

## USING ICT TO IMPROVE STUDENTS' GRAMMATICAL SKILLS

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### ABSTRACT

*The roles and educational prospects of information and communication technologies, specifically ICT, in teaching grammar to Uzbek philology students are demonstrated in this paper based on an analysis of scientific and methodical literature. The essay discusses the methodological aspects of using ICT to develop grammatical competence in the Uzbek language.*

**KEYWORDS:** *Information and Technologies, Competency, ICT, Grammatical Competence.*

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### INTRODUCTION

Because new societal conditions contribute to some modifications in the educational process, the role of information and communication technologies (ICT) is fast expanding in all fields of human activity, particularly in education. ICT allows for the optimization of professional training processes, as well as dramatically speeding up, diversifying, and increasing student learning through visual aids, learning dynamics, and interactivity.

The purpose of this essay is to demonstrate ICT skills while developing grammatical competence in philology students.

Methodology of Uzbek grammar studying were investigated by NilufarErgashevnaYuldosheva, GavkharTojjeva, Bozorova Lobar Bazarbaevna, ChulponZabihullah Muhammad Navobugliand others. Various philosophical, ideological, scientific, theoretical, methodological, psychological, pedagogical and practical teaching aspects of ICT in the educational process are highlighted in the works of such scholars Kremen V., Morse N., Robert J. and others. Features of the application of ICT in the language study are viewed by Bratslavskaya O., Hurina T., Zymovets A. and others. However, the peculiarities of the formation of grammatical competence by means of ICT technologies in scientific and methodological literature are not enough highlighted.

We clearly distinguish the ideas of competence and competency as a result of a review of scientific and methodological literature. We believe that competency is a pre-defined societal requirement for a student's educational preparation. And competence refers to a student's mastery of a relevant competency, as well as his personal attitude toward it and the activity's subject. It is the student's personal qualities, as well as his or her capacity to operate or perform particular activities efficiently, that is based on acquired information, learning, and life experiences, values, and abilities. As a result, the formation of competencies might be considered the educational process's end outcome. Competence, on the other hand, can be thought of as a personal trait.[1]

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Only a deep teacher's grasp of the rules, processes, and regularities of word connections that make up the grammatical structure of the language allows for effective language teaching. Without knowledge of the grammar system, grammatical features of words, and grammatical forms that identify the individual national language, grammatically accurate speech is impossible. As a result, grammatical competence, which manifests itself as an integrated aspect of communicative competence, is one of the most important components of the future professional philologist's profession.

We rely on the statement that grammatical competence entails systematic knowledge of lexical, morphological, syntactic, phonetic, and orthographic aspects of language in order to construct meaningful and coherent expressions; comprehension of grammatical concepts and means of grammatical categories expression; and skills and the ability to use grammatical phenomena in speech activity appropriately in a variety of communication situations.

Information and communication technologies (ICT) — a set of interconnected information, computer, and telecommunication technologies with corresponding software that are widely used in all spheres of human activity — are currently among the technologies that largely aid in the formation of grammatical competence in students [2].

As information technology advances, the Internet gains new characteristics. The concept of ICT - methods of system design that improve as more people use them by integrating network interactions — is one of the underlying principles of the Internet today. The notion of engaging people to the filling, consuming, and reusing of material [3] is an important component of ICT.

Because they do not require special programming abilities, these technologies are increasingly being employed in educational practice to optimize and increase the learning process. Furthermore, because of their simplicity and comfort, teachers can save time during training. Blogs, wikis, social networks, and other ICT platforms foster collaboration between teachers and students by allowing for the development and debate of educational content, as well as information sharing.

In Uzbek language instruction, the use of Web 2.0 technology allows teachers to move away from traditional forms of learning and make the learning process more personalized for pupils. Furthermore, it contributes in the optimization of language structures and grammatical rules mastery, as well as the avoidance of monotonous training in the development of communicative competence. The following is a description of ICT's didactic potential in Uzbek language classes:

- increasing the motivation of training;
- Intensification of educational activity of students, strengthening their role as a subject of study (giving an opportunity to choose a sequence of material learning, determine the extent and type of assistance and etc.);
- application of a diversified learning strategy;
- enhancing language skills through the use of real web materials;
- monologue and dialogue speaking exercise;

- establishing a learning environment that allows students to "immerse" themselves in a fictional universe, as well as in certain social and cultural settings;
- encouraging students to work on their own;
- varying the ways in which knowledge is presented and the types of educational goals that are pursued;
- offering immediate input as well as the opportunity for reflection;

It should be mentioned that the teacher's role in the educational process while employing ICT technology is to organize a variety of learning activities for students in an information-educational environment. In these circumstances, the teacher becomes a collaborator, mentor, and tutor in the field of educational communication.

More ICT prospects, particularly ICT for building grammatical competence of students taking an Uzbek language course, are described.

The network allows users to access any information they require and provides numerous venues for publishing that content, such as blogs. A blog is a website with records (posts) of text, photographs, or multimedia that are updated and commented on on a regular basis [4]. It's a self-service information resource where students and teachers can upload manuals, textbooks, multimedia presentations, and other educational materials, highlight news, and communicate with one another.

A blog can also be used as part of an educational initiative. For example, a group of students creates and maintains their own blog, which covers current issues in Uzbek grammar, historical facts about the development of grammar, theoretical information, difficulties in determining grammatical categories (morphological and syntactic), and samples of educational texts (linguistic, historical, educational, ethnographic, and so on) with grammatical tasks attached, as well as audiovisual support. Information from these blogs can be used by teachers in their classrooms and by students in their future careers throughout their training and production practice.

Due to advanced technical resources in the design of their articles and some freedom in looking for the essential information, the use of blogging resources in language classes increases student motivation. Working on these blogs develops language and communication skills such as reading, writing, listening, and speaking (in the case of creating audio and video content), as well as the ability to analyze and comment on information, forming critical thinking [4].

The ability to modify text repeatedly, as well as enticing diverse people to develop, maintain, and improve articles and discuss them, are all advantages of employing modern technologies in the study of grammar. Students may, for example, develop a grammatical encyclopedia that includes examples of morphological analysis of various components of speech and syntactic analysis of various sentence forms. It should be emphasized that this initiative is open to any students who are interested in grammar. It will help them strengthen their analytical and research skills, as well as their capacity to write and edit texts and their grammatical skills to analyze words and sentences.

As a result, using information technologies to organize grammar work provides substantial advantages over traditional methods, because:

- ensures optimal consistency, speed of content perception, and the ability to organize work independently for each student • broadens the scope of information retrieval
- through the search, selection, and analysis of material on the internet, develops analytical and research abilities;
- promotes students' creative potential by allowing them to choose how they want to present their own knowledge and the opportunity to add audiovisual content to printed texts;
- permits students to view, analyze, and comment on each other's results;
- allows students to work on the same document at the same time, collaborate on projects, and fill one resource with data;
- Provides the capacity to govern one's own knowledge and talents as well as the knowledge and skills of others.
- guarantees that the teacher receives feedback and that all participants in the educational process are kept informed.

We believe that in order to effectively teach linguistic disciplines using ICT tools, teachers should provide an integrated and coherent development of instructional materials that organically combine different types of work in the classroom: coworking and independent, individual and group work of students, modern technology and the teacher's living word, online communication, and public performances.

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