

THE ROLE OF GRAMMAR IN TEACHING MONOLOGIC SPEECH

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Abstract

This article examines the place and role of grammar in the process of teaching monologic oral speech. The role of grammatical rules as an important means of constructing coherent, logically organized, and grammatically correct monologic utterances is revealed. Particular attention is paid to the relationship between grammatical competence and speech production, emphasizing the necessity of integrating theoretical grammatical knowledge with practical communicative activities.

Keywords: Grammatical theory, constructive grammar, analytical and functional rules, model-based method, speech patterns, speech potential.

Introduction

Grammar is an indispensable component of learning any language. It helps learners understand the structure of a language, construct meaningful sentences, and improve their overall language proficiency. The teaching of a foreign language, as well as the process of mastering one's native language, necessarily involves the study of grammar, since it plays a key role in speaking, reading, writing, and listening. According to A.N. Shchukin, grammar instruction is understood as the systematic study and presentation of such fundamental components of language as parts of speech, syntax, and punctuation.

If language itself is necessary for human communication, then cultured communication requires a language that is cultivated as a special art and regulated by established linguistic norms. The formation of such a norm-governed language takes place throughout the entire process of language instruction.

The purposeful development and improvement of coherent speech should be consistently carried out in conjunction with the study of grammatical theory. When studying grammatical rules, coherent monologic speech may be regarded as a form of scientific discourse. Grammatical analysis of texts helps reveal the expressive resources of language and allows learners to recognize the practical value of the grammatical categories being studied. Through such analysis, students gain a deeper understanding of how grammatical structures contribute to the organization and effectiveness of communication.

Mastering grammatical rules and sentence structures constitutes the initial stage of grammar learning. Grammatical rules provide the foundation for understanding and further using language structures in speech. However, grammar instruction should not focus exclusively on theoretical aspects. The practical dimension of language learning is equally important and should be given adequate attention.

Effective grammar teaching must combine theoretical knowledge with practical application. The acquisition of grammatical rules becomes more successful and productive when the analysis of linguistic phenomena is complemented by synthesis, that is, by constructing a whole from its constituent elements. While analysis enables learners to understand the structure and functions of language units, synthesis develops their ability to use these units creatively in communication.

A variety of exercises aimed at constructing words, phrases, and sentences provide an effective basis for the development of monologic speech. Such activities encourage students to organize their thoughts logically, select appropriate grammatical structures, and produce coherent utterances. As a result, grammar becomes not merely a system of rules to be memorized but a practical tool for developing communicative competence.

Therefore, grammar should be regarded as an essential component of speech development. A well-organized system of grammar instruction contributes not only to linguistic accuracy but also to the formation of fluent, coherent, and

meaningful monologic speech, which remains one of the primary goals of modern language education.

Grammar required for language acquisition possesses several distinctive features. On the one hand, it should be based on a limited number of core structural models that can be used independently or transformed into other patterns. For example, the model *Students read* may be transformed into such constructions as *Pupils read* or *Children read*. Effective communication in Russian requires the ability to operate a large number of such grammatical models and apply them flexibly in various communicative situations.

Using the model *Students read* as an example, learners can formulate the rule of subject–predicate agreement in number. Thus, grammar instruction should introduce both structural models and the rules governing their transformation. In addition to transforming models, learners must also master the principles of combining different models, which constitutes the essence of constructive grammar. Constructive grammar enables students not only to understand linguistic structures but also to use them productively in speech.

A thorough understanding of grammatical rules depends on careful consideration of specific linguistic phenomena identified through analysis. Classroom experience demonstrates that many learners experience difficulties in generalizing linguistic facts, that is, identifying and synthesizing the essential features shared by different language examples. Therefore, grammar instruction should develop not only analytical skills but also the ability to formulate broader linguistic conclusions.

When discussing the scientific style of speech in the context of grammatical theory, particular attention should be paid to the content and logical organization of learners' utterances. Scientific speech is characterized by consistency, accuracy, and logical coherence. However, the question-and-answer format frequently used in grammar instruction often limits students' ability to formulate rules independently and fragments their speech into isolated responses rather than coherent statements. Moreover, the rapid pace of classroom interaction frequently leaves insufficient time for reflection and concentration, which results in both factual and linguistic errors in students' answers.

Teaching experience in multilingual and national-language classrooms demonstrates that the development of monologic speaking skills is effectively

supported by response outlines and structured plans prepared by students themselves. Such plans enable learners to present theoretical material in a logical and consistent manner. At the same time, these schemes provide teachers with valuable insight into students' reasoning processes, allowing them to guide and support intellectual activity more effectively.

The mastery of monologic speech in grammar learning may remain incomplete if linguistic terminology does not become an object of continuous attention. Systematic work aimed at understanding and correctly using linguistic terms constitutes an important prerequisite for the successful development of scientific discourse skills. Familiarity with linguistic terminology helps students formulate explanations more precisely and discuss language phenomena using appropriate academic language.

Coherent monologic speech should be developed during every lesson. Pedagogical practice indicates that model-based reasoning during grammar instruction does not restrict learners' creativity; on the contrary, it promotes the development of standardized and logically organized speech. Over time, speech models are transformed into internal cognitive schemes that help students present theoretical issues independently and consistently.

