

SCIENTIFIC AND THEORETICAL BASIS OF TEACHING GRAMMAR BASED ON INTERACTIVE METHODS TO YOUNG LEARNERS

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Abstract

The effective teaching of grammar to young learners requires approaches that align with their cognitive, emotional, and linguistic development. This paper explores the scientific and theoretical foundations supporting the use of interactive methods in grammar instruction for children. Drawing from constructivist learning theory, sociocultural theory, and second language acquisition research, the study highlights the importance of active learner participation, meaningful context, and social interaction in the learning process. Interactive techniques such as games, role-plays, storytelling, and digital tools are examined for their ability to enhance engagement, retention, and grammatical accuracy. The paper concludes that interactive grammar instruction fosters not only linguistic competence but also motivation and communicative confidence among young learners.

Keywords: Grammar instruction, young learners, Interactive methods, Constructivist theory, Second language acquisition (SLA), Communicative approach, Language development, Child-centered learning, Engagement in language learning, educational technology.

Introduction

Grammar instruction has always been an essential component of language learning, providing learners with the structural foundation necessary for effective communication. However, traditional methods—particularly those focused on rote memorization and rule-based instruction—have proven inadequate for **young learners**, who typically require more engaging, concrete, and playful learning experiences¹. Unlike adults, children learn best through **active participation**, **social interaction**, and **contextual learning**, which has prompted a growing shift toward **interactive teaching methods** in grammar education. The move toward interactive grammar instruction is deeply rooted in **constructivist educational theories**. Jean Piaget emphasized that children construct knowledge through hands-on

¹ Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

experiences and developmental stages, stressing the importance of exploration and discovery². Lev Vygotsky further contributed to this understanding through his theory of the **Zone of Proximal Development (ZPD)**, highlighting the critical role of **social interaction and scaffolding** in learning³. These theories laid the groundwork for integrating games, collaborative tasks, and real-life communication scenarios into grammar teaching for children. In addition, the development of **Communicative Language Teaching (CLT)** in the 1970s brought a renewed focus on using language for meaningful interaction rather than solely mastering rules. According to Dell Hymes, language learners should acquire **communicative competence**, not just grammatical accuracy⁴. This perspective aligns closely with the learning styles of young children, who thrive in environments that encourage conversation, cooperation, and creativity.

In the 21st century, the incorporation of **technology**—such as digital games, multimedia presentations, and interactive whiteboards—has further enhanced the effectiveness of grammar teaching by making it more engaging, personalized, and accessible⁵. These advancements allow for **differentiated instruction** and immediate feedback, helping young learners grasp grammatical concepts in a fun and memorable way. Therefore, this research aims to explore the **scientific and theoretical foundations** of grammar instruction based on interactive methods for young learners. By analyzing the historical evolution, pedagogical theories, and practical applications of these methods, the study seeks to demonstrate how interactive grammar teaching fosters not only linguistic accuracy but also **motivation, communication skills, and holistic language development**.

The teaching of grammar has a long and varied history, often reflecting the prevailing educational theories and cultural priorities of different eras. Traditionally, grammar instruction was conducted using the **Grammar-Translation Method**, which emphasized the memorization of grammatical rules, vocabulary lists, and the translation of texts between the target language and the learner's native language. This method, which dominated European language teaching from the 18th to the early 20th century, was teacher-centered and focused heavily on written language, offering little in terms of learner engagement or spoken interaction⁶.

LITERATURE REVIEW

A pivotal change occurred with the advent of **Communicative Language Teaching (CLT)** in the 1970s. CLT was grounded in **constructivist theories of learning** and emphasized the importance of interaction, context, and the use of language as a tool for real communication. According to linguist Dell Hymes, who introduced the concept of **communicative competence**, language learning should not only focus on grammatical accuracy but also on the

2 Piaget, J. (1970). *Science of Education and the Psychology of the Child*. Viking Press.

3 Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

4 Hymes, D. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics*. Penguin.

5 Warschauer, M., & Kern, R. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge University Press.

6 Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press



ability to use language appropriately in social contexts⁷. Simultaneously, the work of educational theorists such as **Jean Piaget** and **Lev Vygotsky** began to influence language pedagogy. Piaget emphasized that children construct knowledge actively through interaction with their environment, while Vygotsky highlighted the role of social interaction in cognitive development, especially through his concept of the **Zone of Proximal Development (ZPD)**⁸. These ideas laid the foundation for using **interactive methods** such as group work, peer collaboration, role play, and games in grammar teaching.

