

THE DEVELOPMENT OF GRAMMATICAL SKILLS IN PRIMARY EDUCATION**Omonova Xurshidabonu Shokir qizi**

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This study investigates the development of grammatical skills in primary school learners. Grammar is a fundamental component of language competence, influencing both written and oral communication. The research aims to identify effective instructional strategies that enhance students' understanding of grammatical rules. A mixed-method approach, including classroom observation and assessments, was used. Results show that interactive and student-centered methods significantly improve learners' grammatical accuracy, engagement, and confidence in language use.

Keywords

grammar, primary education, grammatical skills, language competence, teaching methods, interactive learning, student-centered approach, language development, communication skills, pedagogy.

Annotatsiya

Ushbu tadqiqot boshlang'ich sinf o'quvchilarida grammatik ko'nikmalarni rivojlantirish masalasini o'rganadi. Grammatika til kompetensiyasining muhim tarkibiy qismi bo'lib, og'zaki va yozma nutq sifatiga ta'sir qiladi. Tadqiqotda grammatik qoidalarni o'zlashtirishni yaxshilovchi samarali o'qitish usullari aniqlash maqsad qilingan. Kuzatish va baholash usullaridan foydalanildi. Natijalar interfaol va o'quvchi markazli metodlar grammatik savodxonlik va faollikni oshirishini ko'rsatdi.

Kalit so'zlar

grammatika, boshlang'ich ta'lim, grammatik ko'nikma, til kompetensiyasi, o'qitish metodlari, interfaol ta'lim, o'quvchi markazli yondashuv, nutq rivoji, pedagogika, savodxonlik.

Аннотация

Данное исследование рассматривает развитие грамматических навыков у учащихся начальных классов. Грамматика является важной частью языковой компетенции и влияет на качество устной и письменной речи. Цель исследования - определить эффективные методы обучения, способствующие лучшему усвоению грамматических правил. Использовались методы наблюдения и оценки. Результаты показывают, что интерактивные и ориентированные на ученика методы повышают уровень грамматической грамотности, активность и уверенность учащихся.

Ключевые слова

грамматика, начальное образование, грамматические навыки, языковая компетенция, методы обучения, интерактивное обучение, личностно-ориентированный подход, развитие речи, педагогика, грамотность.

INTRODUCTION

Grammar plays an important role in forming language competence among primary school students. It helps learners express their oral and written speech correctly, clearly, and logically. At the same time, grammar serves as a foundation for successful learning in later stages of education. However, teaching grammatical rules in primary classes is not always easy, as young learners may struggle to understand abstract concepts. Traditional teaching methods often focus on memorization of rules, which can reduce students' activity and interest in the learning process. Therefore, modern education increasingly emphasizes the use of interactive and student-centered methods. These approaches increase students' participation in lessons and provide opportunities to apply grammatical knowledge in practice.

LITERATURE REVIEW

The literature on grammar instruction in primary education shows that early language learning is more effective when grammatical knowledge is taught in meaningful and communicative contexts. Researchers emphasize that young learners do not easily master abstract grammatical rules through memorization alone; instead, they benefit from contextualized and activity-based learning. Constructivist theory supports this view, stating that learners actively construct knowledge through interaction, practice, and engagement. Studies in language pedagogy further demonstrate that student-centered approaches, such as cooperative learning, task-based activities, visual aids, and game-based instruction, significantly improve learners' motivation and retention of grammatical structures. In addition, formative assessment and timely feedback are identified as important factors in reducing errors and strengthening grammatical competence in primary school students. Overall, previous research suggests that interactive teaching methods are more effective than traditional teacher-centered instruction in developing grammar skills.¹

METHODS

This study used a mixed-method research design, combining qualitative and quantitative approaches. The research was conducted in primary school classrooms and involved two groups of students: an experimental group and a control group. The experimental group was taught grammar using interactive and student-centered methods, including group work, visual materials, role-play activities, sentence construction exercises, and communicative tasks. The control group received traditional instruction based on teacher explanations, textbook exercises, and individual written practice. Both groups studied the same grammar topics in accordance with the primary school curriculum over a defined period.

Data collection included classroom observations, pre-tests and post-tests, and teacher feedback forms. Observations were used to evaluate student engagement and participation during lessons. Pre- and post-tests measured students' grammatical knowledge and learning progress. Teacher feedback provided additional qualitative information about student behavior and learning outcomes. The collected data were analyzed using comparative statistical analysis to determine differences between the experimental and control groups. The analysis focused on grammatical accuracy, task performance, and student engagement in the learning process.

