EXPLORING DIFFICULTIES IN THE TEACHING OF ENGLISH GRAMMAR

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Abstract. This thesis explores the main challenges encountered when teaching English grammar to students in technical and polytechnic educational institutions. It examines the factors that contribute to these difficulties and considers contemporary pedagogical approaches that can be used to overcome them. Particular attention is given to communicative teaching, the integration of digital and technological tools, and the use of contextualized learning activities. The thesis also highlights practical ways of organizing grammar lessons to make them more engaging and effective. The proposed approaches can support students' motivation, strengthen their understanding of grammatical structures, and improve their ability to apply grammar in practical communication.

Keywords: English grammar, grammar teaching, teaching challenges, communicative approach, interactive learning, digital technologies, contextual learning.

Annotatsiya. Ushbu maqolada texnik va politexnik ta'lim muassasalarida o'quvchilarga ingliz tili grammatikasini o'rgatish jarayonida uchraydigan asosiy muammolar yoritilgan. Mazkur qiyinchiliklarni yuzaga keltiruvchi omillar tahlil qilinib, ularni kamaytirish va bartaraf etishga xizmat qiluvchi zamonaviy pedagogik yondashuvlar ko'rib chiqilgan. Xususan, kommunikativ o'qitish, raqamli va texnologik vositalardan foydalanish hamda kontekstga asoslangan ta'lim faoliyatlariga alohida e'tibor qaratilgan. Shuningdek, grammatik mashg'ulotlarni yanada qiziqarli va samarali tashkil etishning amaliy usullari bayon etilgan. Taklif

etilayotgan yondashuvlar o‘quvchilarning motivatsiyasini oshirish, grammatik bilimlarini mustahkamlash va o‘zlashtirilgan qoidalarni amaliy muloqotda qo‘llash ko‘nikmalarini rivojlantirishga yordam beradi.

Kalit so‘zlar: ingliz tili grammatikasi, grammatika o‘qitish, o‘qitishdagi muammolar, kommunikativ yondashuv, interaktiv ta’lim, raqamli texnologiyalar, kontekstual ta’lim.

Аннотация. В данном тезисе рассматриваются основные трудности, возникающие при обучении английской грамматике учащихся технических и политехнических образовательных учреждений. Анализируются факторы, которые могут способствовать возникновению данных проблем, а также современные педагогические подходы, направленные на их преодоление. Особое внимание уделяется коммуникативному обучению, использованию цифровых и технологических средств и применению контекстного подхода в изучении грамматики. Кроме того, рассматриваются практические способы организации грамматических занятий с целью повышения их интереса и эффективности. Предлагаемые подходы способствуют повышению учебной мотивации, более прочному усвоению грамматических структур и развитию способности учащихся применять полученные знания в практическом общении.

