

LINGUISTIC AND METHODOLOGICAL FOUNDATIONS OF TEACHING GRAMMAR IN ENGLISH AND UZBEK LANGUAGE LEARNING

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Abstract

This article discusses the linguistic and methodological foundations of teaching grammar in English and Uzbek language learning. Grammar is considered not only as a system of rules, but also as an essential component of communicative competence, language accuracy and meaningful speech production. The article analyzes the role of grammar in foreign and native language education, the relationship between grammatical knowledge and communicative skills, and the methodological principles of teaching grammar effectively. Special attention is paid to the comparison of English and Uzbek grammatical systems, including differences in word order, tense, aspect, voice, articles, cases and sentence structure. The study also examines modern methods of grammar teaching, such as inductive and deductive approaches, contextualized grammar teaching, communicative grammar practice, contrastive analysis and task-based activities. The article concludes that effective grammar teaching should combine linguistic explanation, practical usage, comparison, communication and learner-centered methods.

Keywords: Grammar teaching, English language learning, Uzbek language learning, linguistic foundations, methodological approach, communicative competence, contrastive analysis, grammar competence.

Introduction

Grammar has always occupied an important place in language learning and language teaching. Without grammar, language becomes a collection of separate words that cannot fully express clear, logical and meaningful ideas. Grammar helps learners organize words into phrases, phrases into sentences and sentences into coherent speech. Therefore,

grammar is not simply a set of mechanical rules; it is the structural foundation of communication.

In English and Uzbek language learning, grammar plays a particularly important role because these two languages belong to different language families and have different grammatical systems. English is a Germanic language with a relatively fixed word order, developed tense-aspect forms, auxiliary verbs and articles. Uzbek, on the other hand, is a Turkic language with agglutinative structure, rich case endings, postpositions and flexible word order. These differences create both challenges and opportunities in the teaching and learning process.

For many years, grammar teaching was often associated with memorizing rules and doing written exercises. Traditional grammar lessons mainly focused on definitions, paradigms and sentence analysis. However, modern language teaching requires a broader view of grammar. Today, grammar is understood as a practical tool for communication. Learners need grammar not only to pass tests, but also to speak, write, understand texts and express their thoughts accurately.

The importance of grammar in language learning has been emphasized by many scholars. M. Celce-Murcia states that grammar instruction becomes effective when it is connected with meaning, use and communication rather than taught as isolated rules¹. This idea is especially relevant for English and Uzbek language learning, because learners should understand how grammatical forms function in real speech.

The aim of this article is to analyze the linguistic and methodological foundations of teaching grammar in English and Uzbek language learning. The article focuses on the theoretical role of grammar, differences between English and Uzbek grammar, major methodological approaches to grammar teaching and practical ways of improving grammar instruction.

Grammar teaching has been widely studied in linguistics, applied linguistics and methodology. Traditional linguists viewed grammar as a system of rules that describes the structure of a language. From this point of view, grammar explains how words change their forms and how they are combined into sentences. In language education, this approach helped teachers present grammatical categories such as tense, number, case, voice, mood and sentence structure.

In English language teaching, grammar has been discussed by scholars such as H. Douglas Brown, Jeremy Harmer, Marianne Celce-Murcia, Diane Larsen-Freeman and Penny Ur. These scholars emphasize that grammar should not be separated from language use. Grammar is necessary for accuracy, but it should be taught in connection with speaking, writing, reading and listening. According to Larsen-Freeman, grammar is not only a matter

¹ Celce-Murcia M. Teaching English as a Second or Foreign Language. – Boston: Heinle & Heinle, 2001. – P. 251–266.

of form, but also meaning and use; therefore, students should learn how a grammatical structure is formed, what it means and when it is used².

In Uzbek linguistics, the study of grammar has also developed deeply. Uzbek scholars such as A. Hojiyev, N. Mahmudov, A. Nurmonov, R. Sayfullayeva, B. Mengliyev, H. Jamolxonov and others have made important contributions to the analysis of Uzbek grammatical structure. Their works explain the morphological and syntactic features of Uzbek, including word formation, parts of speech, case system, verb forms, sentence structure and functional aspects of grammar.

N. Mahmudov and A. Nurmonov note that grammatical forms should be studied together with meaning and speech function, because grammar is closely connected with real communication³. This view is very important for grammar teaching. If students only memorize grammar rules without understanding their communicative function, their knowledge remains passive. However, if they learn grammar through meaningful examples and practical use, they can apply it in speech and writing.

