

in practical settings through active learning tasks during class time. The use of e-learning dashboards allows for individualized monitoring of students' progress and targeted support for clarification. Moreover, the FC model empowers students to take ownership of their learning, promoting personalized and individualized learning experiences. Research has shown that student-centered approaches, like the FC, can lead to significant improvements in academic performance, especially in English subjects. By combining elements of blended learning, mobile learning, and project-based learning, the FC model can be effectively integrated into EFL programs, further enhancing its impact. Overall, the FC model revolutionizes the traditional concept of teaching and learning, creating dynamic and interactive learning environments that foster student engagement, collaboration, and academic success.

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USING INTERACTIVE METHODS IN TEACHING GRAMMAR

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Developing students' grammatical skills through an interactive approach is essential for successful English language teaching. Here are a few ways to improve this approach:

1. Introduce virtual reality: Interactive applications and VR programs create an immersive environment in which students can actively engage in grammatical exercises and situations, such as virtual conversations and real-time application of grammar rules.
2. Use interactive games and puzzles: Interactive games and puzzles designed specifically for grammar skills can help students learn and reinforce grammatical rules in an enjoyable and memorable way. These games also encourage active student interaction in group settings.
3. Role-playing & Dramatic situations: Role-playing and scenarios can be used to apply grammatical rules in real-life situations, such as playing a role in spoken dialogues, or creating your own stories using the grammar structures you have learned.
4. Projects & Research: Students can engage in projects & research related to grammar, such as researching rules for certain tenses, creating grammar tables, analyzing text for grammatical errors, etc.

Students' active participation in discussion and analysis of grammatical topics helps them understand and apply the rules. Creating opportunities for feedback and discussions among students helps them test their knowledge and enhance their skills. The methodology for developing students' grammatical skills is more effective and stimulating. It helps them better understand the grammar

rules, use them in real-life situations and develop their communication skills in the English language. By using the interactive approach to the English grammar, we're creating an environment that promotes active learning, collaboration and critical thinking. The classical method is the Grammar Translation Method, which is simple and effective. The main purpose of the method is to study grammar, vocabulary, and literature. It is a deductive approach, with the focus on conscious learning. Students' native language of the students is used extensively. The techniques used include translations, reading texts, grammar exercises and vocabulary.

The role of the teacher is to be the manager, coordinator and assessor of the students. The interaction in the classroom takes place mainly between the teacher and students, which is known as the frontal approach. Correcting the students is very important as the focus is on accuracy.

The main objective of the direct method is to teach students to communicate in a foreign language. Translation is not allowed. The teacher uses the real world, images and pantomime to convey meaning. The teacher does not use the mother tongue at all. Grammar is learned inductively. Students practice using vocabulary in context. The techniques used are: Conversation, Reading Out Loud, Exercise, Composition, Repetition, etc. The third stage is the use of original and authentic language by the students. The interaction takes place not only between the teacher and student but also between the student and the teacher. The British version of the direct method, known as the presentation, practice, production (PPP) consists of three stages: As with the audio-lingual method, vocabulary and grammar are taught inductively. Communication takes precedence, since the mother tongue is not used. The model is the teacher, who is the one who coordinates the activity. Because it is a method based on communication and evaluation is done all this way.

The Communicative Approach or Communicative Language Teaching (CLT) has as main objective is students' fluency. Emphasis is placed on "real" communication [8;85]. All four dimensions of language teaching are developed: the ability to express oral expression, the ability to receive the oral message, the ability to receive the written message and the ability to express oneself in writing. The learners' communicative skills are developed by linking grammatical development to the ability to communicate. Grammar is taught in relation to a communicative task, thus creating a need for specific items of grammar. The students' mother tongue is not used. The techniques used are: discussions, debates, role-playing, written communicative activities, drama, etc. The roles of the teacher are those of facilitator and manager of the students' activity, but also of their partner, the interaction taking place especially between students. Authentic and interesting materials are used in order for the students to make connections with their own language and culture. Errors are tolerated especially during communication activities, when the emphasis is on fluency. Students are evaluated both orally and in writing.

