

“USING POEMS FOR THE EFFECTIVE TEACHING ENGLISH GRAMMAR
COMPREHENSION”

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Abstract: *The article analyzed the effectiveness of using poems as one of the teaching methods that teachers use in their lessons. In this article stated that productiveness of learning poetry reached by several stages of it using that is necessary to be enhanced by teachers. The stages of introduction, consolidation of lexical and grammatical material were described with its example. It was concluded that poetic form of texts was an effective material to develop linguistic skills of learners in studying English language.*

Keywords: *poems, poetry, effectiveness, methods, phonetic skills, intonation, grammar competence, approaches, primary school learners.*

Nowadays English language is become more popular in all countries of the world. Humanity wants to learn language from the young age. The search for effective ways and methods of teaching, including teaching a foreign language, highly attracts attention of many methodologists and teachers. One of such effective teaching methods is the using poetic materials during English lessons.

Almost all teachers and methodologists work with children at different stages of learning assign a large place to poetic texts while teaching a foreign language. Some textbooks are entirely based on the use of poetic texts either authentic or special composed. The importance of this work cannot be overestimated. Firstly, poems and rhymes are the text material that children love, that they are interested in. Therefore, working with them is positively and emotionally colored for the student, which greatly contributes to the assimilation of the material. Secondly, authentic literary or folklore material contributes to the comprehension of language in the context of cultures. Thirdly, poetic texts and rhymes are an excellent material for practicing the rhythm, intonation of foreign language speech, improving pronunciation. Moreover, poems impact in improving linguistic skills that are significant in learning process. Fourth, while working with poems and rhymes, the problem of repetition statements according to the same model or perception of the same word is solved. Repeated reproduction of a song or poem is not perceived as artificial.

Poetry is considered one of the major genres of English Language Teaching to learners¹. The undoubted advantage of working on poetic texts is the ability to fit into

¹ Kc, Rejina Role of Poetry in English Language Learning: A Review of Literature. Journal of NELTA (2021).

the limited time frame of one of the stages or the whole lesson. Approaches to working on poems in foreign language lessons can be different depending on what tasks the teacher sets and on the age of the students. Poetic texts can be used:

1. For phonetic charging at the initial stage of the lesson;
2. At the stages of introduction, consolidation of lexical and grammatical material;
3. At any stage of the lesson as an incentive for the development of speech skills and abilities,
4. As a kind of relaxation in the classroom when students need discharge, relieving tension and restoring their workability.

T.P. Rachok² highlights the following main stages of working with appropriate poetic materials:

1. Preparing students for the initial listening of poetry in order to remove language difficulties;
2. Initial listening of the poem;
3. Independent reading of it by students;
4. Checking the understanding of the content, discussion of the listened analysis of the visual means of the language;
5. Expressive reading of a poem by students;
6. Translation by students into their native language partially, selectively or completely;
7. Acquaintance with the available translations of this poem,
8. Creative task at home to prepare your own, if possible, poetic translation.

Since rhyming contributes to the development of figurative memory, it is easier for a child to remember the meaning and pronunciation of the lexical and grammatical structure through the image.

At the initial stage, these rhymes play an important role, as they allow the child to master the lexical and grammatical structure without much effort. However, it should be emphasized that knowledge of rhyming does not entail ownership of the structure itself. After memorizing the rhyme, the teacher must do additional work in order to activate the memory reproduction and use of the lexical unit or structure. To do this, the following steps are proposed for fixing the necessary material:

- 1) Isolate the necessary structure from the rhyming;
- 2) To bring to the consciousness of children its meaning;
- 3) Work out her pronunciation;
- 4) Work it out in question-and-answer exercises;
- 5) Activate it in speech through the game.

For example: a structure with the verb **"to be"**.

² Rachok T.P. Work on poems in English lessons // Foreign languages at school. - 1999. No. 2.

Rhyming: Look at the mouse!

He is in the house.

Look at the fox!

It is in a box.

Question-and-answer exercises aimed at activating vocabulary.

Rhyming: What's it? - It's a fox.

What's it? "It's a house.

Is it a fox or a cat? - It's a fox.

Is fox in a box? - Yes, it is.

In order to study the experience of teachers on the use of rhymes and poems, we attended English lessons in 5th grade of secondary school No# 7. The teachers played great attention to the selection of poems based on the following principles: thematic, cognitive and didactic. They use poetic teaching techniques at this school in almost every English lesson. In example below used material at the stage of introduction, consolidation of lexical and grammatical is showed:

Topic related to grammar comprehension. Forms of “*Superlative adjectives*”

The duty of the Strong

You who are the oldest,

You who are the tallest,

Don't you think you ought to help

The youngest and the smallest?

You who are the strongest,

You who are the quickest,

Don't you think you ought to help

The weakest and the sickest?

The teacher introduced to pupils the topicality and creativity of the poem. Unfamiliar words with transcription and the rules of superlative adjectives were already written on the board in advance.

Use superlative adjectives to compare more than two people, places, or things.

Structure of superlative adjectives: The+ Adjective+ EST (Превосходная степень прилагательных образуется путем добавления частиц -the перед самым прилагательным, а к прилагательному добавляется суффикс -est. В переводе будет означать как самый лучший, самый высокий и т.д.)

Old- **the oldest** - самый старший

Tall- **the tallest** - самый высокий

Young- **the youngest** – самый молодой

Small- **the smallest** - самый маленький

Strong - **the strongest** – самый сильный

Quick – **the quickest** – самый быстрый

Weak – **the weakest** – самый слабый

Sick – the sickest – самый больной

After that, teacher informed students of the title of the poem and read one time. Next, teacher asked the children to guess what it was about and conducts testing of the most difficult words, phrases, structures. Then teacher organized an individual repetition of words and structures. Teacher asked everyone to read a poem. During its reading, the teacher approached each student and listens to whether he pronounces the material correctly. Then the teacher helped to translate the poem into Russian. Introduction stage of given poem was reached and teacher asks what was the main theme of the poem. From the point of understanding lexical patterns pupils were catching the meaning of poem after several repetitions. Therefore, working with this work not only helped to consolidate such a grammatical phenomenon as the degrees of comparison of adjectives, but also allowed teacher to conduct a moral and ethical mini-conversation. At that time of the lesson, the atmosphere of the classroom was intense. All students actively participated, quite cohesively answered to questions that contributed to the assimilation of grammatical material. At the end of the lesson we came to the conclusion that this type of technique has a positive effect on students. Learners enjoy working with poetry, which develops grammatical, lexical skills and memory.

In conclusion, grammatical poems are significant and helpful tool in the learning process, as they help, even in rhythmic form, to remember various grammatical features of the English language. There is one fact about productiveness of these features using of poems in lessons: they are multifunctional in nature, and with the help of which you can create a psychologically comfortable atmosphere in the classroom. According to statement of given stages with variety purposes of using poetic materials in the classroom are easily combined with other techniques and make the lesson more interesting, enjoyable and memorable. In other words, teacher can bring a lively stream into the course of the lesson instead of using monotony and boring traditional methods. The poetic form of texts is an effective material to develop linguistic skills even through a rhythmic means of speech development and grammar comprehension.

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