

SUGGESTED METHODOLOGY FOR USING INDUCTIVE APPROACH IN TEACHING GRAMMAR

G. Barlikbaeva,

*2nd year master student, Nukus State Pedagogical Institute,
Uzbekistan, Nukus*

Abstract: This article contains information about inductive method and several methodologies for using inductive methods in teaching grammar. The aim of this paper is to give information about reasons for using literary texts and extracts.

Key words: Inductive approach, methodology, literary texts, extracts

An inductive approach is discovery learning; it starts with some examples from which a rule is reached. The most important part of their discovery learning would be that what you learn, as you learn it by yourself, it remains better in your mind. It revealed that teachers using inductive approach by presenting the examples before explaining the topic, asking the students to generalize the grammatical rule, instructing the students to test grammatical rule against new sentences, and requiring the students to actively participated inside the class.

We think that examples should be meaningful, have some context or idea. That's why in order to enrich the methodology of using inductive approach we suggested the teachers to use literature in their grammar classes. Our aim is to show the effective role of literature as a resource supporting the grammatical structure and linguistic components of English. Gilroy and Parkinson (1997), point out that literature as a language learning material —never went away and has always been a large part of English as a foreign language for many learners [3].

There are many good reasons for using literary texts and extracts as materials in foreign language teaching. According to Collie and Slater (1987), in the language classes literature provides valuable authentic material, develops personal involvement and help contribute the readers' both cultural and language enrichment [2]. Parkinson and Thomas (2000) also state that literature provide learners to see a model of good writing. Literary texts and extracts also offer

learners to practice language skills- in addition to exemplifying grammatical structures and presenting a new vocabulary [4].

Another reason of using literature is about its motivating affect on learners. Collie and Slater (1987) stress the function of literature as an exhibition of real life language. And so, the real life situations, language and relations of people are motivating factors for the learners [2]. Furthermore, literature helps learners to understand the different cultures and develop tolerance and awareness of difference. Another reason of using literature is that it helps learners to use their imagination and lead them to develop their own creativity. The learners try to find out what happens as events and share emotions through literary text.

Regarding of the crucial part of literature in maintaining the interest of the students, teachers exploit literary texts in a large number of ways in the classroom. Using the extracts from short stories novels, dramas and poems helps maintain the interest of the students in the process of language learning.

Using short stories. Using short story as a material will be a useful technique for language teachers not only to provide various rules of grammar, syntax and phonology but also to improve the students' creativity. As all known, short story as a genre is always simple and short. Therefore, it will not distress the students and lead to understand the theme easier.

Using poems. Arnold (1999) stated that using poetry give a chance to exercise freely students' imaginative and cognitive ability, while working with texts creatively, subjectively, and collaboratively, is very invaluable to enable them to improve their overall language and discourse competence [1].

Using plays. As well known, EFL learning becomes internalized as a direct relation of the learners to the real situations and specific purpose of communication for the learners. Through the use of drama in foreign language teaching, students learn about the daily expressions of the target language and have the chance to use both receptive and productive skills.

Using extracts from novels. The use of extracts from novels in English as a foreign language classrooms is a beneficial resource for language teaching. Novel as a literary genre not only reflects the daily lives of characters but it also provides to evaluate the events in different points of view. Through the use of extracts from novels, students build vocabulary and develop their reading skills.

The students easily perceive the grammar rule by text. Learning grammar by context positively influences the students' ability to apply grammatical structure accurately in language skills. It gives the students opportunities to see how an area of English grammar works in sentences or paragraphs and organize words to make them more meaningful.

Reference:

1. Arnold, J. (Ed.). (1999). *Affect in Language Learning*. Cambridge: Cambridge UP.
2. Collie, J. & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
3. Gilroy, M. & Parkinson, B. (1997). Teaching literature in a foreign language. *Language Teaching*, 29(4), 213- 225.
4. Parkinson, B. & Thomas, H.R. (2000). *Teaching Literature in a Second Language*. Edinburgh: Edinburgh University Press.