Contrastive linguistics is also important in teaching grammar in English and Uzbek contexts. Since English and Uzbek have different grammatical systems, learners often make errors because they transfer patterns from their native language into the foreign language. For example, Uzbek learners of English may have difficulty using articles because Uzbek has no article system. They may also struggle with English tense-aspect forms because Uzbek expresses time and aspect differently. Therefore, grammar teaching should include comparison between English and Uzbek where necessary.

The article uses descriptive, comparative and methodological analysis. The descriptive method is used to explain the role and nature of grammar in language learning. The comparative method is applied to identify similarities and differences between English and Uzbek grammatical systems. The methodological analysis is used to examine effective approaches to teaching grammar.

The research is based on theoretical works in English language teaching methodology, Uzbek grammar and general linguistics. The article also relies on practical observation of common grammar learning difficulties among students who study English and Uzbek. The main focus is on how grammar can be taught more naturally, meaningfully and effectively. Grammar is the internal system of a language. It organizes linguistic units and makes speech understandable. Every language has its own grammar, even if speakers do not consciously know its rules. Native speakers use grammar naturally, while language learners often need explicit explanation and practice to master grammatical structures.

² Larsen-Freeman D. *Teaching Language: From Grammar to Grammmaring*. – Boston: Heinle & Heinle, 2003. – P. 34–45.

³ Mahmudov N., Nurmonov A. *O‘zbek tilining nazariy grammatikasi*. – Toshkent: O‘qituvchi, 1995. – B. 115–123.

From the linguistic point of view, grammar includes morphology and syntax. Morphology studies the forms of words and how they change. Syntax studies how words are combined into phrases and sentences. In English, morphology is relatively limited compared with Uzbek. English uses auxiliary verbs, word order and function words to express many grammatical meanings. Uzbek, however, uses suffixes extensively. For example, the Uzbek word *kitoblarimizdan* can express several grammatical meanings in one word: *kitob + lar + imiz + dan* – “from our books”. In English, the same meaning is expressed by separate words.

This difference is very important in teaching grammar. English learners need to understand the role of word order, auxiliary verbs and prepositions. Uzbek learners need to understand suffixes, cases, possessive endings and postpositions. When students compare these systems, they can better understand why direct translation often causes mistakes.

For example, English word order is usually Subject + Verb + Object:

The student reads a book.

In Uzbek, the typical order is Subject + Object + Verb:

Talaba kitob o'qiydi.

This difference may cause Uzbek learners of English to produce incorrect sentences such as *The student a book reads*. Therefore, teaching English grammar to Uzbek learners should pay special attention to word order.

Another important difference is the article system. English uses definite and indefinite articles: *a, an, the*. Uzbek does not have direct equivalents of these articles. As a result, students often omit articles or use them incorrectly. For example, they may write *I bought book* instead of *I bought a book*. This error is not simply a mistake in one word; it reflects a deeper grammatical difference between English and Uzbek.

Verb tense is another complex area. English has several tense-aspect forms such as Present Simple, Present Continuous, Present Perfect and Past Perfect. Uzbek expresses time mainly through verb endings and context. For example, English distinguishes *I have written the letter* and *I wrote the letter*, while Uzbek may translate both depending on context as *Men xat yozdim* or *Men xatni yozib bo'ldim*. Because of this, learners need not only rules, but also many contextual examples.

In modern methodology, grammar is considered part of communicative competence. Communicative competence means the ability to use language correctly and appropriately in different situations. It includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence refers to the ability to use grammar rules correctly. However, grammar alone is not enough for successful communication. A student may know the rule of Present Perfect, but if he or she cannot use it in conversation or writing, the knowledge remains incomplete. Therefore, grammar should be taught as a means of communication.

For example, when teaching the Present Perfect tense, the teacher should not only explain the structure *have/has + past participle*. Students should also understand when and why it is used:

I have finished my homework.

She has visited Samarkand.

We have already discussed this problem.

These examples show that the tense is connected with experience, result and completed action relevant to the present. If grammar is presented in such a meaningful way, learners understand both form and function.

The same principle applies to Uzbek grammar teaching. For example, when teaching Uzbek case endings, students should not only memorize the names of cases. They should learn how cases function in real sentences:

kitobni o'qidim - object

kitobdan foydalandim - source

kitobga qaradim - direction

kitobda yozilgan - location

In this way, grammar becomes meaningful and practical. It helps students speak and write more accurately.

There are several important methodological approaches to teaching grammar. The first is the **deductive approach**. In this approach, the teacher first explains the rule and then gives examples and exercises. For example, the teacher explains the structure of the passive voice:

Subject + be + past participle

Then students practice sentences such as:

The letter was written.

