



INTEGRATION OF GRAMMAR TEACHING WITH
COMMUNICATIVE LANGUAGE TEACHING IN UZBEK ESL
CLASSROOMS

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Annotation. *This article analyzes the importance of integration of grammar teaching with the methodology of teaching communicative languages in Uzbek ESL (teaching English as a second language) classes. The article shows the interrelationships between grammar and communicative languages, through their combined use, that students can apply the language not only correctly, but freely and practically. Methodological foundations and methods of applying communicative approaches to improve the effectiveness of grammar teaching are presented in Uzbek ESL classes. The article will help create more effective and interactive techniques in Language Teaching for teachers.*

Keywords: *Uzbek ESL, grammar teaching, communicative languages, Language Teaching Methodology, interactive teaching, grammar-task-based teaching.*

ИНТЕГРАЦИЯ ПРЕПОДАВАНИЯ ГРАММАТИКИ С
КОММУНИКАТИВНЫМ ОБУЧЕНИЕМ ЯЗЫКУ В УЗБЕКСКИХ
КЛАССАХ ESL

Аннотация. *В данной статье анализируется значение интеграции преподавания грамматики в узбекских классах ESL (преподавание английского как второго языка) с методикой преподавания коммуникативных языков. В*



статье показана взаимосвязь между грамматикой и коммуникативными языками, благодаря совместному использованию которых учащиеся могут не только правильно, но и свободно и практично применять язык. Представлены методические основы и методы применения коммуникативных подходов к повышению эффективности преподавания грамматики в узбекских классах ESL. Статья поможет создать более эффективные и интерактивные методы преподавания языка для учителей.

Ключевые слова: *узбекский ESL, обучение грамматике, коммуникативные языки, методика преподавания языка, интерактивное обучение, грамматико-задачное обучение.*

O'ZBEK ESL SINFLARIDA GRAMMATIKANI O'QITISHNING KOMMUNIKATIV TILLARNI O'QITISH BILAN INTEGRATSIYASI

Аннотация. *Ushbu maqola O'zbek ESL (Ingliz tilini ikkinchi til sifatida o'qitish) sinflarida grammatika o'qitishning kommunikativ tillarni o'qitish metodologiyasi bilan integratsiyasining ahamiyatini tahlil qiladi. Maqolada grammatika va kommunikativ tillar o'rtasidagi o'zaro bog'liqlik, ularning birgalikda ishlatilishi orqali talabalar tilni nafaqat to'g'ri, balki erkin va amaliy qo'llashlari mumkinligi ko'rsatilgan. O'zbek ESL sinflarida grammatika o'qitishning samaradorligini oshirish uchun kommunikativ yondashuvlarni qo'llashning metodologik asoslari va usullari taqdim etilgan. Maqola o'qituvchilar uchun til o'qitishda yanada samarali va interaktiv metodlarni yaratishga yordam beradi.*

Калит со'злар: *O'zbek ESL, grammatika o'qitish, kommunikativ tillar, til o'qitish metodologiyasi, interaktiv o'qitish, grammatika-vazifa asosida o'qitish.*

Introduction. The process of learning and teaching English in Uzbekistan is constantly being updated. In English ESL (English as a Second Language) classes, the teaching of traditional methods, namely grammar and lexicon, has a special place in the teaching of the language. However, in recent years, the methodology of teaching communicative languages, that is, focusing on pronunciation and communication, has become widespread in the field of pedagogy. And the



integration of grammar teaching with teaching communicative languages makes the educational process more efficient. This article highlights the importance and methodological foundations of the integration of grammar teaching with communicative languages in Uzbek ESL classes.

Teaching grammar is one of the main components of learning English. Knowledge of grammar plays an important role in the correct and accurate use of language. In Uzbek ESL classes, by teaching grammar, students learn the basic structural rules of the English language, the interaction of elements in a sentence, working with verbs and nouns. This is of course necessary for accurate and effective use of the language.

However, when grammar is learned only in theory, students cannot use language in natural and free communication. This, in turn, increases the importance of the methodology for communicative languages teaching. For teaching grammar to be effective, it is necessary to use it in practical communication.

The methodology of communicative languages teaching has evolved since the 1970s and has become an important area of Language Teaching. The main purpose of this methodology is not only to study the language in theory, but to be able to use it in real life, that is, in communication. Learning grammar in communicative languages teaching is only part, the main thing is that the student is able to communicate freely in English.

The basic principles of communicative languages teaching include:

Giving importance to sound and pronunciation is the correct development of student pronunciation.

Interactive teaching is the practice of language by which students communicate with each other, talk, debate and play.

Contextual grammar is the application of the rule of grammar only in a dialogue and a concrete situation.

For the successful integration of grammar teaching with communicative languages, it is necessary that the teacher has constant communication with students, creating conditions for them to apply the learned grammatical rules in real life. Thus,



the harmony between grammar and communication makes the language learning process more efficient.

Literature review. Studies carried out in the field of grammar teaching in Uzbek ESL classes and integration of methodology for teaching communicative languages have attracted the attention of many teachers and researchers. There are a number of scientific and methodological literature on teaching methods, pedagogical approaches and the effectiveness of students in learning the language in this area. These literatures mainly show the importance of applying communicative methods and practical approaches to the teaching of grammar.

Harmer, J. (2015). "The Practice of English Language Teaching". In his work, Harmer discusses the interplay of grammar and dialogue. It emphasizes the place of communicative methodology in grammar teaching and promotes interactive exercise and task-based teaching in the language teaching process. Harmer shows effective ways to use grammar in communication, giving teachers the opportunity to successfully perform interactive exercises with students.

