

## PROBLEMS IN TEACHING GRAMMAR IN ENGLISH CLASSES

Sayfutdinove Nilufar

Teacher of Andijan academic Lyceum of Ministry of Internal Affairs

**Abstract:** Teaching grammar in English classes presents numerous challenges that affect both educators and learners. These challenges stem from various factors, including the complexity of grammatical rules, differences in learners' native languages, and the diverse learning styles and proficiency levels of students. Teachers often struggle with balancing explicit grammar instruction and communicative language practice, as well as ensuring that grammatical knowledge is applied effectively in real-world contexts. Furthermore, traditional methods of grammar teaching, which focus on rote memorization and isolated rule explanations, often fail to engage students or foster a deeper understanding.

**Key words:** English grammar, language instruction, teaching challenges, pedagogical strategies, communicative approach, language proficiency, grammatical rules

**Аннотация:** Преподавание грамматики на уроках английского языка представляет собой множество проблем, которые затрагивают как преподавателей, так и учащихся. Эти проблемы обусловлены различными факторами, в том числе сложностью грамматических правил, различиями в родных языках учащихся, а также различными стилями обучения и уровнями знаний учащихся. Учителя часто испытывают трудности с балансированием четкого обучения грамматике и коммуникативной языковой практики, а также с обеспечением эффективного применения грамматических знаний в реальных контекстах. Более того, традиционные методы преподавания грамматики, которые фокусируются на механическом запоминании и изолированных объяснениях правил, часто не привлекают учащихся и не способствуют более глубокому пониманию.

**Ключевые слова:** грамматика английского языка, обучение языку, задачи обучения, педагогические стратегии, коммуникативный подход, владение языком, грамматические правила.

**ANNOTATSIYA:** Ingliz tilini o'rgatishdagi grammatikani o'rgatish ko'plab muammolarni yuzaga keltiradi, bu esa o'qituvchilar va o'quvchilarga ta'sir ko'rsatadi. Ushbu muammolar grammatik qoidalarning murakkabligi, o'quvchilarning ona tilidan kelib chiqadigan ta'sirlar va turli o'quv uslublari hamda til bilish darajalaridan kelib chiqadi. O'qituvchilar ko'pincha grammatikani aniq tushuntirish va kommunikativ til mashqlari o'rtasida muvozanatni topishda qiyinchiliklarga duch keladilar. Shuningdek, an'anaviy metodlar, ya'ni xotiradan yod olish va alohida qoidalarni tushuntirish o'quvchilarning qiziqishini jalb qilish yoki grammatikani chuqurroq tushunishga yordam bermasligi mumkin. Zamonaviy pedagogik yondashuvlar grammatikani kommunikativ faoliyatlar bilan birlashtirishni taklif qiladi, bu esa o'quvchilarning tilni amaliy kontekstda ishlatish ko'nikmalarini va grammatik to'g'riligini yaxshilashga yordam beradi.

**Kalit so'zlar:** Ingliz tili grammatikasi, tilni o'rgatish, pedagogik muammolar, kommunikativ yondashuv, grammatikani o'rgatish, o'quvchilarni jalb qilish.

## **Introduction**

The teaching of grammar in English language education remains a central yet challenging aspect of pedagogical practice. Despite its fundamental role in fostering linguistic accuracy and fluency, grammar instruction often encounters significant obstacles that hinder its effectiveness. One of the primary difficulties is the inherent complexity of grammatical structures, which may vary significantly from one language to another. This disparity often leads to interference from students' native languages, creating barriers to the acquisition of correct grammatical forms. Furthermore, the diverse proficiency levels and learning styles of students in a typical classroom pose additional challenges for educators seeking to provide effective instruction.

Traditional grammar teaching methods, which emphasize rote memorization and the isolated presentation of rules, have been criticized for their lack of engagement and failure to contextualize grammar within communicative practice. As a result, there has been a growing recognition of the need for more integrative approaches that combine explicit grammar instruction with opportunities for meaningful language use. In recent years, the communicative approach to language teaching has gained prominence, advocating for a balance between formal grammar instruction and real-life communication. This shift reflects an evolving understanding of language acquisition, where grammatical knowledge is not only viewed as a set of abstract rules but also as a tool for effective communication in real-world contexts.