The room is cleaned every day.

The project will be completed soon.

The deductive approach is useful when the grammar topic is difficult or when students need clear explanation. It saves time and gives learners a systematic understanding of the rule. However, if used too much, it may make the lesson teacher-centered and mechanical.

The second approach is the **inductive approach**. In this approach, students first see examples and then discover the rule themselves. For example, the teacher writes several sentences on the board:

The book was translated into Uzbek.

The window was broken.

The results were analyzed.

The decision was made yesterday.

Students observe the examples and identify the structure. Then the teacher helps them formulate the rule. This approach develops learners' analytical thinking and makes them more active. It is especially useful for higher-level students.

The third approach is **contextualized grammar teaching**. In this approach, grammar is taught through texts, dialogues, situations and real-life contexts. Instead of presenting isolated sentences, the teacher uses meaningful material. For example, passive voice can be taught through a short news report:

A new school was opened in the district yesterday. The building was constructed in eight months. Modern classrooms were equipped with digital technologies.

After reading the text, students analyze the passive forms and discuss why they are used. This method helps learners understand grammar as part of real communication.

The fourth approach is **communicative grammar practice**. In traditional grammar lessons, students often complete gap-filling exercises. Such exercises are useful, but they are not enough. Learners also need to use grammar in speaking and writing. For example, after learning comparative adjectives, students can compare two cities, two professions or two educational systems. After learning passive voice, they can describe how something is made:

Bread is made from flour.

Cotton is grown in many regions of Uzbekistan.

Books are published by different publishing houses.

D. Larsen-Freeman argues that grammar teaching should include form, meaning and use together⁴. This means that students should know how a structure is formed, what it means and how it is used in communication.

The fifth approach is **contrastive grammar teaching**. This approach is especially important in English and Uzbek language learning. The teacher explains similarities and differences between two languages. For example:

English: *I am reading a book.*

Uzbek: *Men kitob o'qiyapman.*

English uses the auxiliary verb *am* and the *-ing* form. Uzbek uses the verb form *o'qiyapman*. By comparing these forms, students understand the structure better. Another example:

English: *The article was written by the student.*

Uzbek: *Maqola talaba tomonidan yozildi.*

Here, students can see how passive meaning is expressed in both languages. This comparison helps prevent literal translation errors and strengthens grammatical awareness.

Uzbek learners of English face specific grammar difficulties because Uzbek and English differ significantly. One of the most common difficulties is the use of articles. Since Uzbek has no articles, students may not understand why English requires *a*, *an* or *the*. Teachers should explain articles not only as rules, but also through meaning. For example:

⁴ Larsen-Freeman D. Teaching Language: From Grammar to Gramming. – Boston: Heinle & Heinle, 2003. – P. 50–62.

I saw a dog. – one dog, not specific

The dog was black. – the same dog, already known

Another difficulty is English tense-aspect forms. Uzbek learners often use Present Simple instead of Present Continuous or Past Simple instead of Present Perfect. To overcome this, teachers should use timelines, situations and contrastive examples:

I read books every day. – habit

I am reading a book now. – action at the moment

I have read this book. – completed experience or result

Prepositions are also difficult because Uzbek often uses case endings or postpositions where English uses prepositions. For example:

in the room – *xonada*

to school – *maktabga*

from Tashkent – *Toshkentdan*

with my friend – *do'stim bilan*

Students should practice prepositions in phrases and sentences, not as isolated lists. Visual materials, pictures and real-life examples are useful in this process.

Word order is another important area. English has relatively fixed word order, while Uzbek allows more flexibility. Teachers should give students many sentence-building tasks. For example, students can arrange words into correct English sentences: *go / I / to university / every day* → *I go to university every day.* This type of activity helps learners develop syntactic awareness.

Passive voice also causes difficulties. Uzbek learners may translate passive sentences too literally or avoid them completely. Teachers should show when passive voice is natural in English and how it can be translated into Uzbek. For example:

The room is cleaned every morning.

Xona har kuni ertalab tozalanadi.

But:

The lesson was explained by the teacher.

O'qituvchi darsni tushuntirdi.

This comparison helps students understand that passive forms do not always correspond directly in translation.