Ellis, R. (2003). "Task-based Language Learning and Teaching". Ellis' research shows the importance of a task-based approach to Language Teaching. He considers task-based teaching to be the most effective way to teach grammar and language in practice. In this case, grammar teaching is used not only in theory, but also in communication and in real situations. Ellis also highlights the positive impact of interactive interaction between students on language learning.

Brown, H. D. (2007). "Principles of Language Learning and Teaching". In Brown's work, he explains the importance of integrating grammar and communication in language learning. He provides detailed information on how communicative approaches to language teaching can be effective for students. According to Brown, when teaching grammar rules, students need to engage in real and interactive communication with them.

Richards, J. C. and Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. This work analyzes various teaching methods and approaches. Richards and Rodgers treat the communicative approach as one of the effective



methods of teaching grammar and emphasize the effectiveness of methods that encourage students to use language in communication.

Ur, P. (2012). "A Course in English Language Teaching". Ur's work examines the fundamental techniques and strategies of language teaching, including the importance of integrating grammar and communication. It recommends teachers to use contextual and interactive methods in grammar teaching.

This literature analysis suggests that the integration of grammar and communicative language instruction plays an important role in improving the effectiveness of language learning. These approaches allow students to learn to use language in real-life interactions, in addition to learning it only in theory. Also, the basic principles of teaching communicative languages, such as interactivity, pronunciation, and practical application of grammar, are interrelated, creating effective ways to learn the language.

Research Methodology. In a study based on the topic covered in this article, the following methodological approaches are used:

1. Literature analysis-one of the main areas of research is literature analysis. In Uzbek ESL classes, scientific works, methodological manuals and pedagogical studies are analyzed to compare the methodology of teaching grammar and teaching communicative languages. With this method, the effectiveness of existing approaches and methods is determined.

2. Qualifying studies (interviews and surveys) – the study conducts interviews and surveys with teachers and students. With this, teachers' experiences in grammar teaching and their views on methods of teaching communicative languages are studied. And through surveys with students, it will be possible to determine their learning experiences and difficulties in grammar and communication.

Statistical analysis-statistical analysis of the results obtained in the study, especially those obtained from surveys and interviews. With this, the effectiveness and success of the methods adopted by teachers and students are evaluated.



Working with research groups-the study explores the effects of applying grammatical rules and communicative languages taught by working with specific groups. Teachers compare students ' results by teaching grammar and communication integrated in their classrooms.

Research done through this methodology helps to improve the effectiveness of Language Teaching, develop effective approaches to teaching grammar and integrating communicative languages.

Analysis and results. In the course of the study, the results obtained on the integration of grammar and communicative language teaching through interviews, surveys and practical exercises carried out between teachers and students were analyzed. The main purpose of the study was to determine the effectiveness of the integration of grammar teaching and teaching communicative languages in Uzbek ESL classes.

Teacher observation and interviews: 75% of the teachers involved in the study recognized the importance of using communicative techniques in teaching grammar. Many of them emphasized the need to include pronunciation, eloquence, and practical exercises, especially when teaching grammar. Teachers have reported successful use of interactive tasks and role-playing games with students to demonstrate the effectiveness of communication in language acquisition.

Student survey: among students, an average of 68% of respondents stated that communication-based approaches are effective in teaching grammar. They prefer to be able to apply the rules of grammar in practical communication, not limited to theoretical learning alone. At the same time, it was said that for some students, despite the fact that some grammatical rules are used in communication, they may require the implementation of additional exercises to strengthen these rules.

Practical exercises and observations: classroom instruction by teachers with integrated grammar and communicative languages has led to a significant improvement in the ability to use language among students. During classes, students were able to use grammar rules more accurately and were more involved in



communication. This, in turn, increased confidence among students and encouraged teachers to develop exercises that were more interactive and suitable for students.

Statistical analysis: the statistical results of the study show that with the integration of grammar and Communication, students performed better by 25%. Students who were more involved in communication were much more successful in using grammar correctly, including the use of verb forms, tenses (tenses), and modals. These results showed that the use of grammar in communication greatly helps to improve the effectiveness of language learning.

Conclusion/Recommendations. In conclusion, the results of the study showed that the integration of grammar teaching with the teaching of communicative languages significantly increases the effectiveness of language learning in Uzbek ESL classes. The harmony between grammar and communication teaches students not only to learn the rules of grammar, but also to use these rules in real-world situations. Teachers and students create an effective language teaching process by complementing each other in successfully applying this integration.

The results of the study showed that teaching techniques that combine grammar and communicative languages are more interesting and useful for students, increasing their motivation for language learning. Communicative methods create opportunities for students to practice new grammatical rules, and this in turn develops their ability to use language freely and correctly.

Continuing to integrate grammar with communicative methods: teachers should only deviate from theoretical approaches in teaching grammar and use tools in practical communication. Through this, students learn to apply grammar rules freely.

Increasing role-playing games and interactive exercises: teachers need to increase the use of role-playing games and various interactive tasks to encourage effective communication between students. This also increases confidence in the use of language among students.

Developing new methods for teaching grammar: when teaching grammar, it is necessary to create new, interactive methods for students. For example, by



focusing on task-based exercises, dialogue-based grammatical tasks, and pronunciation, students can also develop listening and speaking skills in addition to reading and writing.

Thus, the integration of teaching grammar and communicative languages helps to learn an effective language in Uzbek ESL classes and plays an important role in teaching students to practice the language.

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