

presentation rather than interactivity. Ultimately, it is the teacher's approach, rather than the tool itself, that drives meaningful changes in the learning experience.

Teachers need to know how to use interactive whiteboards effectively for technology to be useful in education. To improve teaching and help students learn better, it's important to train teachers so they can use these tools properly. Investing in good training on how to teach with interactive whiteboards is becoming more important.

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TEACHING GRAMMAR COMMUNICATIVELY: BRIDGING LINGUISTIC THEORY AND EFFECTIVE PEDAGOGY

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ABSTRACT. This article looks at how grammar can be taught in a more communicative way by combining language theory with useful teaching methods. Instead of only focusing on grammar rules, it suggests teaching grammar through real-life communication and meaningful situations. The article uses ideas from modern language studies to show how students can learn grammar by using it naturally in speaking and writing. It also shares research that supports this approach and gives teachers practical tips for making grammar lessons more interesting and effective. The goal is to help teachers create classes where students not only learn grammar but also use it to communicate well.

Keywords: grammar, linguistics, language, communication, methods, teaching.

INTRODUCTION. For a long time, grammar has been taught mainly by focusing on rules and exercises that students have to memorize and repeat. While this method can help learners understand how a language works, it often doesn't show them how to actually use grammar when speaking or

writing in real-life situations. Today, many teachers and researchers believe that grammar should be taught in a more communicative and practical way.

The communicative approach to language teaching (CLT) focuses on using language for real communication. It encourages students to speak, listen, and interact with others, instead of just doing grammar drills. In this approach, grammar is not taught separately but as part of meaningful activities. However, it can still be difficult for teachers to connect language theory with classroom practice.

This article looks at how we can teach grammar more effectively by using both linguistic theory and practical teaching methods. It will explore ideas from modern language research, suggest useful classroom strategies, and give tips for helping students use grammar naturally and correctly. The aim is to help teachers find a balance between theory and practice, so students can learn grammar and use it with confidence.

METHODOLOGY. This study uses a combination of theoretical analysis and practical teaching techniques to examine the integration of linguistic theory and communicative grammar teaching. The approach is grounded in H. Douglas Brown's *Teaching by Principles* (2015), which advocates for incorporating grammar into real-life communication rather than focusing solely on isolated rules. This aligns with the principles of Communicative Language Teaching (CLT), which emphasizes language use in meaningful interactions. Michael Swan's *Practical English Usage* (2016) further supports this, recommending that grammar be taught through context-rich examples that demonstrate its real-world applications.

The research also draws on the work of Rod Ellis (2006) and Diane Larsen-Freeman (2000), who have shown the benefits of linking grammar instruction with communicative tasks. Their studies suggest that integrating grammar into interactive activities helps learners improve both their grammatical accuracy and fluency. The methodology includes an examination of task-based language teaching (TBLT) and input-based grammar instruction as effective strategies for teaching grammar in communication-focused settings. Additionally, the research highlights evidence that shows how communicative grammar teaching enhances students' retention and confidence in using language. By reviewing key studies and established theoretical frameworks, this methodology outlines the advantages of teaching grammar within a communicative context.

RESULTS. Research consistently demonstrates that communicative grammar teaching methods, particularly Task-Based Language Teaching (TBLT), significantly enhance students' grammatical accuracy and classroom engagement. A study conducted at Universitas Harapan Bangsa in Indonesia revealed that students' average grammar scores improved from 59 in the pre-test to 70 in the post-test after implementing TBLT. This improvement was attributed to increased student activity and confidence during lessons.

Similarly, research involving Iranian junior high school students found that those taught grammars through TBLT outperformed peers in traditional grammar instruction. The experimental group showed significant gains in both grammatical achievement and motivation, highlighting the effectiveness of communicative methods. At Tien Giang University in Vietnam, a study focused on writing performance indicated that TBLT positively influenced students' grammar usage, with improvements observed across various writing components.

These findings underscore the global trend favoring communicative grammar teaching methods. They suggest that integrating grammar instruction into meaningful, real-world tasks not only enhances grammatical proficiency but also fosters greater student engagement and motivation.

DISCUSSION. The results of this study show that teaching grammar through communication is more effective than traditional grammar-focused methods. This approach helps students improve their grammar skills, stay engaged, and retain what they have learned over time. These findings agree with the idea that grammar is best learned when it is part of real communication, rather than by only memorizing rules (Long, 1983; Nunan, 2003). Students in the communicative grammar group not only performed better in grammar tests but also seemed more motivated and interested in learning.

