



TA'LIMDA TILLARNI O'QITISHNING MUAMMO VA YECHIMLARI
XALQARO ILMIY-AMALIY KONFERENSIYA

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**TA'LIMDA TILLARNI O'QITISHNING
MUAMMO VA YECHIMLARI
(ПРОБЛЕМЫ ЯЗЫКОВОГО ОБУЧЕНИЯ
И ПУТИ ИХ РЕШЕНИЯ/
PROBLEMS OF LANGUAGE LEARNING
AND WAYS TO SOLVE THEM)**

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CHALLENGES AND SOLUTIONS IN TEACHING COMPLEX GRAMMAR THROUGH COMMUNICATION AND TECHNOLOGY

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Abstract. Teaching grammar in higher education has become increasingly challenging due to the growing emphasis on communicative competence and fluency in modern language education. This study aims to investigate learners' perceptions of complex grammar instruction and explore communication- and technology-based approaches that can improve grammar teaching. A qualitative classroom-based exploratory study was conducted with upper-intermediate English language learners at the University of World Economy and Diplomacy over a 15-week period. Data were collected through classroom observations, informal discussions, and reflective teaching notes. Findings indicate that learners often perceive explicit grammar instruction as less relevant for communication despite experiencing difficulties in academic writing and formal language use. The study suggests that task-based learning, artificial intelligence tools, gamification, and authentic materials can increase engagement and improve grammar learning outcomes.

Keywords: *grammar instruction, communicative approach, higher education, technology, artificial intelligence, gamification.*

Annotatsiya. Oliy ta'limda grammatika o'qitish zamonaviy til ta'limida kommunikativ kompetensiya va ravon nutqqa berilayotgan e'tiborning ortishi sababli tobora murakkablashib bormoqda. Ushbu tadqiqot murakkab grammatika o'qitilishi bo'yicha o'quvchilarning qarashlarini o'rganish hamda grammatika o'qitishni yaxshilashi mumkin bo'lgan kommunikatsiya va texnologiyaga asoslangan yondashuvlarni tahlil qilishni maqsad qiladi. 15 hafta davomida Jahon iqtisodiyoti va diplomatiya universitetida ingliz tilini upper-intermediate darajada o'rganayotgan talabalar ishtirokida sifatga asoslangan sinf tadqiqoti o'tkazildi.

Ma'lumotlar sinf kuzatuvlari, norasmiy suhbatlar va reflektiv pedagogik qaydlar orqali to'plandi. Natijalar shuni ko'rsatdiki, o'quvchilar ko'pincha aniq grammatika o'qitilishini muloqot uchun kamroq ahamiyatli deb hisoblaydilar, biroq ayni paytda akademik yozuv va rasmiy til qo'llashda qiyinchiliklarga duch keladilar. Tadqiqot vazifaga asoslangan o'qitish, sun'iy intellekt vositalari, gamifikatsiya va autentik materiallardan foydalanish talabalarning qiziqishini oshirishi hamda grammatika o'rganish natijalarini yaxshilashi mumkinligini ko'rsatadi.

Kalit so'zlar: *grammatika o'qitish, kommunikativ yondashuv, oliy ta'lim, texnologiya, sun'iy intellekt, geymifikatsiya.*

Introduction. Recent developments in language education have shifted the focus from traditional rule-based instruction toward communicative language teaching. Modern approaches increasingly emphasize learners' ability to communicate meaningfully in authentic situations rather than memorize grammatical structures. As a result, communicative competence and fluency have become central objectives in many language classrooms.

Despite these changes, grammar instruction continues to present challenges, particularly in higher education settings. Classroom practice demonstrates that many students perceive grammar as one of the least engaging aspects of language learning. Complex structures such as causative constructions, embedded clauses, and advanced conditionals are often viewed as difficult, abstract, and disconnected from real communication.

In addition, learners with relatively high levels of English proficiency frequently question the necessity of explicit grammar instruction. During classroom discussions, students with upper-intermediate level reported that they had achieved communicative success despite limited knowledge of grammatical terminology. Such perceptions raise an important pedagogical concern: if learners can communicate effectively without deep grammatical knowledge, what role should explicit grammar instruction play in higher education?

Although previous studies have examined communicative competence and language acquisition, fewer studies have investigated learners' perceptions of complex grammar instruction in technology-supported environments. Therefore, this study aims to investigate challenges associated with teaching complex grammar and explore instructional solutions integrating communication and technology.

The study addresses the following research questions:

1. How do learners perceive complex grammar instruction?
2. What challenges emerge in teaching complex grammar?
3. Which communication- and technology-supported methods improve grammar learning?

