
International Experience of Using Inductive Ways of Teaching Grammar in TEFL

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Abstract: In this article, we report on international experience of using inductive methods to teach English grammar and grammar in TEFL. Nowadays, technologies are developing rapidly; therefore, the positive aspects of language learning are very large.

Keywords: grammar, logic, memory, system, foreign language, native language, grammar rules.

INTRODUCTION: TEFL is an acronym that stands for Teaching English as a Foreign Language. Simply put, TEFL involves teaching English students in countries where English is not the first language. A TEFL teacher from South Africa, for instance, might be teaching students in Japan. Typically, the students of TEFL teachers are called EFL (English as a Foreign Language) students. In practical terms, there is little or no difference between TEFL and TESOL. They are both acronyms that essentially mean the same thing: teaching the English language to non-native speakers. Likewise, in the vast majority of cases, when you encounter references to ESL teaching certificates for teaching English abroad, a "TEFL certification" and a "TESOL certification" are the same and the terms are interchangeable. On a more technical level, TESOL is the term applied to the teaching of English to non-native speakers in native English-speaking countries. It refers to those who will earn degrees and work in the field domestically in the UK, Canada, Australia, Ireland, New Zealand, South Africa and the U.S.

MATERIALS AND DISCUSSION: Categorical thinking in children from early adolescence (9-10 years old) begins to prevail. In the system by developing grammatical categories learning grammar allows you to make systematic connections in the language without unnatural movements allows to establish and make, the speech grammatically correct and clean. Learning grammar is fun and exciting, and it keeps people new introduces the world of concepts. [1.37] Support for the development of logic and memory gives, educates thinking. Well-formed grammatical skills speech and facilitates the communication process in writing. Another academic Shcherba L.V. said: "Vocabulary is stupid, grammar is good".

Arguments against increasing grammar in foreign language courses, many native speakers make a lot of grammatical mistakes and leaflets, but this is not unacceptable. Grammatically very correct, no errors for educated foreigners betrays [6.103]

Grammar reference books are very good at explaining grammar. It is composed using many unique grammatical terms, which is not the first time almost impossible to understand. Effectiveness of speech interaction not only with adherence to grammatical norms, but also other speech and language also determined by abilities and skills, a true communicator mechanical writing of rules in isolation from situations and making them abstract, practice in the system of substitution and translation exercises on meaningless examples learning grammar is not enough to form real literacy does not help. [3.76] Grammatical skills even in the international examination system the requirements for the level of formation do not

occupy such a large place and is not as strictly controlled as in the local practice of teaching a foreign language, where grammar is literacy and success in learning a foreign language is a measure.

Difficulties in mastering the grammatical side of speech in a foreign language, correct organization of familiarization with grammatical structure and its preparation, to anticipate and minimize possible errors the teacher could convey this grammatical phenomenon to the students tries to analyze the difficulties. Let's take a look at teaching grammar. The difficulties that may arise are inter language and inter language interferences. Let's try to classify it from the point of view of being.

Cross-linguistic interference, morphology and syntax are different when learning grammar in any language. Different parts of speech, word formation, etc. are studied in morphology. Syntax is the construction of simple and complex sentences, punctuation, direct and indirect speech and much more. At the same time, for example, this is when learning the "name" section in Russian, English, German, Spanish and French, you can find many features that are unique to only one language. It is inevitable to learn local and foreign/foreign languages together leads to cross-language interference, because rules from one language are mechanically different. This will result in errors when translated to: formation of comparative levels of qualities; word formation methods and their characteristics; coordinating the cases of nouns / adjectives; punctuation marks. [4.38]

Intra lingual intervention, for example, when learning English, students use the tense of verbs forms, especially the perfect and extended tense, which are not in Russian it is difficult to distinguish their forms. As mentioned above, in English present, future and past can be expressed in different temporal forms. There are many such temporary forms for Russian-speaking students and events related to time do not cause difficulties and helps to prevent errors. Similar examples in other languages can also be found.

