points which are discussion of grammar teaching, including principles and purposes of grammar teaching, place and role of grammar English in Communicative Language Teaching (CLT) on the material of Cambridge, Oxford University presses and some pedagogical implications on how to teach communicative grammar.

First, the context must be real. Teaching and learning are much more effective when things are closer to life. And most importantly, it should provide complete content of structures, usages, meanings, and some model examples that enable learners to repeat, retrieve, and recapture what is happening in real situations. Second, informative context

should be easy to understand and remember. Also, there should be many clues to reach the target language and offer different formats. Information about different situations should be clear, useful and practical for everyday activities. Third, learners are always interested in the actual context. Learners also feel excited and ready to learn. Enthusiastic to play a role and participate in class. In this case, material of the presses, which are above mentioned can be used in order to accomplish these goals. The reason for that these presses have got a wide range of dictionaries, study materials with texts and others which can provide teachers and learners with real life situations.

Every graduate, regardless of background, must be able to communicate comfortably and effectively in standard spoken and written English. They will know when it is appropriate to use standard English. It will be recognized that each learner will approach languages in his or her own way, by doing different exercises, by listening to tapes or by practicing speaking alone or with others whether they have receptive to targets in any environment. Most importantly, teachers should share effective speaking, listening, reading and writing skills by usage of Cambridge and Oxford University materials, such as, textbooks or books for improvement of English skills. In addition, students need to have a lot of knowledge of grammar in order to be able to speak comfortably and naturally in different situations. Secondly, after completing English lessons, learners need to acquire basic knowledge as well as advanced knowledge of English grammar. Hence learners can examine their knowledge by using of grammar materials of above mentioned University presses.

They have the ability to use grammatical structure, analyze the grammatical structure of sentences in English texts, daily life conversations and the ability to practice well from simple sentences to complex paragraphs. Finally, to be fluent in communication, learners must at least achieve their learning goals. When they can understand and be fluent in the language, it will be easier for them to socialize and deal with foreigners. Therefore, the goal of teaching grammar is to teach communication competence. The ability to perceive depth helps to create precise sentences and meaningful conversations. They can take the content or go on to give more information.

Pedagogical implication. It should combine useful forms and practical activities, combining communication activities, authentic documents, personalized context, and diverse activities. When teaching grammar, teachers should organize activities that combine grammar content and recreational activities. It must be ensured that the activity can bring a lot of success to the grammar lesson. Students feel comfortable and free from pressure. Sometimes students should have more activities and can integrate with the teacher or organize themselves under the guidance of the teacher. Their learning will be much better and more flexible. Thus Macmillan English language books may be used in order to realize these aims, and they can be effective, when they are applied in group activities. The reason for this these books are well provided with interesting group

exercises, and learners could easily strengthen their knowledge. Also, interpersonal exchanges are a good way to unlock new things. In addition, it is also recommended to organize games for students to play real people, where students can pretend to be someone in different situations. This helps to remember words and phrases longer. Teaching should be flexible and practical. Teachers must show how to plan a lesson in communicative grammar, how to organize teaching stages.

CONCLUSION

The study covers main discussion points about grammar teaching, including the principles and goals of grammar teaching, and the place and role of grammar in communicative language teaching (CLT) by using of the material of Cambridge, Oxford University presses, Macmillan London, and some pedagogical implications on how to teach communicative grammar in the EFL definition of text. Teaching English grammar in a communicative way plays an important role in teaching and learning a language. Above all, without knowledge of grammar it is impossible to understand understandable sentences.

REFERENCES:

1. Thornbury, S. How to Teach Grammar. London: Longman. 1999.
2. Lock, G. Functional English Grammar: An introduction for Second Language Teachers. Cambridge: Cambridge University Press. 1996.
3. Wang, F. The Necessity of Grammar Teaching. 2010. [online]. English Language Teaching 3/2: 78-81.
4. Available at: http://www.ccsenet.org/journal/index.php/elt/article/view/6241
5. Richards, J. Communicative Language Teaching Today. Cambridge. Cambridge University Press. 2006.
6. Lightbown, P. and Spada, N. How Languages are Learned. Oxford: Oxford University Press.1999.
7. Littlewood, W. Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.1981. p. 108.
8. Pradeep K.B. The importance of Grammar in English Language Teaching –a reassessment. Language in India. 2013. 482-486.
9. Richards, J. C. Communicative language teaching today. New York: Cambridge University Press. 2006.
10. Savignon, S. Communicative competence: Theory and classroom practice. Reading, MA:Addison-Wesley. 1983.