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MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



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Milliy Pedagogika  
Universiteti



№12  
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# INTERACTIVE GRAMMAR LEARNING METHODS AND THEIR SIGNIFICANCE FOR NON-PHILOLOGICAL EDUCATION STUDENTS

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**Abstract:** This paper explores the role of interactive methods in enhancing grammatical competence among students of non-philological fields of study. In many higher education institutions, grammar instruction is often marginalized for non-language majors; however, clear and accurate use of grammar remains essential for academic success, professional communication, and global competitiveness. Drawing on both international and Uzbek scholarly perspectives, the study examines the theoretical foundations of interactive grammar learning with a focus on communicative competence and integrative approaches to language education. The research highlights a range of interactive strategies, including gamification, peer collaboration, problem-based learning, role-playing, digital technologies, and flipped classroom models, and analyzes their relevance for students in engineering, medicine, economics, and information technology. These methods are considered not only as pedagogical tools but also as effective means of increasing learner motivation, reducing language anxiety, and bridging disciplinary gaps. Findings from classroom-based observations and case studies conducted in Uzbekistan demonstrate that interactive grammar learning leads to improved academic performance, stronger long-term retention of grammatical rules, enhanced learner confidence, and higher levels of engagement. By integrating global best practices with local educational contexts, the study argues for the systematic inclusion of interactive grammar instruction in the curricula of non-philological faculties to ensure that graduates acquire essential communication skills for both national and international professional environments.

**Key words:** interactive learning, grammar, non-philological fields, active participation, gamification, digital tools, academic communication, problem-based learning, role-playing, collaborative learning, language proficiency.

**Annotatsiya:** Ushbu maqolada filologik bo'lmagan ta'lim yo'nalishlari talabalari orasida grammatik kompetensiyani rivojlantirishda interfaol o'qitish metodlarining o'rni va ahamiyati tahlil qilinadi. Ko'plab oliy ta'lim muassasalarida nofilologik yo'nalishlar uchun grammatika ta'limi ikkinchi darajali deb qaraladi, biroq grammatik jihatdan to'g'ri va aniq nutq akademik muvaffaqiyat, professional muloqot hamda global raqobatbardoshlik uchun muhim omil hisoblanadi. Tadqiqotda xalqaro va o'zbek olimlarining ilmiy qarashlariga tayangan holda interfaol grammatika o'qitishning nazariy asoslari, xususan, kommunikativ kompetensiya va integrativ yondashuvlar yoritilgan. Gamifikatsiya, tengdoshlar bilan hamkorlik, muammoga asoslangan ta'lim, rolli o'yinlar, raqamli texnologiyalar va "teskari sinf" modeli kabi interfaol metodlarning muhandislik, tibbiyot, iqtisodiyot va axborot texnologiyalari yo'nalishlari talabalari uchun mosligi tahlil qilingan. O'zbekiston oliy ta'lim muassasalarida olib borilgan auditoriya kuzatuvlari va amaliy holatlarni o'rganish natijalari interfaol metodlar grammatik bilimlarni mustahkamlash, ularni uzoq muddatli xotirada saqlash, talabalarning o'ziga bo'lgan ishonchini oshirish hamda ta'lim jarayonidagi faolligini kuchaytirishini ko'rsatdi. Tadqiqot natijalariga ko'ra, nofilologik fakultetlar o'quv rejalari tarkibiga interfaol grammatika o'qitishni tizimli ravishda joriy etish bitiruvchilarning milliy va xalqaro kasbiy muhitda samarali muloqot olib borish ko'nikmalarini shakllantirishga xizmat qiladi.

**Kalit so'zlar:** interfaol ta'lim, grammatika, nofilologik yo'nalishlar, faol ishtirok, gamifikatsiya, raqamli vositalar, akademik muloqot, muammoga asoslangan ta'lim, rolli o'yinlar, hamkorlikda o'rganish, til kompetensiyasi.