RESULTS

The results of the study indicate a clear difference in grammatical performance between the experimental and control groups. Students who were taught using interactive and student-centered methods demonstrated higher levels of grammatical accuracy compared to those who were instructed through traditional approaches. The post-test scores of the experimental group showed significant improvement in understanding and applying grammatical rules in both

¹ Ellis, R. (2006). *Current Issues in the Teaching of Grammar*. TESOL Quarterly.

written and oral tasks. Classroom observations revealed that students in the experimental group were more actively engaged during lessons. They participated in discussions, completed group tasks with greater enthusiasm, and showed increased confidence in using grammatical structures. In contrast, the control group exhibited lower levels of participation and relied more on teacher guidance.

Teacher feedback also supported these findings, noting that interactive methods helped students better understand abstract grammatical concepts and reduced common language errors. Overall, the results confirm that interactive teaching strategies positively influence the development of grammatical skills in primary school learners.

DISCUSSION

The findings of this study clearly indicate that interactive and student-centered teaching methods have a strong and positive influence on the development of grammatical skills among primary school learners. The significantly higher performance of the experimental group can be attributed to several interconnected factors, including increased learner engagement, active participation in classroom activities, and the opportunity to apply grammatical rules in meaningful and real-life contexts. These conditions create a more dynamic learning environment where students are not passive recipients of information but active participants in the learning process. The results of the study are consistent with constructivist learning theory, which emphasizes that knowledge is constructed through experience, interaction, and reflection rather than through memorization alone. In this context, grammar learning becomes more effective when students are encouraged to explore rules through examples, practice them in communication, and receive immediate feedback. This approach helps learners internalize grammatical structures more deeply and apply them more accurately in both spoken and written language.

The improvement observed in the experimental group also suggests that traditional teacher-centered approaches, although still valuable for introducing basic rules, may not be sufficient for developing higher-level grammatical competence in primary education. In many traditional classrooms, students tend to focus on memorizing rules without fully understanding their practical application. As a result, their ability to use grammar in real communication situations remains limited. However, when traditional instruction is combined with interactive and communicative strategies, learning becomes more balanced and effective. Interactive teaching techniques such as group work, role-playing, sentence construction activities, visual aids, and problem-solving tasks play an essential role in enhancing students' understanding of grammatical structures. These methods encourage collaboration among learners, allow them to learn from one another, and provide opportunities for repeated practice in a supportive environment. In addition, visual and contextual support helps students better understand abstract grammatical concepts, making learning more accessible and meaningful.

Another important factor identified in this study is learner motivation. Students who were exposed to interactive methods showed higher levels of interest, confidence, and willingness to participate in classroom activities. This increased motivation not only improved their engagement but also contributed directly to better academic performance. Motivated learners are more likely to take risks in using language, ask questions, and correct their own mistakes, all of which are essential for language development.

Teacher feedback further supported these findings, indicating that interactive methods help reduce common grammatical errors and improve students' ability to apply rules correctly. Teachers also noted that such approaches make lessons more engaging and easier to manage, as students become more involved in the learning process. However, it was also observed that successful implementation of these methods requires careful planning, sufficient teaching materials, and teacher training. Overall, the results suggest that integrating interactive teaching strategies into grammar instruction can significantly enhance learning outcomes in primary

education. Despite these positive findings, the study has certain limitations, including a relatively small sample size and limited duration. Therefore, further research is recommended to explore the long-term effects of interactive methods and their application in different educational contexts and grade levels.

CONCLUSION

This study investigated the effectiveness of interactive teaching methods in developing grammatical skills among primary school learners. The findings revealed that student-centered and activity-based approaches significantly improve students' understanding and application of grammatical rules compared to traditional teaching methods. The results of the research show that learners in the experimental group demonstrated higher grammatical accuracy, greater classroom participation, and improved confidence in using language structures. This confirms that interactive instruction creates a more engaging and effective learning environment for primary school students.

In conclusion, integrating interactive teaching strategies into grammar instruction is essential for enhancing language learning outcomes in primary education. Such approaches not only improve grammatical competence but also support learners' motivation and active involvement in the learning process. Further studies are recommended to explore the long-term impact of these methods in different educational settings.

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