

## AN OVERVIEW GRAMMAR SKILL THEORIES

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**Abstract:** *Grammar comprehension is a foundational skill in primary education that significantly impacts students' reading, writing, and communication abilities. This paper explores strategies to enhance grammar comprehension through engaging and developmentally appropriate tasks. By incorporating activities such as interactive games, storytelling, and sentence construction exercises, educators can foster a deeper understanding of grammatical rules in young learners. The study emphasizes the importance of integrating grammar instruction into the broader language curriculum to make learning meaningful and enjoyable. Ultimately, improving grammar comprehension equips students with the tools necessary for academic success and effective communication.*

**Keywords:** *Grammar comprehension, primary education, interactive tasks, language learning, sentence construction, educational strategies.*

**Introduction:** In the English language, there are four basic language skills such as speaking, writing, and reading. They are completed on top of the communication in each language in the world as different tools. Students study on the emphasis of English as an essential channel of understanding and connection. In this global era, it has been creating understanding grammar and achievements through educational games among eleventh-grade students (2) term Salem teachers and teaching methods are being factors. The personal aim and will for English language through learning can be enhanced by improving instructional practices and methods. This study shows that one effective way to improve achievements in English grammar is to use games and warm-up activities. This aim will achieve cohesive structure. Teaching effectiveness is generally measured by student outcomes, which are influenced, among other things, by the teacher's performance and strategies they employ in the classroom. However, students often speak their native language most of the day, especially at school, often hindering foreign aid in English classes. Studying a second language requires mental adjustments. The importance of English in globalization has made it the most demanded language to be learned worldwide. However, learning English as a second language is not an easy task Since one has made his first language as a comfortable medium to communicate, education & Adnan in EFL teaching English skills may be taught as either an integrated point or a discreet point. The way of teaching English skills somehow depends on the curriculum applied in the educational institutions. Gaining fluency in the target language is for foreign language students in EFL, their capacity to communicate in authentic situations. For many years teachers of foreign languages have relied on tried and true practices life grammatical translation and rote memorization while these approaches can be practical for teaching

grammar and vocabulary research shows that they often result in students needing help communication orally. Understanding and measuring the quality of teacher student interactions is not a straightforward process given the complexity of what bring to and to in their classrooms and how different factors can interact to influence student outcomes Blomeke et al. Goe et al. According to Ormatli and Uzunboylu technology does not always enhance the teaching and learning process because some teachers only use technology to support their traditional practices or select application that support teacher centered instruction. As long as grammar important thing in English so the students should study hard to learn grammar. To learn grammar in the school or in the outside is better but usually the students want to study seriously only in the school. It is the responsibility and challenges of the teacher to create an interesting learning form in the class. There are difficulties of students when study grammar. First in the materials of grammar are complex so the students are difficult to memorise them properly. Next the students assume that difficult to memorize 16 tenses because it is full of the pattern inside. They should understand one by one well to memorize. In language teaching the role of grammar becomes perhaps one of the most controversial issues. There are some methods and approaches in teaching and learning grammar such as grammar. Translation Methods the Direct Method and the Natural Approach. He notes that through comprehensible input as it is found in Natural Approach communication interactions seem to be guided by the structures of the language. Related to language as a means of communication, the grammarians argued that if someone knew the grammatical rules of the languages he or she would be able to use them for communication. Deductive of grammar has lately received quite a lot of negative attention. A typical lesson following that approach starts with explaining the rule which is followed by practicing exercises, while inductive teaching of grammar means that the students have no previous knowledge of a rule and they learn it by studying examples of it. There is a great need for educators and curriculum developers in the field of second language acquisition to have a firm grasp of the effects of that so that they may use the most fruitful pedagogical strategies for teaching and learning languages. This review adds to the conversation about how to equip language learners with functional abilities by examining the research findings that support the case for implementing model approaches to language instruction. The main idea for encouraging in suggesting the individual improvement scores and team scores and awarding certificates or other team awards should be done as possible after each quiz. It is better to announce the team scores in the first period after the quiz to increase the students' motivation to do the best in teams. For many years, teachers of foreign languages have relied on trial-and-error practices like grammatical translation and rote memorization. While these approaches can be practical for teaching grammar and vocabulary research shows that they often result in students not communicating orally, understanding, and mastering the quality of the higher student interactions. This idea would process, given the complexity of what being asked to do in their classrooms and how different factors can interact in English students' outcomes. Brown et al got it all according to Urmabic and examples Technology does not always enhance the teaching and learning process because