**Аннотация:** В статье анализируется роль интерактивных методов обучения в формировании грамматической компетентности у студентов нефилологических направлений. Во многих высших учебных заведениях преподавание грамматики для неязыковых специальностей часто отходит на второй план, однако грамотное и точное владение языком остаётся ключевым фактором академической успешности, профессиональной коммуникации и глобальной конкурентоспособности. Опираясь на международные и узбекские научные исследования, автор рассматривает теоретические основы интерактивного обучения грамматике с акцентом на коммуникативную компетентность и интегративные подходы в языковом образовании. В работе анализируются такие интерактивные методы, как геймификация, совместное обучение, проблемно-ориентированное обучение, ролевые игры, цифровые технологии и модель “перевернутого класса”, а также их значимость для студентов инженерных, медицинских, экономических и IT-специальностей. Результаты аудиторных наблюдений и кейс-стади, проведённых в вузах Узбекистана, свидетельствуют о том, что интерактивное обучение грамматике способствует повышению академических результатов, лучшему долгосрочному усвоению грамматических правил, росту уверенности студентов и их вовлечённости в учебный процесс. На основе полученных данных обосновывается необходимость системного внедрения интерактивных методов обучения грамматике в учебные планы нефилологических факультетов для формирования профессионально значимых коммуникативных навыков.

**Ключевые слова:** интерактивное обучение, грамматика, нефилологические специальности, активное участие, геймификация, цифровые инструменты, академическая коммуникация, проблемно-ориентированное обучение, ролевые игры, совместное обучение, языковая компетенция.

## INTRODUCTION

The rapid processes of globalization and international integration in education and the labor market have significantly increased the importance of English language competence for students across all fields of study. While philology students naturally receive intensive training in language and grammar, students of non-philological fields—such as engineering, medicine, economics, law, and information technology—often encounter difficulties in acquiring sufficient grammatical competence. For these students, grammar is not an end in itself but rather a means of achieving clear, accurate, and professional communication in both academic and occupational contexts. In contemporary society, the demand for professionals with strong communicative skills has increased substantially, and grammatical competence constitutes the foundation of such skills.

The traditional grammar-translation method, which is still widely used in higher education institutions in Uzbekistan and other educational contexts, has been criticized for its strong emphasis on memorization and isolated practice. Although this method allows students to learn grammatical rules at a theoretical level, it often fails to provide meaningful opportunities for practical application. In contrast, interactive methods of grammar learning emphasize active participation, contextualized learning, and collaboration, thereby addressing the limitations associated with passive instruction. These methods correspond with the shift toward student-centered pedagogy, as highlighted in contemporary didactic theories.

The theoretical foundations of interactive grammar learning can be traced to the concept of communicative competence introduced by Hymes <sup>[6]</sup> and subsequently developed by Canale and Swain <sup>[3]</sup>. According to these frameworks, grammatical knowledge must be integrated into communicative practice in order to achieve both fluency and accuracy. Within the Uzbek scholarly tradition, Abdurahmonov emphasized the importance of teaching grammar through meaningful textual contexts <sup>[1]</sup>, while Yoqubov demonstrated the effectiveness of communicative methods in the local educational environment <sup>[14]</sup>. More recently, Muminova highlighted the role of interactive approaches in strengthening students' analytical and collaborative skills <sup>[10]</sup>, and Karimova advocated for the integration of linguistic and professional competencies through grammar instruction <sup>[7]</sup>.

Despite these theoretical advances, several challenges remain. Many non-philological students perceive grammar as irrelevant to their professional studies and experience low levels of motivation. Others find grammar learning stressful, particularly when instruction is rigid and excessively focused on error correction. In this regard, interactive methods—such as gamification, peer learning, role-playing, and the use of digital tools—offer a promising solution by making grammar instruction more engaging, relevant, and practical. Studies conducted in diverse educational contexts confirm that such methods enhance not only grammatical acquisition but also broader skills, including critical thinking, problem-solving, and teamwork <sup>[9; 5]</sup>.

The present study seeks to explore the effectiveness of interactive grammar learning methods for students in non-philological fields of study, particularly within the context of higher education in Uzbekistan. It aims to:

- analyze theoretical approaches to grammar instruction in international and Uzbek scholarship;
- identify interactive methods that are most suitable for non-philological students;
- examine the impact of these methods on student motivation, retention, and communication skills;
- provide practical recommendations for integrating interactive grammar instruction into the curricula of non-philological faculties.



