

ENHANCEMENT OF PEDAGOGICAL STRATEGIES FOR FOSTERING LEARNERS' GRAMMATICAL COMPETENCE THROUGH INTERACTIVE APPROACHES IN ENGLISH LANGUAGE INSTRUCTION

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Annotation: The improvement of students' grammatical proficiency is still a primary goal in contemporary foreign language instruction. However, rote memorization, teacher-centered explanations, and repetitious exercises are the hallmarks of traditional grammar training, which frequently fails to encourage active language usage or long-term retention. The quick development of learner-centered approaches, communicative pedagogy, and digital tools offers new chances to improve grammar instruction.

This article explores modern approaches to enhancing grammar training and offers useful tactics for English teachers looking to include interactive methods into their lessons.

Key words: grammatical competence, interactive approach, English language instruction, task-based learning, communicative methodology, digital tools, learner-centered strategies, collaborative learning, grammar teaching methods

INGLIZ TILI DARSLARIDA INTERAKTIV YONDASHUVLAR ASOSIDA O'QUVCHILARNING GRAMMATIK KOMPETENSIYASINI SHAKLLANTIRISHGA QARATILGAN PEDAGOGIK STRATEGIYALARNI TAKOMILLASHTIRISH

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Аннотация: Замонавий chet tillarni o‘qitishda o‘quvchilarning grammatik kompetensiyasini rivojlantirish hanuzgacha asosiy maqsadlardan biridir. Ammo an’anaviy grammatika o‘qitish tizimi ko‘pincha yodlashga asoslangan topshiriqlar, o‘qituvchi markazli tushuntirishlar va takroriy mashqlarga tayanadi. Bunday yondashuv o‘quvchilarni faol nutqiy muloqotga undamaydi va grammatik bilimlarning uzoq muddatli saqlanishini ta’minlamaydi.

O‘quvchi markazli metodlar, kommunikativ pedagogika va raqamli vositalarning jadal rivojlanishi grammatika o‘qitish jarayonini takomillashtirish uchun yangi imkoniyatlar yaratmoqda. Vazifaga asoslangan, hamkorlikka yo‘naltirilgan va texnologiyalar bilan boyitilgan interaktiv yondashuv o‘quvchilarning motivatsiyasini va muloqot ko‘nikmalarini oshirish bilan birga ularning grammatik kompetensiyasini samarali shakllantirishga yordam beradi. Ushbu maqolada grammatika o‘qitishni takomillashtirishning zamonaviy yondashuvlari ko‘rib chiqiladi hamda ingliz tili o‘qituvchilari uchun interaktiv metodlarni dars jarayoniga integratsiya qilish bo‘yicha amaliy tavsiyalar beriladi.

Калит so‘zlar: grammatik kompetensiya, interaktiv yondashuv, ingliz tili o‘qitish, vazifaga asoslangan ta’lim, kommunikativ metodika, raqamli vositalar, o‘quvchi markazli strategiyalar, hamkorlikda o‘qish, grammatika o‘qitish usullari

СОВЕРШЕНСТВОВАНИЕ ПЕДАГОГИЧЕСКИХ СТРАТЕГИЙ ПО ФОРМИРОВАНИЮ ГРАММАТИЧЕСКОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ НА ОСНОВЕ ИНТЕРАКТИВНЫХ ПОДХОДОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: Развитие грамматической компетентности учащихся остаётся одной из ключевых целей в современном обучении иностранным языкам. Однако традиционное обучение грамматике, основанное на механическом заучивании, учительских объяснениях и повторяющихся упражнениях, часто не способствует активному использованию языка и долгосрочному усвоению материала.

Стремительное развитие личностно-ориентированных методик, коммуникативной педагогики и цифровых инструментов открывает новые возможности для совершенствования преподавания грамматики. Интерактивный подход, основанный на заданной, совместной и технологически поддерживаемой деятельности, способствует более эффективному повышению мотивации учащихся, развитию их коммуникативных навыков и формированию устойчивой грамматической компетентности.

В данной статье рассматриваются современные подходы к улучшению методики преподавания грамматики и предлагаются практические стратегии для преподавателей английского языка, стремящихся интегрировать интерактивные методы в учебный процесс.

Ключевые слова: грамматическая компетентность, интерактивный подход, обучение английскому языку, обучение на основе заданий, коммуникативная методика, цифровые инструменты, личностно-ориентированные стратегии, совместное обучение, методы преподавания грамматики

Introduction

The ability of a student to comprehend and generate structurally correct utterances is referred to as grammatical competence. It consists of understanding of sentence structures, morphology, and syntax; the capacity to use grammar rules in

conversation in real time; knowledge of how appropriate a structure is in a given situation. Grammar learning is a dynamic, socially mediated process, according to contemporary linguistic and pedagogical theories like constructivism, task-based language teaching (TBLT), communicative language teaching (CLT), and socio-cultural theory. When students actively interact with the language, negotiate meaning, and receive insightful feedback, they learn grammar more successfully.

The growing emphasis on communicative competence and learner-centered education in modern language pedagogy has prompted a re-evaluation of traditional grammar-teaching methods. Grammar, once viewed as a set of prescriptive rules to be memorized, is now recognized as a dynamic component of communicative ability that must be taught in ways that promote meaningful use, learner engagement, and cognitive development. This perspective highlights the need for innovative pedagogical strategies that integrate interactive approaches to facilitate deeper understanding and more effective acquisition of grammatical structures.