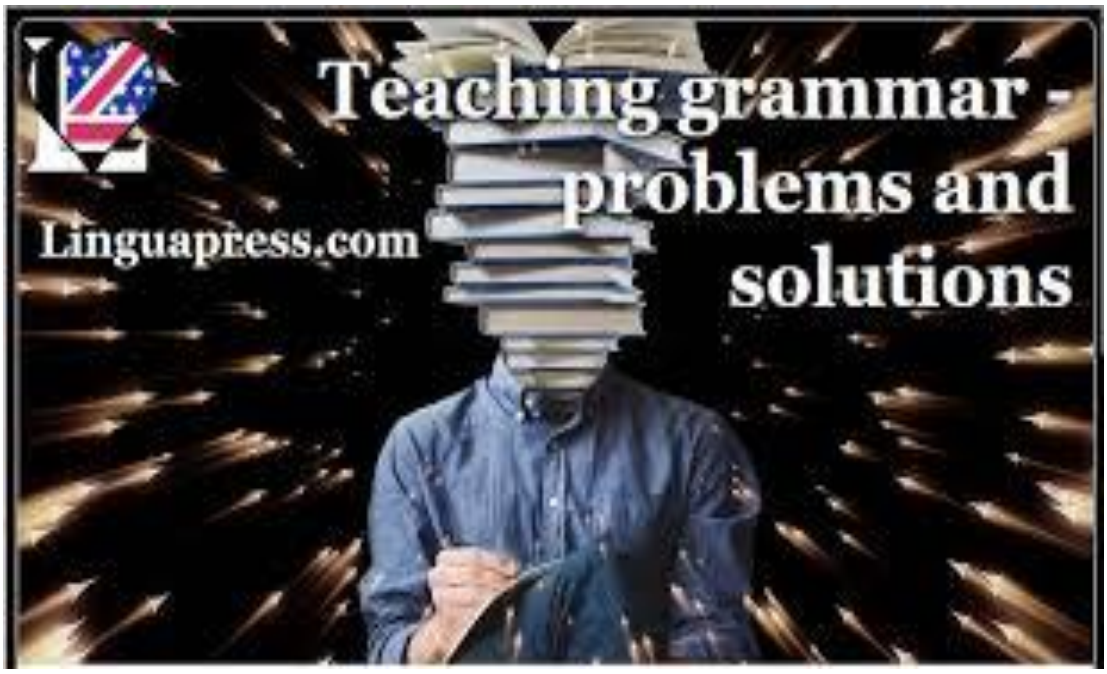
Ключевые слова: грамматика английского языка, обучение грамматике, проблемы обучения, коммуникативный подход, интерактивное обучение, цифровые технологии, контекстное обучение.

INTRUDUCTION In today's era of globalization and technological development, English is strengthening its position as the language of international communication, science, education, technology and business around the world. Especially for technical universities and colleges, a thorough mastery of English is required. Because many scientific and technical resources, documents and software

are created in English. Therefore, it is important for students studying in technical fields to master the English language, especially its grammatical basics.

Grammatical knowledge is the basis of language learning and is a key factor in the formation of skills such as pronunciation, writing, reading and listening comprehension. The grammatical system of the English language has its own complexity and is fundamentally different from the Uzbek language. It is these differences that cause psychological barriers, misunderstandings and difficulties in mastering the language among students. Unfortunately, there are a number of problems in teaching English grammar in practice.

In particular, traditional, only theoretical approaches prevail in the teaching process, while students are deprived of the opportunity to use grammar in a real-life context. Also, many teachers focus the lesson on memorizing the rules specified in the curriculum, which leads to a decrease in students' interest in the subject. According to statistics, the results of internal monitoring conducted by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan revealed that the majority of technical students have an average level of knowledge of English grammar. This indicates the need to update the grammar teaching process and more widely apply interactive and communicative methods.



