MAIN CHALLENGES WHILE TEACHING GRAMMAR TO NON NATIVE CHILDREN

Yusufova Madina O'tkir qizi
Student:
Akhmedova Dilora Abduvaliyevna
Advisor:

Abstract: *This article explores the primary challenges encountered when teaching grammar to non-native children. It highlights difficulties such as understanding complex rules, limited vocabulary, native language interference, lack of contextual learning, and maintaining motivation. The article also offers practical solutions to these challenges, including using visual aids, integrating vocabulary with grammar lessons, contextual learning, engaging activities, and providing constructive feedback. By addressing these issues, educators can create a more effective and enjoyable learning environment for non-native children.*

Key words: *Grammar teaching, non-native children, language acquisition, vocabulary building, native language interference, contextual learning, motivation in learning, grammar education, teaching strategies, language learning challenges.*

Teaching grammar to young learners in primary education presents several challenges due to their developmental stages, learning styles, and limited attention spans. Understanding these challenges is essential for designing effective and engaging grammar lessons that cater to the needs of young learners. Teachers often faced difficulties such as: balancing rules with real-world application, addressing diverse student abilities, motivating students to learn grammar rules, managing complex grammatical structures, dealing with irregular exceptions, ensuring understanding of context, and finding engaging teaching methods to make grammar relevant and accessible to students. Difficulties would be different in different countries because there are native and non-native grammar learners. Challenges might be its abstract nature, lack of student engagement, and practical usage issues. Now I am going to explain some of main challenges such as:

❖ Complexity and Abstract Nature of Grammar: Children need to understand grammar because grammar refers to the rules that govern sentence structure, word order, and phrase formation. However, it is often seen as too abstract for many students. Learners struggle to grasp and apply these rules because they are often taught in a theoretical manner without clear visualization. Example: topics like future continuous tense or past perfect tense can be confusing when taught without real-world application. In this case

teachers can simplify these complex concepts through tools like visual aids, storytelling, or practical examples, making grammar more accessible.

❖ Low Student Engagement: Traditional approaches to grammar teaching such as repetitive worksheets and rote memorization often fail to engage students effectively. When lessons focus solely on grammar rules and drills, learners become disinterested and fail to connect the knowledge to practical use. Example: Teaching conditional structures like "if + present simple, then + future simple" becomes tedious if not applied to realistic scenarios. Modern teaching techniques, such as games, role-play, or interactive group tasks, can make grammar instruction more engaging and relatable.

❖ Non-Native Teachers' challenges: Non-native teachers may sometimes struggle to explain grammar exceptions, idiomatic usage, or informal grammar effectively. Students may face difficulty in understanding grammar nuances when teachers lack native-like fluency or cultural context. Explaining the difference between "I am used to driving" (a habit) and "I used to drive" (a past event) it can be tricky without real-life examples. Training programs, exposure to native materials and online resources can help non-native teachers bridge these gaps.

❖ Overemphasis on Rules Instead of Practical Usage: Many teachers prioritize grammar rules rather than enabling students to use grammar fluently and naturally in speech or writing. While students may memorize rules perfectly, they often struggle to construct grammatically accurate sentences in real-world conversations. A learner may correctly conjugate verbs on paper but lack the confidence to use them in conversation. Teachers should implement communicative methods, like task-based learning, dialogues, and discussions, to prioritize grammar usage over memorization.

❖ Managing Mixed Proficiency Levels: In many classrooms, students have varying levels of grammar knowledge, which makes it difficult for teachers to cater to everyone effectively. Beginners may need help with basic tenses, while advanced students may feel unchallenged by simple lessons. Differentiated teaching strategies can address this issue: Group students based on proficiency levels. Provide extra tasks for advanced learners. Use digital tools, like grammar apps, for personalized learning experiences. [12]

❖ Native Language Interference: Learners often transfer sentence structures or grammar rules from their native language, leading to errors in the target language. Example: In some languages, adjectives follow nouns. For example: "house red instead of red house" which causes errors when learning English grammar. This interference frustrates both learners and teachers and hinders progress. Teachers should explicitly highlight these differences and provide comparative examples to clarify common errors.

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[12] . Bhornbury, S. (1999). How to Teach Grammar. Longman.

❖ **Teaching Grammar in Isolation:** When grammar is taught as an isolated subject students fail to see its practical relevance in communication. A student may learn how to form the past perfect tense but struggle to use it effectively in a story or real conversation. Grammar lessons should be integrated into real-life contexts. Activities like storytelling, role-playing, and real-world examples allow students to understand and apply grammar naturally.

❖ **Time Constraints and Curriculum Demands:** Limited classroom time and pressure to complete the curriculum often force teachers to rush grammar lessons. Students miss out on sufficient practice and reinforcement of key grammar concepts, leading to shallow understanding. Teachers can prioritize essential grammar points and incorporate grammar instruction into other language skills, such as writing tasks, reading activities, or speaking exercises.

❖ **Limited Practice and Inadequate Feedback:** Students often get minimal practice opportunities, and feedback on their errors may be delayed or unclear. A teacher may correct a student's sentence but fail to explain the reason behind the correction, leaving the learner confused. Impact: Without constructive feedback, students are likely to repeat the same mistakes. Solution: Teachers should provide timely and detailed feedback, utilize peer correction techniques, and encourage the use of grammar-checking for[13] self-assessment

Young learners often fear making grammar mistakes in class, which causes anxiety and hinders active participation, particularly in speaking tasks. This fear slows learning and creates a negative classroom environment. Teachers can foster a positive and supportive atmosphere where mistakes are viewed as learning opportunities. By focusing on fluency first and accuracy second, teachers can build students' confidence and reduce anxiety. Teaching grammar presents numerous challenges due to its abstract nature, lack of student engagement, and practical usage issues. Teachers must adopt modern methods that promote interactive learning, address individual learner needs, and create a supportive environment. By shifting the focus from memorizing rules to using grammar as a tool for effective communication, educators can make grammar lessons meaningful, engaging, and successful. The formation of grammatical categories is based on a generalized meaning common to all grammatical units within the category. This shared meaning recurs within the category. However, each possesses a distinct meaning that differentiates it from the others. These unique meanings form the foundation of opposition among category components.

