

EFFECTIVE WAYS OF TEACHING GRAMMAR IN ELEMENTARY SCHOOL CHILDREN

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ABSTRACT

This article explores the pedagogical and methodological foundations of teaching grammatical concepts during mother tongue and literacy lessons in primary education. The primary objective is to demonstrate ways to develop grammatical competencies through logical and interactive methods, moving away from rote memorization while considering the cognitive developmental stages of young learners. The study analyzes the effectiveness of game-based technologies, visualization, and inductive approaches. The findings indicate that visual and contextual teaching significantly improves students' literacy levels and their ability to apply rules in practical writing.

Keywords: grammar, primary education, interactive methods, didactic games, cognitive development, literacy, linguistic competence, visualization.

АННОТАЦИЯ

В данной статье рассматриваются педагогические и методологические основы обучения грамматическим понятиям на уроках родного языка и грамотности в начальной школе. Основная цель – продемонстрировать способы развития грамматических компетенций с помощью логических и интерактивных методов, отходя от механического запоминания и учитывая когнитивные этапы развития юных учеников. В исследовании анализируется эффективность игровых технологий, визуализации и индуктивных подходов. Результаты показывают, что визуальное и контекстуальное обучение значительно повышает уровень грамотности учащихся и их способность применять правила в практическом письме.

Ключевые слова: грамматика, начальная школа, интерактивные методы, дидактические игры, когнитивное развитие, грамотность, языковая компетенция, визуализация.

ANNOTATSIYA

Ushbu maqola boshlang'ich ta'limda ona tili va savodxonlik darslarida grammatik tushunchalarni o'qitishning pedagogik va metodologik asoslarini o'rganadi. Asosiy maqsad yosh o'quvchilarning kognitiv rivojlanish bosqichlarini hisobga olgan holda yodlashdan voz kechib, mantiqiy va interaktiv usullar orqali grammatik kompetentsiyalarni rivojlantirish usullarini namoyish etishdir. Tadqiqotda o'yinga asoslangan texnologiyalar, vizualizatsiya va induktiv yondashuvlarning samaradorligi tahlil qilinadi. Natijalar shuni ko'rsatadiki, vizual va kontekstual o'qitish o'quvchilarning savodxonlik darajasini va amaliy yozishda qoidalarni qo'llash qobiliyatini sezilarli darajada yaxshilaydi.

Kalit so'zlar: grammatika, boshlang'ich ta'lim, interaktiv usullar, didaktik o'yinlar, kognitiv rivojlanish, savodxonlik, lingvistik kompetentsiya, vizualizatsiya.

INTRODUCTION

Primary education serves as the fundamental stage where a student's speech patterns and logical thinking are formed. Grammar acts as the structural skeleton of language, ensuring the accuracy, clarity, and coherence of communication. However, in traditional educational settings, the mechanical memorization of grammatical rules often leads to boredom and a sense of complexity among children. The primary challenge facing modern pedagogy is to convey abstract grammatical concepts—such as parts of speech or sentence structures—in a simple, engaging manner that aligns with the worldview of children aged 7–10. Teaching grammar is not merely about knowing spelling rules; it is about developing the skill to use linguistic units consciously within the speech process [1, B. 12]. Therefore, implementing innovative technologies, increasing students' cognitive activity, and linking grammar to real-life situations remain urgent issues in the field of education. This article provides a scientific and practical justification of which methods yield the highest efficiency for elementary school students.

LITERATURE REVIEW AND METHODOLOGY

Extensive research has been conducted in the field of grammar teaching methodology. Specifically, K. Qosimova emphasizes the principle of consistency in teaching the mother tongue in primary grades [2, B. 45]. In international practice, J. Scrivener argues that the "Discovery Technique," where students identify the rule themselves through guided examples, is the most effective approach [4, B. 156]. For our methodology, we utilized comparative analysis, pedagogical observation, and experimental methods. The research was conducted among 3rd-grade students in secondary schools in Tashkent. The control group was taught using traditional methods (lectures and repetitive exercises), while the experimental group was taught using interactive methods (games and visualization). The core of our methodology was the inductive approach, where students were first presented with examples and then required to derive the general rule—the conclusion—independently.

The most effective way to teach grammar in the primary years is to embed it within meaningful contexts rather than teaching isolated rules. Traditional "chalk and talk" methods often fail because young children struggle with abstract concepts; however, when grammar is presented through storytelling or shared reading, it becomes a functional tool for communication.

In an inductive approach, teachers provide students with numerous examples of a specific grammatical structure—such as the past tense or the use of adjectives—and guide them to discover the pattern themselves. For instance, by reading a picture book rich in descriptive language, a teacher can lead a discussion that allows students to notice how "describing words" make the story more vivid. This "discovery" phase is crucial because it fosters deeper cognitive processing. Instead of being told that an adjective modifies a noun, the child sees the adjective in action, understands its purpose, and begins to internalize its usage.