some teachers only use technology to support traditional practices rather than applications that support teacher-centered instruction. As long as grammar is an important thing in English, so the students should study hard to learn grammar. To learn grammar in the school or outside is better, but usually, the students want to study seriously only in the school. It is the responsibility and challenge of the teachers to create an interesting learning form in the class. There are difficulties of students when they study grammar. First, the materials of grammar are complex, so the students are difficult to memorize them properly. Next, the students assume that they must memorize the pattern of tenses because it is full of the pattern inside. They should understand one by one well to memorize. In language teaching, the role of grammar becomes perhaps one of the most controversial issues. There are some methods and approaches in teaching and learning grammar, such as grammar translation methods, the direct method, and the natural approach (Larsen & Brown). Through communicative input, as it is found in natural approaches, communication inhabitants should be guided by the role of conversation rather than the structures of the language. Related to language as a means of communication, the grammarians argued that if someone masters the grammatical rules of the language, he/she would be able to use them for communication. Deductive or grammar has lately received quite a lot of negative attention. A typical lesson following this approach starts with explaining the rules which are followed by practice in exercises, while inductive teaching of grammar means that the students have no previous knowledge of a rule and they learn it by studying examples of it. There is a great need for educators and curriculum developers in the field of second language acquisition to have a firm grasp of the effects of that so that they may use the most fruitful pedagogical strategies for teaching and learning languages. This review adds to the conversation about how to equip language learners with functional abilities by examining the research findings that support the case for implementing model approaches to language instruction. The main idea for encouraging in suggesting the individual improvement scores and team scores and awarding certificates or other team awards should be done as possible after each quiz. It is better to announce the team scores in the first period after the quiz to increase the students' motivation to do the best in teams.

### **Literature Review**

Grammar is a fundamental component of language learning, playing a crucial role in developing reading, writing, listening, and speaking skills. In primary education, where young learners are still developing their cognitive foundation, it is essential to employ effective teaching methods for grammar. Popular instructional methods that nurture grammar comprehension include task-based learning (TBL), particularly effective in this context as it combines practical language use with grammar instruction in a meaningful and engaging manner. This section explores key strategies and tasks that can foster grammar comprehension in primary education, emphasizing their benefits and practical implementation. Grammar serves as the structural framework of language, helping learners construct meaningful sentences and express ideas effectively. For primary school students, grammar comprehension is essential for both academic success and communication skills.



A strong grasp of grammar enhances reading comprehension, enabling children to understand the syntactic relationships within a text. It also improves writing proficiency, helping young learners produce coherent and grammatically accurate sentences. However, traditional methods of teaching grammar, such as rote memorization and rule-focused instruction, can be challenging for children. These approaches often fail to engage students or help them connect grammatical rules to real-world language use. As a result innovative and interactive methods, such as task-based learning, are gaining prominence. Task-based learning focuses on using language to complete meaningful tasks rather than explicitly teaching grammar. Its priority on communication and practical application is crucial for young learners. The use of tasks naturally incorporates and uses grammatical structures, making the learning process more intuitive and engaging. Story completion tasks are excellent for enhancing grammar comprehension, as they require students to use various forms, conjunctions, and sentence structures. For instance, teachers can provide the beginning of a story and ask students to complete it. Small group work that develops creativity and uses various aspects of grammar could also help students to conduct activities easily. Quick tasks to focus on specific grammatical elements, such as verbs or adjectives, or incorporating descriptive role-playing activities, simulate real-life scenarios, enabling students to use grammar naturally. For example, a task where students act out a conversation between a shopkeeper and a customer can help them practice question forms, prepositions, and polite expressions. These activities allow learners to experiment, making grammar learning enjoyable and memorable. Grammar games, such as "sentence scramble" or "adverb charades," make learning grammar interactive and fun. In "sentence scramble," students are given words on separate cards and must arrange them to form grammatically correct sentences. This type of task strengthens their understanding of sentence structure and word order. Peer editing tasks involve students reviewing each other's written works to identify and correct grammatical errors. This task not only reinforces grammar rules but also develops critical thinking and collaborative skills. By analyzing their peers' writing, students gain insight into the accuracy of their own grammatical choices, leading to improved comprehension and application. Describing pictures is an effective way to practice grammar, especially for visual learners. Teachers can display an image and ask students to describe it using detailed sentences. This task can be tailored to target specific grammar points, such as prepositions (e.g., "The cat is under the table") or past/present/future forms based on the context of the image. Task-based grammar learning offers several advantages to primary school students. Conceptual learning by embedding grammar in meaningful tasks strengthens understanding, aids grammatical accuracy, and reflects real-life grammar use. Interaction in agreement tasks is often interactive and enjoyable and encourages student involvement and participation. Skill integration/listening tasks combine listening, speaking, reading, and writing, fostering a holistic approach to language learning. Personalized feedback tasks allow teachers to observe individual student performance and provide tailored feedback addressing specific areas of improvement. Effective implementation of grammar tasks requires careful planning and