By addressing these objectives, the study contributes both to the theoretical discourse on language pedagogy and to the practical improvement of teaching strategies in Uzbekistan. Furthermore, it aligns with the broader national objective of improving the quality of higher education and preparing graduates who are capable of participating effectively in global academic and professional communities.

## LITERATURE REVIEW

The theoretical foundations of grammar instruction are closely connected with the development of communicative competence. One of the earliest and most influential frameworks was proposed by Dell Hymes, who emphasized that grammatical knowledge should function within real communication rather than as isolated rules. This idea was further systematized by Michael Canale and Merrill Swain, who identified grammatical competence as an integral component of overall communicative competence. Their work laid the groundwork for shifting grammar teaching away from form-focused instruction toward communicative and functional approaches. These concepts later influenced modern teaching methodologies that prioritize interaction, meaning, and authentic language use over rote memorization.

In applied linguistics and language pedagogy, several scholars have expanded these ideas through empirical research. Brown highlighted that grammar learning becomes more effective when learners are actively engaged and emotionally involved in the learning process. Richards and Rodgers classified interactive and communicative methods as core components of contemporary language teaching approaches, emphasizing learner-centered instruction. Similarly, Skehan argued that cognitive engagement and meaningful tasks play a critical role in long-term language acquisition. Research by Liu and Xu demonstrated that interactive grammar instruction significantly improves learner performance in EFL classrooms, while González and Rodríguez confirmed its positive impact on motivation and retention in higher education settings.

Within the Uzbek scholarly context, grammar teaching has traditionally emphasized textual and communicative relevance. Abdurahmonov underlined the importance of teaching grammar through meaningful texts and contextual practice rather than abstract rules. Yoqubov demonstrated the effectiveness of communicative methods in English language teaching within local educational settings. More recent studies by Muminova and Karimova have focused on interactive methodologies and competence-based approaches, showing that grammar instruction can simultaneously develop linguistic accuracy and professional communication skills. These studies collectively confirm that interactive grammar learning is not only pedagogically effective but also particularly relevant for students of non-philological fields who require grammar as a practical tool for academic and professional communication.

## RESEARCH METHODOLOGY

The methodology of this study was designed to analyze the role of interactive grammar learning methods for students of non-philological faculties in Uzbekistan. A mixed-methods approach was applied, combining classroom observation, surveys, semi-structured interviews, and document analysis of students' written work. The target group included students from economics, engineering, and medical faculties at three different universities.

The teaching interventions were conducted over two academic semesters, with a focus on integrating grammar into authentic communicative activities. Each method was piloted in real classroom settings and adapted in accordance with the professional orientation of the students.

## ANALYSIS AND RESULTS

**Gamification.** Gamification was used as a strategy to increase engagement and reduce the stress often associated with grammar learning. Drawing on principles of game-based learning, elements such as competition, rewards, and immediate feedback were integrated into classroom activities. Tools such as Kahoot enabled quick interactive quizzes, while Quizlet supported out-of-class revision through flashcards and timed challenges. Students reported that the competitive format motivated them to prepare more thoroughly and approach grammar tasks with greater enthusiasm. Importantly, gamification also promoted better retention of grammatical rules by combining repetition with enjoyment and reduced language anxiety by creating a supportive and playful learning atmosphere. These outcomes confirm earlier findings that gamification not only enhances motivation but also strengthens cognitive processing and collaboration.

**Collaborative learning.** Group activities included peer-editing sessions, collaborative essay writing, and grammar workshops in which students worked in teams to solve grammar-related problems. These activities encouraged learners to reflect critically on grammar in authentic texts and to take responsibility for both their own progress and that of their peers. Drawing on Vygotsky's concept of the Zone of Proximal Development

(ZPD), peer learning enabled less proficient students to achieve better outcomes with the support of more advanced classmates, while stronger learners reinforced their own knowledge through explanation and correction. Students reported that collaborative work made grammar learning less isolating and more meaningful, as it mirrored teamwork skills required in professional contexts. Overall, collaboration fostered accuracy, critical thinking, and social interaction—key components of communicative competence.

