

HOW TO APPROACH LEARNING A LANGUAGE

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Annotation. *This article focuses on the most common issues and challenges teachers and students might face during language education and provides the reader with effective instructions. It suggests the methodologies of teaching grammar, improving the accuracy and the importance of language fluency. It discusses learner difficulties in forming the language and suggests to both students and teachers how to approach the language to get short term result. Intended for language educators and learners, the article offers recommendations to improve both accuracy and communicative competence.*

Keywords: *effective instructions, methodologies, language fluency, beneficial process, reliable strategies.*

People often neglect the importance of fluency compared to grammar in language learning. For example, after fundamental vocabulary teachers mostly focus on the grammar part of the student's knowledge, which unconsciously takes away their ability to speak fearlessly. As a result, they hesitate to speak due to overthinking grammatical rules and choosing the right vocabulary, leading to even more mistakes. Although grammar teaches us the structure of the language and basic comprehension, the first impression we make on an interlocutor depends on how we communicate with them. Therefore, it is important to recognize that improving fluency is crucial.

To start with, we should understand what grammar actually is. Grammar has long been considered to be a foundational of a language. It teaches students the structure of the language, how to construct the sentences in order to convey meaning to an interlocutor and provides a general understanding. Grammar also can be defined as the set of rules that explain how words are used in a language through both writing and speaking. Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots. It is the capacity to recognize constraints on how sentence elements are chained and how sentence slots are filled that makes a good amateur grammarian. For example, different languages have different constraints on the way chains are ordered or and slots are filled. Many second language learners errors result from overgeneralizing rules from their own language. The ability both to recognize and to produce well-formed sentences is an essential part of learning a second language.

From the learner's perspective, the ability to recognize both to form and to produce well formed sentence ism an essential part of learning a second language. But there are a number

of problems that can appear. First, it is not entirely clear what well-formed means, when naturally occurring speech seems to disobey strict grammatical rules. Second, there is an exclusive focus on sentence rather than texts or on words. Third, there is a lack of real-life language materials. Any language – seen from outside, can seem to be a gigantic, shapeless mass, presenting a challengeable set of rules for the learner. However, once you succeed in tidying up and organizing the language for your own view, it will seem more digestible and accurate. To achieve accuracy the learner needs to devote some attention to form or to getting it right. Humans naturally have only limited attentional resources and it is wrong to expect them to focus on form and meaning in the same time. So, for learners to be able to devote attention to form, they should not much worry about meaning. That suggests that practicing activities for accuracy might work best if they are already familiar with the meaning of what they are presenting. It may be the case that accuracy practice should come later in the process while the first thing they should be focused on is being familiarized with the unknown material through reading and listening tasks.

Communicative Approach or Communicative Language Teaching (CLT). Communication is the common reason why students worldwide study foreign and second languages, that is, to learn to communicate. There is more to knowing a language than knowing its grammar. This type of view has made communication popular throughout the world. Increased involvement of students in their classes enhances their progress and makes lessons less tedious. From the 1970s on, theorists have been arguing that grammatical knowledge is merely one component of what they call communicative competence. It involves knowing how to use grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. It might be summed up as the view that you learn a language in order to use it, which is you learn the rules and then apply them in life communication. However, you use language in order to learn it. The proponents of this deep approach claim that you learn to communicate by communicating and by means of activities that engage life communication and the grammar will be acquired virtually unconsciously. Therefore, the communicative method should be viewed as a valuable constituent within a comprehensive teaching approach tailored to the audience and its needs.

Using CLT in language learning has given positive influences to the teaching and learning process. It helps the student in speaking actively, understanding the meaning of words, comprehending the reading texts, doing the tasks, and studying well, providing more exposure to the target language, more authentic opportunities to use the language, being fun and interesting for learners, providing an opportunity to use authentic materials. By doing the task the students can practice together in speaking English actively, productively, and receptively

However, CLT does not reject grammar teaching out of hand. In fact, grammar is still an essential part of it, but only dressed up in functional labels. For example, asking the way, talking about yourself, making future plans etc. Firstly, it is important to establish that

grammar teaching can mean different things to different people. An effective way to approach grammar is through grammatical syllables without making any reference to a grammar in the classroom at all or dealing with grammar questions that may occur during communicative syllabus. Secondly, classes should be divided up according to different factors related to students` circumstances. Those factors include: the age of the learners, their level, the group size, the learners` interests, the available materials and resources, the learners` previous experiences etc. All these factors will determine the success of the classroom activities.

Another equally important aspect of language education is the role of the teachers in the teaching process. The teacher role is vital for learners to assume the language. Teachers should be enough knowledgeable enough to know how to how to find the common ground with every student. Teachers must help learners understand authentic texts. They make meaning clear through the use of visuals, repeating, and by giving a lot of examples. Teachers also design activities that address language. They have to work collaboratively with students to understand content while actively using the language they are studying. Of course, the atmosphere of the classroom must be taken into account too. Teachers need to stay positive and endure every question learners ask. In the positive environment learners will be more motivated to maintain consistency.

In conclusion, since communication is very important it will help learners increase their communicative competence by improving their linguistic knowledge and skills leading to proficiency in communication. Through the help of the qualified teacher and advices, the students learn a new language in a better way and thus it builds confidence in one`s own self.

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