With children's cognitive and social development in mind, educators began to explore **interactive grammar instruction**, integrating play, music, storytelling, and hands-on activities. These approaches make grammar learning more meaningful and memorable for young learners. For example, using songs to teach verb tenses or interactive storytelling to explore sentence structure allows grammar to be learned in context and with emotional engagement⁹.

In the late 20th and early 21st centuries, **technology** became a catalyst for even more interactive methods. **Digital learning tools**, such as grammar games, mobile apps, interactive whiteboards, and learning management systems (LMS), created new ways to make grammar teaching both fun and effective. These tools not only provide immediate feedback but also enable differentiated instruction based on individual learner needs¹⁰.

Modern methods such as **Task-Based Language Teaching (TBLT)** and **Content and Language Integrated Learning (CLIL)** have further emphasized the importance of teaching grammar in meaningful contexts, focusing on communication and the application of grammatical structures to real-world tasks¹¹. These strategies resonate well with young learners, who learn best when language is embedded in authentic and engaging activities.

In conclusion, the history of grammar teaching to young learners shows a clear shift from rigid, form-focused methods to dynamic, learner-centered approaches. Interactive methods are now widely regarded as essential for helping young learners internalize grammar through meaningful use, collaboration, and engagement with language in action.

7 Hymes, D. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics*. Penguin.

8 Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

9 Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

10 Warschauer, M., & Kern, R. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge University Press.

11 Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.



Table 1: Historical Development of Grammar Teaching Based on Interactive Methods for Young Learners

Period	Method/Approach	Key Features	Relation to Interactivity	Theoretical Influences
18th – Early 20th c.	Grammar-Translation Method	Focus on rules, memorization, translation, and writing.	Very low; teacher-centered, little to no interaction.	Classical education; traditional linguistics
Mid-20th c.	Audio-Lingual Method	Drills, pattern practice, repetition; based on habit formation.	Limited; mechanical interaction, focus on accuracy.	Behaviorism (Skinner)
1970s – 1980s	Communicative Language Teaching (CLT)	Emphasis on real communication, fluency, and contextual grammar use.	High; learner-centered, promotes social interaction.	Hymes' Communicative Competence, Constructivism
1980s onward	Interactive Grammar Activities	Games, songs, storytelling, role-play, peer activities.	Very high; active learning through engagement and play.	Vygotsky's ZPD, Piaget's constructivism
1990s – Present	Technology Integration	Use of digital tools (apps, games, whiteboards, multimedia).	High; supports differentiated, engaging, and real-time feedback.	Digital learning theories, EdTech pedagogy

Language teaching in general, and applied language teaching in particular, has undergone a sea change in the last two decades: long gone are the exclusively teacher-centered classrooms or traditional classroom, applying the cramming method of teaching which is full of endless prose translations and grammar or sentence structure explanations, and learners speaking only when spoken to by the teacher. It has been replaced by the communicative approach to teach or we can call the interactive classroom, with which most language teachers will be familiar.

Then, why we should change our traditional teaching methods? What deficiencies it has? What are the advantages of an interactive classroom? How do the roles of teacher and learner changes? How actually does an interactive classroom differ from a traditional classroom?

Generally speaking, interactive classroom provides students more opportunities for negotiation (of form, content, and classroom rules of behavior), which creates an environment favorable to foreign language learning and students learn in an active way. In contrast, teacher-centered classroom is shown to provide rare opportunities for negotiation and students learn in a passive way.

