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**SECTION 21. Pedagogics. Psychology. Innovation  
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## HOW GRAMMA IS IMPORTANT IN LEARNING LANGUAGES (DISCOVERY TECHNIQUE IN TEACHING GRAMMAR)

**Abstract:** What we are suggesting here is that students need to get an idea of how his new language is used and the best way of doing this is to present language in context. The context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used. That is why many useful contexts have the new language being used in a written text or dialogue. A good context should be interesting for the students. In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of a language.

**Key words:** grammar structure, contexts, grammar mistake, reproductive grammar skills, receptive grammar skills, discovery technique, benefits.

**Language:** English

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For a purpose of strengthening the scientific potential of our country world famous innovative technologies are implemented in all scientific and educational spheres. Our President always admonishes the younger generation to learn, to learn, and to learn [1]. Learning foreign languages helps strengthen fraternal friendly relations among nations. This is the issue we focus on. Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons. English teachers' job at this stage is to present the students with clear information about the language they are learning [2]. We must also show them what the language means and how it is used; we must also show them what the grammatical form of the new language is, and how it is said and/or written. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence [3]. A sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meanings of these words or at least find them in a dictionary. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism [4]. Students need grammar to be able to speak, and write in the

target language. Teachers' job is to form grammar skills and prevent students from making grammar mistakes in their speech by developing of the reproductive and receptive grammar skills. The reproductive grammar skills give pupils an opportunity to make up their own sentences in oral and written forms in other words to communicate and the receptive grammar skills give them an opportunity to read texts or listen and understand them.

To master the reproductive grammar skills students should study the basic sentences or models, to master the receptive grammar skills students should identify and analyze the grammar [5]. We teach students to read by means of grammar. It reveals the relationship between the words in the given sentence.

Experts note a lot of methods to teach Grammar. Have you ever heard about discovery technique for teaching grammar? If your answer is no, read on to learn everything you need to know about this simple but effective instruction method [6]. What do we understand under "Discovery technique"? If you have heard the name of the technique, you can probably get a good understanding of what this not so common teaching method is like. The discovery technique is a method of teaching in which students

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are not directly presented with a target grammatical structure or rule [7]. Instead, students are given content in which the target structure is used. Students then discover the grammatical rule or figure out the pattern for themselves. The teacher's role is to guide students to their own discovery, not to give students the information on the grammar rule. The teacher's role is to guide students to their own discovery, not to give students the information on the grammar rule.

This method may seem a lot like task based learning. Which puts a communication exercise before students and does not stress the grammar necessary for this task? The discovery technique, on the other hand, does focus on a particular grammar point, and the goal of the lesson is to learn that point [8]. The point of the lesson is to elicit a grammar rule from the students and not complete a communication task. So although there is no direct lecture on a grammar point, the discovery technique still stresses a target structure to be learned.

What is implicit and explicit knowledge?

With the discovery technique, there is a greater emphasis on implicit knowledge. But what does any of that mean? Explicit knowledge is what we often see with ESL students. They are able to explain a particular grammar rule and complete exercises correctly when those exercises are in isolation. When it comes to using language fluently, students with explicit knowledge do not necessarily use that same grammar point correctly in their speech or writing. Students with implicit knowledge do use that particular grammar structure correctly in fluent speech [9]. What they can't do is explain a grammatical rule. Explicit knowledge often results from explicit instruction, which presents a structure to students and then proceeds to use that structure in specifically designed exercises. Implicit instruction, on the other hand, gives students language in context and then motivates them to figure out the grammar on their own. The teacher's job is to create the conditions that will elicit the grammar rule from their students. This type of instruction often leads to implicit knowledge [10].

Benefits of the Discovery Technique?

The discovery technique has three primary benefits. First: students tend to pay more attention and stay more engaged. They are not simply receiving information from someone else. They are discovering it for themselves, and they cannot discover it if they do not first look. Second: students who learn with the discovery technique tend to remember the rules of grammar better because they have played a part in discovering them. The last benefit might be the greatest of all. Because they have learned grammar by figuring out the rules from context, students trying this technique have an easier time figuring out unfamiliar grammar structures. This makes them better able to cope when they are faced

with some grammar point they did not already learn in class.