Basic approaches to teaching grammar to educational conditions, nature of listeners and grammatical material depending on himself, as well as the teacher's position in teaching grammar, the process of getting to know the grammatical material and its teaching can be structured in different ways possible Teaching foreign languages to show this process in a certain system. There are traditionally established approaches in the methodology and within them. Let's take a closer look at the methods of teaching grammar. This from the strategy of these approaches within each of the approaches came out, but in terms of principles, practical techniques and sequence of actions two significantly different methods were formed. Stealth approach (without explaining the rules) Structural method [5.39]

Not about the method, but about the exercise of developing structural models it would be correct to talk about based methods. Most of these methods were in 1916. The author of the first published lookup tables is associated with the name of H. Palmer. These methods include the following sequence of actions.

The inductive method of teaching is the activity of the teacher and the student in different options. In this, the teacher first explains the evidence, demonstrates experiments, instructional manuals, organizes exercises on generalization and definition of concepts. Students first absorb specific facts, then draw conclusions and summarize the learning material. Or students are given problematic tasks that require independent observation from specific rules to general conclusions. And the students think independently about the evidence and make appropriate conclusions and generalizations.

The deductive method is a method in which the teacher first states general rules and definitions, and then gradually brings out specific cases and specific tasks. In this, students perceive general rules, learn formulas, and then master the results that follow from them. If these methods are compared, the inductive method is more useful because students learn facts

and material that lead to certain observations. For example, the teacher explains the solution to a mathematical problem, and then recommends students to solve the same problem independently, but thinking does not develop quickly and it takes a lot of time to learn the material. The deductive method helps to pass the material faster and abstract thinking develops more actively. [8.95]

In inductive and deductive methods of teaching, its oral, instructional and practical methods, as well as the method of reproductive or problem research are used.

The reproductive character of education is mainly the creative activity of students. The nature of thinking is to more actively perceive and remember the educational information given by the teacher, and these methods cannot be used without using oral, instructive and practical methods and methods of teaching. In the reproductive method, the teacher fully explains facts, proofs, definitions of concepts, and pays special attention to the main issue. [3.90]

Instruction is also used in the reproductive method of teaching. Practical works in the reproductive direction are distinguished by the fact that students apply previously or just acquired knowledge according to the sample. But in such work, independent enrichment of knowledge is not possible. The problem-research method of teaching is used in problem-based education.

At school, we teach people to solve life problems independently. This requires not only knowledge, but also the ability to use it and apply it in different situations. From this point of view, the reproductive method of teaching, which prevails in the current school, is inappropriate. For example, now the atricalization is common. There is no talk of putting on serious performances. Play a small scene in the lesson: children can be asked to think about what they would say to an old person if they happened to meet him. At that moment, the closet door suddenly opens and a "primitive man" comes out. He was wrapped in skin and held a machete in his hand. If there is no skin, he wears a half fur coat. It is interesting for readers to ask the "primitive man" about his tribesmen and how he lived a hundred thousand years ago, weighing the weight of the machete and peeling the skin. You can also learn to light a fire without matches.

Knowledge walks and excursions are well known. But it is important that the children themselves pose problems, state hypotheses and find answers to them. In this regard, it is very useful to think about why the plants in the field grow differently, the beauty of the sunflower, etc. The educational process in the classroom can be organized in order to find answers to the questions that interest children.

CONCLUSION: Thus, we found that in the general methodology of teaching foreign languages "method" teaching method (orderly interdependent activities of the teacher and students) considered as In this regard, the teacher's activity (showing, explaining, organization of training, implementation, control) and students (acquaintance, etc distinguishing the main methods in the activity (training, teaching, application, self-management) is displayed. These methods are suitable for the stages of presenting and mastering the material comes and therefore in the educational process in general and in grammar in particular is indispensable.

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