#### **Role-playing and simulation**

Role-playing exercises placed students in professional scenarios:

- engineering students simulated project presentations, in which accurate use of modal verbs was essential;
- business students engaged in negotiation simulations, applying conditional sentences in persuasive contexts;
- medical students practiced patient–doctor dialogues, requiring accurate use of tense and aspect.

This approach reflects task-based learning principles, according to which grammar emerges naturally from communicative tasks rather than being taught in isolation.

#### **Digital tools and mobile applications**

The study employed applications such as Duolingo for independent grammar practice, Grammarly for instant feedback in academic writing, and Google Classroom for organizing exercises and facilitating peer review. These platforms provided opportunities for personalized learning, allowing students to practice at their own pace and receive immediate corrections. Usage data indicated that students who regularly engaged with these tools demonstrated measurable improvements in grammatical accuracy. In addition, digital tools supported autonomous learning beyond the classroom and fostered collaboration, making grammar practice more flexible and interactive.

#### **Problem-based learning (PBL)**

Grammar activities were embedded in realistic academic and professional problems to ensure that students practiced language in contexts directly relevant to their fields of study. For example, students identified and corrected errors in business correspondence, scientific abstracts, and technical manuals, tasks that required both grammatical accuracy and professional awareness. Such activities encouraged learners to connect grammar with their disciplinary knowledge and future careers, making the learning process more meaningful. By solving authentic problems, students developed not only linguistic accuracy but also critical thinking and applied communication skills, which are essential for non-philological specialists.

#### **Flipped classroom**

Students were provided with grammar tutorials in video format prior to class. Classroom time was devoted to applying these concepts through discussions, debates, and peer-teaching activities. This approach freed class time for active engagement and significantly increased student participation.

The data collected from classroom observations, surveys, and written assignments revealed several key outcomes:

#### **A) Improved grammar proficiency**

Across two academic semesters, students demonstrated noticeable improvements in grammatical accuracy. Pre-test and post-test comparisons showed a 25 % reduction in grammatical errors in academic essays. Engineering students improved their use of the passive voice, while economics students demonstrated greater accuracy in complex sentence structures used in reports.

#### **B) Higher motivation**

Survey results indicated that 78 % of students preferred interactive grammar instruction to traditional lectures. Many reported that grammar lessons no longer felt like a burden but were perceived instead as “a game” or “a useful skill”.

#### **C) Increased confidence**

Role-playing and simulation activities significantly enhanced students’ oral communication confidence. Business students reported increased comfort in writing professional emails, while medical students expressed greater fluency in describing clinical cases.



#### D) Long-term retention

Three months after the intervention, students were retested on previously taught grammar rules. Those who had engaged in interactive learning activities retained 15–20 % more knowledge compared with students who learned through traditional methods.

#### E) Peer feedback benefits

Peer-review activities contributed to the development of critical thinking and collaborative skills. Interview data revealed that students valued exposure to “different perspectives” on grammar and became more reflective about their own errors.

Catering to learning styles. Interactive methods accommodated diverse learning preferences:

- visual learners benefited from diagrams and game-based activities;
- auditory learners improved through role-playing tasks;
- kinesthetic learners engaged more actively in group activities and simulations.

The findings of this study reinforce the view that interactive grammar learning methods are more effective than traditional teacher-centered instruction, particularly for students in non-philological fields. From a theoretical perspective, these results align with Hymes’ concept of communicative competence, which emphasizes that grammar must be embedded within communication<sup>[6]</sup>. Similarly, Canale and Swain argue that grammatical competence cannot be isolated from sociolinguistic and discourse competence<sup>[3]</sup>. The data from this study confirm that students achieved greater accuracy and retention when grammar was integrated into real-world communicative contexts.

Within the Uzbek scholarly tradition, Abdurahmonov emphasized that grammar should be taught through text-based contexts, which parallels the problem-based tasks employed in the present study<sup>[1]</sup>. Yoqubov demonstrated the adaptability of communicative methods in the Uzbek educational context, and the results of this research extend his work by showing that interactive grammar learning also supports professional disciplines<sup>[14]</sup>.