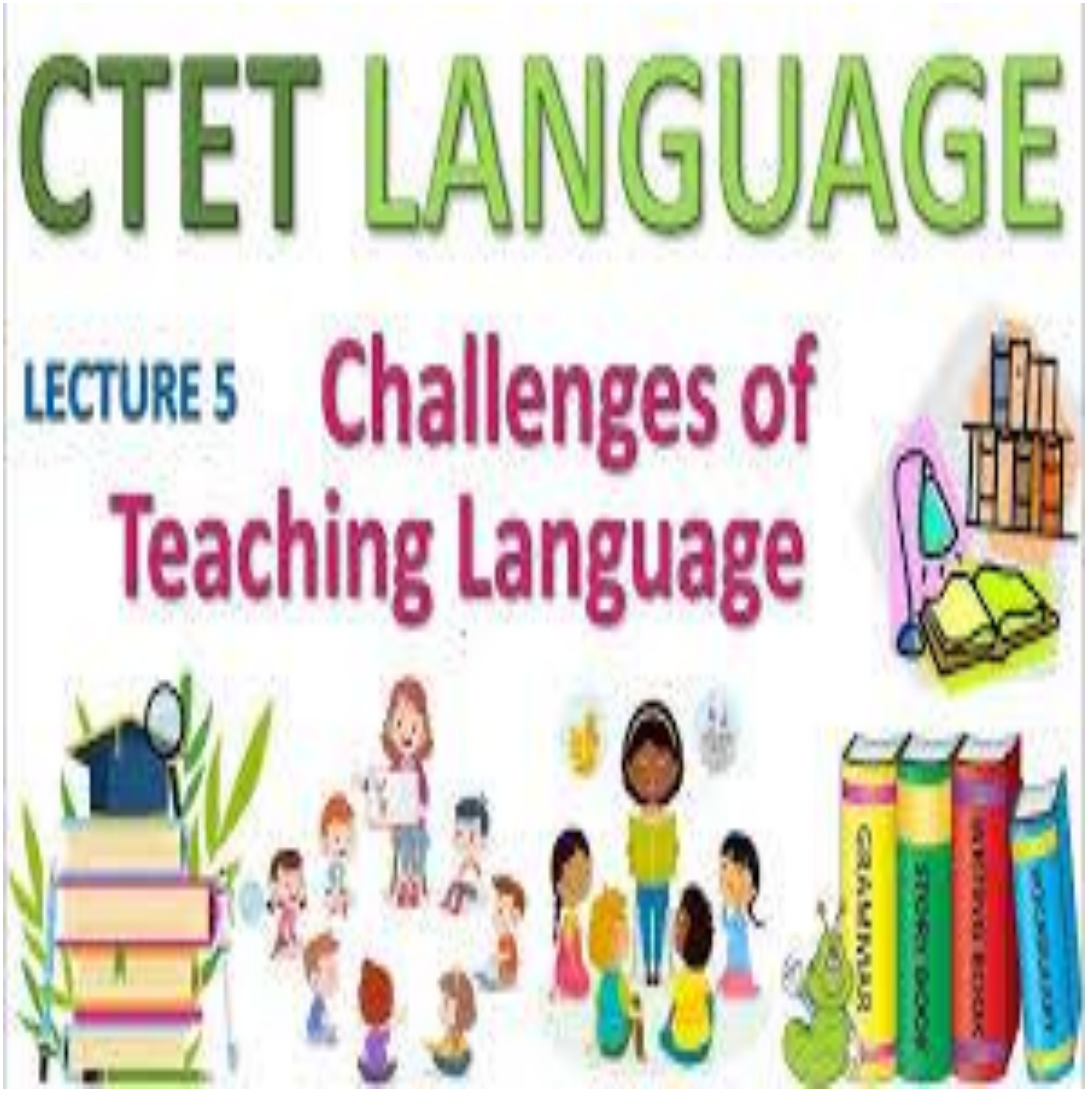
This article analyzes the existing problems in teaching grammar, their causes, and modern approaches to eliminating these problems. Also, methodological recommendations adapted to students of technical directions are given.

RESEARCH METHODOLOGY. **Main problems in teaching English grammar.** Learning grammar seems boring, complicated and far from life to most students. The main reason for this is that grammar materials are often presented on the basis of artificial examples, disconnected from real-life situations. Students memorize theoretical rules, but cannot apply them in practice. This weakens their motivation and reduces their confidence in learning a language. Therefore, modern methods - task-based learning, project-based learning, etc. - create an opportunity for students to actively participate, be interested and learn the language in context.



Relying on traditional methods. Many teachers still rely on the traditional "rule + exercise" model in teaching grammar. In this method, students first memorize

a grammatical rule, and then apply it in exercises. However, this approach is not justified. Because, as modern linguistics recognizes, grammar is not learned simply by memorization, but rather through active communication through language (Richards & Rodgers, 2014). Due to the limited opportunities to apply grammar in real-life situations, students are unable to put their grammatical knowledge into practice.



