

THE EFFECTIVENESS OF INDUCTIVE TEACHING TECHNIQUE IN IMPROVING STUDENTS' ENGLISH GRAMMATICAL SKILL

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ABSTRACT

This article discusses on of inductive teaching technique in improving students' English grammatical skill. The main goal of this article is to examine the effectiveness of inductive teaching techniques compare to deductive technique. A quasi-experiment on pretest-posttest-control-group design was employed to answer the research hypotheses.

Keywords: Inductive technique, grammatical ability, teaching grammar, deductive technique, research hypothesis, effectiveness of inductive teachnique, quasi-experiment.

ЭФФЕКТИВНОСТЬ ИНДУКТИВНОЙ МЕТОДИКИ ОБУЧЕНИЯ В СОВЕРШЕНСТВОВАНИИ ГРАММАТИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ АНГЛИЙСКОГО ЯЗЫКА

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АННОТАЦИЯ

В данной статье рассматривается применение индуктивной методики обучения для улучшения грамматических навыков студентов английского языка. Основная цель этой статьи - изучить эффективность индуктивных методов обучения по сравнению с дедуктивным методом обучения. Для подтверждения гипотез исследования был использован квазиэксперимент по проектированию контрольной группы до и после тестирования.

Ключевые слова: индуктивная методика, грамматическая способность, обучение грамматике, дедуктивная методика, исследовательская гипотеза, эффективность индуктивного обучения, квазиэксперимент.

TALABALARNING INGLIZ TILI GRAMMATIK MAHORATINI OSHIRISHDA INDUKTIV O‘QITISH TEXNIKASINING SAMARADORLIGI

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ANNOTATSIYA

Ushbu maqolada talabalarning ingliz tili grammatik mahoratini oshirishda induktiv o‘qitish texnikasi muhokama qilinadi. Ushbu maqolaning asosiy maqsadi induktiv o‘qitish texnikasi samaradorligini deduktiv o‘qitish bilan taqqoslashdir. Tadqiqot gipotezalariga javob berish uchun pretest-posttest-nazorat-guruh dizayni bo‘yicha kvazi-tajriba o‘tkazildi.

Kalit so‘zlar: induktiv texnika, grammatik qobiliyat, o‘qitish grammatikasi, deduktiv texnika, tadqiqot gipotezasi, induktiv o‘qitish samaradorligi, kvazi-eksperiment.

INTRODUCTION

The main goal of grammar teaching is to enable learners to achieve linguistic competence; learners use grammar as a tool or resource for comprehension, and creation of oral and written discourse efficiently, effectively, and appropriately depending on the situation Ediger, M. (2003) [3]. Grammar takes a fundamental place in the use of English since it ranges into the process of manipulating and combining words or bits of words in order to form longer units of meaning Coghill, J., & Magedanz S. (2003) [1]. While teachers are teaching grammar to EFL students, they should select useful methods such as, inductive teaching and deductive teaching. Deductive teaching initiates the process from rule to examples; on the other hand inductive teaching commences the teaching conduction from samples to rules Krashen, S. (1982) [6]. From those commonly applied techniques to teach grammar, the second one, inductive teaching, seems unique since its concept and procedures not only contribute to grammatical knowledge acquisition but also promote learners' cognitive development Robinson, P. (1996) [7]. Inductive teaching is regarded essential to lead non-native English speakers to capably use meaningful and contextual English Ur, P. (1996) [9]. In inductive technique, the teacher begins with implicitly grammatical teaching in which there is a substantial period of oral practice while encouraging students to produce a number of grammatically similar sentences by using a range of questions, cues, and stimuli. The term inductive grammar teaching is also commonly called a sample-to- rule approach Carter, R., & Nunan, D. (2001). [2] Based on the

above fundamental concepts and practices of applying inductive teaching technique, the following procedures illustrate the conclusive and practical ways to implement inductive technique in teaching English grammar in the classroom:

1. Presentation of examples and illustration
2. Analysis of examples
3. Generalization
4. The rules
5. Exercise

If we pay attention, the uniqueness of inductive teaching which possesses the opposite framework to deductive teaching, teaching English grammar from rule to samples. The rationale for the usefulness, helpfulness, and advantages of inductive teaching is that by employing this method, students will learn grammar by applying their natural ability to extrapolate rules from previously provided examples. Here, students were even able to intuitively understand the fundamentals of grammar through the process of extrapolating examples into detailed rules. Shaffer (1989) [7] and Hammerly (1975) [8] concur with this value. Actually, this technique is more helpful than other techniques and also psychologically trains them to be capable of solving related grammatical problems with using their predictive analysis.

METHOD

To test the effectiveness of inductive teaching techniques, this study uses experimental research. An experiment is a scientific investigation in which a researcher manipulates one or more variables, controls any other relevant variables, and observes the effects of the manipulations on the dependent variable Gall, M. D., Gall, J.P., & Borg, W. R. (2003). [4] The design of this study used a quasi-experimental design and it was conducted at a presidential school for seventh grade students who took an English course with primarily grammar materials as presented in curriculum.

Given this condition, this experiment was then automatically promoted because its practice focused on teaching English grammar using inductive techniques.

RESULTS AND DISCUSSIONS

1.1 Students' Grammatical Ability Before the Implementation of Habitual and Inductive Teaching Techniques.

The habitual teaching was applied in the control group (FLAIL – Foreign language and its literature) which contained 26 students, and inductive technique was taught to the experimental group (IL – International relations) which contained 27 students. The data related to the condition before the implementation of both techniques are indicated by the following pre-test data analysis.

Table 1 Pretest Results of Both Groups

Group	Highest score	Lowest score	Total score	Mean score	Standard Deviation
Control	7,11	3,55	194,93	5,30	1,12
Experimental	7,00	3,40	200,20	5,55	1,2

Compared to the use of the above five items, the difference of each item between the two groups is very small. The average scores and standard deviations achieved by the two groups show that the grammar ability of students in both groups before applying habit and induction techniques was still low.

1,1 Students' Grammatical Ability After the Implementation of Habitual and Inductive Teaching Technique.

To find out the current situation related to students' grammatical competence after implementing conventional and inductive teaching techniques, measurement was performed based on the post-test results of two groups. The following table shows the relevant data analysis.

Table 2 Post-test Results of Both Groups

Group	Highest score	Lowest score	Total score	Mean score	Standard Deviation
Control	8,55	4,00	231,07	6,27	1,25
Experimental	8,70	3,95	253,01	7,05	1,06

The table above shows that the grammar ability of students in both groups increased after teaching habitual and inductive techniques, when compared with the pre-test results.

CONCLUSION

Regarding the grammatical proficiency of the students prior to the application of habitual and inductive teaching methods, both the control and experimental groups' proficiency levels are uniformly poor. This fact is proven by pre-test result in both groups in that the control group. After using habitual and inductive teaching strategies,

students' grammatical skill has improved, which is positive because both groups' pupils have gotten better at it. The experimental group's pupils' grammar skills appear to improve more than those in the control group for some reason. The post-test results for both groups show this condition. Finally, it can be concluded that the inductive teaching method helps pupils become more proficient in grammar.

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