The enhancement of such pedagogical strategies requires a systematic shift from teacher-dominated instruction to environments where learners actively participate in constructing grammatical knowledge. Interactive approaches including collaborative tasks, problem-solving activities, digital learning tools, peer instruction, and discovery-based methods provide opportunities for students to internalize grammar through communication, negotiation of meaning, and contextualized practice. These methods not only strengthen linguistic accuracy but also nurture critical thinking, autonomy, and motivation, which are essential for sustainable language learning.

Traditional grammar training has a number of drawbacks despite its lengthy history in English instruction. Passive learning: Rather than finding information on their own, students frequently receive it. Knowledge that is fragmented: Grammar

rules are taught separately and unrelated to their use in communication. Low motivation: Students may become less engaged in repetitive activities. Feedback is limited: Teacher-centered approaches limit opportunities for self-evaluation and peer correction. Inadequate practice in real-world situations: Students may comprehend rules but find it difficult to use them in authentic interactions. These flaws show that more interactive, student-centered methods are required. An interactive method prioritizes meaningful communication, teamwork, and active engagement while putting students at the center of the learning process.

Important ideas consist of:

Learner autonomy: Students explore and construct grammatical knowledge through activities. Dialogic interaction: Pair and group work stimulate negotiation of meaning and peer support. Contextualized practice: Grammar is presented through situations related to students' real-life experiences. Use of digital tools: Interactive platforms (e.g., Quizlet, Kahoot, Padlet, Google Classroom) support engagement and feedback. Immediate, formative feedback: Students receive timely correction and reinforcement. This approach aligns with contemporary educational standards that emphasize communicative competence and 21st-century skills.

1. Task-Based Grammar Activities. Grammar structures can be introduced and practiced through tasks that require authentic communication, such as:

- role-plays involving specific tenses or modal verbs;
- problem-solving tasks requiring conditional structures;
- information-gap activities using prepositions, quantifiers, or relative clauses.

Tasks promote natural use of grammar and reduce anxiety associated with formal grammar study.

2. Inductive and Discovery Learning. Instead of explaining rules first, teachers can guide students to analyze examples and derive rules themselves. For example:

- presenting dialogues that highlight target structures;

- using guided questions to help students notice patterns;
- allowing learners to compare similar structures and identify differences.

This fosters critical thinking and deeper cognitive engagement.

3. Interactive Digital Tools for Grammar Practice. Technology supports grammar learning through:

- Gamified quizzes (Kahoot, Quizizz) for quick revision;
- Collaborative platforms (Padlet, Jamboard) for group sentence-building;
- Learning management systems for individualized assignments and feedback;
- AI-based tools that provide adaptive grammar exercises.

Digital media increases motivation and variety in grammar practice. Expected Outcomes of the Improved Methodology. Integrating interactive methods into grammar teaching can lead to:

- increased student motivation and engagement;
- deeper understanding of grammatical structures;
- improved accuracy and fluency in oral and written communication;
- enhanced collaboration and communication skills;
- greater learner autonomy and confidence.

Empirical studies and classroom observations consistently show that interactive grammar instruction results in more durable learning compared to traditional rule-based approaches. The interactive approach not only enhances students' understanding of grammatical structures but also transforms the learning process into an active, student-centered experience. It encourages learners to experiment with language, negotiate meaning with peers, reflect on their errors, and apply grammar in authentic contexts. Such experiential learning promotes long-term retention, fosters learner autonomy, and strengthens their communicative competence. Moreover, the use of technology and cooperative learning techniques

helps address diverse learning styles and keeps students motivated, thus contributing to a more inclusive classroom environment.

From a methodological perspective, the interactive model supports the integration of form-focused instruction within communicative activities, aligning with modern theories of second language acquisition. It bridges the long-standing gap between explicit grammar teaching and actual language use. Teachers, therefore, play a crucial role as facilitators who design meaningful tasks, guide discovery-based learning, and provide continuous, formative feedback. This shift does not diminish the importance of grammatical accuracy; instead, it contextualizes grammar as a tool for effective communication rather than an isolated set of rules.

Conclusion

The development of students' grammatical competence in English lessons requires a shift from traditional, teacher-centered instruction toward interactive, learner-centered methodologies. By incorporating task-based learning, discovery approaches, digital tools, collaborative techniques, and contextualized practice, teachers can create a more dynamic and effective grammar-learning environment. Such methodological improvements not only enhance grammatical accuracy but also foster meaningful communication, creativity, and lifelong learning skills. As education continues to evolve, the interactive approach provides a powerful framework for modernizing grammar teaching and supporting learners in achieving higher levels of proficiency. The improvement of methodology for developing students' grammatical competence through an interactive approach represents a significant advancement in contemporary English language pedagogy. Traditional rule-based instruction, although foundational, does not sufficiently address learners' needs in today's dynamic educational environment, where communication, collaboration, and digital literacy are essential. By integrating

interactive strategies ranging from task-based learning and collaborative activities to digital platforms and contextualized grammar practice teachers can create a more engaging and cognitively stimulating learning environment that supports both accuracy and meaningful language use

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