

IMPLEMENTATION OF USING INDUCTIVE AND DEDUCTIVE TEACHING GRAMMAR

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Abstract: The importance of language learning has increased, thus language teachers' attention is drawn to the research on teaching language using various techniques and approaches. Grammatical teachings is one of the most contentious topics when considering the wills of English language learners and the majority of educational systems. As a result, there is an increasing need to investigate how language teachers instruct and practice grammar. The majority of peoples' view grammar as an important thing of language, hence teaching it is an important thing of language instruction. In article, I blended inductive and deductive grammar teaching techniques that take into consideration the all of these factors. The material will just be valuable for those who want to learn about traditional teaching methods, contemporary methods of teaching it, and for those who want to employ these approaches in lessons since I've attempted to understand the most important characteristics of them and demonstrate their benefits.

Keywords: inductive, deductive, method, technique, grammar.

Using the inductive technique, students are exposed to new grammatical constructions or rules in the context of actual language use (Goner, Phillips, and Walters 135). The learners practice using the language in context to learn how to apply the structure, and they eventually comprehend the principles from real-

world instances. For instance, if the comparative form is the construction to be taught, the instructor might start the session by sketching a figure on the board and saying, "Here's Jim. He's tall." The instructor would then depict a second, taller figure adjacent to the initial phrase, "It's Bill here. Jim is shorter than he is." The instructor would then give several instances using learners, objects from the classroom, famous persons, or items that belong to students' regular everyday lives to help the pupils grasp how to apply the framework.

Following each of the several examples, the students imitate the teacher before practicing the structures purposefully in groups or couples. (Pp. 135–136 in Goner, Phillips, and Walters) Using this approach, the teacher's job is to create instructive situations that enable rule presentation while the learners build the rules based on real- world applications and continuing practice (Rivers and Temperley 110). While using an inductive technique to teach in a language classroom, the instructor first provides a text or background before introducing the topic indirectly without expressing the rules.

The rules are given to the students when they complete tasks related to the material. For instance, the instructor may offer the students a text, say learners to clarify the verbs, after that asking them to sort the verbs into groups according to how they are used in the simple present tense, such as play and plays. The students are then asked to specify the context in which these verbs are utilized. The instructor oversees and directs. Afterwards, groups of students analyze the structure, meaning, and use of one category each before presenting their findings to the class. It's tough, Miss, because I don't know how to utilize past tense, or "Miss, when should I use the verbs have and had? What distinguishes them? According to my experience teaching senior high school students, several of the queries and expressions mentioned above were often used when they were learning grammar.

The most crucial topics in learning English is grammar. Unfortunately, Uzbek and English do not exchange the same grammatical rules. For Uzbek pupils, it becomes a significant obstacle to learning English language. As a means to teach grammar, teachers often inform their pupils of the rules and patterns before drilling them with numerous questions that lack context or using the deductive technique (Thronbury, 2008).

Using the inductive teaching approach, teachers use strategies that are proven to be cognitively effective and leave an impact on students' contextual memory in order to help students retain grammatical principles.

Learners are acquainted of the sample as a consequence, but they are unsure of when and how to use it. The second query is whether it is challenging to learn grammar or whether teachers are failing to convey it to their charges. ESL teachers need to ponder on these questions. The answer is for teachers to come up with various techniques that will help kids learn grammar more quickly. One excellent alternative for helping pupils learn English grammar more quickly is the inductive technique.

The "bottom-up" or "inductive" approach to learning starts with some exercises or examples. Create the language's rule and pattern after that (Thronbury, 2008).

Hence, learning begins with comprehension of language usage. Similar to how we learn our first language, we are not taught the rules; instead, we pick up the language via usage. The goal of language acquisition is to utilize the language to communicate so it has greater significance. Learning through understanding is covered in Bloom's Taxonomy at the second level (Anderson and Krathwohl in Atherton, 2011). This indicates that this method is preferable than expecting kids to just remember the pattern since they will have a better ability of how to utilize the language. The benefit of this strategy is that when we comprehend something,

it stays in our minds for a longer time. However if we forget it, we can remember it; but, if we just memorize anything without comprehending it, it will simply fade away and we will lose it (Thronbury, 2008).

The next advantage of employing an inductive method is that students may participate more actively in educating and studying of grammar rather than just being passive recipients (Thronbury, 2008 p.594). Students should participate in class discussions have the chance to study; they aren't mindless automatons. They ought to be allowed to talk to the instructor or a classmate about whatever they don't understand. To ensure successful teaching and learning, they must be provided the chance to get involved and voice their opinions on the subject (Kyriacou, 2001).

By altering the action in the classroom with discussion or activities that increase students' engagement in creating the pattern of the grammar, the instructor can meet this demand by adopting the inductive approach. When a teacher gives a pupil that chance, it means that they are acknowledged in the classroom and that their desire for competence is also met. It will inevitably boost students' self-esteem, and it can have an impact on their willingness to learn (Eggen&Kaucack, 2010).

Hence, it aids in learning for pupils. Although if studying grammar is not the simplest or funniest topic in the world, students who are confident in themselves and driven to learn will make the effort to master it without feeling burdened. Another advantageous aspect of this method is that it helps kids develop their problem-solving abilities, which may be helpful as they study grammar (Thronbury, 2008). We plan to teach senior high school students in the future. We need to understand where our pupils are cognitively. According to Piaget's cognitive theory, pupils who are teenagers or of institute age are in the formal operational stage, which implies they are starting to have the skills to

separate hypotheses via problems (Santrock, 2005).

Santrock (2005, p. 127) added that young people pick up knowledge through their experiences and observations. Students are first given an example as piece of the traditional approach, and then they are presented with a problem whose pattern was revealed by the example. To solve the challenge, students must use critical thinking while watching and evaluating the input. It is more efficient since it supports learners' cognitive skills training and is appropriate for their stage of cognitive development.

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