

EFFECTIVENESS OF USING INDUCTIVE AND DEDUCTIVE APPROACH OF TEACHING ENGLISH

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Abstract: *The effectiveness of teaching English to school and university students through interactive and didactic methods. The study investigates the comparative effectiveness of teaching English grammar through constructive and engaging instruction. The study also aims to determine which of these two approaches has a positive impact on the graduation rates of university and elementary school students in Uzbekistan, therefore it provides answers to the following questions: In comparison to the deductive method at the university level, what is the impact of the inductive method on gross motor skills? When compared to the deductive method at elementary stage, what is the effect of the inductive method on gross motor skills? For each level based on its syllabus, the researcher prepares two programs based on educational and pedagogical methods to address the study's questions.*

Key word: *Inductive method, deductive method, elementary stage, university level, academic achievement.*

INTRODUCTION

According to Boston (2014), grapheme is multifaceted; it is a formal mechanism, a functional system from sign language, or a dynamic resource that both users and learners can access at different times and in different ways. The main goal of grammar instruction is to help students understand linguistic concepts; students use grammar as a tool or resource for comprehension and clarification of oral and written content in an efficient, effective, and situation-appropriate manner (Huang, 2015). Teaching grammar plays a crucial role in every English foreign language (IFL) classroom and has been the focus of language teachers and learners for many years. Some people view it as essential to learning any foreign language, while others see it as a barrier to second language acquisition (SL). By means of his empirical study, (Ellis, 2016). Concluded that grammar teaching can help students enhance both their language proficiencies and accuracy, facilitate the internalization of the syntactic system of the second and foreign language, and supply the development of fluency.

MATERIALS AND METHODS

The main aim of the present study is to find the comparative effectiveness of deductive and inductive methods on the academic achievement of the elementary school and University students. The objective is split into the following sub-objectives: To find the effect of both models on the use of the rules of grammar by the university students. Many educators are interested in comparing the effectiveness of instructional and engaging methods in teaching EFL. In the present study, the researcher mentioned some of their studies that conducted at

School level, while others were conducted at university level. Studies related to School level Aisha (2002) conducted a study to investigate the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities (inductive teaching model). The sample size was eighty (80) at the secondary and one hundred and twelve (112) at the elementary stage in Pakistan. In contrast to the experimental group, which was taught English grammar through group work activities using the engaging teaching method, the experimental group was taught English grammar through text book using the didactic method (traditional method). Following the treatment period, pertinent test results were administered to the students in both groups at each stage and were reviewed. The study's primary conclusions were that both experimental and control groups The teaching of English grammar through group work activities (inductive approach) was equivalent to teaching English grammar, and it played a positive role in enhancing the academic performance of the students studying English. The sample of the study consisted of 160 scientific and literary male and female students who were divided into two groups, the inductive and

deductive. of research. Regarding the study's first question, which asks whether there are statistically significant differences ($\alpha \leq 0, 05$) in the students' responses to instructions, the results indicate a significant difference in their favorite activity. They were divided into four experimental groups. The first and second groups learn grammar at university level (deductive and inductive methods) by the two instructors (specialized in TEFL & curricula); the third and fourth groups learn grammar by using inductive and deductive methods in schools by English teachers. The duration of teaching university students is one month, with weekly periods of five hours at each class, whereas the duration of teaching students at school is one month with five minimum satellite elementary stages.

RESULTS AND DISCUSSION

For the purpose of the study two grammar achievement tests were used. The general purpose of these instruments was to compare the achievements of the four groups on the pre and post tests. 1. Recognize the rules of tenses. 2. Recognize subject-verb agreement. 3. Make yes/no questions. 5. Make or form negative form. The researcher designed to table so specifications for both tests (for university and school students). That show the distribution of questions among content and objectives at school level so it finished in June. The following procedures were followed for the purpose of the study:

Firstly, to make sure that both groups are equivalent, a test between the two groups of university stage was computed as shown in Table 1. Table 1. Results of T-test on the grammar achievement on the Pre-test between the Two Groups of University Stage. As can be seen from Table 1, the experimental group's mean score on pre-test was slightly similar to the control group's mean score on the same test (30.24; 29.62) respectively. It indicates that the T value of grammar was 1.89. Thus, it is not statistically significant at ($\alpha \leq 0,09$) and both groups are equivalent. To test the significance of these differences between the mean scores of both groups on the reading comprehension in the post-test, the T test statistical procedure was computed as shown in Table 2.

Table 2. Results of T-test on the Grammar Achievement on the Post-test between the Two Groups of the University Stage. Table 2 indicates that the T value of grammar was 2.034. It is statistically significant at ($\alpha \leq 0,09$). Thus, the null hypothesis which stated that there is no statistically significant difference at ($\alpha \leq 0,09$) in the mean scores of grammar between the two groups was rejected. The mean scores of the grammar post test shown in table 2 indicate that the mean scores of the experimental group were higher than the mean scores of the control, where the mean score of the experimental group was 37.38, while the mean scores of the control group was 31.48.

CONCLUSION

The expected findings of the study indicate that the experimental groups at both primary and university stages are equivalent at the time of starting the experiment and the teaching of English grammar through inductive approach plays a positive role in improving the academic achievement of the students studying English grammar in both levels (university and elementary). It is necessary for teachers to vary their techniques and ways of teaching according to their students' interests and achievement levels with more emphasis on using the inductive way of teaching grammar. Teachers and instructors are encouraged to attend different intensive training courses held by the Ministry of Education in order to be aware of various modern ways of teaching English language. They are also encouraged to apply modern ways of teaching in their classes since this is one of the aims of the Educational Reform for Knowledge Economy. Researchers should conduct other studies in other regions and on other areas on syntax in order to obtain a more comprehensive idea about which way of teaching is more influential in teaching grammar in Uzbekistan.

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