

UDC 378

TEACHING ENGLISH RULES THROUGH FOREIGN LANGUAGE MATERIAL

L.A. Usmanova¹

Abstract

This article will provide how to present the rules in teaching English as a foreign language and describe their theoretical part, their types, what their importance in learners understanding and how perfect rule can facilitate the process of the lesson.

Key words: verbal rule, visual rule, analogy, rule-instruction, rule-generation, verbal learner, visual learner.

The idea that linguistic practice is essentially rule-governed has found widespread acceptance, especially among those engaged in constructive work in grammar or semantics, and has been regarded by some as almost self-evident. Nonetheless it is highly controversial within the philosophy of language. Proponents have suggested a great number of kinds of linguistic rule, and serious attempts at demarcating and explicating the concept of a rule have been made, whereas opponents have concentrated on more general epistemological issues particularly regarding what it is to know a language: and the place that rules might have in such knowledge.

The term 'rule' belongs to a group of terms, including 'norm,' 'convention,' 'standard,' 'regulation,' 'directive,' 'instruction,' 'law' (in the prescriptive sense), many of which frequently occur together in dictionary explanations, sometimes presented as synonyms. Ordinary linguistic usage does not provide clear-cut distinctions and no taxonomic consensus has been established among theorists.

The question of what rules really are has received much less attention. It is common to think of rules as abstract entities. Some, however, take them to be linguistic, while others take them to be nonlinguistic. Ross, for instance (1968), takes rules to be a species of directives, themselves intrinsically normative entities that are meanings of prescriptive sentences, like propositions are of descriptive sentences. Although rules have even been thought to be particular inscriptions of rule-sentences, the concept of a rule is normally distinguished from that of a formulation of a rule, as described by Max Black (1962). Black, however, denies that rule-formulations designate, describe, or even express rules (as their meanings). Instead, to understand what a rule is we must look to the use of rule-formulations. This is in line with Wittgenstein's later philosophy (see *Wittgenstein, Ludwig*).

Many other theorists insist on social function or social acceptance as part of what it is to be a rule. Ross, for instance (1968), takes a rule to be a rule of some community, a (general) directive corresponding to social facts, being generally complied with in the community. Bartsch (1987) characterizes norms, social rules, as the social reality of correctness notions. This feature is particularly prominent in Shwayder's attempt at a truly informative explication (Shwayder 1965). Roughly, a rule (in the primary, communal sense) is a system of expectations in a community concerning behavior of its members, such that (a) members believe other members to have the same expectation, (b) the expectations of others constitute the reason for a member to act in accordance with them, and (c) members expect that other members conform for this reason. This idea has been developed and refined by David Lewis for the notion of a convention (regarded by Lewis as a kind of rule) and has, via Lewis, given rise to a whole tradition of varieties of the approach (see *Convention*).

The notion of a linguistic rule is perhaps most immediately associated with very general rules of traditional school grammars; rules of spelling (e.g., *tin* never occurs before), phonological rules (e.g., voiced endings turning voiceless in certain contexts),

¹Усманова Лобар Абдувасиловна, преподаватель, Узбекский государственный университет мировых языков, Ташкент, Узбекистан.

morphological rules (e.g., endings of regular verbs in various tenses), and simple syntactic rules (e.g., noun and verb must agree in number). Rules of this kind are explicitly stated, used in language teaching, applied as standards of correct linguistic usage, and, usually in contradistinction to much else included in grammars, called rules.

Uzbek scientist and Methodist J. Jalolov has described that linguistic rule is a set of using generations and directions in gaining process of grammar speech habits [1]. He classified rules in using into three types:

1. Verbal rules.
2. Visual rules.
3. Analogy.

Verbal rules is characterized or explained with words:

- (a) verbal graphic rule– is given in the textbook,
- (b) verbal (-understanding) rule– is made up by teacher or pupil.

Visual rules are described without any words and they explained by visual materials:

- (a) schemes
- (b) tables
- (c) symbols (e.g. S+P+O and etc.)

Analogy is characterized without any words.

He remarks that the rules make easy to learn English speech. By using rules in English speech he divided them into two groups:

1. Rule-generation
2. Rule-instruction

It's necessary to use rules correctly in teaching language material. Rule-instruction is used in teaching inductive approaches. Rule instruction is served to recognizing grammatical action in speech activities or in reading and listening.

Rule-generation is used in teaching deductive approaches. It is a simple theoretical information of studied a disconnected grammatical material in possessing speech activities. It must be directed to know a grammatical action in teaching foreign language.

And also he distinguished between a rule and algorithm. He says that an algorithm is a definite instruction of simple operations in consistency and every of algorithm can be a rule, but not all rules are algorithm. For example, the word "object" means any of the things in order to use cannot be algorithm, because it is not the instruction of using in speech. On the other hand, we would like to draw your attention to another example: "object" also expressed as a part of sentence that can be algorithm, because we follow that instruction in hearing, speaking, reading and writing. We use it in speaking and understanding someone's speech.

Students learn in many ways by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. However, teaching language material doesn't have benefits if the teacher uses only traditional methods. To facilitate students' achievement in teaching process the teacher should mix various methods which are suitable for the learners and provide their psychological ability.

We propose to classify the ways people receive sensory information as *visual*, *verbal*, and *other* (tactile, gustatory, and olfactory). *Visual learners* prefer that information be presented visually—in pictures, diagrams, flow charts, time lines, films, and demonstrations—rather than in spoken or written words. *Verbal learners* prefer spoken or written explanations to visual presentations. The third category (touch, taste, smell) plays at most a marginal role in language instruction and will not be addressed further.

Visual and Verbal Learners describe about three ways people receive sensory information as visual, verbal and other (tactile, gustatory, olfactory). Visual learners prefer that information be presented visually—in pictures, diagrams, flow charts, time lines, films, and demonstrations—rather than in spoken or written words. In learning Arabic Language, listening skills are learning through visual way such as watching Arabic movies, listening Arabic program in radio, watching television program and others. Verbal learners prefer spoken or written explanations to visual presentations. Learning Arabic Language in speaking, reading, and writing skills need to be explained by spoken and written. The third category (touch, taste, smell) plays at most a marginal role in

language instruction. Recent studies of learning styles in foreign language education (e.g., Oxford & Ehrman, 1993) consistently place reading in the visual category, implying that instructors can meet the needs of visual learners solely by relying on written instructional material. Certainly visual learners learn better if they see and hear words in the target language, but so do auditory learners: presenting the same material in different ways invariably has a reinforcing effect on retention. The challenge to teacher is to devise ways of augmenting their verbal classroom presentation with nonverbal visual material—for example, showing photographs, drawings, sketches, and cartoons to reinforce presentation of vocabulary words, and using films, videotapes, and dramatizations to illustrate lessons in dialogue and pronunciation.

Active and Reflective Learners describe the complex mental processes by which perceived information is converted into knowledge can be conveniently grouped into two categories: *active experimentation* and *reflective observation* (Kolb 1984). Active processing involves doing something in the external world with the information—discussing it or explaining it or testing it in some way—and reflective processing involves examining and manipulating the information introspectively. Active learners learn well in situations that enable them to do something physical and students get information from it.

Finally, it is evident that teaching English rules at school and make effectiveness in learners' achievement depend on selecting the proper type of rule and fit to the learners' level of the course (beginning, intermediate, or advanced), the age of the students.

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