

THE PRINCIPLES OF TEACHING THE LANGUAGE SYSTEMS:

GRAMMAR AND VOCABULARY

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***Annotatsiya:** Maqolada til tizimlari, xususan grammatika va lug‘atni o‘rgatish tamoyillari muhokama qilinadi. Til o‘rgatishda deduktiv va induktiv yondashuvlar ko‘rib chiqiladi, to‘g‘ri amalga oshirilganda deduktiv usul himoya qilinadi. Tilni idrok etishda kontekstning ahamiyatiga alohida e‘tibor qaratiladi va grammatikaga matnli yondashuv taklif etiladi. Maqola so‘z boyligini o‘zlashtirishning muhimligini va turli lug‘at vazifalarining kognitiv talablarini ta’kidlashdan iborat.*

***Kalit so‘zlar:** Til tizimlari, grammatika, lug‘at, o‘qitish usullari, deduktiv ta’lim, induktiv ta’lim, kontekst, matnga asoslangan yondashuv*

***Аннотация:** Статья обсуждает принципы преподавания языковых систем, в частности грамматики и словарного запаса. Рассматриваются дедуктивный и индуктивный подходы к преподаванию языка, с защитой дедуктивного метода при правильной реализации. Особое внимание уделяется значению контекста в восприятии языка, и предлагается текстовый подход к грамматике. Статья заключается в подчеркивании важности усвоения словарного запаса и когнитивных требований различных задач по словарному запасу.*

***Ключевые слова:** языковые системы, грамматика, словарный запас, подходы к обучению, дедуктивное обучение, индуктивное обучение, контекст, текстовый подход*

***Annotation:** The article discusses the principles of teaching language systems, specifically grammar and vocabulary. The deductive and inductive approaches to language teaching are explored, with a defense of the deductive method when properly implemented. The significance of context in language comprehension is*

emphasized, and a text-based approach to grammar is proposed. The article concludes by underscoring the importance of vocabulary acquisition and the cognitive demands of various vocabulary tasks.

Key Words: *Language systems, grammar, vocabulary, teaching approaches, deductive learning, inductive learning, context, text-based approach*

Teaching the language system means that a teacher presents students with clear information about the language they are learning. It is a complex task, because teacher must show students what the language means and how it is used, what the grammatical form of the new language is, and how it is said and written. The best way to present language is in context. The challenge for teacher is to provide good context for students that enable them to understand the language

system, the context for students can be:

- Physical surrounding: classroom, campus, etc;
- Student's Global world: recent news, trends, stories, lifestyles, etc.

For example, when to teach grammar, let say comparative sentence, provide them a reading text taken from the Internet on recent topics that contains many sample usages of comparatives in a passage. The activities will be suited to the objective in the lesson plan. A good context can be motivating for students to learn new language. In short, a teacher should show students not only what language means but also how it is used, and the activity can vary depending on the topic and the context that the teacher planned before. Language communication is a complex process using comprehensive language systems and skills. However, in the learning and teaching of the language, language systems and skills are usually broken down into components for convenience and ease of learning and teaching, which aim at being able to use the language accurately, fluently, appropriately and all together comprehensively. In terms of teaching, some courses deal with comprehensive language systems; some other courses focus on one aspect of language systems such as pronunciation and grammar. At middle school teaching, grammar, vocabulary and pronunciation are taught within one course English, which is dealt with either throughout our text studying or separately using one lesson.

There are two main approaches in teaching language: a deductive approach and an inductive approach. A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied and an inductive approach starts with some examples from which a rule is inferred.

The deductive (rule-driven) approach to language teaching is traditionally associated with Grammar Translation.

This is unfortunate because Grammar-Translation has had a bad press. There are in fact many other ways of incorporating deductive learning into the language classroom. The reasons why Grammar-Translation has fallen from favor are worth briefly reviewing. Typically, a grammar translation lesson started with an explanation (usually in the learner's mother tongue) of a grammar point. Practice activities followed which involved translating sentences out of and into the target language.

What this approach does require is teachers with sufficient proficiency in both languages - the learners' language and the target language - to make it work.

Needless to say, Grammar-Translation is not viable in multilingual classes. It is important to stress that the deductive method is not necessarily dependent on translation. In fact, many popular student grammar practice books adopt a deductive approach, with all their explanations and exercises in English. Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is also true of sentences taken out of the context of texts.

The following sentences are almost meaningless out of context:

- 1 .The ones that don't seem to think so.
2. It's a drink.

Here are the contexts from which these sentences were taken:

The point here is that none of these examples has a clear 'right answer' and a clear 'wrong' one. They are all well-formed sentences (that is, they -are grammatically accurate), even though we recognize some choices as being more likely than others. But it is possible to imagine a context where, for example,

'Cigarette?' 'No thanks, I'm not smoking is perfectly appropriate. Questions of correctness are often unresolvable in the absence of context, and a lot of classroom time can be wasted arguing the toss over disembodied sentences. As someone once said: 'The confusions that occupy us arise when language is like an engine idling, not when it is doing work.' A text-based approach involves looking at language when it is 'doing work'.

Secondly, if learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. There are at least four possible sources of texts: the course book, authentic sources, such as newspapers, songs, literary texts, the Internet, etc;

The teacher and the students themselves.

There are many different kinds of tasks that teachers can set learners in making tasks order to help move words into long-term memory. Some of these tasks will require more brain work than others. That is to say, they will be more cognitively demanding. Tasks in which learners make decisions about words can be divided into the following types, roughly arranged in an order from least cognitively demanding to most demanding: identifying, selecting, and matching. In conclusion, I want to write that the language systems are considered to be grammar, vocabulary and pronunciation. And Grammar is the first means of learning new language. Grammar is essential to the teaching and learning of languages.

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