

**EFFECTIVE METHODS FOR REINFORCING GRAMMATICAL KNOWLEDGE IN
NATIVE LANGUAGE LESSONS IN PRIMARY SCHOOL****Omonova Xurshidabonu Shokir qizi**Chirchik State Pedagogical University
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xurshidabonumonova@gmail.com**Abstract**

This article examines effective ways to strengthen grammatical knowledge in primary school native language instruction. Grammar is essential for developing correct speech, clear expression, and basic literacy skills. The study analyzes interactive methods, didactic games, and practice-based exercises. Results show that innovative strategies improve students' motivation, engagement, and understanding of grammar. These methods also support correct use of grammatical rules in oral and written communication. Overall, the study highlights the importance of modern pedagogical approaches in improving grammar teaching quality in primary education.

Keywords

grammar, primary education, native language instruction, interactive methods, didactic games, language skills, communication.

Annotatsiya

Ushbu maqolada boshlang'ich sinflarda ona tili o'qitishda grammatik bilimlarni mustahkamlashning samarali yo'llari ko'rib chiqilgan. Grammatika to'g'ri nutq, fikrni aniq ifodalash va boshlang'ich savodxonlikni rivojlantirishda muhim ahamiyatga ega. Tadqiqotda interfaol metodlar, didaktik o'yinlar va amaliy mashqlarning samaradorligi tahlil qilingan. Natijalar shuni ko'rsatadiki, innovatsion yondashuvlar o'quvchilarning motivatsiyasi, faolligi va grammatikani tushunish darajasini oshiradi. Shuningdek, bu usullar grammatik qoidalarni og'zaki va yozma nutqda to'g'ri qo'llashga yordam beradi. Umuman olganda, maqolada zamonaviy pedagogik yondashuvlarning grammatika o'qitish sifatini oshirishdagi ahamiyati ta'kidlangan.

Kalit so'zlar

grammatika, boshlang'ich ta'lim, ona tili o'qitish, interfaol metodlar, didaktik o'yinlar, til ko'nikmalari, kommunikatsiya.

Аннотация

В данной статье рассматриваются эффективные способы укрепления грамматических знаний на уроках родного языка в начальной школе. Грамматика играет важную роль в развитии правильной речи, четкого выражения мыслей и базовой грамотности учащихся. В исследовании анализируется эффективность интерактивных методов, дидактических игр и практико-ориентированных упражнений. Результаты показывают, что инновационные подходы повышают мотивацию, активность и уровень понимания грамматики у учащихся. Кроме того, данные методы способствуют правильному применению грамматических правил в устной и письменной речи. В целом, в статье подчеркивается значение современных педагогических подходов в повышении качества преподавания грамматики в начальном образовании.

Ключевые слова

грамматика, начальное образование, обучение родному языку, интерактивные методы, дидактические игры, языковые навыки, коммуникация.

INTRODUCTION

Primary education plays a crucial role in developing learners' basic language skills and overall cognitive growth. Among school subjects, native language instruction is of particular importance, as it forms the foundation for reading, writing, and oral communication skills. In this process, grammar serves as a core component of language learning, enabling students to construct correct sentences, express ideas clearly, and develop written literacy. In modern educational practice, it is no longer sufficient to focus only on the transmission of theoretical knowledge. It is essential to ensure that students are able to apply grammatical rules in real communicative situations. However, in many primary school classrooms, learners face difficulties in mastering grammatical concepts due to the dominance of traditional teaching methods.

Therefore, there is a growing need to explore and implement effective modern teaching approaches aimed at improving the quality of grammar instruction. Interactive methods, didactic games, and practice-oriented activities are considered highly effective in enhancing students' engagement and understanding. The aim of this study is to investigate effective ways of strengthening grammatical knowledge in primary school native language lessons and to analyze their impact on students' language development.