This method is often supported by the PPP (Presentation, Practice, Production) framework, but in elementary settings, the "Presentation" phase is heavily reliant on visual aids and oral storytelling to ensure that the grammar is seen as a living part of the language rather than a set of rigid, dry constraints.

DISCUSSION AND RESULTS

The research conducted demonstrated that elementary school students assimilate visual materials much better than abstract rules. For instance, when teaching the category of "Nouns," grouping objects that answer the questions "Who?" or "What?" proved more effective than providing a formal definition. The experiment showed that the students' subject mastery coefficient increased by 22% when interactive methods were applied. The use of "Grammar Fairytales" and "Color-Coded Charts" significantly improved the children's retention capacity. Table 1 below provides a comparative analysis of the impact of the two different methods on student knowledge.

Table 1.

Comparative analysis of traditional and interactive method results

Indicators	Traditional Method (Control Group)	Interactive Method (Experimental Group)
Retention of rules	65%	88%
Reduction in spelling errors	12%	28%
Classroom engagement level	Low	High
Independent sentence construction	Average	Excellent

Furthermore, the importance of visualization in mastering grammatical concepts was studied. Table 2 reflects the effectiveness levels based on the different information channels through which students perceive grammar.

Table 2

Effectiveness by students' information perception channels

Method Type	Mastery Level (%)	Observation
Text-only explanation	30%	Quickly forgotten
Audio (Listening)	45%	Distractions observed
Visual (Images and charts)	75%	Strong mental imagery
Practical Games	92%	Highest efficiency

Elementary students are naturally active and learn best when multiple senses are engaged. Incorporating Total Physical Response (TPR) and kinesthetic activities can transform a passive grammar lesson into an interactive experience. For example, when teaching action verbs, students can perform the actions (jumping, running, writing) as they say the words, creating a neural link between the physical movement and the linguistic term.

Furthermore, visual scaffolding through "sentence building blocks" or color-coded grammar cards helps students physically manipulate language. By using different colors for different parts of speech—such as blue for nouns, red for verbs, and green for adjectives—children can "see" the structure of a sentence and understand how moving one block can change the entire meaning.

Games also play a vital role in this strategy. Grammar "scavenger hunts," where students find specific punctuation marks in a text, or "human sentences," where each student holds a word and they must arrange themselves in the correct order, turn syntax into a collaborative puzzle. These high-engagement activities lower the "affective filter," reducing the anxiety often associated with "getting it right" and allowing children to experiment with language in a safe, playful environment.

Grammar should never be an end in itself; its primary purpose is to improve a student's ability to express ideas. Therefore, effective instruction must bridge the gap between "knowing" a rule and "using" it in writing. This is best achieved through modeled writing and sentence combining exercises. During modeled writing, the teacher thinks aloud while

composing a text on the board, intentionally making and correcting grammatical choices (e.g., "I want to say this happened yesterday, so I should add -ed to my verb").

Once students begin their own writing, the focus should shift to "Grammar in Revision." Rather than marking every error in red ink—which can discourage young writers—teachers should focus on one specific "Target Feature" per week. Peer feedback sessions also provide a powerful learning opportunity; when students explain a grammatical choice to a classmate, they reinforce their own understanding.

This communicative approach ensures that grammar is perceived as a set of choices that help the reader understand the writer's intent. By analyzing their own writing and the writing of their peers, children move from being passive recipients of rules to active architects of their own communication, ultimately leading to greater fluency and rhetorical competence as they progress through their academic journey.

CONCLUSION

Based on the analysis of teaching grammar to elementary school children, the following comprehensive conclusions can be drawn:

First, the psychological characteristics of young learners require imaginative and concrete thinking rather than purely logical-abstract reasoning. Therefore, grammatical rules must be presented through vivid speech situations, stories, and engaging games instead of dry formulas. This approach eliminates the fear of language and builds the child's confidence by fostering a sense of "I understand."

Second, the inductive method (moving from the specific to the general) is the most suitable path for primary grades. When a student works on examples and "discovers" the rule themselves, the information is stored in long-term memory far more effectively than through rote learning. Our research confirms that students taught this way not only know the theory but can also apply it accurately in their writing.

Third, the integration of ICT and visual tools (infographics, colorful diagrams) increases the attractiveness of the educational material. Grammar lessons must transform from a collection of tedious exercises into a creative process. The teacher's skill is

manifested in the ability to deliver complex linguistic phenomena in a simple language that the student understands.

In conclusion, effective grammar education is a harmony of theory and practice. When a student perceives how every suffix or part of speech plays a role in their daily communication, their literacy level rises naturally. We believe that in the future, when developing textbooks, more attention should be paid to visualizing grammatical rules and linking them to functional speech contexts.

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