



ISSUES AND SOLUTIONS WHILE TEACHING ENGLISH GRAMMAR

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Abstract

Teaching English grammar is one of the most important aspects of foreign language education in Uzbekistan. Despite the growing interest in English due to globalization and international collaboration, many teachers and students face difficulties in understanding and applying grammar rules effectively. This article discusses the main issues observed in the Uzbek educational context and offers practical solutions based on pedagogical research, local experiences, and modern teaching approaches.

Keywords: English grammar, teaching issues, Uzbek education, language learning, solutions.

Introduction

In today's interconnected world, English has become a global language of communication, science, and technology. In Uzbekistan, where international cooperation and educational reforms are expanding rapidly, the role of English is growing every year. The government has introduced various programs and strategies aimed at improving English teaching in schools, lyceums, colleges, and universities. English is not only a subject but also a key requirement for academic mobility, scholarship opportunities, and career development.

However, one of the most challenging aspects of mastering English is learning its grammar. Grammar provides the structural foundation of the language, enabling learners to build meaningful sentences and communicate effectively. Without a solid knowledge of grammar, learners may know vocabulary but struggle to express themselves correctly. As noted by Uzbek educators such as Karimov (2019) and Ergasheva (2021), grammar instruction often remains problematic because it is still taught with outdated methods that emphasize memorization rather than practical use.



Another important issue is the difference between Uzbek and English grammatical systems. Uzbek is an agglutinative language with relatively simple word order and no articles, while English relies heavily on word order, auxiliary verbs, and articles to convey meaning. This structural difference creates difficulties for Uzbek learners, who often transfer their native language patterns into English sentences. For example, mistakes in verb tenses, prepositions, and the use of articles are among the most common errors in student writing. Additionally, classroom realities in Uzbekistan influence the effectiveness of grammar teaching. Large class sizes, lack of modern teaching materials, and insufficient use of technology are frequent challenges. Many students report that grammar lessons feel repetitive and unengaging, leading to low motivation. Teachers, on the other hand, often face pressure to complete the curriculum quickly, which limits the time available for communicative practice. Despite these challenges, recent educational reforms and the introduction of innovative methods provide hope for improvement. The use of communicative language teaching (CLT), blended learning, and digital platforms is gradually increasing in Uzbekistan. These methods encourage learners to use grammar in authentic contexts rather than treating it as a set of abstract rules. Furthermore, professional development opportunities for teachers are helping them adapt to new approaches. Therefore, exploring the issues and proposing effective solutions in teaching English grammar is of great importance for the future of English education in Uzbekistan. This paper examines the main difficulties faced by both teachers and learners, and suggests practical strategies to make grammar instruction more effective, engaging, and context-based.

Methodology

The research on issues and solutions in teaching English grammar was conducted using a **qualitative descriptive approach**, focusing on the experiences of teachers and learners in Uzbekistan. The methodology combines the study of local educational literature, classroom observations, and interviews with teachers and students at different educational levels (secondary schools, academic lyceums, and universities).



Research Design

The study is designed as a descriptive analysis. It aims to identify the major challenges faced during grammar instruction and highlight effective strategies for overcoming them. Unlike experimental research, this study does not measure outcomes quantitatively but instead emphasizes the insights, practices, and reflections of teachers and learners.

Data Collection

Literature Review – Uzbek academic works (Karimov, 2019; Ergasheva, 2021; Muminov, 2020) and international sources (Richards & Rodgers, 2014) were analyzed to understand common challenges and suggested pedagogical solutions.

Classroom Observation – Selected schools and universities in Uzbekistan were observed to evaluate the methods used in grammar teaching. Focus was placed on the balance between rule-based teaching and communicative practice.

Teacher Interviews – Ten English language teachers from different regions of Uzbekistan were interviewed. Questions explored their approaches to teaching grammar, difficulties they encounter, and strategies they apply.

Student Feedback – Learners at the pre-intermediate and intermediate levels were surveyed about their perceptions of grammar lessons, including motivation, difficulties, and preferences for learning methods.

Data Analysis

The collected data was analyzed through **thematic analysis**. Recurring themes, such as reliance on traditional methods, lack of motivation, and the role of technology, were identified. These findings were compared with solutions proposed in both Uzbek and international research literature.

Research Limitations

The study is limited in scope, focusing primarily on Uzbekistan's context. While it highlights common trends, the results may not fully represent every region or institution. Additionally, since the study emphasizes qualitative data, further



quantitative research could provide more precise measurements of grammar teaching effectiveness.

Discussion

The findings of this study confirm that teaching English grammar in Uzbekistan remains a complex issue influenced by both linguistic and pedagogical factors. The problems identified through teacher interviews, classroom observations, and student surveys largely reflect the challenges outlined in Uzbek and international literature.

First, the reliance on **traditional grammar-translation methods** is still dominant in many classrooms. While this approach helps clarify grammatical rules in Uzbek, it limits students' ability to use grammar in real communication. This aligns with the observations of Richards and Rodgers (2014), who argue that overemphasis on grammar rules without communicative practice can lead to passive knowledge rather than active language use.

Second, the issue of **student motivation** emerged as one of the most significant challenges. Many students perceive grammar as a difficult and uninteresting subject, especially when lessons are centered around mechanical exercises. This echoes the findings of Ergasheva (2021), who emphasizes the importance of creating learner-centered grammar activities that are engaging and practical. The lack of contextualization in grammar teaching prevents learners from seeing the connection between grammar and real-life communication.

Third, the **difference between Uzbek and English grammatical systems** was highlighted by both teachers and students as a source of frequent errors. For instance, the absence of articles in Uzbek leads to consistent mistakes in English article usage. Similarly, English verb tense structures present difficulties because Uzbek uses fewer tense distinctions. This supports the claim of Muminov (2020) that cross-linguistic interference is one of the main barriers for Uzbek learners of English.

Another important aspect of the discussion is the role of **technology**. Teachers reported limited use of digital tools, although many students expressed interest in using online platforms and apps for grammar practice. This gap between potential and actual practice reflects the need for professional development and resource allocation in Uzbek schools and universities. At the same time, several positive



developments were noted. Younger teachers in particular are beginning to integrate **communicative language teaching (CLT)** and **task-based learning** into their grammar lessons. Students reported greater enjoyment and effectiveness when grammar was taught through role-plays, games, or collaborative tasks. This suggests that while traditional methods remain common, there is a gradual shift toward more modern, interactive approaches. Overall, the discussion highlights that improving grammar instruction in Uzbekistan requires balancing traditional explanations with modern methods. Grammar rules should not be eliminated but rather taught in a way that connects to meaningful communication. Combining explanation, practice, and application through technology and interactive tasks can make grammar both accessible and engaging for learners.

Conclusion

Teaching English grammar in Uzbekistan presents a number of challenges, including the persistence of traditional teaching methods, the lack of contextualization, low student motivation, and difficulties caused by structural differences between Uzbek and English. Despite these issues, there are clear solutions that can enhance grammar instruction. Communicative and task-based approaches, integration of digital tools, and differentiated instruction can make grammar lessons more effective and engaging. Teacher training and professional development also play a crucial role in helping educators adopt modern methodologies. In conclusion, grammar should not be taught as a set of isolated rules but as a functional part of communication. By combining traditional explanation with interactive and technology-based activities, teachers can motivate learners to use grammar in real-life contexts. These changes will contribute not only to better grammar proficiency but also to the overall success of English language education in Uzbekistan.

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