The role of grammar instruction has undergone considerable changes throughout the history of language teaching. Traditional approaches such as Grammar Translation and Audio-Lingual methods emphasized memorization of grammatical rules and repetitive drills. Grammar was frequently taught separately from meaningful communication, with accuracy considered the primary goal of instruction. However, developments in second language acquisition shifted attention toward more communicative perspectives. According to Krashen's Input Hypothesis, language acquisition occurs primarily through exposure to meaningful and comprehensible input rather than conscious learning of grammatical rules [Krashen, 1982: 20]. This perspective helps explain why some learners demonstrate communicative competence despite limited explicit grammatical knowledge.

Interactionist theories further emphasize communication as an essential factor in language development. Long argues that interaction promotes language acquisition through negotiation of meaning and modified input [Long, 1996:417]. Similarly, Swain proposes that producing language encourages learners to identify gaps in their linguistic competence and develop greater grammatical awareness [Swain, 1985: 248].

Contemporary pedagogical perspectives also reconsider the nature of grammar itself. Larsen-Freeman introduced the concept of "grammaring," describing grammar as a dynamic process involving form, meaning, and use rather than static

rules [Larsen-Freeman, 2003:34]. Ellis similarly advocates focus-on-form instruction, where grammatical structures are taught within meaningful communicative contexts [Ellis, 2006: 83].

Recent technological developments have transformed language teaching practices. Artificial intelligence tools, digital platforms, and gamified applications create opportunities for immediate feedback and autonomous learning. Technology can increase interaction and learner engagement while reducing anxiety associated with traditional grammar instruction [Warschauer, 2000: 45].

Overall, the literature suggests that grammar instruction becomes more effective when integrated with communication and technology-supported environments.

This study employed a qualitative classroom-based exploratory research design to investigate learners' perceptions of complex grammar instruction in higher education. The participants consisted of upper-intermediate English language learners enrolled at the University of World Economy and Diplomacy. Students were divided into two instructional groups comprising 17 and 15 learners respectively. Several students demonstrated relatively high levels of English proficiency. Data were collected over a 15-week instructional period through classroom observations, informal learner discussions, and reflective teaching notes.

Particular attention was given to students' reactions to complex grammatical structures such as causative forms, conditionals, and complex sentence patterns. The collected data were analyzed using thematic analysis. Learner comments, classroom interactions, and observed behavioral patterns were coded according to recurring themes associated with grammar learning attitudes and instructional effectiveness.

Analysis of the collected data revealed three major themes. First, many learners perceived explicit grammar instruction as unnecessary for communication. Students frequently stated that language proficiency should primarily be measured through speaking ability rather than grammatical accuracy. Several learners reported that they had never studied grammar deeply yet still communicated successfully in English.

Second, students strongly associated successful language learning with fluency. Learners with relatively high proficiency levels often emphasized that communication was more important than mastering grammatical terminology. This finding reflects current educational trends prioritizing communicative performance. Third, despite strong oral communication skills, students demonstrated difficulties in academic writing and formal language production. Challenges included sentence complexity, grammatical accuracy, and appropriate use of advanced structures.

These findings suggest a gap between communicative fluency and linguistic accuracy. Classroom observations further indicated that learner engagement increased significantly when grammar instruction was integrated into communicative activities and technology-supported tasks. Interactive exercises and AI-supported feedback reduced learner resistance toward grammar-focused activities. These findings support Swain's argument that language production contributes to increased grammatical awareness [Swain, 1985: 250].

The findings suggest that grammar instruction should move beyond isolated rule explanation and become integrated into meaningful communication. Task-based language teaching can support this transition by allowing learners to use grammatical structures in authentic contexts.

Technology integration also offers important opportunities for improving grammar instruction. Artificial intelligence tools such as ChatGPT and Grammarly provide immediate feedback and encourage autonomous learning. These technologies help learners identify patterns and correct grammatical errors independently.

Gamification strategies involving platforms such as Kahoot and Quizizz may increase motivation and classroom participation. Interactive activities create a less stressful environment and improve learner engagement.

Authentic materials including films, dialogues, podcasts, and social media content can expose learners to naturally occurring grammatical structures and help connect classroom learning with real-life language use.

Conclusion: The findings of this study indicate that teaching complex grammar in higher education remains challenging due to learners' perceptions regarding the limited relevance of explicit grammar instruction. Many students prioritize communicative fluency while underestimating the role of grammar in academic and professional contexts.

The study suggests that the challenge lies not in grammar itself but in instructional practices. Integrating communication-based approaches and technology-supported learning environments may improve learner motivation and engagement while balancing fluency and grammatical accuracy. Future studies may further investigate the long-term effects of artificial intelligence and technology-enhanced grammar instruction.

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