

Development of Grammatical Skills During Individual Teaching of English at the Intermediate Stage

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Annotation: This article investigates the effectiveness of individual teaching in developing grammatical skills among learners at the intermediate stage of English language acquisition. It explores the advantages and challenges of this approach, analyzing student progress through assessments and comparing it to potential outcomes in group settings. The research aims to contribute to the ongoing discussion about personalized learning methods in English language teaching.

Key words: Individualized Instruction, English Grammar, Intermediate Learners, Second Language Acquisition, grammatical skill, communicative competence individual lesson, methodology;

Introduction

Mastering grammar is crucial for achieving fluency and accuracy in English. While classroom-based instruction remains the primary method, individual teaching offers a unique opportunity to tailor learning to specific needs. This article examines the impact of individual teaching on the development of grammatical skills in intermediate English language learners.

Literature Review

The review will explore existing research on:

The effectiveness of individual teaching in second language acquisition [1]. Methods for teaching grammar to intermediate learners [2]. The advantages and disadvantages of individualized instruction compared to group learning [3].

Methodology

The study will involve a group of intermediate English learners who will be divided into two sections: one receiving individual instruction and the other learning in a traditional classroom setting. Both groups will be pre-tested on their grammatical knowledge. After a set period of instruction focusing on specific grammatical concepts, both groups will be post-tested to measure progress.

Additionally, qualitative data may be collected through student interviews or journals to gauge their experiences and learning preferences.

Data Analysis

The pre-test and post-test scores will be statistically analyzed to compare the improvement in grammatical skills between the individual and group learning settings. Qualitative data will be examined to understand the learners' perspectives on personalized instruction and its impact on their grammar development.

Results

The study is expected to reveal the impact of individual teaching on grammatical development. Potential benefits may include:

- Tailored instruction addressing individual weaknesses.
- Increased opportunities for practice and feedback.

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- Enhanced learner motivation and engagement.
- Challenges might also be identified, such as:
- Limited exposure to peer interaction and diverse learning styles.
- Potential for increased pressure on the learner.
- Resource and time constraints for individualization.

Advantages of Individual Teaching:

- **Needs Assessment:** Individualized instruction allows for a thorough assessment of a learner's specific grammatical weaknesses. This targeted approach avoids wasting time on areas the learner already grasps and focuses on areas requiring improvement.
- **Error Correction and Feedback:** One-on-one interaction facilitates instant and personalized error correction. The teacher can provide detailed explanations tailored to the learner's specific error and learning style, leading to a more profound understanding and reduced likelihood of repetition.
- **Learning Pace and Style:** Individualized instruction caters to the learner's preferred learning pace and style. Learners can progress at a comfortable rate, and the teacher can adjust teaching methods based on the learner's visual, auditory, or kinesthetic preferences.

Pedagogical Approaches:

- **Task-Based Learning:** By engaging learners in communicative tasks that require specific grammatical structures, individual instruction allows for contextualized grammar learning. The learner practices using grammar naturally, reinforcing its function and application in real-world scenarios.
- **Explicit Instruction:** While individual teaching emphasizes communication, explicit instruction of grammar rules remains valuable. The teacher can break down complex grammatical concepts into manageable chunks, providing clear explanations and examples tailored to the learner's needs.
- **Metacognitive Strategies:** Individualized instruction provides an opportunity to develop a learner's metacognitive awareness. The teacher can encourage learners to reflect on their learning process, identify their grammatical challenges, and develop strategies to overcome them.

Discussion

The findings will be discussed in relation to the effectiveness of individual teaching in promoting grammatical fluency at the intermediate stage. The article will explore the reasons behind any observed differences in progress between the two groups. Additionally, it will address the practical considerations of implementing individual instruction in language learning environments.

Conclusion

This article contributes to the understanding of individual teaching's role in developing grammatical skills at the intermediate stage. It highlights the potential benefits and offers insights for educators seeking to optimize this approach. By addressing individual needs, providing immediate feedback, and employing effective pedagogical approaches, individual instruction can foster a deeper understanding and more accurate application of grammatical structures.

In individual work on developing grammatical skills in schoolchildren, it is very important to practice regularly. Good results are the result of a responsible and conscious attitude of parents and students to additional lessons, attending all scheduled classes and doing homework. In addition, an important factor for the successful mastery of grammatical skills is the psychological competence of the tutor. It is no secret that interest in a subject is often formed in primary and secondary school and is determined by the professional qualities of the teacher, including knowledge of child psychology and his ability to build a dialogue with children. Success accompanies those of them who were able to establish first contact with their students, build trusting relationships, support them in their desire to overcome



difficulties and, in the future, get the children interested in learning grammar and a foreign language in general. The formation of grammatical skills in secondary school students is the key to their successful mastery of not only the more complex levels of English grammar, but also the effective mastery of a foreign language in general. Individual work with students, as a personalized, targeted type of activity, in this regard proves its effectiveness and, therefore, its relevance.

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