

TEACHING ADVERB THROUGH PACE MODEL

Hakimova Mohirabonu Jamshid qizi

UzSWLU, 3rd year student

Scientific supervisor: Akhmadalievna Khosiyatposhsho Abdukhayotovna

Acting Associate Professor of the Department “Theoretical Aspects of the English Language”

Annotation. This article outlines the proposed instructional approach for teaching adverbs using the PACE teaching model. The PACE teaching model encompasses four key components: Prepare, Activate, Connect, and Extend. The Prepare phase involves activating prior knowledge and introducing new concepts. The Activate phase aims to engage students through interactive and meaningful experiences. The Connect phase encourages students to make connections between new and existing knowledge. The Extend phase provides opportunities for students to apply, analyze, and synthesize their learning. Therefore, the purpose of this study is to explore the effect of the PACE model teaching and observe students' learning attitudes in grammar class. The significance of this study is to help teachers understand the effect of students and students' attitude of learning Adverb in the PACE model so that teachers can compare with their own teaching effect to make corresponding changes and improve the teaching effect.

Keywords: grammar knowledge, model, communication, book widgets, digital programs.

Annotatsiya. Ushbu maqola ravishda otlar qanday o'rgatilishini PACE o'qitish modeli orqali taklif etilgan yondashuv asosida ko'rsatadi. PACE modeli to'rt asosiy bosqichdan iborat: *Tayyorlash (Prepare)*, *Faollashtirish (Activate)*, *Bog'lash (Connect)* va *Kengaytirish (Extend)*. *Tayyorlash* bosqichida o'quvchilarning avvalgi bilimlari faollashtiriladi va yangi tushunchalar kiritiladi. *Faollashtirish* bosqichi interaktiv va mazmunli faoliyatlar orqali o'quvchilarni jalb etishga qaratilgan. *Bog'lash* bosqichida yangi ma'lumotlar mavjud bilimlar bilan bog'lanadi. *Kengaytirish* bosqichida esa o'quvchilarga o'z o'rganishlarini amalda qo'llash, tahlil qilish va umumlashtirish imkoniyati yaratiladi. Ushbu tadqiqotning maqsadi – PACE modelining grammatikani, xususan ravishlarni o'rgatishdagi samaradorligini o'rganish va o'quvchilarning bu boradagi munosabatlarini kuzatishdir. Tadqiqotning ahamiyati shundaki, u o'qituvchilarga PACE modeli asosidagi darslarning o'quvchilarga ta'sirini tushunishga yordam beradi hamda o'z uslubini solishtirish va takomillashtirish imkonini beradi.

Kalit so'zlar: grammatika bilimlari, PACE modeli, o'quvchi faolligi, raqamli vositalar, o'qitish strategiyalari

Introduction

In the context of teaching adverbs, the Prepare phase can involve a brief review of what adverbs are and how they function in sentences. Subsequently, the teacher can introduce new adverbs and their various types, such as adverbs of

manner, frequency, time, place, and degree. During the Activate phase, students can participate in interactive activities that require them to identify adverbs in sentences, create adverb-rich sentences, and discuss the impact of adverbs on the meaning of sentences.¹ These activities can include games, group discussions, and real-world examples to illustrate the use of adverbs in different contexts. Moving to the Connect phase, students can be prompted to connect their understanding of adverbs to their prior knowledge of parts of speech, sentence structure, and language usage. This phase can also involve collaborative exercises where students work together to analyze how adverbs modify verbs, adjectives, and other adverbs within sentences. Finally, in the Extend phase, students can demonstrate their understanding of adverbs through a variety of extension activities. These activities may include writing their own creative sentences using adverbs, analyzing texts to identify adverbs and their impact on the meaning of the text, and engaging in discussions about the role of adverbs in effective communication.

“Grammar is a piano I play by ear. All I know about grammar is its power.” – American writer Joan Didion². This quotation shows that, grammar should be taught in the school’s curriculum because it creates good credibility. Standards³ advocates that grammar is an important part of English learning, which requires teachers to design different activities to teach grammar in the process of communication and to pay attention to the learning of grammar meaning. PACE means: presents Presentation, Attention, Co-construction, Extension which focuses on meaning and form of language, and it is student-centered in teaching, which can not only stimulate students' learning motivation but also improve students' communicative competence.

Methods and discussion

They’re all about using new teaching strategies that focus more on students. These innovative ones encourage students to join proactively and interact with their classmates and students – the teacher – during lessons. Students will have to work more, but in a way that meets their needs better and can help them grow faster. The four letters of "PACE" presents Presentation: teacher presents meaningful language material. Attention: teachers turn their students' attention to language forms. Co-construction: teachers need to work with students to construct grammar rules; it means that teachers sum up grammar rules with students by communicating, analyzing and explaining. Extension: teachers provide expansion

¹ Fixed Ideas: America Since 9.11 (2003; essay first published in the January 16, 2003 issue of The New York Review of Books)

²Fixed Ideas: America Since 9.11 (2003; essay first published in the January 16, 2003 issue of The New York Review of Books)

³The State Education Commission issued the Compulsory Education English Curriculum Standards (2022 Edition) "(Hereinafter referred as Standards)

materials to help students consolidate the grammar rules that they have learned⁴. Accordingly, The ultimate goal of grammar teaching is to use grammar in different contexts. But firstly, the PACE teaching pays more attention to the use of grammar knowledge, not only the form of grammar, but also the meaning and function of grammar. Secondly, the PACE model advocates the holistic learning of language. Now, it is the pursuit in English grammar teaching in the middle school for 6 grade pupil. Teaching adverbs through this provides an effective framework for engaging students and promoting a deeper understanding of adverb usage. The PACE model, which stands for Prepare, Activate, Connect, and Extend, offers a structured approach to instruction that can be tailored to the specific needs of teaching adverbs.

