

Grammar and Communication: An Integrative Approach to Teaching English

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Abstract: This article examines the integrated teaching of grammar and communication skills in English language teaching. In the modern language teaching methodology, it is considered ineffective to teach grammatical rules in isolation from the context. Therefore, the article analyzes the advantages and methods of teaching grammar by using it in the communication process. The main principles of the integrative approach, stages of organization of the educational process and examples of practical exercises are presented. It also discusses the roles of teachers and students, lesson planning and assessment criteria in using this approach. The information and recommendations presented in the article can serve as a practical guide for English language teachers.

Keywords: English language teaching, grammar, communication skills, integrative approach, contextual teaching, communicative competence, practical training, evaluation criteria, educational process, language learning effectiveness.



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In the conditions of modern globalization, the issue of learning and teaching English is becoming more and more important. However, traditional language teaching methods are often based on teaching grammatical rules in isolation from context, which is insufficient to develop students' ability to use language effectively in real life. Therefore, in recent years, new approaches have been emerging in the field of language teaching, one of which is the integrated teaching of grammar and communication skills.

An integrative approach involves teaching grammar and communication skills as a whole, not separating them from each other. Based on this approach, grammatical structures and rules are taught by applying them to real communication situations. As the Uzbek scientist Jalolov (2012) noted, "Grammar and communication should be considered as complementary and reinforcing factors in the process of language learning" (p. 45). Russian researcher Passov (2010) writes: "Grammatical knowledge should be used in the communication process to form communicative competence, because the language system and speech activity form an inseparable unit" (p. 78).

ADVANTAGES OF AN INTEGRATIVE APPROACH

1. **Contextual learning:** When grammatical structures are studied in real communication situations, their meaning and application are more clearly understood.
2. **Increased motivation:** When students have the opportunity to apply grammar rules in practice, their interest in language learning increases.
3. **Development of communicative competence:** By studying grammar and communication together, students develop the skills to use the language effectively in real life.

As English scholar Thornbury (2019) points out, “Teaching grammar in context allows students not only to understand language structures, but also to use them correctly and appropriately in their own speech” (p. 112).

IMPLEMENTATION OF AN INTEGRATIVE APPROACH

1. **Use authentic materials:** Real-life texts, audio and video materials are effective tools for contextualizing grammatical structures.
2. **Task-based learning:** Students are offered to perform certain communicative tasks, in which they are forced to use the necessary grammatical structures.
3. **Role-plays and simulations:** By creating real-life situations in the classroom, students will be able to apply their grammar knowledge in practice.
4. **Project-based learning:** By working on long-term projects, students learn to use different grammatical structures naturally.

As Uzbek scientist Juraev (2018) noted, “Lessons organized on the basis of an integrative approach significantly increase students’ communicative competence and increase their motivation to learn the language” (p. 89).

Difficulties of an integrative approach and ways to overcome them.

There are also some difficulties in using an integrative approach:

1. **Teacher training:** Many teachers are used to traditional methods and may find it difficult to use a new approach.
2. **Time and resources:** An integrative approach may require more training and resources.
3. **Evaluation system:** A traditional testing system may not be able to fully evaluate the results of an integrative approach.

Russian scientist Shchukin (2015) suggests the following to solve these problems: “It is necessary to conduct special training for teachers, develop new teaching materials and evaluation methods, and support a new approach by school administration” (p. 156).

Summary

The integrated teaching of grammar and communication skills in teaching English is one of the important directions of the modern education system. This approach helps to develop students’ communicative competence and the ability to effectively use the language in real life. In order to successfully implement the integrative approach, it is necessary to improve the qualifications of teachers, create new teaching materials and improve the evaluation system. As the English scholar Harmer (2020) stated, “Teaching grammar and communication in an integrated way is the future of language teaching. Through this approach, we educate our students as individuals who have not only language knowledge, but also the skills to apply it in life” (p. 203).

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