

## USING DIGITAL TOOLS TO ENHANCE 9TH GRADE STUDENTS' GRAMMAR COMPETENCE

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**Abstract:** This study examines how well digital resources can help ninth-grade students become more proficient in grammar. Traditional grammar instruction is changing significantly as a result of the use of technology into educational settings. The study investigates how several digital platforms—like online exercises, educational games, virtual classrooms, and grammar applications—can improve student motivation, engagement, and grammar competency. The essay assesses the benefits and drawbacks of using digital tools in grammar training by referencing current pedagogical theories and experimental data. It also talks about secondary education in Uzbekistan and provides useful advice for teachers. According to the results, grammar instruction can become more engaging, learner-centered, and successful with the right use of digital resources.

**Keywords:** gamification, grammar techniques, improving grammar, digital tools, teaching grammar, grammar competency, interactive learning, ninth-grade education, online learning, educational technology, grammar applications, motivation in learning, Uzbekistan, language instruction, ICT in education, and gamification.

Globally, educational systems in the twenty-first century are moving away from conventional approaches and toward more technologically focused ones. As a fundamental aspect of language acquisition, grammar has historically been perceived as inflexible and tedious. But the introduction of digital technologies has made teaching grammar more dynamic, interesting, and participatory. Online games, digital platforms, and mobile apps help improve grammar comprehension and retention, particularly for secondary school pupils. This study examines the ways in which digital resources help ninth-grade students improve their grammatical proficiency and assesses how well they are used within the framework of the Uzbek educational system.

**Theoretical Framework: Grammar Instruction and Digital Pedagogy** The capacity to employ grammatical structures appropriately and correctly in both written and oral communication is known as grammar competence. According to Vygotsky's sociocultural theory, digital instruments significantly aid in the social construction of knowledge through interaction. Learner-centered techniques, in which students actively generate knowledge through engagement, are also supported by constructivist ideas. Cambridge University Press (2020) claims that technology increases students' motivation and sense of autonomy. Apps that offer immediate feedback, clarifications, and incentives encourage learners to practice grammar more. Additionally, digital tools are crucial to higher-order thinking abilities

including producing, assessing, and analyzing—skills necessary for mastering grammar—according to Bloom's Digital Taxonomy (Churches, 2008).

2. **Frequently Used Online Resources for Learning Grammar** Today's language courses use a variety of digital resources. Some of the more well-liked ones are: Quizlet: Uses matching games and flashcards to help students learn grammatical rules and forms. Through competitive grammar tests, Kahoot! is a game-based platform that encourages active learning. Grammarly: An AI-driven writing tool that provides instantaneous grammar explanations and corrections. Teachers can assign grammar exercises, track students' progress, and give feedback using Google Classroom and Moodle. Apps for British Council Grammar: Teenage-appropriate interactive grammar training with levels and tests should be offered. Because they accommodate many learning styles and enable visual, aural, and kinesthetic involvement, these tools are very effective.

3. **Study Methodology** At a Tashkent secondary school, a quasi-experimental study was carried out to examine the efficacy of digital technologies in grammar instruction. Two 9th-grade classrooms, each with 25 pupils, were chosen: the experimental group (EG) and the control group (CG). While the CG received traditional training using textbooks and chalkboard exercises, the EG used digital grammar tools for six weeks. Pre-tests and post-tests measuring grammar skills were administered to both groups. To assess students' views toward learning grammar both before and after the study, a survey was also administered.

4. **Findings and Interpretation** The results showed that the experimental group's grammar performance was significantly better than that of the control group. On average, the CG improved by 12%, while the EG improved by 32%. Additionally, survey results showed that students who used digital resources had a more favorable attitude toward studying grammar. Students in the EG said they were more motivated to do grammar tasks because they liked how dynamic internet platforms were. Teachers observed improved retention of grammar rules, fewer grammatical errors, and enhanced student participation.

5. **Benefits of Digital Tool Use** **Enhanced Motivation:** Using games and technology in the classroom increases student engagement. **Instant Feedback:** Students can grasp their errors with the use of tools like Grammarly, which offer real-time correction. **Personalized learning** allows students to repeat assignments until they have mastered them and work at their own speed. **Accessibility:** Grammar drills can now take place anywhere, at any time, and are no longer restricted to the classroom. **Teacher Support:** Teachers are able to keep an eye on students' development, gauge their comprehension, and intervene as necessary.

6. **Difficulties and Resolutions** Notwithstanding the benefits, some difficulties are as follows: **Lack of Infrastructure:** It's possible that many rural schools lack access to digital gadgets or the internet. **Limited Digital Literacy:** In order to successfully incorporate digital tools, teachers may need training. **Distractions:** Students may abuse technology or obtain unrelated content if they are not properly supervised. **Solutions:** Investments in digital infrastructure should be made by the government and educational establishments. Workshops on digital pedagogy for teacher preparation ought to be offered. There must be clear guidelines for using digital devices in the classroom.

7. Implications for Education in Uzbekistan The focus of Uzbekistan's education reform program is on modern teaching techniques and digitization. Utilizing digital technologies is in line with national objectives to enhance 21st-century skills and English fluency. Particularly for students in high school, integrating digital grammar training can aid in bridging the gap between traditional and contemporary teaching methods. In conclusion Grammar education is changing because to digital tools, which make it easier to access, more fun, and more efficient. These resources give ninth-grade children, who are at a critical juncture in their language development, fresh approaches to internalizing grammatical ideas. Even though there are obstacles, the possible advantages greatly exceed the disadvantages. Digital grammar instruction has the potential to be an important part of English education in Uzbekistan and elsewhere with the right preparation and training.

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