The development of scientific monologic speech can also be facilitated through the use of short linguistic narratives and problem-based linguistic discussions. Such activities encourage learners to analyze language phenomena, establish logical connections, and justify their conclusions. The logic underlying grammatical rules serves as a framework that organizes and structures monologic speech. Consequently, all grammatical material should be presented within a coherent and methodologically well-designed instructional system.

According to their pedagogical function, grammatical rules may be classified into analytical and functional types. Analytical rules are used to distinguish between general meanings, categories, and linguistic classes, whereas functional rules explain the forms and mechanisms through which these meanings are expressed. For example, the statement Possessive pronouns answer the question "Whose?" represents an analytical rule, while the rule Voiceless consonants are pronounced as voiced before voiced consonants exemplifies a functional rule.

Functional rules are directly related to the development of communicative competence and speech production. Therefore, in grammar instruction,

particularly in multilingual and second-language learning contexts, the teaching of analytical rules should be complemented by the systematic study of functional rules. Since analytical rules provide learners with tools for distinguishing grammatical and linguistic units, they should generally precede functional rules in the instructional sequence. Such an approach ensures a gradual progression from linguistic awareness to practical language use and contributes to the effective development of both grammatical competence and monologic speech skills.

In second-language instruction, grammar performs an organizing and systematizing function. The modern understanding of the practical orientation of grammar teaching does not exclude the presentation of grammatical material through accessible generalizations such as schemes, models, and structural patterns. On the contrary, grammatical content should be organized on the basis of grammatical generalizations that demonstrate the relationship between the semantic and formal aspects of linguistic phenomena. Such an approach enables learners to understand not only how language forms are structured but also how they convey meaning in communication.

When considering the role of grammar in the comprehension of foreign-language speech, it is important to emphasize that the objective is not merely to teach learners to identify particular grammatical constructions in a text. Rather, learners should be able to recognize grammatical structures in spoken or written discourse almost automatically and determine the grammatical characteristics of the lexical units involved. This requires the ability to perform rapid grammatical analysis, which serves as an essential prerequisite for successful text comprehension.

Grammar begins at the point where a participant in communication faces the necessity of constructing a meaningful utterance or text. In essence, grammar is a system of rules that governs the combination of words for the purpose of conveying meaning. Even the simplest combination of linguistic units requires grammatical knowledge. For example, the Russian words *ten* and *minute* cannot be combined meaningfully without reference to grammatical rules. A variety of combinations may theoretically be possible, such as *ten minutes*, *minute ten*, *about ten minutes*, or other variants, although not all of them are grammatically acceptable. Moreover, constructions such as *ten minutes* and *about ten minutes* differ semantically despite their lexical similarity. The interpretation of such

constructions is regulated by grammar. Consequently, grammar is indispensable in the creation of meaningful linguistic expressions.

It should also be remembered that grammar is introduced in second-language instruction not only as a foundation for mastering orthographic rules but, more importantly, as a means of constructing coherent texts and meaningful communicative messages. Thus, grammar serves both a cognitive and a communicative function in language learning.

When determining the sequence in which grammatical material should be presented, it is useful to consider the example of organizing the grammatical system of a target language in the context of teaching oral foreign-language communication at the university level.

The grammatical system of any language is highly complex and extensive. Therefore, it is impossible to introduce all of its elements simultaneously. Traditionally, language instruction relies on major grammatical categories identified in linguistics, such as verbal and nominal forms. However, these categories often constitute large subsystems that require further subdivision. For instance, verbal forms may be divided into categories of tense and aspect, while nominal forms may be classified according to gender, number, and case. Once the relevant units of these subsystems have been selected, the question of instructional sequencing arises.

A clear example is the presentation of verb tense forms. Since this subsystem is particularly extensive, the selection and sequencing of tenses should be guided by the practical objectives of oral communication. From a communicative perspective, learners should first master those tense forms that occur most frequently in everyday speech, particularly the present and past tenses. The crucial issue is not merely which tense is introduced first but how all tense forms are organized within a coherent instructional sequence and how they are systematically practiced throughout the learning process.

Traditionally, instruction often begins with the past tense; however, there are valid pedagogical reasons for introducing the present tense first. The effectiveness of grammar instruction depends less on the initial choice of tense and more on the extent to which the sequence of presentation is coordinated with a system of cyclic revision and practice at all stages of learning.

Once a particular tense form has been introduced, systematic practice begins. Initially, learners perform pre-communicative exercises aimed at developing grammatical accuracy, after which they progress to communicative activities that require the use of the target structure in meaningful speech. This process should continue until the grammatical form becomes an integral component of learners' spontaneous and natural language production.

Emphasizing the role of grammar in speech development and text construction, it is important to note that grammatical knowledge should not exist merely in the form of abstract rules and definitions. Rather, it must be transformed into practical skills that enable learners to formulate coherent statements and construct meaningful texts. Consequently, the development of speech should not be viewed as separate from the study of grammatical structure. These two aspects of language instruction are mutually reinforcing and should be integrated within a unified pedagogical framework.

The primary objective of grammar teaching is therefore to create an optimal speech potential that allows every learner to acquire the skills necessary for constructing grammatically accurate, coherent, and communicatively effective texts. Only through the integration of grammatical knowledge and speech practice can language learners achieve a high level of communicative competence and confidently participate in oral and written communication.

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