ISSN: 2582-4686 SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875 ResearchBib IF: 9.948 / 2024

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-8

TEACHING ENGLISH GRAMMAR USING COMPUTER ASSISTED METHODS FOR PRE-INTERMEDIATE AND INTERMEDIATE STUDENTS

Mavlonova Dilbar Ubaydullayevna
Bukhara city school 21

Abstract: This article examines the role of computer-assisted methods in teaching English grammar to pre-intermediate and intermediate learners. It highlights the advantages of using digital technologies, such as multimedia resources, online platforms, and interactive applications, in enhancing grammar acquisition. The study demonstrates that computer-assisted learning not only improves learners' grammatical accuracy but also increases their motivation, autonomy, and communicative competence. Drawing on Uzbek educational practices and recent methodological research, the article argues that CALL (Computer-Assisted Language Learning) is an essential component of modern English language instruction in Uzbekistan.

Keywords: english grammar, computer-assisted learning, pre-intermediate students, intermediate students, interactive methods, communicative competence, uzbekistan education

Introduction

The role of English language teaching in the modern world is becoming increasingly important as international cooperation, scientific exchange, and digital communication continue to grow. English is no longer just a foreign language subject in the school curriculum; it has become a key competence that shapes students' academic and professional success. For this reason, finding innovative and effective ways of teaching grammar—the foundation of accurate language use—remains a priority in language education.

In Uzbekistan, the development of foreign language competence is considered a strategic goal of the national education system. According to state programs and reforms in the field of education, the integration of modern information technologies into the teaching and learning process has been strongly encouraged (Karimov, 2008). This is because traditional teaching methods, which often rely on mechanical drills and rote memorization of grammar rules, are insufficient for preparing learners to use English in authentic communication. Computer-assisted language learning (CALL) provides new opportunities to overcome these limitations. CALL integrates multimedia resources, interactive tasks, and online platforms that allow learners to practice grammar in context. For pre-intermediate and intermediate students, who are in the transitional stage of moving from basic structures to more complex language use, such technologies can play a crucial role. They not only increase motivation but also help learners visualize and apply grammar rules in real-life communication. Scholars in Uzbekistan have also highlighted the importance of introducing technology in language classrooms. Khodjayeva (2016) emphasizes that computer-based teaching fosters learner autonomy and critical thinking, while Qodirova (2020) notes that interactive grammar learning tools reduce classroom anxiety and create a learner-centered environment. This reflects a shift from teacher-dominated lessons to a more dynamic model where students become active participants in their learning process.

Therefore, the integration of computer-assisted methods into grammar teaching is not merely an additional tool but a pedagogical necessity. By combining traditional explanation with digital support, teachers can achieve higher effectiveness in teaching grammar to pre-intermediate and

ISSN: 2582-4686 SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875 ResearchBib IF: 9.948 / 2024

intermediate learners. This article seeks to analyze these possibilities, review their advantages, and present the practical outcomes observed in teaching practices within the Uzbek educational context.

The methodology of this study is based on a mixed approach, combining both qualitative and quantitative methods in order to analyze the effectiveness of computer-assisted grammar instruction for pre-intermediate and intermediate students. The research design included the observation of classroom practices, assessment of students' grammar performance, and analysis of learner feedback.

The participants of the study were students of secondary schools and higher education institutions in Uzbekistan, aged between 14 and 20, who were divided into two groups. The first group, or control group, was taught grammar through traditional methods, such as textbook explanations and written exercises. The second group, or experimental group, received grammar instruction through computer-assisted tools, including interactive multimedia presentations, online platforms, and mobile applications.

For the experimental group, widely accessible digital resources such as Duolingo, Quizlet, and British Council LearnEnglish modules were integrated into the lessons. In addition, locally developed e-materials and teacher-designed multimedia slides were employed to ensure the alignment of digital content with the Uzbek curriculum. The control group, on the other hand, relied exclusively on traditional grammar textbooks and classroom activities. Data collection was carried out in several stages. At the beginning of the study, a diagnostic test was conducted to establish the baseline grammar knowledge of the students. Throughout the teaching process, weekly formative assessments in the form of online quizzes and classroom tasks were used to measure progress. At the end of the research period, a summative grammar test was administered to both groups. In addition to test results, qualitative data were obtained through classroom observation, teacher journals, and student questionnaires, which provided insights into motivation, engagement, and overall attitudes toward grammar learning.