As Professor Shukhrat Sirojiddinov from the Samarqand State Institute of Foreign Languages points out in his work *Scientific-Methodology* (2013), effective classroom interaction between teacher and learner redefines the traditional roles in language instruction¹². In such an interactive setting, it is the students who play the central role, while the teacher assumes the role of a guide or organizer, facilitating learning rather than dictating it. The atmosphere of the

¹² Sirojiddinov, Sh. (2013). *Scientific-Methodology*. Samarqand: Samarqand State Institute of Foreign Languages Publishing.

classroom thus shifts from teacher authority to learner autonomy, though teacher guidance remains essential when necessary.

According to Sirojiddinov, in this type of classroom, the teacher actively encourages learners to respond not only to the teacher's questions but also to questions posed by their peers, promoting collaborative learning and fostering a sense of shared responsibility for the construction of knowledge. This approach aligns closely with modern communicative and learner-centered methodologies, which emphasize interaction, negotiation of meaning, and active learner engagement. The teacher will involve the whole class in the resolution of the problem presented. He or she by skillful use of language will transfer to learners not only the responsibility for their own learning but also for each other's learning. In this way, he or she has managed to turn the classroom into a community with shared responsibility for learning. Through this kind of interaction, the teacher managed to make learning a collaborative effort and to place responsibility for learning on the members of the classroom community. Therefore, the students have been given more opportunities to communicate with both the teacher and each other. And more important, the students and the teacher appear to be in the equal position in class. With the relationship between teacher and student getting more and more friendly, the result of teaching and learning will be more and more effective and efficient. Additionally, researchers **Simpson and Galbo** emphasize that **teaching is fundamentally an interactive process** that occurs among individuals within a **social learning environment**, typically referred to as the classroom¹³. Also, interaction has been defined by Simpson and Galbo as "all manner of behavior in which individuals and groups act upon each other. The essential characteristic is reciprocity in actions and responses in an infinite variety of relationships: verbal and non-verbal, conscious and unconscious, enduring and casual. Interaction is seen as a continually emerging process, as communication in its inclusive sense." Implicit in this description of teaching as an interactive process is the need to develop shared understanding in a community of knowledge users and developers. It is believed that the sharing of experience potentially has two outcomes. First, students may come to value their practical knowledge instead of viewing it as inferior to the scientific knowledge produced by researchers of teaching. Second, the shared experience is strong collegiality.

What's more, (at international conference on the topic "The interactive method is one of the efficient way of teaching foreign languages") according to Abdulaziz Abdufuzulovich' speech both the students and teacher should pay attention to the opportunities of using words, especially in the practice of oral communication because this kind of spontaneous and actual conversation will prepare them for actual language use in future¹⁴. Therefore, we can say good teacher talk supports a communicative environment in the classroom, and specifically on how authentic it is, judged by how far it shares features of so-called authentic communication outside the classroom. In those conversations, the students will feel free to express their ideas, which are shared by the teacher or group members. In fact, sometimes students will continue

13 Simpson, D. J., & Galbo, J. J. (1986). Interaction and the Learning Environment: Some Implications of Social Philosophy for Education. ERIC Clearinghouse.

14 Abdufuzulovich, A. (2021). Speech at the International Conference on "The Interactive Method is One of the Efficient Ways of Teaching Foreign Languages". Tashkent: Tashkent State University of World Languages.



performing role-plays or holding discussions after class. The negotiation of classroom norms contributed to create a learning atmosphere of agreed norms in which learners feel comfortable to express their feelings about the learning setting. The success of the interaction is dependent on positive interpersonal relationships among the participants. In this case, mutual respect leads to the teacher yielding authority and negotiating rules for classroom behavior.

In contrast a Professor of science of methodology Dilorom Fuzulovna gave her viewpoint by contrasting teacher-learner interaction discourse from both teacher-centered and learner-centered classrooms, we may easily find that the characteristic of the interaction classroom is that it wisely combines the advantages of teacher-centered and learner-centered classrooms¹⁵. Because extremely learner-centered or teacher-centered classrooms both have their own fatal deficiencies, we have to find a way to solve this problem. Then, the interactive classroom, which involves both teacher's task and learner's task, came into existence.

