USING INTERACTIVE METHODS IN TEACHING GRAMMAR

Dauletmuratova Mehriban Yeliubayevna
Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti Nukus filiali asisstent o'qituvchi, doktarant

Improving the methodology for developing students' grammatical competence based on an interactive approach is an important task for effective teaching of the English language. Here are some ideas on how you can improve this technique:

1. Introduction of Virtual Reality: The use of interactive applications and virtual reality programs helps create an immersive environment where students can actively participate in grammar exercises and situations. For example, they can immerse themselves in virtual conversational situations and apply grammar rules in real time.

2. Games and Puzzles: The use of interactive games and puzzles specifically designed to develop grammar skills helps students learn and reinforce grammar rules in a fun and memorable way. Games also promote active student interaction in groups.

3. Role-playing and dramatic situations: Students can use role-playing and scenarios to apply grammar rules to real-life situations. For example, they can play characters in spoken dialogues or create their own stories using the grammatical structures they have learned.

4. Projects and Research: Students can work on projects and research related to grammar. For example, they may research rules for using certain tenses, create grammar tables, or analyze texts for grammatical errors.

5. Interaction and Feedback: Students' active participation in discussing and analyzing grammatical topics improves their understanding and application of rules. It is important to create opportunities for feedback and discussion among students so that they can test their knowledge and improve their skills.

The use of an interactive approach in the methodology for developing students' grammatical competence ensures more effective and stimulating learning. This helps students better understand grammar rules, apply them in real situations and develop communication skills in English. By implementing the interactive approach to English grammar, we are creating an environment that encourages active learning, collaboration, and critical thinking. This method not only improves students' grammar competence but also develops their communication skills and fosters a deeper understanding of the language.

The Grammar Translation Method is the classical method, considered simple and effective (Stern, 1996), whose main objectives are the study of grammar, vocabulary and literature. The approach is a deductive one, with the emphasis on conscious learning. The ability to receive the written message and the ability to express oneself in written are the most practiced skills. The native language of the students is extensively used, the techniques used being translations, reading texts, grammar exercises and vocabulary. The roles of the teacher are as follows: manager, coordinator and evaluator of the students, the interaction in the classroom taking place especially between the teacher and the students (frontal approach). Correcting students is very important because the emphasis is on accuracy.

The main objective of The Direct Method is to teach students to communicate in a foreign language. Translation is not allowed, the teacher using the real world, images, pantomime to suggest meaning. The mother tongue is not used at all. Grammar is taught inductively. Students practice vocabulary in context. The techniques used are: conversation, reading aloud, exercises, compositions, repetitions. The teacher's role is to be a partner of the student. The interaction takes place between the teacher and the students, but also between the students and the students.

Presentation, Practice, Production (PPP) is the British version of the audio-lingual method, notes Jeremy Harmer (2004, p. 80). It consists of three stages. In the first stage the teacher introduces the elements of language to be assimilated. Students practice using reproductive and rehearsal techniques. The third stage concerns the use of language presented and assimilated in an original and authentic way by the students. As with the audio-lingual method, vocabulary and grammar are taught inductively. Communication takes precedence, since the mother tongue is not used. The model is the teacher, who is the one who coordinates the activity. Because it is a method based on communication and evaluation is done all this way.

The Communicative Approach or Communicative Language Teaching (CLT) has as main objective is students' fluency. Emphasis is placed on "real" communication (Harmer, 2004, p. 85). All four dimensions of language teaching are developed: the ability to express oral expression, the ability to receive the oral message, the ability to receive the written message and the ability to express oneself in writing. The learners' communicative skills are developed by linking grammatical development to the ability to communicate. Grammar is taught in relation to a communicative task, thus creating a need for specific items of grammar . The students' mother tongue is not used. The techniques used are: discussions, debates, role-playing,

written communicative activities, drama, etc. The roles of the teacher are those of facilitator and manager of the students' activity, but also of their partner, the interaction taking place especially between students. Authentic and interesting materials are used in order for the students to make connections with their own language and culture. Errors are tolerated especially during communication activities, when the emphasis is on fluency. Students are evaluated both orally and in writing.

Grammar is at the heart of spoken and written communication and allows us to be clearly understood by others. Teaching grammar is fundamental in the process of acquiring a foreign language. Without grammar we can hardly speak, and if we do, it will not be very correct and concrete. Grammar has long been a subject of study and although the methods of studying grammar have changed dramatically lately, the reasons for studying grammar have remained essentially the same. Grammar allows people to communicate what they want to express in a way that can be understood clearly. Explicit knowledge of grammar is very important, as it gives us a more conscious control and choice over the language. By fostering explicit knowledge of grammar, per formative tasks will hopefully become implicit over time. Poor use of grammar can lead to blurring of messages, which affects our ability to communicate and can hinder the strengthening of relationships – an important skill for the development of young people. The correct use of grammar, on the other hand, makes listening and reading easier, making communication more enjoyable and impact more positively on relationships. Grammatical competence is defined in the CEF as follows: "… knowledge of, and ability to use, the grammatical resources of a language[…]. Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)." (Council of Europe, 2001, pp112-113). By teaching grammar, young people become even better prepared for the world of work.

Discussion on how to teach grammar effectively and how to provide effective grammar practice for students has always been a major concern for both language teachers and learners. In order to make a grammar instruction meaningful, there are some reason to take into consideration: students need to think critically when given grammar concepts and rules; they have a better understanding of grammar if the grammar instruction is sequenced; students need regular practice of what they are being taught; students need to acquire grammatical skills that will allow them to be able to transfer their comprehension of grammar knowledge to reading, writing, and real life.

Brown (2001) mentioned that grammar should be taught in accurate communicative contexts, thus encouraging fluency and accuracy. He also offered a set of guidelines for teaching grammar for effective communication: simple explanations, clear examples, relevant visual teaching aid; grammar should be presented in an interesting, motivating way for the students, taking into account learners' cognitive style, as well.

BIBLIOGRAPHY:

1. Batstone, R. and R. Ellis. 2009. Principled grammar teaching. System 37: 194–204

2. Brewster, J., Ellis, G. & Girard, D. 1992.The Primary English Teacher's Guide.London: Penguin.

3. Brown, H. Douglas. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall.

4. Canale, M. And M. Swain. 2006. "Theoretical Bases of Communicative Approach to Second Language Teaching and Testing". Applied Linguistics 7/1-74.

5. Celce Murcia, Maianne (Ed). 2001. Teaching English as a Second Foreign Language. Boston, MA: Heinle and Heinle Thomson Learning.

6. Coghill, Jeffrey and Stacy, Magendanz. 2003. English Grammar. New York: Wiley Publishing, Inc.

7. Cross, David. 1995. A Practical Hand book of Language Teaching. London: Phoenic ELT.

8. Harmer, Jeremy. 2010. How to Teach English: An Introduction to the Practice of English Language Teaching. Essex: Longman.