Teaching Uzbek grammar to English-speaking learners also has its own challenges. English-speaking learners may find Uzbek suffixes difficult because one Uzbek word can contain many grammatical meanings. For example:

uylarimizdan – from our houses

do'stlaringa – to my friends

kitoblaringizni – your books as object

Teachers should present Uzbek suffixes gradually and systematically. It is useful to show the order of suffixes: root + plural + possessive + case. For example:

kitob + lar + im + dan

kitoblarimdan – from my books

Case endings are another difficult area. Uzbek has several cases, and each has different functions. English learners may try to translate them with prepositions, but one Uzbek case may correspond to different English prepositions depending on context. For example: *-ga* may mean *to*, *for* or sometimes *at*:

maktabga bordim – I went to school

ukamga oldim – I bought it for my brother

Therefore, Uzbek cases should be taught through context and examples.

Uzbek verb forms are also rich and complex. Learners should understand tense, aspect, mood, negation and person-number endings. For example:

boraman – I go / I will go

boryapman – I am going

bordim – I went

bormadim – I did not go

borsam – if I go

These forms should not be taught only as tables. They should be practiced through dialogues, short stories and communicative tasks.

Exercises are an important part of grammar teaching, but they should be varied. Traditional exercises such as gap-filling, transformation and sentence correction are useful for developing accuracy. However, they should be followed by communicative exercises that require students to use grammar in meaningful speech.

Grammar exercises can be divided into three stages: controlled practice, semi-controlled practice and free practice.

Controlled practice focuses on accuracy. For example:

Fill in the blanks with the correct form of the verb.

Semi-controlled practice gives students more freedom. For example:

Write five sentences about your daily routine using Present Simple.

Free practice allows students to use grammar creatively. For example:

Work in pairs and discuss how education has changed in the last ten years.

This gradual movement from rule to use is important. If students only do controlled exercises, they may know grammar theoretically but fail to use it in communication. If they only do free speaking without grammar support, they may develop fluency but continue making the same mistakes. Therefore, both accuracy and fluency should be balanced.

One common problem in grammar teaching is overemphasis on rules. Some students can recite rules correctly, but they cannot use them in speech. This happens when grammar is taught separately from communication. To solve this problem, teachers should provide examples, situations and practical tasks.

Another problem is the use of isolated sentences. Isolated sentences may be useful for explanation, but real grammar functions in context. Therefore, teachers should use short texts, dialogues, stories and real communicative situations.

The third problem is native language interference. Learners often transfer grammatical patterns from their mother tongue into the target language. Uzbek learners of English may omit articles, confuse prepositions or use Uzbek word order in English. English learners of Uzbek may misuse case endings or suffix order. Teachers should predict these difficulties and address them through comparison.

The fourth problem is lack of motivation. Grammar is sometimes seen as boring or difficult. To make grammar lessons more interesting, teachers can use games, group work, problem-solving tasks, digital tools and real-life examples. Grammar should be presented as a useful tool, not as a burden.

The fifth problem is insufficient feedback. Students need clear feedback on their grammar mistakes. However, correction should be done carefully. If the teacher corrects every mistake during speaking, students may lose confidence. It is better to correct serious or repeated mistakes and give delayed feedback after the activity.

Jeremy Harmer emphasizes that grammar teaching should help learners notice patterns, understand their use and practice them in meaningful contexts.⁵ This means that the teacher's role is not only to explain grammar, but also to create conditions for students to observe, practice and use grammar naturally.

Conclusion

Grammar is one of the most important components of English and Uzbek language learning. It provides the structural basis for meaningful communication and helps learners express their thoughts clearly and accurately. However, grammar should not be understood only as a set of abstract rules. It should be taught as a living system that functions in real speech.

The linguistic analysis shows that English and Uzbek have different grammatical systems. English grammar is characterized by fixed word order, auxiliary verbs, articles, prepositions and tense-aspect forms. Uzbek grammar is characterized by agglutinative structure, case endings, possessive suffixes, postpositions and flexible word order. These differences create specific challenges for learners and require careful methodological planning.

The methodological analysis proves that effective grammar teaching should combine rule explanation, contextual examples, comparison, practice and communication. Deductive and inductive approaches should support each other. Grammar should be practiced through texts, dialogues, tasks, games, writing activities and speaking exercises. Teachers should help students understand not only how a grammatical form is made, but also what it means and when it is used.

The article also emphasizes the importance of contrastive analysis in English and Uzbek language learning. By comparing grammatical structures of the two languages, students can better understand difficult topics and avoid common errors. Such comparison is especially useful in teaching articles, word order, tense-aspect forms, passive voice, prepositions and Uzbek case endings.

In conclusion, grammar teaching should be accurate, meaningful and communicative. A successful grammar lesson does not only explain rules; it helps learners use those rules in real communication. Therefore, the linguistic and methodological foundations of grammar teaching should be studied together. Only then can grammar become an effective tool for developing language competence in both English and Uzbek learning contexts.

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