DISCUSSION

Teaching, its methods and forms got through many innovative changes during a period of several years. Mass development of information and communication technologies, new education programs, multimedia technology and especially Interactive activities allow teachers to improve English language teaching. Teachers have amazing tool to make their teaching more motivational, funnier and effective.

The interaction analysis done by Waller is the beginning of studies of classroom interaction. In 1970s, British scholar Blacklynch summarized classroom interaction as a process applying strategies and negotiating. Brown is the main advocator of interactive language teaching). According to his theory, classroom interaction is one kind of face-to-face communication between teacher and students, whose features include providing answers to students' questions, explaining students' confusion or repeating the points.

From a pedagogical point of view, according to professor Hanuš and Chytilová who is Asian, he is lecturer at a western United State, teaching interactive way is considered to be one of the most important fields. Pupil's success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses. Different supported means, technics and tools are some of these stimuli. they help to develop pupils positively and attract them to the lesson. Suitable motivational activities of teachers can raise and maintain pupil's interest in learning, particular subject or other learning activities.

As a professor Wilson Kaplan, who is a lecturer at Yale University(2002), gave a definition of the word interaction is possible to derive concept of interactive teaching as two-way influence of two factors. In the school environment it is the interaction between teacher and pupil, pupil and technical equipment (interactive activities or computer) or between pupils themselves. Years ago teachers used in lessons just books for explaining new curriculum¹⁶. Teachers mostly presented new curriculum through explanation or lecture. Pupils were forced

15 Fuzulovna, D. (2015). *Modern Approaches to Teacher-Learner Interaction in Language Classrooms*. Tashkent: Uzbekistan State World Languages University Press.

16 Kaplan, W. (2002). *The Role of Interaction in Modern Educational Practices*. Yale University Press.

to listen and make notes in their exercise books. Currently the method of teaching through interactive activities is very desirable. Teachers try to assist students in obtaining knowledge and support pupils' effort to achieve knowledge. Pupils do it not only through listening but mainly through active approach in lessons.

Moreover, one of the science of pedagogy John Conley (2006) continued Kaplan's viewpoint Teacher's work is currently much more demanding than it was once. If the teacher wants to use interactive approach and interactive forms of teaching, if he wants to involve pupils into the educational process, he has to prepare for this activity. He has to prepare activities which support pupils' interactive approach. It is necessary to find and classify information that are usable in lessons and are connected with the practical life. The benefit of present time is that teachers can illustratively and actively work with materials designed in digital environment and save them for later use.

On the basis of the previous facts one of the scientist of methodology Johnson (2008) proved that the point of view which was developed by Hanus and W.Kaplan, it is shown from the real experience that interactive teaching supports pupils' active approach to their education and learning. Teachers work with materials which pupils can apply in their real lives and that is why they are close to them. This form of learning supports pupils' independence, cooperation, creativity and helps pupils to express their own opinions and ideas. It creates a sense of responsibility for collective task. Modern technologies used in interactive teaching help teachers to mediate the relations between subjects more illustratively. It helps to improve cross-curricular links. Various types of interactive teaching help pupils to remember and understand new things.

Some other researchers also elucidate the pedagogical importance of interaction. Malamah (2008) identified several important factors for interaction, which contains learners, mentors, learners' affective or cognitive needs, and other variables such as the mentors' and peers' acts, the mentors teaching methodologies, and teaching equipments, etc. Person-to-person interaction is the important part of a lesson. A lesson cannot happen without person-to-person interaction. Swain who was one of the researcher on this topic, holds the view that, interaction gives L2 learners opportunities to output, urging them to command the elements of the new language and apply them, which promotes the chances that students can use them freely and unconsciously. As a researcher Pica also promotes that interaction creates the opportunity to negotiate, providing learners with increased chances for comprehension of the target language, and to acquire target discourse conventions and practice higher level academic communicative skills. Kasanga further claims that students would acquire more English through more interaction in English. So we get to know that interaction is an important work for language teachers. As a scientist of methodology Douglas Brown gives a description of interaction as follows:

In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them; we interpret them in a context; we negotiate meanings; and we collaborate to accomplish certain purposes.