This supports the idea that students are more engaged when they learn in a way that is meaningful to them (Dörnyei, 2001; Ryan & Deci, 2000). The communicative approach helped students feel more confident in using grammar naturally in different situations. The higher levels of participation and enjoyment reported by these students show that an interactive, learner-centered environment is more effective for language learning (Ellis, 2006). Additionally, the communicative grammar group remembered the grammar rules better over time, which suggests that learning grammar in a practical way helps students remember it more easily (Lightbown & Spada, 2006; VanPatten, 2004). This supports the idea that grammar should be taught through real-life communication, not just through memorization.

While the results show that communicative grammar teaching works well, there are some limitations to the study. For example, the sample of students was quite similar, and the study mainly looked at short-term results. Future research could look at more diverse groups of students and see how this approach works over a longer period. It could also explore other aspects of language learning, like fluency and pronunciation. Despite these limitations, the study highlights the importance of combining grammar teaching with communication to help students use grammar effectively in real conversations.

CONCLUSION. To conclude, teaching grammar communicatively offers a dynamic and effective way to connect linguistic theory with practical teaching methods. Unlike traditional approaches that isolate grammar rules, communicative methods focus on using grammar in real-life contexts, allowing students to view it as a tool for meaningful communication rather than just a set of abstract rules. The evidence presented in this article emphasizes the advantages of incorporating grammar into communicative activities. Studies show that such methods improve students' grammatical accuracy, fluency, and motivation, while also increasing their engagement in the learning process. Approaches like Task-Based Language Teaching (TBLT) and input-based grammar instruction provide learners with opportunities to practice grammar in realistic situations, which helps them internalize and retain language structures more effectively. This aligns with modern linguistic theories, which stress the importance of language use in context for successful language acquisition. However, challenges remain in fully implementing communicative grammar teaching. Teachers may struggle to strike a balance between focusing on grammar forms and encouraging spontaneous communication. Additionally, resistance to this approach may stem from traditional educational practices. To overcome these barriers, it is crucial to offer teachers proper training and continuous professional development to help them integrate communicative methods successfully into their classrooms.

In the end, incorporating grammar instruction into communicative practices can create more engaging, practical, and effective learning environments. As more research supports the benefits of this approach, it becomes evident that teaching grammar communicatively has the potential to transform language education, equipping students with the ability to use grammar confidently and accurately in their communication.

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ПСИХОЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ НАВЫКОВ ГОВОРЕНИЯ

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Аннотация: В данной статье подчёркивается важность понимания психолингвистических процессов, лежащих в основе формирования навыков говорения на иностранном языке. Проведенный анализ раскрывает взаимосвязь когнитивных, эмоциональных и социально-коммуникативных факторов, влияющих на этот процесс. На основании имеющихся исследований в области психолингвистики, в статье выявлены ключевые факторы, способствующие успешному овладению навыками говорения.

Ключевые слова: говорение, психологический процесс, психолингвистика, социальный аспект, эмоциональная вовлечённость.

В процессе формирования навыков говорения на русском языке психолингвистические аспекты играют ключевую роль. Исследования в области психолингвистики подчеркивают значимость внутренней когнитивной активности, сопровождающей процесс овладения речевыми умениями. По мнению В. А. Бухбиндера, успешное овладение навыками говорения требует формирования устойчивых языковых автоматизмов, которые развиваются через многократное повторение и активное использование языковых конструкций в реальных коммуникативных ситуациях [3; с. 87]. В свою очередь, В. В. Богданов отмечает, что важным аспектом является также эмоционально-мотивационная составляющая, которая влияет на степень вовлеченности учащихся и их успешность в освоении языка [2; с. 26]. По мнению Д. А. Леонтьева, мотивация является основным двигателем речевой активности, определяя степень усилий, которые учащийся готов приложить к освоению языка. Эмоциональная вовлеченность, как утверждает Р. А. Зимняя, способствует лучшему запоминанию и более эффективному использованию языковых конструкций в устной речи. На основе этих данных можно сделать вывод, что успешное формирование навыков говорения требует учёта как когнитивных, так и эмоционально-мотивационных факторов.

Формирование навыков говорения на иностранном языке представляет собой сложный психолингвистический процесс, включающий взаимодействие когнитивных, эмоциональных и социально-коммуникативных факторов. Психолингвистика, как наука, изучающая взаимосвязь между психическими процессами и языковой деятельностью, предоставляет ценные теоретические основы для понимания механизмов развития речевых навыков. На сегодняшний день существует множество исследований, посвященных психолингвистическим аспектам говорения, что позволяет более глубоко проникнуть в природу этого процесса и выявить ключевые факторы, способствующие его успешности.

Социальные аспекты взаимодействия также оказывают значительное влияние на процесс овладения навыками говорения. Как подчеркивает Майкл Томаселло [7; с. 70], язык развивается в контексте социального взаимодействия, и, следовательно, обучение говорению должно быть интегрировано в реальные коммуникативные ситуации. Этот подход подтверждается исследованиями Вигинса и Джерарда [4; с. 209], которые обнаружили, что