

Application and Role of Creative Exercises in Teaching English Grammar at University

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Abstract: This article is devoted to the use and role of creative exercises in teaching English grammar at a university. The article discusses the problems associated with teaching grammar, as well as the difficulties that arise for teachers and students in the process of teaching and learning this linguistic aspect. Grammar has always been and still is the subject of active debate. The article talks about the enormous importance of grammar as the most important aspect of teaching a foreign language, without the basics of which communication is impossible. The article touches on issues related to different approaches and different attitudes to grammar, and offers some conclusions from the experience of teaching this aspect at a university. The article points out the need for a creative approach to grammar classes in order to increase students' motivation to study this linguistic aspect. It is emphasized that the creative component of the lesson will make the learning process not only informative, but also exciting and, most importantly, productive. The article examines some university textbooks on grammar and provides an example of a textbook where you can find creative grammar exercises. Examples of interesting, original tasks on English verb tenses are offered, designed to change students' attitudes to a seemingly boring aspect of language and to one of the most difficult grammatical topics to study. At the end of the article, it is concluded that the use of creative grammar exercises will help to increase students' interest in learning, as well as more effective and positive interaction between teacher and students.

Keywords: English verb, tenses, textbooks, grammar, university programs, English teachers.

Introduction. Teaching English grammar is a process that requires the teacher to have incredible patience, the ability to present the material intelligibly, and the desire to teach such a complex linguistic aspect, avoiding monotony and boredom. At the same time, the teacher needs to motivate students to learn, interest them in completely uninteresting grammatical rules, structures and forms, and try to maintain a creative, positive atmosphere in the classroom.

As you know, grammar causes many difficulties and questions for both schoolchildren and students. Despite repeated repetitions, which often bore students with their monotony and monotony, various kinds of difficulties still arise in understanding a particular grammatical topic, and the teacher has to re-explain seemingly already covered and reinforced material. No matter how much verb tenses or articles are repeated in class, it seems that not enough attention is paid to grammar. No matter how much they practice grammatical structures in speech, students again and again make mistakes, clearly demonstrating the need for constant and scrupulous work with grammar.

Relevance. Teaching grammar is today one of the important problems of modern methods of teaching foreign languages. Forming abilities for oral and written speech when learning a language is impossible without mastery of grammatical material.

It is impossible to develop stable communication skills without regular grammar lessons. Full communication cannot take place in the absence of grammatical knowledge [3,53], since grammar functions as the building material of speech.

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Accordingly, at present, in connection with the affirmation of the leading position of grammar in the formation of communicative competence, the problem of the formation of grammatical skills is one of the most pressing.

As the practice of conducting foreign language classes, as well as the results of intermediate and final testing shows, it is grammatical tasks that cause the majority of difficulties for university students. In such tasks they make more mistakes than in vocabulary or listening tasks [6, 228]. And this is not surprising, since grammar requires constant training, constant formation of grammatical skills. Thanks to intermediate and final testing, which are conducted for students in the middle and at the end of the semester, it is possible to identify the most common grammatical errors. And then work on them in subsequent foreign language classes.

And here the question arises of how exactly one should work on mistakes, how to more effectively convey misunderstood grammatical material to students, so that they do not lose interest, once again repeating already boring grammatical structures.

Methods. The use of effective technologies for teaching a foreign language can help solve this problem. For example, the “learning in collaboration” method is successfully implemented in classes when studying not only conversational, but also grammatical topics. Cooperative learning is always a fruitful interaction between students and their desire to improve each other’s learning results [7,192].

Modern teaching technologies help increase student motivation. Students develop a desire to achieve, a desire to achieve success and increase it. One of the components of achievement motivation is the theory of goal orientation, which is focused on the goals to achieve which educational activities are aimed. Studying these goals can help the teacher better understand the reasons for the success or failure of students, as well as the importance of achieving the desired result for each of them [8, 19].

Not every teacher is able to present grammatical material in an interesting way and explain it clearly. Not every teacher can make a grammar lesson exciting and bring a creative component to a rather boring aspect of language in the minds of most foreign language learners.

When teaching students English grammar, we, as a rule, resort to traditional teaching methods, namely, performing a large number of training exercises with students from grammar textbooks. Of course, repeated repetition of grammatical structures through exercises leads to the desired result, however, sometimes it makes the process of learning English grammar routine and tedious for students. Therefore, in our opinion, a creative approach to teaching grammar is the most effective way to solve the above problems.

University textbooks on grammar. It is important to show students that this aspect of the language, which they often perceive as a set of dry and boring rules, can be presented in the classroom as an exciting, creative process of learning new things, and the use of a large number of creative exercises allows them to better master grammatical rules. It is grammatical exercises of a creative nature that will help increase students’ motivation and the emergence of sincere interest in the topic being studied. In this regard, the internal emotional mood of the teacher when presenting grammatical material is no less important.

Having examined some university textbooks on grammar, it should be noted that most of these manuals mainly offer training exercises, test assignments, tests and texts for translation. The advantage of these manuals is a very accessible and informal presentation of theoretical grammatical material, a good selection of texts, construction of exercises on a variety of lexical material, and the ability to study them not only in the classroom, but also independently [10]. However, despite the many benefits of these study guides, they do not contain creative grammar exercises.

Conclusions. Thus, the use of creative exercises in English classes at a university contributes to more successful learning of grammatical material and increased learning motivation of students. The use of such exercises will certainly arouse the interest of students, help them show creativity, and reveal their abilities. The creative nature of grammar tasks will contribute to more effective interaction between



the teacher and students, create a positive atmosphere in the classroom, and the process of learning such a language aspect as grammar will become much more interesting, exciting and productive.

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