

“UCHINCHI RENESSANS POYDEVORINI QO‘YISHDA FILOLOGIK TADQIQOTLARNING NAZARIY VA AMALIY AHAMIYATI” mavzusidagi xalqaro ilmiy-nazariy konferensiya materiallari to‘plami

DEDUCTIVE AND INDUCTIVE WAY IN TEACHING GRAMMAR

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Abstract: This article explores the differences between teaching grammar through inductive and deductive methods. By giving examples, inductive teaching promotes critical thinking and autonomy in learners by allowing them to independently uncover grammar rules. Conversely, deductive instruction gives learners clear direction by outlining the rules in advance. Knowing the subtle differences between inductive and deductive methods can help teachers choose the best strategy for teaching grammar based on learner preferences and learning objectives.

Key words: inductive, deductive, prescriptive, descriptive, reference, formal, monolingual classroom, authentic material, grammatical structures.

Абстракт: В этой статье исследуются различия между обучением грамматике индуктивными и дедуктивными методами. Приводя примеры, индуктивное обучение способствует критическому мышлению и самостоятельности учащихся, позволяя им самостоятельно раскрывать грамматические правила. И наоборот, дедуктивное обучение дает учащимся четкое направление, заранее излагая правила. Знание тонких различий между индуктивными и дедуктивными методами может помочь учителям выбрать лучшую стратегию преподавания грамматики, исходя из предпочтений учащихся и целей обучения.

Ключевые слова: индуктивный, дедуктивный, предписывающий, описательный, формальный справочный, одноязычный класс, аутентичный материал, грамматические конструкции.

Abstrakt: Ushbu maqola induktiv va deduktiv usullar orqali grammatika o'rgatish o'rtasidagi farqlarni o'rganadi. Induktiv o'qitish misollar keltirish orqali o'quvchilarda grammatik qoidalarni mustaqil ravishda ochishga imkon berib, ularda tanqidiy fikrlash va mustaqil ishlashni rivojlantiradi. Aksincha, deduktiv metod o'quvchilarga qoidalarni oldindan aytib berish orqali aniq yo'nalish beradi. Induktiv va deduktiv usullar o'rtasidagi nozik farqlarni bilish o'qituvchilarga o'quvchilarning xohish-istaklari va o'quv maqsadlaridan kelib chiqqan holda grammatikani o'qitishning eng yaxshi strategiyasini tanlashga yordam beradi.

Kalit so'zlar : induktiv, deduktiv, ko'rsatma, tavsif va tasnif, havola rasmiy, bir tilli sinf, haqiqiy material, grammatik tuzilmalar.

Introduction

In language education, there has long been discussion over the merits of teaching grammar deductively vs inductively. Inductive and deductive techniques to teaching grammar are examined in this abstract along with its features, benefits, and drawbacks. This abstract attempts to provide insights into how best to optimize grammar instruction for learners by examining each method's efficacy in language learning contexts.

Deductive and inductive methods

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There are some ways to teach grammar in the English language. Many instructors use deductive and inductive grammar teaching methods in their classes; however, teaching grammar through context is extremely effective. Is grammar by context useful? I try to discuss this question based on some scientists' opinions and my own experience. According to Harmer (1999), "Teaching grammar in context will give learners an opportunity to understand how language works, and this will improve their communication skills". Taking this into account, students can effectively learn grammar by context and create something new for themselves. When instructors teach grammar by context, they pay attention to the meaning of the texts and can debate the texts in a small group and individually. The students are then given a task to find a grammar theme and identify grammar rules. It helps to develop their critical thinking, and in addition, they consolidate the new theme through doing tasks and exercises. Teaching grammar through context improves speaking and reading skills, and communicative ability is essential in learning context.

On the other hand according to my experience, teaching grammar in context is more effective than teaching it in isolation. Teaching grammar in isolation means teaching grammar in a traditional way, namely by rules. It is a bit difficult to learn grammar, especially at the beginner and elementary levels. They cannot understand rules in detail, and as a result, they cannot do exercises individually. Adults can acquire grammar rules in an isolated way because they feel responsibility and try to learn them. As Stephen noted (2007), "the main benefit of traditional grammar is that it gives learners a basic understanding of the building blocks of language, which can help in improving their writing skills". According to this, adult learners and intermediate-level students can learn grammar in a traditional way and try to complete writing tasks individually. It does, however, waste a lot of time for students, but it is an effective way to learn grammar. Grammar plays an important role in teaching and learning English. While I watch the video, I gain information about four types of grammar, such as prescriptive, descriptive, reference, and formal grammar. Prescriptive and descriptive grammar, according to this, are more relevant and appropriate in teaching students for new teachers. Prescriptive grammar mainly focuses on the traditional approach: what forms teachers should utilize, what functions they should follow, and how to use structures. This grammar helps to improve writing and speaking skills. Descriptive grammar refers to how to write and speak as a native English speaker. I think learners can be free when they learn this grammar because there is no right or wrong way to use language. As a learner, I

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would like to use both of these grammar types. Because proper language learning requires the use of forms, structures, and examples,

According to Thornbury (1999), "grammar teaching has always been one of the most controversial and least understood aspects of language teaching." Considering this, adult learners tend to follow grammar rules when they use a language. In contrast, nowadays, teaching grammar is based on making examples, doing tasks, and creating rules by themselves. There are several methods to organize interesting lessons; in addition, creativity is important when using methods during lessons.

Accordingly, I consider the deductive and inductive ways of teaching grammar. In my experience, I utilize both methods of teaching in my classes. If I want to save our time effectively, I use deductive grammar in my lessons. However, students can discover grammar rules by doing exercises and practicing inductive grammar. When I teach my elementary-level classes, I pay attention to using inductive grammar in many cases. Moreover, I motivate my pupils by encouraging good grades and praising them. They make up sentences by themselves and do tasks; after that, they learn themes easily, which enhances their interests and knowledge.

Conclusion

The comparison of deductive versus inductive grammar learning highlights the value of using a variety of teaching methods in language instruction. Teachers might modify their pedagogical approaches to maximize grammar education for students by acknowledging the advantages of both approaches. To meet the various demands and learning preferences of language learners, the integration of inductive and deductive approaches in grammar instruction can provide a well-rounded and all-encompassing learning experience.

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