LITERATURE REVIEW AND METHODS

Previous research on language teaching emphasizes that grammar instruction is a fundamental element in developing students' communicative competence. Scholars such as Richards and Rodgers (2014) highlight that effective language learning occurs when grammatical knowledge is integrated with meaningful communication rather than taught in isolation. Similarly, Harmer (2007) argues that students achieve better results when grammar is practiced through contextualized activities rather than rote memorization. Recent studies also indicate that interactive and learner-centered approaches significantly improve grammar acquisition in primary education. For example, the use of didactic games, task-based learning, and visual materials has been shown to increase student engagement and retention of grammatical rules. These approaches shift the focus from teacher-centered instruction to active student participation, which is essential at the primary level. Overall, the literature suggests that modern pedagogical strategies are more effective than traditional methods in strengthening grammatical knowledge and improving students' language skills.

METHODS

This study employs a qualitative and pedagogical research design aimed at analyzing effective ways of strengthening grammatical knowledge in primary school native language lessons. The research is based on classroom observation, comparative analysis, and experimental teaching methods. The participants of the study include primary school students divided into two groups: an experimental group and a control group. The experimental group was taught using interactive methods such as didactic games, group work, and practical exercises, while the control group was taught using traditional lecture-based methods. Data were collected through classroom observations, student performance assessments, and teacher feedback. The effectiveness of the methods was evaluated based on students' ability to understand and apply grammatical rules in oral and written tasks.

The collected data were analyzed comparatively to determine the impact of innovative teaching strategies on students' grammatical competence and overall language development.

RESEARCH RESULTS

The findings of this study demonstrate that the use of interactive teaching methods significantly improves students' mastery of grammatical knowledge in primary school native language lessons. Students in the experimental group, who were taught through didactic games, group activities, and practice-oriented exercises, showed higher levels of engagement and understanding compared to those in the control group. Observations revealed that learners in the experimental group were more active during lessons, participated more willingly in classroom tasks, and demonstrated greater motivation toward learning grammar. In addition, their ability to correctly apply grammatical rules in both oral and written tasks improved noticeably over the course of the study. Assessment results further indicated that students exposed to innovative teaching strategies achieved better performance scores in grammar-related exercises. They were able to construct grammatically correct sentences more accurately and with fewer errors than those taught through traditional methods. Overall, the results confirm that interactive and learner-centered approaches are more effective in strengthening grammatical competence than conventional teacher-centered instruction in primary education.

DISCUSSION

The results of this study indicate that interactive teaching methods have a positive impact on strengthening grammatical knowledge among primary school students. These findings are consistent with previous research that emphasizes the importance of learner-centered approaches in language education. When students actively participate in the learning process, they are more likely to understand, retain, and apply grammatical rules effectively. The improved performance of the experimental group suggests that didactic games, group work, and practical exercises create a more engaging and supportive learning environment. Such methods reduce students' anxiety, increase motivation, and encourage them to use grammar in meaningful communication rather than memorizing rules mechanically. In contrast, traditional teacher-centered instruction appears to limit students' active involvement, which may slow down the development of grammatical competence. This highlights the need for shifting from passive learning models to more dynamic and interactive teaching strategies in primary education.

However, the study also suggests that the effectiveness of interactive methods depends on the teacher's ability to properly design and implement activities. Without clear instructions and well-structured tasks, even innovative approaches may not achieve the desired results. Overall, the findings support the idea that integrating modern pedagogical techniques into grammar instruction significantly enhances students' linguistic development and contributes to higher-quality education in primary schools.

CONCLUSION

This study examined effective ways of strengthening grammatical knowledge in primary school native language lessons. The findings demonstrate that grammar instruction becomes more effective when supported by interactive methods, didactic games, and practice-oriented activities. These approaches significantly improve students' engagement, motivation, and ability to apply grammatical rules in both oral and written communication.

The comparison between experimental and control groups showed that learner-centered teaching strategies lead to higher academic achievement and better retention of grammatical concepts than traditional teacher-centered methods. This confirms that active participation plays a key role in the development of grammatical competence at the primary level. In conclusion, the integration of modern pedagogical approaches into grammar teaching is essential for improving the quality of language education. It is recommended that primary school teachers make wider use of interactive and innovative methods to enhance students' linguistic skills and ensure more effective learning outcomes.

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