

METHODS OF TEACHING GRAMMAR TO ELEMENTARY STUDENTS

Dalaboyeva Kamola O'rinboy qizi

Student of Chirchik State Pedagogical University

Course 3

dalaboyevakamola@gmail.com

+994868276

Scientific advisor: **Ruzmetova Diana Komilovna**

d.ruzmetova@cspu.uz

Annotation

Teaching grammar to elementary students is an essential part of language learning because it helps learners communicate accurately and confidently. Young learners usually understand grammar better when it is presented through games, visual materials, songs, and interactive activities instead of traditional memorization. The purpose of this article is to analyze effective methods of teaching grammar to elementary school students and identify approaches that improve students' motivation and understanding. The study is based on qualitative analysis of pedagogical literature and classroom practices. The results show that communicative and activity-based approaches increase students' participation and make grammar learning more meaningful. The article concludes that grammar instruction for young learners should be practical, engaging, and connected with real-life communication.

Keywords: grammar teaching, elementary students, young learners, communicative approach, English language teaching, grammar activities.

Introduction

Grammar is one of the fundamental components of language learning. It helps students build correct sentences and express their thoughts clearly. In elementary education, grammar teaching plays a significant role because young learners are at the

beginning stage of language acquisition. However, teaching grammar to children can be challenging if teachers use only traditional methods such as memorization of rules and written exercises. Modern methodology emphasizes learner-centered approaches where students actively participate in the learning process. Young learners usually learn better through movement, games, songs, stories, and visual aids. Therefore, grammar lessons should be interesting, motivating, and age-appropriate. Teachers need to create activities that allow students to practice grammar naturally in communication. This article examines effective strategies for teaching grammar to elementary students and discusses how interactive methods improve students' learning outcomes and classroom engagement.

Methodology

The research is based on qualitative methodology and analysis of scientific and methodological literature related to grammar teaching for young learners. Different teaching approaches, classroom techniques, and pedagogical studies were analyzed and compared.

The study also includes observation of common classroom practices used in elementary English lessons. Particular attention was paid to communicative activities, games, pair work, storytelling, songs, and visual materials that support grammar learning. The comparative analysis method was used to evaluate traditional grammar teaching and modern communicative approaches. The effectiveness of different methods was determined according to student motivation, participation, and understanding of grammar structures.

Results

The analysis demonstrated that elementary students learn grammar more effectively when lessons are interactive and student-centered. Several important findings were identified. First, games and movement activities increase learners' motivation and attention. Young learners become more active when grammar exercises include competition, teamwork, or physical movement. Activities such as role plays, grammar

games, and matching games help students practice structures naturally. Second, visual materials improve comprehension. Pictures, flashcards, charts, and videos help students understand grammar rules more easily because children often learn visually. For example, using picture cards when teaching present continuous tense allows learners to connect actions with grammatical structures. Third, songs and chants support memory development. Repetition through music helps students remember grammatical forms and pronunciation more effectively. Songs also create a positive classroom atmosphere. Another important result is that communicative practice is more beneficial than memorization of rules. Students demonstrate better understanding when they use grammar in dialogues, pair work, and real-life situations instead of completing isolated written exercises only. The findings also show that positive teacher-student interaction increases learners' confidence. Elementary students are more willing to participate when teachers encourage them and correct mistakes gently.

Discussion

The results of this study correspond with modern theories of language teaching that emphasize communication and active learning. Traditional grammar instruction often focuses on explaining rules and completing repetitive exercises. Although such methods may improve accuracy, they do not always develop communicative competence. Communicative Language Teaching encourages students to use grammar meaningfully in context. This approach is especially important for young learners because children learn language more naturally through interaction and experience. According to Harmer, students learn grammar more successfully when they discover patterns through practice and communication rather than memorizing abstract rules [1]. In addition, Piaget's theory of cognitive development explains that elementary students learn best through concrete experiences and visual support [2]. Therefore, grammar activities should involve objects, pictures, actions, and real-life examples. Teachers should also consider students' emotional needs. Fear of making mistakes can reduce participation. Supportive classroom environments help learners feel comfortable and motivated. Creative activities such as

storytelling, drawing, and role-play allow students to practice grammar in enjoyable ways. Despite the advantages of communicative methods, teachers should maintain balance in grammar instruction. Students still need clear explanations and structured practice to avoid confusion. Therefore, combining explicit instruction with communicative activities may produce the best results.

Conclusion

Teaching grammar to elementary students requires creative, interactive, and learner-centered methods. Young learners understand grammar more effectively when lessons include games, visual aids, songs, and communicative activities. Traditional memorization alone is not sufficient for developing practical language skills. The study demonstrates that communicative and activity-based approaches increase motivation, participation, and comprehension among elementary students. Teachers should create supportive classroom environments where grammar is connected with meaningful communication and real-life situations. Future research may focus on the impact of digital technologies and online tools in grammar teaching for young learners. Modern educational technologies may provide additional opportunities for interactive and effective grammar instruction.

REFERENCES

1. Harmer J. *The Practice of English Language Teaching*. — Harlow: Pearson Education Limited, 2015. — 448 p.
2. Piaget J. *The Psychology of the Child*. — New York: Basic Books, 1969. — 173 p.
3. Thornbury S. *How to Teach Grammar*. — Harlow: Pearson Education Limited, 1999. — 182 p.
4. Ur P. *Grammar Practice Activities*. — Cambridge: Cambridge University Press, 2009. — 294 p.
5. Scrivener J. *Learning Teaching*. — Oxford: Macmillan Education, 2011. — 416 p.



6. Cameron L. Teaching Languages to Young Learners. — Cambridge: Cambridge University Press, 2001. — 258 p.
7. Richards J. C., Rodgers T. S. Approaches and Methods in Language Teaching. — Cambridge: Cambridge University Press, 2014. — 410 p.