In many classrooms, speaking, engaging in conversation, and expressing ideas freely in written work are not allowed. This leads to a passive learning environment. Teachers can “bring grammar to life” by offering students contextual (text-based) exercises, dialogues, and role-playing. Terminological complexity. Technical students have difficulty understanding grammatical terms in English (for example,

"past perfect", "modal verbs", "conditional clauses"). Especially in cases where the alternative to these concepts in Uzbek is not clear, they are forced to simply memorize the terms. The teacher is required to explain grammatical terminology using visual and comparative methods, and to enrich it with alternative examples in Uzbek. Some textbooks and curricula place excessive emphasis on grammar rules. Each topic is built on rules and exercises, but their application in life is not shown. As a result, students perceive grammar as knowledge necessary for passing exams, not as a practical tool. This overshadows the real goal of language learning. Psychological barriers of students. Many students are afraid of making mistakes in grammar, hesitate to express their opinions openly. This limits their active participation. The teacher's task is to inspire the student, show mistakes as a learning tool, and form a positive attitude towards mistakes. Currently, there are many interactive tools - platforms such as Quizlet, Kahoot, Duolingo, Grammarly, BBC Learning English. However, some teachers do not use these technologies or cannot use them due to lack of technical capabilities. Therefore, the issue of integrating technologies into the lesson is relevant.

Solutions and effective methodological approaches. Teaching grammar as a means of communication is the basis of the communicative approach. In this approach, students master grammar in the process of communication, while performing tasks. For example, when teaching "If-sentences", students talk based on real conditional situations: "If I had a robot, I would..."

Multimedia lessons, online tests, video lessons, and mobile apps are great helpers in teaching grammar interactively. For example, the Grammarly app analyzes grammatical errors in texts written by students. This allows them to understand and correct their mistakes in real time. Grammar rules should be taught not in isolation, but based on text, conversation, dialogue, and thematic exercises. For example, learning the "past simple" tense based on texts about historical events will be more understandable and effective for students. Also, if grammar is taught

in an integrated manner with other language skills (reading, writing, listening), the language acquisition rate will increase significantly. For technical students, it is important to teach English lessons related to their specialization. For example, for engineering students, the topic of "modal verbs" will be more interesting and practical if it is studied in contexts such as "Safety Instructions", "User Manual", or "Machine Operation".

CONCLUSION AND SUGGESTIONS In today's age of technology, deep and thorough mastery of the English language, especially its grammar, is becoming a necessary need for students in technical fields. English grammar is an important tool not only for constructing correct sentences and expressing thoughts, but also for participating in scientific and professional activities, reading and understanding foreign sources. Nevertheless, in practice, there are a number of systemic problems in the process of teaching grammar, which negatively affect the effectiveness of language learning. Based on the materials studied, it can be noted that the main problems in teaching grammar are low student interest, the use of traditional and non-activated teaching methods, limited opportunities for practical application, and the lack of technological approaches. In addition, the complexity of grammatical terminology also serves as an additional obstacle for students in technical fields. To eliminate these problems, it is necessary to implement the following methodological and practical recommendations:

Grammar should be taught in real-life situations through communicative and contextual approaches. This helps students to actively engage in conversation and put grammar knowledge into practice. Using technological tools - interactive applications, online platforms, mobile applications - can make grammar lessons visual and memorable. Interdisciplinary integration - linking grammar to a professional field (e.g. engineering, IT, mechanics, electronics) shows that the language is useful in practical terms. Ensuring active student participation - through role-playing, team project work and debates, students strengthen their grammar

knowledge. Creating a motivational environment - through a positive attitude towards mistakes, encouraging the learner and individual approaches, students can fully demonstrate their potential. In conclusion, effective teaching of English grammar requires not just repeating rules and exercises, but an interactive, integrated, communicative and modern technology-based learning process. Through this approach, technical students will master grammar in depth and become professionals who can effectively use English in their professional activities.

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