Grammar is at the heart of spoken and written communication and allows us to be clearly understood by others. Teaching grammar is fundamental in the process of acquiring a foreign language. Without grammar we can hardly speak, and if we do, it will not be very correct and concrete. Grammar has long been a subject of study and although the methods of studying grammar have changed dramatically lately, the reasons for studying grammar have remained essentially the same. Grammar allows people to communicate what they want to express in a way that can be understood clearly. Explicit knowledge of grammar is very important, as it gives us a more conscious control and choice over the language. By fostering explicit knowledge of grammar, per formative tasks will hopefully become implicit over time. Poor use of grammar can lead to blurring of messages, which affects our ability to communicate and can hinder the strengthening of relationships – an important skill for the development of young people. The correct use of grammar, on the other hand, makes listening and reading easier, making communication more enjoyable and impact more positively on relationships. Grammatical competence is defined in the CEF as follows: "... knowledge of, and ability to use, the grammatical resources of a language. Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)." [Council of Europe, 2001, pp112-113]. By teaching grammar, young people become even better prepared for the world of work.

Discussion on how to teach grammar effectively and how to provide effective grammar practice for students has always been a major concern for both language teachers and learners. In order to make a grammar instruction meaningful, there are some reason to take into consideration: students need to think critically when given grammar concepts and rules; they have a better understanding of grammar if the grammar instruction is sequenced; students need regular practice of what they are being taught; students need to acquire grammatical skills that will allow them to be able to transfer their comprehension of grammar knowledge to reading, writing, and real life. Brown [2;98] mentioned that grammar should be taught in accurate communicative contexts, thus encouraging fluency and accuracy. He also offered a set of guidelines for teaching grammar for effective communication: simple explanations, clear examples, relevant visual teaching aid; grammar should be presented in an interesting, motivating way for the students, taking into account learners' cognitive style, as well.

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TA'LIMDA BAHOLASHNING AHAMIYATI VA MAZMUN MOHIYOTI

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Ta'lim–insonni hayotga tayorlash uchun unga keraklibilim berish, malaka va ko'nikmalar hosil qilish jarayoni bo'libhisoblanadi. Ta'lim jamiyat qurilishining muhim muammolarini hal qilish–jamiyatning moddiy-texnika bazasini yaratish, ijtimoiy munosabatlarni tarkib toptirish, yangi kishini tarbiyalashga katta rol oynaydi. Ta'limning maqsadi, xarakteri, yo'nalishlari obyektiv hayot talablariga muvofiq holda o'zgarib boradi. O'zbekiston Respublikasining 1997-yil 29-avgustda qabul qilingan „Ta'lim to'g'risida“gi qonuni va Kadrlar tayyorlash milliy dasturi ta'lim tizimining barcha yo'nalishlarini takomillashtirish va rivojlantirish uchun keng imkoniyatlar ochib berdi. Mamlakatimizda xalq ta'limi bo'limlari qoshida bolalarni maktab ta'limiga tayyorgarligini belgilaydigan „Tashhis markazlari“ tashkil etildi, o'quvchilarning bilim va ko'nikmalarini reyting asosida nazorat qilish, maktab bitiruvchilarini yakuniy attestatsiyasini kompyuter yordamida test orqali amalga oshirish, ta'lim amaliyotini diagnostik taxlil qilish, ta'lim muassasalarida marketing tizimidan foydalanish kabi qator pedagogik yangiliklar joriy etildi. Hozirgi sharoitda ijtimoiy talablar, o'quvchilarning imkoniyati va ehtiyojlariga muvofiq ta'lim tobora takomillashtirilib, yangi metod va shakllari ishlab chiqilmoqda.

Ta'lim tizimining samarasini belgilovchi asosiy qismlaridan biri -bu baholash tizimidir. Komil Jolilov "Baholash – biron-bir domenning (bilim, ko'nikma, malaka va kompetensiyalar majmuyining) ta'lim oluvchilarda (test topshiruvchilarda) shakllanganlik darajasini o'lchash jarayoni" [1;10]desa, Oxford lug'ati baholash bu "talabalarni sinovdan o'tkazish va ularning bilimi, qobiliyati va taraqqiyoti haqida hukm chiqarish jarayoni" deb ko'rsatadi. Bu fikrlar bilan