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DEVELOPING EXPRESSIVE GRAMMATICAL SKILLS IN FOURTH- GRADE STUDENTS USING ENGLISH WRITTEN TEXTS

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Abstract

When starting a foreign language learning, it is very crucial to have a good grammatical knowledge in order to be able to communicate fluently. If a learning process lacks of it, the final outcome will not be completed. This article discusses the main significance of expressive-grammatical skills in English language classes and it benefits of starting from early age for getting a better results. It begins by providing basic information about learning foreign languages for having a bright future, such as a better planned aim, having a bilingual advantage in modern world. After that, it also describes advantages of acquiring a better grammatical knowledge in primary school



period with different writing exercises and practices. Then it explores importance of utilizing different types of written materials according to age groups of students, such as suitable written tasks for improving expressive grammatical ability for enhancing learners flexibility in English classes. Overall, this article gives a comprehensive data about use of grammar through different written sources and its advantages of using them in youngsters learning process for rising their interest, avoiding anxiety and giving a motivation for learning foreign language easily.

Key words: grammatical knowledge, bilingual advantage, flexibility, written sources, anxiety, motivation.

Nowadays, it is very common to be able to speak more than one language in digitalized world. This process requires a bit difficulty, but has a very significant role for finding a right place in society and building a better lifestyle in the future. When it comes to the main part of learning any kind of foreign language process, it is having a good basic grammatical knowledge without any doubt, because every used sentence or word in communication process will be created by a grammatical rules. Grammar lays the groundwork for language competence. By learning the rules and patterns of grammar, learners can develop their language skills systematically. It enables them to construct sentences, expand vocabulary, and apply correct grammar rules, enhancing overall language proficiency. A strong grasp of grammar is essential for effective written communication. It helps learners convey their ideas coherently, use proper punctuation and sentence structure, and adhere to grammatical conventions. Proficient grammar usage in writing allows learners to express themselves eloquently and persuasively. Children with specific language impairment are known to struggle with expressive grammar. Starting a well-organized lesson plan for teaching grammar from primary school is very important, but most teachers complains about not enough curricular. That's why, having a better time-management and using different types of materials according to grammar teaching, such as small written English texts, poems, articles, easy dialogues for improving a written skills can develop learners' ability to use a grammar correctly and also eliminates their anxiety and fears while starting to communicate with other.

The importance of learning grammatical knowledge at an early age at school



A philosopher once said, 'Half of good philosophy is good grammar'
(A.P.Martinich).

Early grammar instruction can actually help children develop their language skills and position them for success in language acquisition later on. But it's crucial to remember that the main goal should be to make studying enjoyable and interesting for the young learner.

A grammar error is one of the most recognizable signs of specific language impairment (SLI). Children with SLI often have a lower mean length of utterance (MLU) for their age and start talking later than their typically developing classmates. According to Gopnik and Crago (1991), Johnson and Schery (1976), Leonard (2000), Rice et al. (1995), Smith-Lock (1995), children with SLI show a delay in the acquisition of grammatical morphemes (word endings that carry meaning, such as plural "s" and past tense "ed") that is greater than their general language delay (as measured in MLU). The development of syntax (sentence structure) and semantics (meaning) in children with SLI has also been demonstrated to be difficult (e.g. Friedmann 2012, Friedmann and Novogrodsky 2004, Van der Lely 1993).

A study looked at the efficacy of a community-based language intervention program that includes expressive grammar as one of its many linguistic objectives. Three groups were compared by Gallagher and Chiat (2009). A speech pathologist conducted an intensive language treatment program for one group; a nursery-based program was given to a second group, where a speech pathologist consulted with nursery teachers to provide treatment; and a waiting list control group was given no intervention. Children with significant expressive and/or receptive language impairment, ages 4 and 5, were the participants. The treatment focused on a range of language goals and was given by community-based speech pathologists and nursery teachers, not researchers. They discovered that children in the intensive treatment group made far more progress in terms of grammar comprehension, vocabulary comprehension, expressive vocabulary, and expressive information than did the children in the nursery and the no intervention groups. However, expressive grammar



did not show the same improvement. On most indicators, the nursing group's progress was similar to that of the group that received no intervention. These results imply that therapy given by nursery teachers in consultation with speech pathologists may be less successful than therapy given by speech pathologists on its own. In addition to the treatment agent, the intervention groups in this study varied greatly from one another. These included the dosage, the variety of methods used, and the treatment providers' level of experience.

