

## GRAMMATICAL AND METHODOLOGICAL APPROACHES TO THE PROCESS OF LEARNING PRONOUNS

*Samarkand region, Pakhtachi district English teacher of School 19*

***Rakhmatov Shahrukh Alisherovich***

Annotation: This article deals with significant information about grammatical features and usage of Pronouns in English. Moreover, interactive methods of teaching pronounce are highlighted.

Key words: *learners' competence, noun phrase, cross-linguistically, pronominal, Apposition, Leaping for Pronouns, Pronoun Concentration.*

In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: —It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer

instead of simply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar. Pronouns can be found in all sorts of writing. They're used in fiction, non-fiction, personal letters, conversation, and so much more. Since they're so widely used, it's important for both you and your students to be familiar with how, when, and why to use pronouns in the English language. In linguistics and grammar, a pronoun (abbreviated pro) is a word or a group of words that one may substitute for a noun or noun phrase. Pronouns have traditionally been regarded as one of the parts of speech, but some modern theorists would not consider them to form a single class, in view of the variety of functions they perform cross-linguistically. An example of a pronoun is "you", which can be either singular or plural[1]. Subtypes include personal and possessive pronouns, reflexive and reciprocal pronouns, demonstrative pronouns, relative and interrogative pronouns, and indefinite pronouns. The use of pronouns often involves anaphora, where the meaning of the pronoun is dependent on an antecedent. For example, in the sentence:

*That poor man looks as if he needs a new coat,..*

the meaning of the pronoun he is dependent on its antecedent, that poor man. The name of the adjective that belongs with a "pronoun" is called a "pronominal". A pronominal is also a word or phrase that acts as a pronoun. For example, in That's not the one I wanted, the phrase the one (containing the prop-word one) is a pronominal. We use pronouns to avoid repetition, but remember, a pronoun and its antecedent (the thing the pronoun is referring to) have to be co-referential. This means that the two words need to agree in number, gender, and case, or the sentence won't make sense! By definition a pronoun is a word that is used in place of a noun or a noun phrase. Pronouns therefore take the positions of nouns in sentences. For example, instead of saying: "Peter is the thief", I can replace the noun "Peter" with the pronoun "he" and form the sentence like this: "He is the thief". There are several types of pronouns in the English language. Examples of the kinds of pronouns we have include: personal pronouns, reflexive pronouns, demonstrative pronouns,

relative pronouns, indefinite pronouns, interrogative pronouns, etc. We will take a look at the different types of pronouns in another lesson, but in this lesson we want to focus all our attention on the grammatical functions of pronouns. The grammatical function of a pronoun is said to be the work or the job that the pronoun is doing in a sentence. Pronouns can perform any of the following five functions:

- ✓ Subject of the verb;
- ✓ Object of the verb;
- ✓ Complement of the verb;
- ✓ Object of the preposition;
- ✓ Apposition to a noun;

Let us now take a look at each of these functions of a pronoun one after the other.

- Pronoun functioning as the subject of a verb

Here, the pronoun will always come before the main verb in the sentence. It is also the one the entire sentence focuses on. Simply put, whenever a pronoun is used as the subject in a sentence, then it functions as the subject of a verb[2].

Teaching pronouns is an important part of any beginning level English curriculum. It's important to teach pronoun usage during the early stages when students are learning basic sentence construction. How can we make learning about pronouns fun? After all, they're not the most exciting topic to learn if you're a first grader. Yet, using pronouns correctly is a basic skill for any young student in a beginning reading and writing program. So it's up to us as teachers to use some of that first grade energy and find ways to engage our littles in learning about this important basic literacy component. The opportune moment for this comes after teaching basic sentences with "be" and some simple sentences with the present simple. At that point, students should be able to identify various parts of speech—at least basic verbs, nouns, adjectives, and adverbs. Take this as a starting point to explore the role of subjects, objects, and possession as you introduce pronouns and possessive adjectives. Before you begin introducing pronouns, review what students have already learned. To measure students'

understanding, it is helpful to start by asking them to give some examples of nouns and verbs. Pronouns should only be introduced after students have a basic understanding of the verb "to be" and some other simple sentences have been acquired. This is probably the first time that your first graders have been introduced to pronouns as a specific part of speech. Here are some ways that you can introduce and teach this topic while keeping it fun and engaging for your students

*Pronoun Scavenger Hunt- This activity will get your students up and out of their seats. You'll need nouns and pictures of objects that can replace those nouns. Hide them in different locations around your classroom. Students will need to look for pictures that represent whatever pronoun you say. For example, if you say "he" the kids can only look for nouns and pronouns that can replace that word. So students would gather pictures of males and nouns that could be used in place of that pronoun[3]. You might consider pictures such as fathers, male cartoon characters, etc. Each different pronoun that you say is considered to be a "round." As the students find the different pictures you could have them place them on the board under the corresponding pronoun. You can extend this activity by putting the students in groups and then giving each group a different pronoun. This way each group will be looking for different pictures.*

*Leaping for Pronouns- In this fun game, you can take advantage of first-graders' love of jumping and hopping. For this game, you'll need an area on the floor where you can stick cards with different pronouns. You can use mats, a rug or just a section of the floor. Each group of students should have their own separate area or mat. Write a sentence on the board and underline a noun in the sentence. One player in the group has five seconds to physically jump onto the correct pronoun to replace the underlined noun. Use as many pronouns as you can think of at the correct level for your students. Each player should take turns being the "jumping bean." You can have the teams race to see who can accumulate 10 points first!*

*Pronoun Concentration- Most of us have played the card game "Concentration." This*

*activity uses the same game concept but you will trade it out with picture cards and pronoun word cards[4]. You'll need to prepare picture cards and pronoun cards. Keep the pronouns basic for this activity ... he, she, it and they. For each pronoun card, you'll also need a picture card that can represent it. For example, for the "it" card you could have a picture of a dog or an apple. It wouldn't be too much fun with just four pronouns and four pictures. So repeat the pronoun cards to match many picture cards. Ten picture cards would need ten pronoun cards. Now divide your class into two groups. Place all of the cards face-down on the table, or show them on the screen in this way. Each player should turn over two cards. If the pronoun matches the picture, leave them face up. If not, turn them back down again in the same position. The students must try to remember where specific cards are so that they can match as many as possible when it's their turn. The team who gets all of their cards turned over first wins the game. The beauty of this game is that it not only teaches pronouns in a fun way, but it's also great for helping short-term memory retention!*

#### REFERENCES:

1. J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov English language teaching methodology (theory and practice) tashkent-2015
2. Azar . Grammar-Based Teaching: A Practitioner's Perspective, 2007
3. Bhat, Darbhe N.S. (2007). Pronouns. Oxford University Press. ISBN 978-0199230242.
4. Brinton, Laurel J. & Donna M. Brinton. 2010. The linguistic structure of Modern English, 2nd edn. Amsterdam: John Benjamins Publishing Company.