

CONTEXTUALIZED GRAMMAR TEACHING IN HIGH SCHOOL FOREIGN LANGUAGE EDUCATION: CHALLENGES AND OPPORTUNITIES

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Abstract. Grammar instruction has long been a cornerstone of foreign language education, but traditional approaches to teaching grammar in isolation have come under increasing scrutiny. The integration of grammar into meaningful, context-based learning has emerged as an essential method in modern foreign language pedagogy. This article explores the challenges and opportunities of teaching grammar in context within the framework of high school foreign language education, highlighting its importance for communication and evaluating contemporary teaching strategies.

Keywords: Contextualized grammar teaching strategies, TBLT, CLT, input hypothesis, pragmatic competence, student engagement, real-world language use.

Annotatsiya. Grammatika o'qitish azaldan chet tili ta'limining asosi bo'lib kelgan, biroq grammatikani alohida (kontekstdan ajratilgan holda) o'rgatishning an'anaviy usullari tobora ko'proq tanqidga uchramoqda. Grammatikani mazmunli, kontekstga asoslangan o'qitish bilan integratsiya qilish zamonaviy chet tili pedagogikasida muhim uslub sifatida namoyon bo'ldi. Ushbu maqola yuqori sinf o'quvchilariga chet tili o'qitish tizimida grammatikani kontekstda o'rgatishning qiyinchiliklari va imkoniyatlarini o'rganadi, uning muloqot uchun ahamiyatini yoritadi va zamonaviy o'qitish strategiyalarini baholaydi.

Tayanch so'zlar: kontekstual grammatika o'qitish strategiyalari, TBLT (vazifalarga asoslangan ta'lim), CLT (kommunikativ til o'qitish), input gipotezasi, pragmatik kompetensiya, o'quvchilar faolligi, tilning real hayotda qo'llanilishi.

Аннотация. Обучение грамматике долгое время было краеугольным камнем иноязычного образования, однако традиционные подходы к преподаванию грамматики в изоляции подвергаются всё большей критике. Интеграция грамматики в содержательное, контекстное обучение стала важным методом в современной педагогике иностранных языков. В данной статье рассматриваются проблемы и возможности контекстного обучения грамматике в рамках школьного образования, подчеркивается его значимость для коммуникации и оцениваются современные стратегии обучения.

Ключевые слова: стратегии контекстного обучения грамматике, TBLT (обучение на основе заданий), CLT (коммуникативное обучение языку), гипотеза входного сигнала (input hypothesis), прагматическая компетенция, вовлеченность учащихся, использование языка в реальном мире.

Introduction

Teaching grammar effectively remains a central challenge in foreign language education, particularly in high school settings. Traditional methods often focus on isolated grammar rules, which can hinder students' ability to use language in real-life contexts. Contextualized grammar teaching integrates grammar with meaningful communication, balancing accuracy and fluency. By applying strategies like task-based language teaching (TBLT) and communicative language teaching (CLT), educators can create more engaging and effective learning environments[1].

Theoretical Foundations of Teaching Grammar in Context

The shift towards teaching grammar in context is grounded in theories that emphasize meaning and communication in language learning. Stephen Krashen's Input Hypothesis argues that learners acquire grammar more effectively through comprehensible input in meaningful contexts, supporting the idea that grammar should be integrated into authentic communication, rather than taught as isolated rules[2]. Furthermore, theories like Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) focus on using real-life tasks and communication to promote language learning, encouraging students to practice grammar in context. These frameworks align with modern methods that integrate grammar teaching with active language use to improve both accuracy and communicative competence[4].

Practical Strategies for Teaching Grammar in Context

Effective grammar instruction in context requires a shift toward interactive and student-centered teaching strategies. Some key strategies include:

Focus-on-Form: Brief grammar instruction within communicative activities helps students notice grammatical structures without interrupting conversation flow.

Task-Based Activities: Using tasks such as role-plays, problem-solving, and debates allows students to practice grammar in realistic contexts.

Scaffolding: Providing structured support, such as sentence starters or grammar guides, helps students gradually develop their understanding and use of grammar.

Collaborative Learning: Encouraging peer interaction allows students to practice grammar in meaningful contexts, reinforcing learning through social engagement[5].

Challenges in Teaching Grammar in Context

Limited class time hinders integrating grammar with other language skills.

Individual attention is difficult in diverse, large groups.

Differing abilities make designing suitable tasks challenging[5].

Opportunities and Benefits in Teaching Grammar in Context

Despite challenges, teaching grammar in context offers key advantages. Using authentic materials and real-life situations helps students see grammar's relevance. Approaches like Task-Based Language Teaching (TBLT) allow students to learn grammar through tasks that mimic real-world communication, enhancing language retention and motivation. Additionally, integrating grammar into communication builds pragmatic competence, enabling accurate and appropriate language use[4].

Conclusion

Teaching grammar in context offers both challenges and opportunities in high school foreign language education. Integrating grammar with real-world tasks and communication enhances engagement and effectiveness. While challenges like time constraints and varying proficiency exist, approaches such as TBLT and CLT provide strategies to overcome them. Ultimately, contextualized grammar teaching improves

linguistic accuracy and communicative competence, preparing students for real-world use.

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