



USING DIFFERENT METHODS FOR TEACHING GRAMMATICAL FEATURES OF ENGLISH ARTICLE TO UZBEK STUDENTS

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Abstract: *This article deals with the topic of types of article in English. In addition, the use of different methods for teaching grammatical features of this topic is highlighted.*

Key words: *types of article, methodology, teaching methods and exercises.*

INTRODUCTION

Within the domain of dialect learning, the noteworthiness of articles—a, an, and the—cannot be exaggerated. These little words hold gigantic control in forming the clarity, specificity, and coherence of the dialect we utilize. Understanding when and how to utilize articles fittingly is significant for learners as they explore the complexities of linguistic use and communication in English and numerous other languages. Articles serve as phonetic signposts, showing whether a thing is particular or common, countable or uncountable. The signals a particular thing that both the speaker and the audience are recognizable with, whereas a and an present a non-specific thing. Acing the subtleties of articles improves the accuracy and accuracy of communication, empowering learners to communicate their considerations with more noteworthy clarity and viability.

METHODOLOGY

1. Interactive exercises: Students' comprehension can be improved by assigning them tasks that require them to recognize and use articles in context. Activities that require children to fill in the blanks with the relevant article, for instance, can help to teach proper usage.

2. Comparative Analysis: By contrasting how articles are used in various languages and settings, learners can better understand the nuances of their usage. Determining how articles function in English as opposed to not existing in certain other languages might help one get a greater understanding.

3. Real-life Examples: By integrating articles into realistic texts or real-life settings, educators can demonstrate to students how articles are used in daily communication. By bridging the gap between theory and practice, this method improves the relevance and engagement of the learning process.

4. Error Correction: In order to help students clear up misconceptions and improve their comprehension, it is crucial to provide feedback on article usage



faults. Reflective learning is facilitated by encouraging students to discuss and self-correct their articles.

5. Contextual Learning: By presenting articles in the context of a discussion, narrative, or descriptive passage, learners are better able to understand appropriate usage through real-world instances. Understanding and retention are strengthened by contextual learning.

Teachers can help language learners grasp the nuances of articles by using a variety of teaching strategies that accommodate various learning preferences and styles. Learners can improve their general language abilities and become proficient in the proper usage of articles with regular practice, reinforcement, and engagement.

RESULTS

A / An is used with singular countable nouns when we talk about things in general.

An aeroplane is faster than a train. (Which aeroplane? Aeroplanes in general.)
A greengrocer sells vegetables. (Which greengrocer? Greengrocers in general.)

- We often use a / an after the verbs “to be” and “have / have got”.

He is a photographer. He has got a camera.

- We do not use a /an with uncountable or plural nouns. We can use some instead.

Would you like some tea? Yes, please! And I'd like some biscuits. (NOT Would you like a tea?).

- A / An is not used before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use a-article if the adjective begins with a consonant noun and an-article if the adjective begins with a vowel sound.

It is a ring. It's expensive. It's an expensive ring.

- The is used before singular and plural nouns, both countable and uncountable, when we talk about something specific or when the noun is mentioned for a second time.

The boy who has just left is my cousin. (Which boy? Not any boy. A specific boy, the boy who has just left.)

There is a cat on the sofa. The cat is sleeping. (The cat is mentioned for a second time.)

- We use the with the words cinema, theater, radio, country (side), seaside, beach, world, weekend, etc.



We go to the beach every Sunday.

- We use either a/an or the before a singular countable noun to represent a class of people, animals or things.

A /The dolphin is more intelligent than a / the shark. (We mean dolphins and sharks in general.)

ALSO: Dolphins are more intelligent than sharks.

The is also used before:

- Nouns which are unique.

Haven't you been to the Acropolis yet?

- Names of cinemas (the Odeon), hotels (the Hilton), theatres (the Rex), museums (the Prado), newspapers (the Times), ships (the Queen Mary).

- Names of rivers (the Thames), seas (the Black Sea), groups of islands / states (the Bahamas, the USA), mountain ranges (the Alps), deserts (the Gobi Desert), oceans (the Pacific) and names with ... of (The Tower of London).

- Musical instruments.

Can you play the guitar?

- Names of people / families / nationality words.

the Smiths, the English, the Italians, etc.

- Titles without proper names.

the Queen, the President

- The superlative degree of adjectives / adverbs (the best).

He's the most intelligent student of all.

The is omitted before:

- Proper nouns. Paula comes from Canada.

- Names of sports, activities, colours, substances and meals.

He plays tennis well. She likes blue.

Soda isn't expensive. Lunch is ready.

- Names of countries (Italy), cities (London), streets (Bond Street), parks (Hyde Park), mountains (Everest), islands (Cyprus), lakes (Lake Michigan), continents (Europe).

- The possessive case or possessive adjectives. This isn't your coat, it's Kate's.

- The words home' and Father / Mother' when we talk about our own home / parents.

Father isn't at home.

- Titles with proper names.



Queen Elizabeth, President Kennedy

• Bed, school, church, hospital, prison, when they are used for the reason they exist. John was taken to hospital. BUT: His mother went to the hospital to see him.

DISCUSSION

1. Clarity: Articles aid in the creation of well-defined, concise sentences.
2. Accuracy: Using articles correctly guarantees accuracy in communication.
3. Coherence: Written and spoken language are made more coherent overall when articles are included.

Typical Problems with Articles:

1. Article Selection: It can be difficult to choose between a and a based alone on tone.
2. Omitting Articles: It might be difficult for non-native speakers to decide which articles to leave out.

Advice for Writing Great Articles:

1. Practice: It's important to regularly practice recognizing and effectively utilizing articles.
2. Recognize Exceptions: Not all terms adhere to the standard article format.
3. Pay Attention to Context: To choose the right article, take into account the meaning and context.

Articles are essential elements of English grammar that play a crucial role in specifying nouns and providing clarity in communication. Mastering the grammatical concepts of articles is vital for effective language use and understanding. By grasping the nuances of article usage and applying them correctly, individuals can enhance their language skills and express ideas with accuracy and coherence.

CONCLUSION

Articles play a crucial part in dialect structure and communication, forming the clarity and specificity of expressions. By applying successful educating strategies that emphasize the centrality of article utilization, teachers can engage understudies to explore dialect complexities with certainty and expertise. Acing articles not as it were refines dialect capability but moreover cultivates a more profound appreciation for the subtlety and magnificence of etymological expression. Through locks in instructing strategies, learners can create a solid command of articles and improve their generally dialect capacities successfully.

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