USING GAMES IN TEACHING ENGLISH GRAMMAR TO YOUNG LEARNERS

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Annotation: The article explores innovative approaches to teaching English grammar to young learners, emphasizing the effectiveness of interactive games. It highlights that traditional methods of grammar instruction are often perceived as challenging and unengaging for students. To address this, the author suggests task-based learning, collaborative exercises, technology-enhanced activities, and role-playing as means to improve student engagement and learning outcomes. These methods not only make grammar learning more enjoyable but also align with modern educational demands for practical, communicative language skills. The article underscores the need for teachers to adapt their methods to foster effective language acquisition in young learners.

Keywords: *English grammar, young learners, grammar games, interactive teaching, task-based learning, collaborative learning, technology in education, role-playing in teaching, foreign language acquisition, innovative pedagogy.*

Much has been said in the past decade concerning the tendency of pedagogy, following the footsteps of medicine, to move beyond the purely speculative stage and base its conclusions on the positive results of experimentation. Physiological and experimental psychology, which has evolved from Weber and Fechner to Wundt, is now organized into a new science that seems destined to provide the new pedagogy with the foundational preparation that the old metaphysical psychology once offered to philosophical pedagogy. Additionally, morphological anthropology applied to the physical study of children is a significant element in the development of this new pedagogy.

However, despite these promising trends, the fundamental problems of pedagogy have yet to be clearly constructed or defined. It remains a vague concept that we discuss, yet it does not truly exist as a concrete discipline. We might say that, until now, it has merely been the intuition or suggestion of a science that, with the aid of positive and experimental sciences revitalizing thought in the twentieth century, must emerge from the mist that has surrounded it. Humanity, which has created a new world through scientific progress, must also be prepared and developed through a new pedagogy.

Although numerous theories of pedagogical principles are proposed worldwide, many lack appropriate instructional materials for teachers. Seldom have books been written that present practical information directly related to daily classroom instruction. By the time Uzbekistan gained its independence, it had become apparent that little attention had been paid to the needs of practicing and student teachers of English as a Foreign Language. Despite the availability of numerous in-service and pre-service teacher training programs globally, many suffer from a lack of appropriate instructional materials. Even now, teachers seek useful ideas, suggestions, demonstrations, and examples of teaching techniques that have proven successful in the classroom—techniques that align with established theoretical principles while being practical and relevant to the real-life circumstances in which most teachers operate.

While effective teachers may share some characteristics, certain qualities differ among them depending on the subject matter they teach. Some researchers argue that the nature of the subject matter distinguishes language teachers from those in other fields. Others suggest that diverse subject matters are not the only distinctions between teachers of various subjects; rather, a teacher's beliefs, perceptions, and assumptions about teaching and teacher efficacy significantly influence how they understand and organize instruction. It is also important to study learners' perceptions about learning and teaching, as their beliefs about language learning are relevant to understanding their expectations of the course, their commitment to the class, and their opportunities for success and satisfaction in their language learning program. Moreover, investigating student beliefs about different behaviors in the language classroom is valuable in informing teachers about the diverse types of learners that need to be catered to.

In light of this, we must consider our president's speech: "Our objective is to build a system for teaching foreign languages to our young generation and to prepare specialists who can speak these languages fluently, utilizing modern pedagogical and information-communication technologies."

As a result, we face new demands in the teaching process that require innovative methods and approaches. The same is true for teaching the English language. The main aim of foreign language instruction is to develop students' speaking skills. To understand a language and express oneself correctly, one must assimilate the grammar of the language being studied. Indeed, one may know all the words in a sentence yet fail to comprehend it if one does not understand the relationships between those words. Conversely, a sentence may contain one or more unknown words, but with a solid understanding of the structure of the language, one can often infer the meanings of these words or at least look them up in a dictionary. Speaking is not possible without knowledge of grammatical structures; if a learner has developed this grammatical mechanism, he or she can produce correct sentences in a foreign language. However,

many students find learning grammar difficult and tedious, as it was traditionally taught. This is why it is essential to use new interactive activities for effective grammar teaching.

New Methods for Teaching Grammar

1. **Task-Based Learning**: This method emphasizes the use of authentic tasks that reflect real-life situations. Students engage in meaningful activities that require them to use grammar structures naturally.

2. **Collaborative Learning**: Encouraging students to work in pairs or small groups fosters communication and allows them to learn from each other. Group activities can include peer teaching and collaborative writing tasks.

3. **Technology-Enhanced Learning**: Utilizing language learning apps, online platforms, and interactive games can engage students and provide immediate feedback. Digital resources often include interactive grammar exercises that make learning more enjoyable.

4. **Role-Playing and Simulations**: Creating scenarios where students must use grammar in context can help them practice speaking and writing in a dynamic way. Role-playing allows students to experiment with language in a safe environment.

5. **Flipped Classroom**: This approach involves students learning new content at home (via videos or readings) and then applying that knowledge in class through interactive exercises. This method maximizes classroom time for practice and feedback.

6. **Storytelling and Creative Writing**: Encouraging students to create stories using specific grammar points can enhance their understanding and retention. This method promotes creativity while focusing on grammar usage.

For this reason, I have chosen "Using Games in Teaching English Grammar to Young Learners" as the focus of my manual. The aim of this manual is to demonstrate the necessity of grammar games for young learners to facilitate effective grammar teaching.

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