

EFFECTIVE TECHNIQUES FOR TEACHING BASIC GRAMMAR*Qaxramonova Sevinch Abdulla qizi**Faculty of English Philology**Field of Study: Philology and Language**Teaching (English language)**4th-year student, Group 2210**Samarkand State Institute of Foreign Languages**Email: sevinchqaxramonova08@gmail.com**Phone: +998991681503*

Annotation: Teaching basic grammar is one of the most important components of foreign language education, particularly for elementary learners who are developing the foundation of their communicative competence. Grammar provides the structural framework that allows learners to construct meaningful sentences, convey ideas effectively, and engage in authentic communication. Traditional grammar instruction often focuses on memorization of rules and isolated exercises, which can leave learners unable to use grammar practically and may reduce motivation. This article examines effective techniques for teaching basic grammar, including contextualized instruction, guided discovery, and communicative practice. By integrating Uzbekistan's national educational standards with internationally recognized methodological principles, it highlights ways to make grammar learning both comprehensible and functional, ensuring learners develop both knowledge and practical skills [1, 12–18].

Keywords: basic grammar; grammar teaching techniques; contextualized instruction; guided discovery; communicative practice; learner-centered methodology

INTRODUCTION: Grammar forms the backbone of language, enabling learners to organize words into meaningful structures and express themselves accurately. At the elementary level, mastering basic grammatical structures is essential for meaningful communication, as it equips learners with the tools to participate in authentic interactions. In accordance with Uzbekistan's state educational standards, grammar teaching is designed not only to transmit rules but also to develop communicative competence, bridging the gap between theoretical knowledge and practical language use [1, 12–18].

Despite its significance, many learners perceive grammar as abstract or difficult. Traditional approaches that emphasize memorization and repetitive exercises often fail to provide opportunities for learners to apply grammatical knowledge in speaking and writing [5, 41–46]. Research and classroom experience indicate that grammar learning is most effective when it is contextualized, actively explored, and embedded within

meaningful communication. Techniques such as guided discovery, contextualized presentation, and communicative practice not only improve accuracy but also foster learner engagement and autonomy

METHODS: This study explores effective grammar teaching techniques through analysis of pedagogical literature and practical classroom applications. The methodology involves:

1. **Contextualised Instruction:** Presenting grammatical structures in meaningful contexts such as dialogues, stories, or real-life scenarios to enhance comprehension and retention [7, 54–59].
2. **Guided Discovery:** Encouraging learners to notice patterns, analyze examples, and formulate rules under teacher guidance, fostering deeper understanding and active engagement [6, 89–95].
3. **Communicative Practice:** Integrating grammar structures into interactive tasks such as role-plays, discussions, and problem-solving activities to develop both accuracy and fluency [9, 142–148].
4. **Teacher Feedback and Adaptation:** Tailoring activities to learners' proficiency, providing constructive feedback, and maintaining learner motivation [5, 72–78];

The combination of these techniques reflects both national standards and internationally recognized best practices, focusing on a learner-centered approach where grammar is learned as a functional tool rather than a set of isolated rules.

RESULTS: Analysis of literature and classroom experience indicates that integrating contextualized instruction, guided discovery, and communicative practice significantly improves learners' grammatical competence and confidence. Learners exposed to context-rich dialogues were able to notice patterns and internalize grammatical rules more effectively than those taught by traditional memorization methods. Guided discovery activities promoted higher engagement and retention, while communicative tasks enabled learners to apply grammar practically in authentic interaction [7, 112–120]; Teachers who adapted lessons to learners' interests and proficiency, while providing timely and supportive feedback, observed improvements in both accuracy and fluency. The combination of these strategies ensures that learners not only understand grammatical structures but also feel confident using them in real communication. Studies by Jalolov, Harmer, and Larsen-Freeman confirm the effectiveness of this approach, emphasizing that grammar should support communicative competence and be embedded in meaningful language use [3, 201–206]; [5, 41–50]; [6, 23–34].

DISCUSSION: The findings demonstrate that effective grammar teaching relies on a balanced, integrated approach. Contextualized instruction allows learners to see how grammar functions in real situations, guided discovery promotes active cognitive engagement, and communicative practice ensures practical application. Overemphasis on abstract rule explanation alone can reduce motivation, whereas combining explanation with contextualized practice creates a functional and engaging learning environment. Teacher adaptability, timely feedback, and learner-centered design are essential to maximize effectiveness. By implementing these techniques, teachers can move beyond rote memorization to cultivate learners who understand grammatical rules, internalize patterns, and apply them confidently in communication. This approach aligns with Uzbekistan's educational standards and international best practices, ensuring that grammar learning is practical, meaningful, and learner-focused. Furthermore, the discussion highlights the importance of sequencing and scaffolding in grammar instruction. Lessons that begin with clear, contextualized examples, followed by guided analysis and practice, and culminating in communicative application, provide learners with a structured yet flexible pathway to mastery. This approach allows learners to gradually internalize grammatical rules while simultaneously understanding their practical use in authentic communication. Research indicates that learners retain grammatical structures more effectively when they engage with them repeatedly across varied contexts, rather than in isolated drills [6, 23–34]. Another key aspect is learner engagement. Techniques such as pair work, group discussions, and collaborative problem-solving tasks create an interactive classroom environment where learners are active participants rather than passive recipients. Engaged learners are more likely to experiment with language, make self-corrections, and develop both accuracy and fluency. In addition, incorporating culturally relevant content and examples enhances motivation, as learners can relate grammar usage to their own experiences and interests [5, 41–46]. Teacher reflection and adaptability play a crucial role in maximizing the effectiveness of grammar instruction. Experienced teachers continuously assess learner responses, adjust lesson pace, provide targeted feedback, and introduce alternative explanations or examples when needed. Such responsive teaching ensures that learners do not merely memorize rules but achieve genuine comprehension and the ability to apply grammar in varied communicative situations. Moreover, integrating technology, such as interactive exercises, digital texts, and online collaborative platforms, can further enhance learning outcomes by offering additional practice opportunities and immediate feedback [7, 112–120]. Finally, the discussion emphasizes that grammar instruction should be viewed as a dynamic process, not a static sequence of rules. Effective teaching integrates form, meaning, and function, encouraging learners to see grammar as a tool for real communication. By combining contextualized instruction, guided discovery,

communicative practice, and reflective teaching, educators can foster learners who are confident, competent, and capable of applying grammatical knowledge creatively in authentic language use. This integrated, learner-centered approach aligns with both Uzbekistan's educational standards and internationally recognized pedagogical frameworks, ensuring that grammar instruction is meaningful, effective, and sustainable.

CONCLUSION: Effective techniques for teaching basic grammar include contextualized instruction, guided discovery, communicative practice, and concise explanation. These strategies enhance grammatical understanding, encourage active learner participation, and promote the practical use of language. By combining these approaches, teachers can improve learners' accuracy, confidence, and communicative competence. Aligning these methods with national and international standards provides a comprehensive framework for elementary-level grammar instruction, transforming it into a meaningful and functional learning experience.

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