Poor language usage can make messages confusing, which impairs communication and makes connection development difficult — a crucial life skill for kids to master. On the other hand, using grammar correctly facilitates others' reading and listening, improving communication and strengthening bonds with them. Children can increase their vocabulary through grammar as they discover more engaging ways to convey messages and deliver information.

Advantages of utilizing English written texts in learning foreign languages

We are surrounded by texts all around us, whether they are written, spoken, or found online. People create texts using language for real-world conversation, not just single words (Thornbury, 2005). For many second language learners, understanding texts published in their target language and being able to extract the most significant information from them is a crucial learning goal. Language learners need to be well-versed in managing all sorts of literature, whether they are filling out a residence form, interpreting a menu, or interpreting a travel schedule.

Benefits of teaching languages through text:

Exposure to real language: Students learn real language when they are instructed in a foreign language through written materials. This can enhance their capacity to use the language independently and help them have a better knowledge of how it is utilized in context.

Reading skill development: Students' reading skills can be enhanced by using books to teach foreign languages. This is so that they can concentrate on the words, sentences, and general meaning of the text when reading.



Expanded vocabulary: Texts frequently include a wide range of terminology, which can aid pupils in growing their vocabulary and enhancing their language comprehension.

Flexibility: Texts can be utilized to instruct students in a variety of language abilities, such as comprehension, grammar, and vocabulary. They are therefore a versatile tool that may be applied to a range of language learning requirements.

Additionally, students' vocabulary and grammar skills can be developed through exposure to a range of writing genres and styles. This work uses the term "text-based teaching," which refers to instruction based on a genre or text. According to Halliday's notion of language as social semiotic, the genre-based approach (GBA) uses language as a tool for interpreting Hasan (2014) According to genre theorists, such educators need to step in and intervene in the classroom, emphasizing that genres are usually constricted (Emilia, 2005).

Teaching English through text has the added advantage of offering a wealth of historical and cultural context. Students can learn about the social, political, and cultural environments in which literary works were created by studying them. Students may have a more sophisticated grasp of the English language and its function in international communication as a result of this. Future educators may find text-based education to be a helpful method for teaching foreign languages. It's crucial to weigh the benefits and drawbacks of this strategy against alternative approaches that place more of an emphasis on the communicative, interactive, and cultural aspects of language learning. Teachers can give their pupils a more thorough and productive language learning experience by integrating different teaching strategies.

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COMPARATIVE AND TYPOLOGICAL APPROACHES TO ANALYZING POLYSEMY IN LINGUISTIC TERMS

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Abstract

This study explores the comparative typological approach to analyzing polysemy in linguistic terms across English, Uzbek, and Russian languages. By grounding the research in comparative-typological linguistics, the study emphasizes principles like comparability and terminological adequacy. Various methods, including qualitative and quantitative analyses, are utilized to examine the phenomena of polysemy within and across these languages. Through systematic comparison and evaluation of terminological systems and individual terms, the research aims to uncover patterns of similarities and differences in the lexical, semantic, and grammatical structures of polysemantic terms. The findings highlight both unique and common features, contributing to a deeper understanding of cross-linguistic polysemy and enhancing translation practices.

Key words: polysemy, comparative typology, linguistic terms, terminology studies, lexical analysis, semantic structure, cross-linguistic comparison, multilingual terminology, systematic comparison

In the study of polysemy in linguistic terms across English, Uzbek, and Russian languages, we base our research primarily on the principles of comparative-typological linguistics. This approach incorporates principles such as systemicity, comparability, terminological adequacy, sufficient depth of comparison, bi- (or multi-) laterality of comparison, accounting for both positive and negative transfer of linguistic knowledge, consideration of the degree of kinship and typological proximity of the languages compared, statistical characteristics of the units compared, synchronicity, territorial unlimitedness, and the accounting of functional styles and functional similarities (Tsitkina, 1988). Alongside these, our research also leans on the general principles of comparative terminology studies, focusing primarily on “cross-linguistic