

GRAMMATICAL PROBLEMS AND THEIR SOLUTIONS IN ENGLISH LANGUAGE TEACHING

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Abstract: *The teaching of English as a second or foreign language often encounters various grammatical challenges that hinder the effective acquisition of linguistic competence. These problems, ranging from issues in tense usage, sentence structure, articles, prepositions, and subject-verb agreement, can impede learners' ability to communicate accurately and fluently. This paper aims to explore common grammatical problems faced by learners in English language teaching (ELT) and propose effective solutions. It discusses how these challenges arise due to differences in syntactic structures between English and the learners' native languages, as well as cognitive factors influencing language acquisition. The paper examines various pedagogical strategies, including explicit grammar instruction, communicative teaching methods, error correction techniques, and the integration of technology to address these issues.*

Key words: grammatical challenges, English language teaching, second language acquisition, pedagogical strategies.

Grammatical proficiency plays a crucial role in the effective acquisition of English as a second or foreign language. For learners of English, the mastery of grammar is often a major challenge due to the complex and sometimes irregular rules that govern the language. Grammatical problems in English language teaching (ELT) are multifaceted and can range from incorrect tense usage and word order to issues with articles, prepositions, and subject-verb agreement. These challenges are often exacerbated by the structural differences between English and the learners' native languages, as well as cognitive factors such as interference and fossilization.

Addressing these grammatical issues requires a multifaceted approach that not only identifies the underlying causes but also implements effective pedagogical strategies to facilitate understanding and correct usage. This paper seeks to analyze common grammatical problems encountered by students and to propose practical solutions for ELT practitioners. By exploring both theoretical and practical aspects of grammar teaching, this work aims to offer insights into overcoming these obstacles, thereby enhancing students' grammatical accuracy, communicative competence, and overall language proficiency.

Analysis

Grammatical problems in English language teaching arise from several sources, both linguistic and cognitive. One of the primary factors contributing to these issues is **language transfer**, where learners apply the grammar rules of their native language to English. For example, in many languages, word order or subject-verb agreement rules differ significantly from English, leading to frequent errors such as "*She can sings*" instead of "*She can sing*." This is particularly common in learners whose first languages are syntactically different from English, such as speakers of Asian or Slavic languages[1]

Another common problem is **tense usage**, which is often confusing for non-native learners. English has a complex system of tenses, including various aspects (e.g., present continuous, present perfect, etc.), which do not always exist in the same form or with the same rules in other languages. For example, learners may struggle with sentences like "*I have lived here for five years*" because their native language might not distinguish between present perfect and simple past tense in the same way.

Prepositions also pose significant challenges, as they do not always directly translate from one language to another. For instance, in English, we say "*interested in*", but in other languages, such as Spanish or German, a different preposition might be used. This creates confusion among learners and results in frequent errors like "*I am interested about the book*" instead of "*I am interested in the book*."

To address these issues, teachers must adopt targeted **pedagogical strategies**. One effective method is **explicit grammar instruction**, where teachers explain the rules and structures in a clear, systematic manner. This is especially helpful in the early stages of learning when students need a solid understanding of grammatical foundations. However, over-reliance on explicit instruction can lead to rote memorization, so it should be balanced with **communicative teaching methods**, which emphasize real-life language use and encourage students to produce sentences in context.

Error correction techniques also play a crucial role in addressing grammatical problems. Teachers should provide timely and constructive feedback, helping students identify their errors without discouraging them. For example, instead of simply correcting a mistake, teachers can prompt students to self-correct by asking guiding questions. Additionally, **peer correction** can encourage collaborative learning and increase student engagement in the learning process[2]

The integration of **technology** in grammar instruction has also proven to be effective. Interactive tools, online exercises, and grammar apps provide students with immediate feedback, allowing them to practice at their own pace. Technology-based activities, such as grammar games or quizzes, can make learning grammar more engaging and less daunting for students.

Finally, **contextualized practice** is essential in helping students internalize grammar. By incorporating grammar exercises that reflect real-world communication, such as role-

plays, debates, and discussions, learners are encouraged to use grammar rules in a meaningful context, which aids retention and fluency.

In conclusion, addressing grammatical problems in English language teaching requires a comprehensive approach that includes understanding the root causes of errors, implementing effective pedagogical strategies, and utilizing modern tools to facilitate learning. By doing so, ELT practitioners can help students overcome these challenges, ultimately leading to improved language proficiency and greater confidence in using English.

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