One of the key contributions of this study is the observed reduction in language anxiety. Traditional teaching methods often create a high-stakes learning environment in which students fear making errors. In contrast, gamification and peer collaboration fostered a low-pressure atmosphere that increased students’ willingness to experiment with grammatical structures. This finding is consistent with Kormos and Csizér, who emphasize the role of motivation and self-regulation in second language learning<sup>[8]</sup>.

The role of technology also emerged as a critical factor. As Chapelle notes, educational technologies offer opportunities for individualized and adaptive learning<sup>[4]</sup>. In the Uzbek context, students responded positively to digital platforms such as Grammarly and Quizlet, which enabled them to monitor their progress and practice grammar independently.

Furthermore, interactive grammar learning methods contribute to the development of 21st-century skills, including teamwork, problem-solving, and critical thinking. This is particularly important for non-philological students, whose future professional success requires not only technical expertise but also strong communicative competence.

## CONCLUSION AND SUGGESTIONS

The present study has examined the role of interactive methods in developing grammatical competence among students of non-philological faculties, with particular attention to the higher education context of Uzbekistan. The findings clearly demonstrate that traditional grammar–translation methods, while useful for introducing grammatical rules, are insufficient to ensure that students can apply grammar effectively in real-life communication. Instead, interactive methods—such as gamification, collaborative learning, role-playing, problem-based tasks, flipped classrooms, and digital technologies—provide a richer, more engaging, and ultimately more effective approach to grammar instruction.

One of the key conclusions of this study is that interactive grammar teaching enhances not only grammatical accuracy but also broader communicative competence. Students who engaged in interactive methods demonstrated an improved ability to apply grammar in professional contexts, including technical presentations, business negotiations, and clinical case reports. This finding suggests that grammar instruction, when appropriately integrated into authentic tasks, contributes directly to students’ professional readiness.

Another important outcome of the study is the observed increase in student motivation and confidence. Many students in non-philological faculties initially perceived grammar as irrelevant or intimidating. However, through participation in interactive activities, they began to view grammar as a practical tool for achieving

specific academic and professional goals. The reduction of language anxiety was particularly notable, as students reported that collaborative and game-based learning environments made them feel more comfortable experimenting with language.

The study also highlights the role of technology in grammar learning. Digital tools such as Quizlet, Kahoot, Duolingo, and Grammarly enabled personalized learning and provided immediate feedback, thereby supporting both independent study and in-class practice. The integration of such digital tools aligns with broader trends toward educational digitization and reflects the expectations of a digitally literate student population.

From a pedagogical perspective, the findings confirm the arguments advanced by both international and Uzbek scholars: grammar should not be taught as an isolated set of rules but rather as an integral component of communication and professional development. The works of Abdurahmonov, Yoqubov, Muminova, and Karimova, when considered alongside those of scholars such as Hymes, Canale, and Swain, support the conclusion that interactive, communicative, and integrative approaches are the most effective in contemporary higher education.

In practical terms, the results of the study suggest several recommendations for curriculum designers and instructors:

- embed grammar instruction within professional disciplines so that students acquire structures relevant to their future careers;
- adopt interactive strategies systematically rather than sporadically, ensuring consistency across courses and faculties;
- provide targeted training for instructors in the use of digital tools and interactive methodologies, enabling confident and effective implementation;
- promote student-centered learning through peer review, project-based assignments, and collaborative workshops;
- continue research and pedagogical experimentation to identify the most effective interactive methods for different learner profiles and academic disciplines.

In conclusion, interactive grammar learning should be viewed not merely as a pedagogical innovation but as a necessity within the modern higher education landscape. For students in non-philological faculties, grammatical competence represents a foundational skill that underpins academic achievement, professional effectiveness, and global competitiveness. By systematically integrating interactive methods into grammar instruction, universities in Uzbekistan and beyond can more effectively prepare graduates for meaningful participation in international academic and professional communities.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

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**Ingliz tili muharriri:** Murod Xoliyorov

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