The discovery technique, though perhaps not very common among ESL classrooms, is really quite simple to use. Here are the 5 basic steps for teaching a lesson with this method.

Step №1 (listening comprehension)

Read your students a passage which contains the target structure. This first reading through is to familiarize them with the passage information as well as the grammatical structure. For example: If you were teaching second Conditional you might tell your students about smn's desirable dreams not real for the present time.

Task -1. Listen and say which paragraph describes Nicola's real life and which describes her dreams? Nicola, aged 7. I live in a flat with my mum and my little brother. My mum works in a hospital, so my Gran often looks after us and she helps my mum. We have a budgie. I go to St Barnabas School and I wear a green uniform. I can only have sweets on Saturdays.

If I were a princess, I would live in a palace, I would have servants to look after me. My mum would be Queen and she wouldn't work. I wouldn't go to school, I would have a private teacher. I would ride a white horse and I would wear a long dress. I could have all the sweets I wanted.

Step 2 (Filling in gaps)

Give your students a transcript of the passage you read, this time with the target grammatical structure replaced by blanks. Students listen and try to determine what they are hearing while making a best guess at filling in the blanks with what they hear. For my second conditional lesson, I would give my students a transcript of the second Nicole's story to read along with me. On that transcript, however, I would replace every verb with a blank. As I read the passage to my students again, they would fill in the missing verbs.

Task -2. Listen to the second story again and fill in the gaps with what you hear.

If I..... a princess I ..... in a palace. I ..... servants to look after me. My mum ..... Queen and she ..... work. I ..... to school, I ..... a private teacher. I ..... a white horse and I.....wear a long dress. I ..... all sweets I .....

Step 3 (Discovering the rule)

Once your students have done the first two steps, give them several examples which use the target structure correctly. Have your class work to "discover" the rule for themselves, and offer them direction and guidance if it's needed. When teaching Second conditional lesson, I might give my students several sentences written with the target language. Task -3. Read the following examples with the new rule. Have you discovered it? -

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Underline key points of the rule in the sentences below.

1. If I were rich, I would travel round the world. First, I would go to Canada, then I would go to New York.

2. If he worked harder, he would have more money.

3. I would go to work if I felt better.

4. If I were you, I would go to the doctor.

5. I would go to police if I lost my passport

Examples from medical English:

6. The skeletons of animals would be too stiff to move if they were not carefully fitted with joints..

7. If the spinal column were indeed a single bone, the back would be rigid and unbending.

8. If the small intestine were removed from the body it would be 6.7 m long.

9. If the kidney were not able to concentrate the filtrate produced by glomerular filtration, fluid losses would lead to fatal dehydration.

10. A person would bleed to death from even a small cut if blood did not clot

Step 4 (Checking mistakes)

Now that your students have listened to the target structure and discovered the rule for themselves, give them another passage that uses the target structure. This time, though, have students check for errors in the target structure. In my 2 Conditional lesson, I might choose to give my students independent sentences or another passage which uses the 2 Conditional. In either case, the sentences would have errors throughout which my students would need to correct.

Task 4. Correct the mistakes in these sentences.

1. If I 'd have a car, I'd give you a lift.

2. I 'd visit you more often if you wouldn't live so far away.

3. If I am you. I would buy a new car.

4. If I will have a toothache I went to the dentist.  
5. I call my friend if I would have have problems.

Do an Error Check

Task 4. Correct the mistakes in these sentences.

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Step 5 (Use your knowledge)

In this final step, have your students use the grammar structure they have just discovered. You might have them do an oral response by having students participate in a role play or give small groups discussion questions that will elicit the target structure. You can also have students do a written response that uses the target structure. For my 2 Conditional lesson, I might have students tell a partner about an imaginary vacation. Or I might have them write a letter describing their vacation to a friend.

Task-5. Think about your imaginary vocations. Your mum is very worried about it and asks you these questions. Do role play with your partner "a mum and you"

-What would you do if you had a stomachache?

-What would you do if lost your passport?

-What would you do if you didn't understand the language?

-what would you do if you fell in love?

-What would you do if you were homesick?

And so on .....

Success in your teaching grammar!

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