[13] Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press.

ANIQ INTEGRALNING TATBIQLARI

Xoliqov To`lqin Boltaevich

O`zbekiston Respublikasi Ichki ishlar vazirligi Qashqadaryo akademik litseyi matematika fani o`qituvchisi
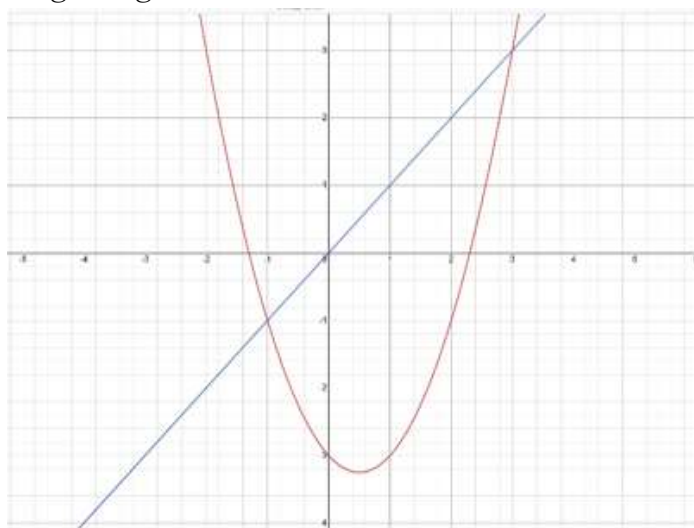
Annotatsiya: *Ushbu maqolada yuzalarni integral yordamida hisoblash va egri chiziqlar biolan chegaralangan sohalarda yuzalarni hisoblash o`rganiladi.*

Kalit so`zlar: *integral, egri chiziqli trapetsiya, soha yuzi.*
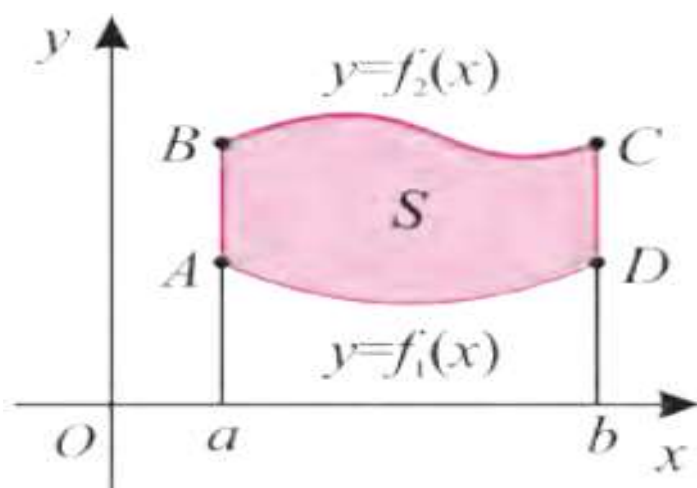
Rasmdagi ABCD shakl yuzi S hisoblansin .

Ravshanki, bu shaklning S yuzi $aBCb$ va $aADb$ egri chiziqli trapetsiyalar yuzlarining ayirmasiga teng:

$$S = \int_a^b f_2(x)dx - \int_a^b f_1(x)dx = \int_a^b (f_2(x) - f_1(x))dx$$

formula $f_2(x) \geq f_1(x)$ shartni qanoatlantiradigan uzluksiz funksiyalar uchun to'g'ridir.

1-misol: $y = x$ to`g`ri chiziq va $y = x^2 - x - 3$ parabola bilan chegaralangan shakl yuzini hisoblang.

1) $y = x$ va $y = x^2 - x - 3$ chiziqlarning kesishish nuqtalarini topamiz:

2) $x = x^2 - x - 4$ tenglamadan $x_1 = -1$, $x_2 = 3$

Demak, chiziqlar $(-1; -1), (3; 3)$ nuqtalarda

kesishadi. Ravshanki, $(-1; 3)$ oraliqda $y = x$

funksiya grafigi $y = x^2 - x - 3$ funksiya grafigidan

yuqorida yotadi .

U holda yuqoridagi formulada $a = -1, b = 3$, $f_2(x) = x$,

$f_1(x) = x^2 - x - 3$ desak, izlanayotgan yuz yuqoridagi formulaga asosan topiladi.

$$S = \int_{-1}^3 \big(x - (x^2 - x - 3)\big)dx = \int_{-1}^3 \big((-x^2 + 2x + 3)\big)dx = \left(-\frac{x^3}{3} + x^2 + 3x\right)\Big|_{-1}^3 =$$

$-9 + 9 + 27 = 27$ (kv. birlik).

Biz bu misolda aniq integralni egri chiziqli soha yuzini hisoblashga tadbiq qilgan holda kivadrat funksiya va to`g`ri chiziqli funksiyalar kesishishidan hosil qilgan sohay uzini topishdagi amaliy mashqlarni yechishga tadbiqini ko`rib chiqdik.

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