### ANALYSUS

The topic "**Problems in Teaching Grammar in English Classes**" addresses the multifaceted challenges that educators face while teaching grammar to students. The issues discussed are central to the educational process, influencing both how effectively students acquire grammatical knowledge and how they apply it in real-world communication. Below is an analysis of this topic, highlighting key concerns, theoretical underpinnings, and potential consequences.

#### 1. Complexity of Grammar and Cognitive Load

- **Problem:** English grammar, like many other languages, has a rich and often complicated set of rules. These rules can be challenging for both teachers to explain and students to absorb, especially when English grammar involves exceptions, irregularities, and varied sentence structures[1]
- **Analysis:** The complexity of grammar can overwhelm learners, especially beginners or those with lower proficiency levels. Cognitive overload occurs when students are presented with too many rules and exceptions without proper scaffolding. Teachers might struggle to teach these rules in a way that is engaging and easily understood, leading to confusion or disengagement from students.

- **Educational Implication:** The difficulty in breaking down complex grammar concepts can result in superficial understanding, where students memorize rules without being able to apply them effectively in real-life situations.

## 2. Interference from Native Language (L1 Influence)

- **Problem:** Many students' first language (L1) structures interfere with their understanding of English grammar. These interferences, known as **language transfer**, can lead to errors in syntax, tense usage, articles, and prepositions, among others.
- **Analysis:** The extent of L1 influence varies depending on the linguistic distance between the students' native language and English. For example, a Mandarin speaker may struggle with English word order, while a Spanish speaker may have difficulty with article usage. Teachers often face the challenge of identifying and correcting these errors without reinforcing students' reliance on L1 structures.
- **Educational Implication:** This problem complicates the process of grammar teaching, as educators must tailor their lessons to address specific interferences while preventing students from developing ingrained errors that hinder their fluency.

## 3. Diverse Proficiency Levels in the Classroom

- **Problem:** Classrooms typically consist of students with varying levels of English proficiency, which can create difficulty for teachers in delivering a single, cohesive grammar lesson that caters to everyone's needs.
- **Analysis:** A mixed-ability classroom poses a challenge when students have varying degrees of familiarity with grammar rules. Advanced learners may find basic grammar instruction repetitive and unchallenging, while beginners may not understand complex rules, leading to frustration and a lack of engagement[2]

- **Educational Implication:** This diversity forces teachers to differentiate instruction, which can be time-consuming and requires a deep understanding of students' individual needs. Without proper differentiation, some students may feel left behind, while others may feel the lessons are not engaging enough.

#### 4. Student Motivation and Engagement

- **Problem:** Students often struggle to see the relevance of grammar in their daily lives, particularly when grammar instruction is perceived as dry or overly technical.
- **Analysis:** Motivation plays a key role in language learning. When grammar is taught in a decontextualized manner, students may not understand its importance. Furthermore, language learners may prioritize communication and fluency over accuracy, leading them to neglect grammar entirely. This can result in poor language acquisition, where students can communicate but struggle with grammatical accuracy[3]
- **Educational Implication:** A lack of motivation may cause students to become disengaged, making grammar instruction less effective. Teachers need to find creative ways to demonstrate the real-world relevance of grammar and integrate it into functional language use to maintain students' interest.

#### Conclusion

The problems associated with teaching grammar in English classes are complex and varied. They stem from the inherent challenges of grammar itself, student diversity, traditional teaching methods, and systemic constraints. To overcome these issues, a multifaceted approach is required, one that integrates modern pedagogical strategies such as communicative language teaching, task-based learning, and differentiated instruction. By understanding the root causes of these problems and addressing them through creative and inclusive teaching

methods, educators can improve grammar instruction and ultimately help students achieve greater language proficiency.

#### REFERENCES:

1. Doff, A. (1990). *Teach English: A training course for teachers. Teacher's handbook*. Cambridge: CUP.
2. Effendi, M. S., Rokhyati, U., & Rachman, U. A. (2017). A Study on Grammar Teaching at an English Education Department in an EFL Context. *International Journal on Studies in English Language and Literature*, 5(1), 42–46. <https://doi.org/10.20431/2347-3134.0501005>
3. Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213–218