adaptation to needs and proficiency levels of students. Clear objectives for tasks should have a specific grammar focus. For example, a storytelling task might aim to practice the past simple tense. It is crucial to accurately communicate these objectives to students. Scaffolding strategies, such as providing support through prompts, may help students complete tasks successfully. Scaffolding tools such as worksheets, templates, or model answers can help students build confidence and competence. Providing a mix of tasks ensures a grammar lesson remains engaging and caters to different learning styles. Beneficial frameworks for learners can benefit from role-playing activities while addressing planning, individual, and group discussions. Flexible teachers should assess students' performance during grammar tasks, offering constructive feedback that highlights strengths and areas for improvement. Feedback should be specific, focusing on the grammar points practiced during the task. Integration with other subjects' grammar tasks can be integrated into science, history, and other lessons to demonstrate the practical and concrete nature of language. For example, a task in writing a report about a plant life cycle can reinforce the use of sequential connectors and passive voice. While task-based learning is highly effective, it may also present challenges for tasks requiring collaboration, problem-solving, and practical projects. Dividing tasks into smaller, structured sub-tasks ensures all students have a chance to participate. In small groups, contextualized grammar tasks encourage meaningful interaction along with understanding of the subject grammar.

### **Main Body**

Grammar plays a crucial role in developing foundational language skills, making it a core aspect of primary education. Despite its importance, many students find grammar challenging due to its abstract nature. Traditional methods of rote learning and memorization often fail to engage young learners. Instead, innovative, task-based approaches provide opportunities for students to actively engage with grammatical concepts in a meaningful and enjoyable manner.

#### **The Role of Grammar in Language Development**

Grammar is the framework that allows individuals to construct sentences and convey meaning effectively. In primary education, it helps students develop:

1. **Reading Comprehension:** Understanding sentence structures aids in grasping the meaning of texts.
2. **Writing Skills:** Knowledge of grammar ensures coherence, clarity, and correctness in written expression.
3. **Speaking and Listening:** Proper use of grammar enhances verbal communication and comprehension in conversations.

Mastering grammar at an early age also sets the stage for success in higher education and professional communication.

#### **Strategies for Improving Grammar Comprehension**

Innovative and interactive strategies can make grammar instruction engaging and effective.

### 1. Interactive Games

Grammar Bingo: Students identify parts of speech or grammatical rules based on clues provided by the teacher.

Sentence Race: Teams compete to construct grammatically correct sentences using word cards.

Games introduce an element of fun, fostering motivation and participation while reinforcing grammatical concepts.

### 2. Storytelling and Creative Writing

Students write or modify short stories, focusing on specific grammatical rules such as verb tense or sentence structure.

Teachers can use guided storytelling to highlight grammar in context, encouraging students to apply what they learn.

This approach integrates creativity and grammar learning, making abstract rules more relatable.

### 3. Sentence Construction Exercises

Rearranging jumbled words into meaningful sentences helps students understand syntax.

Completing sentence stems or filling in blanks with appropriate grammar structures reinforces key concepts.

Such activities provide hands-on practice, promoting deeper understanding.

### 4. Use of Visual Aids and Manipulatives

Posters, charts, and flashcards showcasing grammatical rules serve as visual references.

Manipulatives like word tiles allow students to build sentences physically, aiding tactile learners.

### 5. Group Work and Peer Learning

Collaborative tasks, such as creating a group story or correcting grammar errors in peers' work, encourage teamwork and reinforce learning through interaction.

### 6. Digital Learning Tools

Apps and online platforms, such as Kahoot or Grammar Ninja, offer gamified grammar lessons with immediate feedback.

Videos and animations explaining grammar rules cater to visual and auditory learners.

### Integration into the Language Curriculum

Grammar instruction should be seamlessly integrated into broader language activities rather than taught in isolation. For instance:

Reading: Students analyze sentence structures in stories or articles, identifying parts of speech and grammatical patterns.

Writing: Assignments like composing essays or journals encourage practical application of grammar rules.

Speaking and Listening: Role-playing activities or discussions provide opportunities to practice grammar in conversation. This integration helps students see the relevance of grammar in real-world communication.

#### Challenges in Grammar Instruction

Teaching grammar in primary education comes with several challenges:

1. Student Engagement: Traditional methods may not capture students' interest.
2. Diverse Learning Needs: Students have varied abilities and preferences for learning.
3. Limited Time: Integrating grammar within an already packed curriculum requires careful planning.

Teachers can adopt differentiated instruction, tailoring tasks to suit individual learning needs.

Incorporating frequent, short grammar lessons into daily activities can make learning more manageable.

Professional development for teachers ensures they are equipped with modern, effective grammar teaching techniques.

#### Conclusion

Grammar comprehension is vital in primary education as it forms the basis for effective communication and academic achievement. By leveraging interactive tasks, visual aids, and integration with other language skills, educators can make grammar learning an engaging and rewarding experience for students. Overcoming challenges through innovative methods ensures that all learners build a strong grammatical foundation for future success.