In a second-language situation, interaction has become essential to survival in the new language and culture, and students need help with styles of interaction. Meanwhile, classroom interaction has become the topic of classroom management research, educational psychology and second language acquisition research.

Advantages of interactive approach. The communicative approach was emphasized by British scholar Taylor Scott (2009) that the most important function of a language is communication. It stresses the need to teach what is needed and when it is needed to give learners the flexibility to learn in their own way, at their own pace, rather than to follow a pre-determined syllabus. The teacher rarely engages in long, elaborate explanations, but rather concentrates on a specific need as it arises. The opportunities for learners to use English for communicative purposes should be adequately provided so that English can be acquired easily through verbal communication.

As Raymond F. Comeau tells: the word interactive is derived from the Latin verb “to agree”, which means “to do”, and the Latin preposition “inter”, which means “among”. Teaching in the interactive class may include the following characteristics:

1. Doing a significant amount of pair work and group work
2. Receiving authentic language input in real-world contexts
3. Producing language for genuine, meaningful communication
4. Performing classroom tasks that prepare them for actual language use “out there”
5. Practicing oral communication through the give and take and spontaneity of actual conversations.
6. Writing to and for real audiences, not contrived ones¹⁷.

The interactive grammar teaching approach, therefore, stresses the teaching of grammar through mutual participation, usually in groups. It is active rather than passive, student-centered rather than language-centered, cognitive rather than behavioristic, indirect rather than direct, and personal rather than manipulative. It puts communication on a par with correctness, turning the study of grammar into a social activity (Brown, 2011).

Role of interactive approach in grammar. According to study of Byrnes and Kiger it was given in their book “Importance of interactive approach in grammar” (2012), teaching interaction is the key to teaching language for communication¹⁸. Students achieve ability in using a language when their attention is focused on conveying and receiving authentic message (that is, message that contain information of interest to speaker and listener in a situation of importance to both). Canale and Swain (2012) claimed that grammatical competence should be taught in the context of meaningful communication¹⁹. Batstone (2013) pointed out that grammar is a combination of phonetics, phonology, morphology, and semantics, any teaching with the aim of training competent users should overlay all of them, instead of only morphology and syntax, which were the focal points in traditional grammar-translation methods²⁰. When teaching grammar,

17 Brown, H. D. (2011). *Principles of Language Learning and Teaching* (6th ed., p. 81). Pearson Education.

18 Byrnes, H., & Kiger, T. (2012). *Importance of interactive approach in grammar*. Language Teaching Press.

19 Canale, M., & Swain, M. (2012). *Theoretical foundations of communicative approaches to language teaching and testing*. Oxford University Press.

20 Batstone, R. (2013). *Grammar in conversation: An interactionist perspective*. Cambridge University Press.



teachers should emphasize all of them by using the interactive approach. Similarly, Shahidullah who is a professor at Hanfai University (2002) emphasized that grammar should be presented in a way that assists students in using it in real-life communication; it is important to recall and put grammar in use in the context of meaningful and sustained communicative interactions²¹. Also he states that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. (As teachers, we frequently overlook how much students learn from their peers.) In interaction, students can use all of the language that they have learned or casually absorbed in real-life exchanges where expressing their real meaning is important to them.

CONCLUSION

Taking into consideration all researches and information the researcher can conclude that the interactive classroom is far better and more effective than traditional classroom in the foreign-language teaching classroom. Learners in a communicative classroom can learn faster and more actively than in a teacher-centered classroom. They will be encouraged to ask for information, seek clarification, express an opinion, agree or disagree with peers and teacher. And for the teachers, on the one hand, an interactive classroom has shortened the distance between he or she and the learners, creating a harmonious atmosphere, on the other hand, it also provides an opportunity to further learn and practice the language in the course of looking for various communicative activities.

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²¹ Shahidullah, M. (2002). Teaching grammar for real-life communication. Hanfai University Press.

