

INTERACTIVE TEACHING METHODS IN TEACHING GRAMMAR

Sharipova Guzal

Samarkand State Institute of Foreign Languages Doctoral (PhD)

Abstract

This article explores the effectiveness of interactive teaching methods in teaching grammar in English language classrooms. It highlights the importance of using various teaching strategies, learning styles, and communicative approaches to improve students' grammatical competence and language fluency. The study emphasizes that successful grammar instruction should be connected with meaningful communication and real-life language use. The article also discusses the role of visual aids, immersion techniques, peer interaction, and communicative activities in enhancing students' motivation, comprehension, and vocabulary retention. Furthermore, it underlines the significance of communicative competence in language learning and the responsibility of teachers to create learner-centered environments that support active participation and effective communication skills development.

Key words: interactive teaching methods, grammar teaching, communicative competence, English language teaching, ESL, language learning strategies, visual aids, communicative grammar, immersion method, language instruction, teaching methodologies, classroom interaction.

We all know, that teaching English and grammar require knowledge of different learning styles and methodologies successfully to reach every student in the classroom. Sometimes called "differentiation," using many different teaching methods appeals to the widest possible range of students and helps improve comprehension and self-confidence by finding their strengths and expanding on them. There are many ways to teach English, but it is cumbersome to find a perfect way to teach. Maybe it is impossible to find the perfect and easy way to teach. However, as we would consider ourselves as decent educators, we just have to find effective ways to teach English well. It will be ludicrous to say that native speakers of English are the best English teachers. Just because one can speak English well, does not mean that he/she is an excellent English teacher. If you teach English as a Second Language (ESL), it is very important to carry out activities in the target language, in this case, English. If students have questions, try explaining a topic again with different words or simpler speech. Communicating in the target language helps students realize how much they know and helps them learn to use the language, even if they have very little understanding of it to begin with. You can also use the immersion method by having other students in class explain directions or tell a story in the target language and taking questions from their peers. Sometimes talking to a classmate is less pressure for students than asking questions of the teacher. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values. The ability to communicate effectively in any situation involves the skills of listening and responding appropriately to messages. It also includes the ability to perform language functions effectively. This is often referred to as communicative competence. People with good communication skills have a better chance of success in both

the workplace and life in general. As language teachers, we must be proficient in oral and written communication, as very often we are the only role models for our students. This module on communicative grammar seeks to equip you with strategies and activities to develop communicative competence in your students, which can be defined as language use for meaningful communication marked by fluency, as well as grammatical appropriateness. The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: 1. Students need overt instruction that connects grammar points with larger communication contexts.

2. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

3. Error correction is not always the instructor's first responsibility. In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part.

Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts. In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. Like reading and listening, writing and speaking are an important part of English and grammar development. Sometimes referred to as productive skills, writing and speaking require students to demonstrate their understanding of class material in the target language. Writing is usually the most difficult skill for students to demonstrate because of the pressure to use grammar and punctuation correctly. With beginners, provide a sentence with the words out of order. Ask them to rewrite sentences in the correct order with appropriate capitalization and punctuation. With more advanced students, discuss current events and have them respond in a short essay or ask them to write a response to a reading passage. Speaking can be tested in graded class discussions or in oral tests on a predetermined topic between the teacher and one or two students. Once they finish, put two pairs together and have them discuss their answers. The purpose of this stage is to find any logical inconsistencies and fix them by supplying additional explanations. The students can form new groups and continue in the same way until they are satisfied with the outcome that they can then present. Communicative language teaching Communicative language teaching, also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach. The term «Communicative Language Teaching» (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on

morality. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach. The Communicative Method is in reality an umbrella term — a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching.

So, Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. In essence, it considers using the language to be just as important as actually learning the language.

References

1. Kumar, S. (2018). Contextualizing Language Instruction in Medical Education: A Review of Current Practices. *Medical Education Online*, 23(1), 1434567.
2. Reeves, S., et al. (2016). Inter professional Education to Improve Professional Practice and Healthcare Outcomes. *Cochrane Database of Systematic Reviews*, (3).
3. Stockwell, G. (2012). *Computer-Assisted Language Learning: A Comprehensive Overview*. Cambridge University Press.
4. Nadirova, H. (2024). BENEFITS OF TEACHING ENGLISH LANGUAGE BY MEDIA. *SAMBHRAM XABARNOMASI*, 1(1), 418-420.
5. Nadirova-Kazan, H. (2023). THE IMPACT OF MEDIA LITERACY ON THE DEVELOPMENT OF SPEECH SKILLS: A COMPREHENSIVE ANALYSIS. In *Next Scientists Conferences* (pp. 22-25).
6. Nadirova-Kazan, H. (2023). EXPLORING THE CONTENT OF MEDIA LITERACY: A COMPREHENSIVE REVIEW. In *International Scientific and Current Research Conferences* (pp. 107-110).
7. Надирова, Х. (2020). ASPECTS OF CLASSROOM METHODS. *Общество и инновации*, 1(1), 269-271.