



THE ROLE OF GRAMMAR IN IMPROVING STUDENTS' WRITING SKILLS

Alimardonova Malika Botir qizi

Uzbekistan State World Languages University

malika7901121@gmail.com

Tel_946772111

Article history:	Abstract:
Received: May 22 nd 2021 Accepted: June 6 th 2021 Published: July 7 th 2021	The variety of methodological approaches can contribute to improving students' writing in educational institutions and there has always been a demand for predominant strategies. However, the role of grammar is essential not only in improving students' writing abilities but also in other language skills, such as listening, reading and speaking. The question of making the way students write better has been significantly researched over the last few years. The current article investigates the urgency and actuality of grammar (in our case the English Grammar) in improving students' writing. In the era of globalization, English is a very important tool in communication, especially when it is in a written form. Therefore, it is an essential prerequisite for students to master grammar to put their ideas and thoughts on paper. Consequently, teaching grammar in harmony with writing should be adapted to achieve proficiency in students' writing abilities.

Keywords: Grammar skill, writing class, enhance, accuracy, students writing, writing instruction, peer editing, academic

1. INTRODUCTION

Language is an important tool which people use to communicate their thoughts, express their ideas and even sometimes entertain themselves. A second or further languages will bestow one various opportunities and enjoyable moments, making their lives more colorful and therefore better.

President of Uzbekistan Shavkat Mirziyoyev signed a decree "On Uzbekistan's Development Strategy". The document has approved Uzbekistan's Five-Area Development Strategy for 2017-2021 which was developed following comprehensive study of topical issues, analysis of the current legislation, law enforcement practices, the best international practices, and following public discussion:

- improving the quality and effectiveness of higher education institutions through introduction of international standards of training and assessment of the quality of teaching, gradual increase in admission quota;

- stimulating research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements into practice, creation of scientific and experimental specialized laboratories, high-tech centers, industrial parks at universities and research institutes;

So, grammar is an essential learning tool because it helps students to better understand ideas and concepts. It is obvious that writing occupies a

noticeable place in research and pedagogy due to the ever-growing number of students enrolled in higher-education institutions in English speaking countries and also to the recognition of changes in global realities. In fact, the field of second language grammar is an area affecting the lives of many people at institutions around the world where they must submit high quality written work in a language they did not learn as native speakers. There are several reasons that the ability to speak and write a second language is a crucial important tool or a significant skill for people of all works of life in today's global community. Furthermore, rapid developing world requires individuals the acquisition of several global languages in order to succeed and achieve higher prospects in the way of accomplishing their targets. Learners of English as a foreign language are exposed to diverse situations in various circumstances. In this sense, every single aspect of the language can be of tremendous value for achieving learner's full potential.

Writing is considered as one of the crucial and indispensable branches of foreign language learning and often it is regarded as to have more complex, complicated, arduous style when compared to other components of the language and learners are required to put great effort to the acquisition of the full skills of writing correctly and effectively in terms of grammar and intended result which is the main target of the writer.



In order to formulate the best approach in writing, learners ought to have a clear-cut image and comprehension of various writing styles and their significance as regarding to meaning and outcome but grammar serves as a solid basis for this. From this perspective, most students encounter barriers and hindrances to some extent whenever they make an effort to enhance their writing skills. Up to now, there have been a number of attempts to shape the most suitable approach to the acquisition of the knowledge of a foreign language; especially they are combined with practical writing. In brief, the **main objective** of this research will be the analysis of the usefulness of grammar related approaches in bettering students' writing.

2.MAIN PART

Grammar is the sound, structure, and meaning system of language, as discussed above. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence. Several researches strongly suggest that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (DiStefano., A, Killion., E, 2004, p.78).

As students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are

writing sentences containing misplaced modifiers can present a mini-lesson on this concept, using examples from student writing. The teacher can have students edit their own and one another's drafts for this problem. Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing. Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning. Researches done so far show that grammar instruction that is separate from writing instruction does not improve students' writing competence (Braddock., J, 2004. p.145). In addition, research indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through detailed studies of students' writing, Shaughnessy (2005, p.201) concludes that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy advocates four important grammatical concepts: the sentence, inflection, tense, and agreement. She recommends that teachers encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize grammatical terminology to the detriment of students' ability to understand and apply the concepts. Weaver (2006, p.132) proposes a similar approach to teaching grammar in the context of writing. She writes, "What all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing." Weaver proposes five grammatical concepts that enable writers to show improvement in sentence revision, style, and editing. Rather than strive to teach all grammatical concepts to all students, teachers should prioritize and provide instruction on the grammatical elements that most affect their students' ability to write effectively. Teachers should also be sensitive to individual students' readiness to learn and apply grammatical concepts. Additionally, sentence combining is the strategy of joining short sentences into longer, more complex sentences. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style. Hillocks (2010, p.127) states that "sentence combining practice provides writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most apt". Given Noguchi's (2001, p.238) analysis that grammar choices



affect writing style, sentence combining is an effective method for helping students to develop fluency and variety in their own writing style. Students can explore sentence variety, length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect. Teachers can design their own sentence-combining activities by using short sentences from student writing or other appropriate sources. For example, teachers who notice many choppy sentences in students' writing can place these sentences on an overhead for all their students to read. Teachers can then ask different students to combine orally the short sentences in a variety of ways. By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage, and punctuation affect meaning. When presented as a revising strategy, sentence-combining activities help students identify short, choppy sentences in their own writing, leading them to combine their ideas in more fluid and sophisticated ways. As students generate more complex sentences from shorter ones, they discover how the arrangement of phrases and clauses, for example, affects meaning and its impact on their readers.

Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. After students have written their first drafts and feel comfortable with the ideas and organization of their writing, teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, for example, teachers can help students revise for effective word choices. As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing.

Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another

person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication. As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar mini-lessons, and peer response groups are all valuable methods for integrating grammar into writing instruction.

3.CONCULISION.

In conclusion, one of the most important criteria for good academic writing, according to my work, is that students possess sufficient grammar knowledge. Arguments in academic text must be presented by the writer, but the writer's grammar accuracy makes it look even more professional and intelligent. But generally speaking, grammar is important in all aspects of a foreign language. To speak one has to know the structure of a sentence being uttered or when they listen or read, if they do not know several grammatical forms of a certain word they may misunderstand the meaning intended by the speaker of the writer.

REFERENCE LIST

1. Braddock and others, Teaching Grammar in Writing, Oxford University Press 2004-P. 145
2. Di Stefano and Killion, Teaching Writing in Context, Bologna University Press, 2004-P. 78
3. Hillocks, Revision process and text quality, 2010-P. 127
4. Hillocks, Revision process and text quality, 2010-P. 154
5. Mirziyayev.Sh.M «Буюк келажигимизни мард ва олижаноб халқимиз билан бирга қураимиз» Т.: Uzbekistan, 2017 у
6. Shaughnessy, The writing processes and learning strategies of initial users of speech recognition: A case study on the adaptation process of two professional writers. Antwerp: Faculty of Applied Economics. University of Antwerp (Research paper), 2005-P. 201



World Bulletin of Management and Law (WBML)
Available Online at: <https://www.scholarexpress.net>
Vol. 1 No. 1, June-July 2021
ISSN: ISSN 2749-3601

7. Weaver, Models and Methodology in Writing Research, Amsterdam University Press, 2006- P. 132