The Prepare phase involves laying the foundation for learning by activating students' prior knowledge about adverbs and introducing new adverbs and their various types, such as adverbs of manner, frequency, time, place, and degree. This phase sets the stage for the exploration of adverbs and their functions in sentences.

In the Activate phase, students are actively engaged through interactive activities that require them to identify adverbs in sentences, create adverb-rich sentences, and discuss the impact of adverbs on the meaning of sentences. Interactive exercises, group discussions, and real-world examples can be used to make learning about adverbs dynamic and engaging.

During the Connect phase, students are encouraged to make connections between their understanding of adverbs and their prior knowledge of language and grammar. Collaborative exercises can be employed to analyze how adverbs modify verbs, adjectives, and other adverbs within sentences, fostering a deeper understanding of adverb usage in different contexts.

Finally, the Extend phase provides opportunities for students to apply, analyze, and synthesize their learning. Extension activities may include writing creative sentences using adverbs, analyzing texts to identify adverbs and their impact on meaning, and engaging in discussions about the role of adverbs in effective communication.

By utilizing the PACE teaching model, educators can create a comprehensive and engaging learning experience for students as they explore the intricacies of adverbs. This approach ensures that students are actively involved in the learning process, make meaningful connections, and have opportunities to extend their understanding of adverbs within the broader context of language and communication. With the PACE teaching model, students can develop a solid grasp of adverbs and their role in effective communication, laying the groundwork for enhanced language skills and grammatical proficiency.

⁴Xiaoxia, Tian. (2012). The Application of PACE Teaching Model in English Grammar Teaching in Middle School [D]. Wuhan: East China Normal University.

Conclusion

Many people think that grammar is not important and may not be used in the future. In order to reverse this situation, the State Education Commission issued the Compulsory Education English Curriculum Standards.⁵ Therefore, Standards aim to cultivate students' ability to comprehensively use language knowledge, emphasizing the process of learning and the practicality of language knowledge.

Standards advocate changing the fragmented teaching methods that are out of context, but innovating teaching methods, and practicing English by different activities. Therefore, teachers should keep pace with the times and continuously update their educational ideas. Grammar teaching is no longer persistent in rote memorization, teaching objectives are no longer persistent in exam-oriented education. Unlike traditional teaching, which mainly focuses on how much knowledge you can pass on to students, innovative ways of teaching dig deep into what students truly take away from what teachers are teaching during lectures. Overall, the PACE teaching model provides a comprehensive framework for effectively teaching adverbs, ensuring that students are actively engaged, make meaningful connections, and have opportunities to extend their understanding of adverbs in context. This abstract sets the stage for an in-depth exploration of the application of the PACE teaching model to the teaching of adverbs, with the potential to enhance students' language skills and understanding of grammar.

References

1. Abdukhayotovna, A. K. (2022). The Beneficial Angels of Learner-Centered Approach in Prospering Pupils' Communicative Competence in English Classes at Academic Lyceums. *International Journal on Integrated Education*, 5(1), 129-135.
2. Erdanova, Z. (2019). Onomastic is a mirror culture. In *Science and practice: a new level of integration in the modern world* (pp. 149-152).
3. Erdanova, Z. (2021). THE PROBLEM OF THE NORMS OF PHRASEOLOGICAL UNITS. *Mental Enlightenment Scientific-Methodological Journal*, 2021(1), 74-81.
4. Fixed Ideas: America Since 9.11 (2003; essay first published in the January 16, 2003 issue of The New York Review of Books).
5. Gulomova, R. (2024). Embracing cultural classes: unveiling the significance of culture in EFL education. *O 'zbekiston davlat jahon tillari universiteti konferensiyalari*, 665-671.
6. Innovative techniques for teaching grammar Muxamedova Gulmira Ismoilovna Bukhara city, school 26 VOLUME 6, ISSUE 11, Nov. -2020

⁵The State Education Commission issued the Compulsory Education English Curriculum Standards (2022 Edition) "(Hereinafter referred as Standards)

7. Kholbutayeva, S., & Gulshoda, R. (2025). PEDAGOGICAL INNOVATIONS: HOW TO ENHANCE STUDENT ENGAGEMENT THROUGH KAHOOT?. *YANGI O 'ZBEKISTON, YANGI TADQIQOTLAR JURNALI*, 2(7), 141-145.
8. Rashidova, G. (2024). Scientific ethics and etiquette of uzbek students in writing. *Проблемы инновационного и интегративного развития иностранных языков в многоязычной среде*, 416-420.
9. SULTONOVA, M. (2024). On the issue of critical thinking.
10. Sultonova, M. (2024, October). Features of Critical Thinking Skills for B1 Level Learners. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 786-790).
11. Sultonova, M., & Usmonaliyeva, M. (2024). Pragmalinguistics: exploring the social dynamics of language use. *O 'zbekiston davlat jahon tillari universiteti konferensiyalari*, 633-638.
12. To'ychiyev, B., & Mamatkulova, F. (2024). *The role of think-aloud strategy in teaching reading comprehension to elementary learners. O 'zbekiston davlat jahon tillari universiteti konferensiyalari*, 161-166.
13. Xiaoxia, Tian. (2012). *The Application of PACE Teaching Model in English Grammar Teaching in Middle School* [D]. Wuhan: East China Normal University.