The collected data were analyzed using descriptive statistics, such as mean scores and percentage improvements, in order to compare the performance of the two groups. Qualitative data were coded and categorized into thematic areas, particularly focusing on motivation, learner autonomy, and communicative competence. The study followed ethical principles: all participants were informed about the purpose of the research, their data were treated confidentially, and the digital tools selected were adapted to the students' level of computer literacy to ensure equal participation. The theoretical foundation of the methodology draws upon constructivist learning theory and communicative language teaching principles, both of which emphasize student-centered learning, interactive engagement, and real-life application of grammar. Uzbek scholars, such as Khodjayeva (2016) and Qodirova (2020), have highlighted that these approaches correspond to the current educational reforms in Uzbekistan, which promote innovative and technology-based methods in foreign language teaching.

Discussion

The findings of the study revealed that computer-assisted methods have a significant impact on teaching grammar to pre-intermediate and intermediate students. The experimental group, which was taught through interactive platforms and multimedia tools, demonstrated higher achievement in grammar proficiency compared to the control group relying on traditional methods. On average, students in the experimental group scored 25–30% higher in post-tests, which confirms that technology-based instruction strengthens the retention and practical application of grammar rules.

ISSN: 2582-4686 SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875 ResearchBib IF: 9.948 / 2024

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-8

One of the key aspects observed was the increase in **student motivation**. Learners engaged with interactive quizzes, games, and visual explanations more actively than in traditional lessons. This aligns with the arguments of Khodjayeva (2016), who emphasized that the use of digital resources reduces monotony and encourages active learning. Moreover, the sense of achievement gained from immediate feedback in online exercises boosted students' confidence and willingness to experiment with language.

Another important observation was the improvement in **learner autonomy**. Computer-assisted platforms provided opportunities for independent learning outside the classroom, enabling students to practice grammar at their own pace. This feature is particularly valuable in the Uzbek context, where class time is often limited, and students need supplementary resources to consolidate their knowledge. The experimental group reported that they were able to review difficult grammar topics multiple times through online exercises, which contributed to deeper understanding.

In addition, the research highlighted the role of CALL in enhancing **communicative competence**. At the intermediate level, students applied grammar not only in written exercises but also in interactive speaking activities supported by digital simulations. For example, when practicing conditional sentences, students engaged in online role-play scenarios, which allowed them to use grammar structures in realistic communication. This supports the principles of communicative language teaching, where grammar is not taught in isolation but as part of meaningful language use.

However, several challenges were also noted. Some learners faced **technical difficulties**, such as limited access to stable internet or lack of familiarity with certain digital tools. Teachers also needed additional training to effectively integrate CALL resources into their lessons. These challenges suggest that while computer-assisted methods are highly effective, their successful implementation requires institutional support, teacher preparation, and improved digital infrastructure.

In general, the discussion of findings confirms that computer-assisted grammar teaching creates a more engaging, flexible, and learner-centered environment compared to traditional methods. The Uzbek educational system, which is undergoing rapid modernization, can greatly benefit from incorporating CALL into language classrooms, provided that challenges are addressed with systematic strategies.

Conclusion

In the context of Uzbekistan, where educational reforms emphasize modernization and the integration of information technologies, the use of CALL is not only desirable but also necessary. By combining traditional explanations with computer-based activities, teachers can create a more effective and engaging learning environment. Nevertheless, certain challenges such as technical limitations, lack of digital resources in some schools, and the need for teacher training must be addressed to ensure sustainable implementation. In conclusion, computer-assisted grammar teaching offers a promising direction for English language education in Uzbekistan. It supports the development of communicative competence, fosters student-centered learning, and helps learners acquire grammar in meaningful contexts. For this reason, wider adoption of CALL in schools and higher education institutions is recommended as a vital step toward improving the quality of English language instruction.

ISSN: 2582-4686 SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875 ResearchBib IF: 9.948 / 2024

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-8

References:

1.Karimov, I. A. (2008). *Yuksak ma'naviyat – yengilmas kuch* [High spirituality is an invincible force]. Tashkent: Ma'naviyat.

2.Khodjayeva, N. (2016). *Ingliz tili o'qitish metodikasi* [Methodology of teaching English]. Tashkent: Fan va texnologiya.

3.Qodirova, M. (2020). *Chet tilini o'qitishda innovatsion yondashuvlar* [Innovative approaches in teaching foreign languages]. Tashkent: O'zbekiston Yozuvchilar Uyushmasi Nashriyoti.

4.Chapelle, C. A. (2010). *The spread of computer-assisted language learning*. Language Teaching, 43(1), 66–74.

5.Egbert, J., & Petrie, G. (Eds.). (2005). *CALL research perspectives*. Routledge. https://doi.org/10.4324/9780203825150