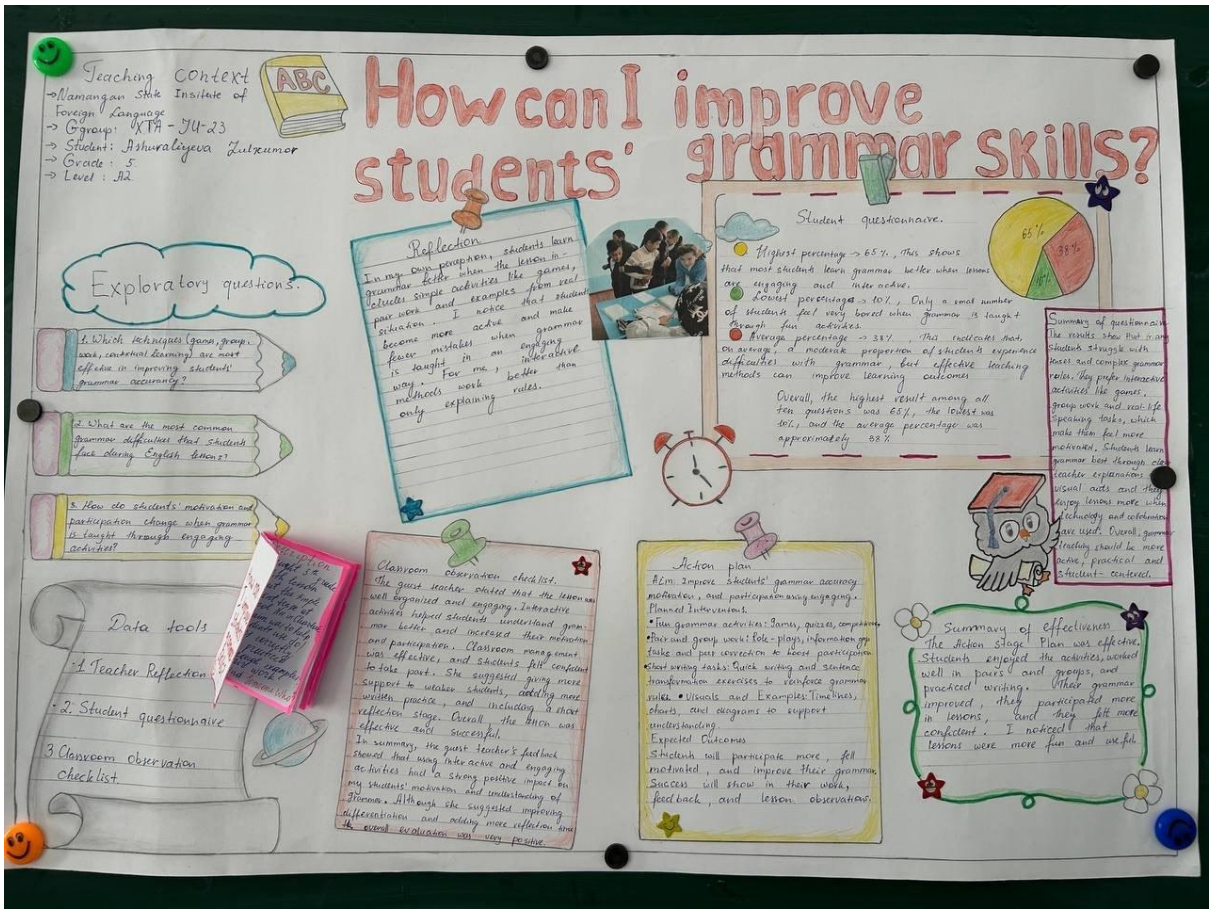
IMPROVING STUDENTS' GRAMMAR SKILLS THROUGH INTERACTIVE TEACHING METHODS

Zulxumor Ashuraliyeva

Student-teacher, Namangan State Institute of Foreign Languages



Teaching context

My name is Zulxumor Ashuraliyeva and I am an undergraduate student at Namangan State Institute of Foreign Languages. During my teaching practicum, I taught 5th-grade students at School 11 in Chartak District. The class consists of 15 pupils, 8 girls and 7 boys. Students encountered difficulties using grammar correctly in writing and in speaking tasks during English lessons.

Research Project Description

During my school practicum, I carried out research study aimed at improving students' grammar skills in English lessons. While teaching I observed that many pupils struggled to use grammar rules correctly in speaking and writing activities. Lessons focused on memorizing rules and repetition often reduced pupils' interest and participation. Some learners also lacked self-confidence because they were afraid of making grammatical mistakes in front of their peers.

To explore this problem, I developed research questions:

Own perception**:** Which teaching techniques (such as games, pair work, group work, and contextual activities) are most effective in improving students' grammar accuracy during English lessons?

Others' perception**:** What are the main difficulties students face when learning and using English grammar in classroom activities?

Others' behaviour**:** How does students' motivation and participation change when grammar is taught through interactive and engaging activities?

For data collection, I used three data collection tools. A teacher reflection journal helped me record daily observations and teaching experiences. Student questionnaires were used to identify grammar difficulties and preferred learning styles. Classroom observation checklists and feedback from a guest teacher provided additional insight into students' participation and behaviour during lessons.

Based on the collected data, I implemented interactive strategies such as grammar games, pair and group work, visual materials, short writing tasks and communicative activities. The aim was to create a dynamic learning atmosphere where students could practice grammar effectively.

Research Findings

The findings of this research showed that pupils' grammar learning improved when interactive and student-centered teaching methods were used in the classroom. From my reflections during my teaching practicum, I noticed that students became more confident and active to participate when lessons included games, pair work group work and communicative activities. Compared to traditional teacher-led instruction, interactive approaches created a dynamic classroom atmosphere and reduced students' fear of making grammatical mistakes. The results of the student questionnaire indicated that pupils experienced several difficulties in grammar learning. The most problematic area for learners was tenses, followed by prepositions and making sentence. Many students reported that grammar rules were often complicated and not easy to remember. Some also says that lessons became less interesting when they were mainly based on explanations and written exercises without practical activities. On the other hand, pupils indicated positive attitudes toward interactive learning techniques. Activities such as grammar games, pair work and group competitions were considered the most useful for understanding grammar rules. A large number of learners reported that they felt more motivated and engaged when lessons were enjoyable and activity-based. They also think that interactive tasks helped them understand grammar more clearly and remember rules more effectively. Classroom observations supported these findings. During group-work activities and game-based activities, students participated more actively and communicated with confidence. They worked better in groups and showed increased willingness to use English in speaking tasks. Feedback from the guest teacher also supported the effectiveness of the teaching method, noting student engagement throughout the lesson. However, it was observed that a few learners still needed additional support and more time for reflection after activities.

Overall, the action stage indicated that interactive teaching methods such as games, visuals, pair work and speaking activities significantly enhanced learners' grammar understanding, participation and motivation in English lessons.

Final Reflection and Conclusion

This action research allowed me to understand that students learn grammar better when lessons are active and enjoyable. During my teaching practicum, I observed that games, pair work, visuals and speaking activities helped students become more engaged and confident in grammar lessons. These activities also helped learners make fewer grammar mistakes and participate more during class. The research process also helped me improve my teaching skills. Writing reflections and observing students gave me a better understanding of students' needs and learning difficulties. The questionnaire results and classroom observations showed that students enjoy interactive lessons more than traditional grammar teaching.

In conclusion, this study shows that interactive and student-centered activities are useful for improving grammar skills. When students feel comfortable and motivated, they learn grammar more easily and participate more actively. This experience motivated me to continue using creative and enjoyable teaching methods in my future English lessons.