

## INDUCTIVE AND DEDUCTIVE METHODS IN TEACHING GRAMMAR

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**Abstract:** *The article examines important aspects of inductive and deductive methods of teaching grammar in the modern education system.*

**Key words:** *grammar, learning, deductive, interactive, method, modern, fact, teacher, student.*

### INDUCTIVE AND DEDUCTIVE LEARNING METHODS

Inductive and deductive teaching methods are a way to illuminate the essence and logic of the content of educational material. Inductive teaching method is the activity of a teacher and a student in different versions. In doing so, the teacher first explains facts, demonstrates experiments, demonstrations, and organizes exercises to summarize and describe concepts. Students first study specific facts, then draw conclusions and generalize the material. Or students are given complex assignments that require independent observation, from specific rules to general conclusions. Students, on the other hand, think independently about the evidence and make appropriate conclusions and generalizations.

The deductive method is a method in which the teacher first sets out general rules, definitions, and then gradually raises specific cases, specific tasks. Thus, students understand the general rules, study the formulas, and then study the results obtained from them. When these methods are compared, the inductive method is more useful, as students assimilate the facts and material that lead to certain observations. For example, a teacher explains a solution to a math problem, and then encourages students to solve the same problem on their own, but this does not contribute to the rapid development of thinking and takes a lot of time to study the material. The deductive method helps to advance the material faster, and abstract thinking develops more actively.

Inductive and deductive teaching methods use his verbal, demonstrative and practical methods, as well as the method of reproductive or problem research.

The reproductive nature of learning is mainly the creative activity of students. The nature of thinking is such that a more active understanding and memorization of educational information provided by the teacher is impossible without the use of verbal, visual and practical teaching methods and techniques. In reproductive practice, the teacher explains facts, evidence, and definitions in detail, focusing on the underlying issue.

Demonstration is also used in reproductive teaching. Reproductive practice is characterized by the application by students of previously or newly acquired knowledge by example. But in such work, the enrichment of knowledge does not occur on its own. The problem learning method is used in problem learning.

## **THE TRANSITION FROM REPRODUCTIVE EDUCATION TO PRACTICAL EDUCATION**

At school, we teach people to solve life problems on their own. What is most needed is not only a good education, but also his vigilance and determination. From this point of view, the reproductive teaching method prevailing in the current school is inappropriate. For example, theater is now widespread. It's not about putting on a serious show. In the classroom, act out a small scene where the children can be asked to think about what they would say to the old man if they had a chance to meet with them. Suddenly the toilet door opens and a "primitive man" appears. He was wrapped in leather and held a stick in his hand. If no leather is present, the roll will wear half of the leather. Students are interested in assessing the weight of a stick, touching the skin and asking the "primitive man" about his fellow tribesmen and how they lived a hundred thousand years ago. You can also learn how to light a match without it.

It should never be forgotten that two participants in the pedagogical process - a teacher and a student - can pursue two different goals. For example, if a teacher wants to introduce a student to natural phenomena, the student thinks about finding time to play. This is one way to achieve two different goals. One of the best factors in a drive for action is amazement. When teachers are asked what the student should take from the lesson, they answer: homework, new knowledge, grades. In fact, the student should return home with joy and satisfaction, eager to return to class. There is no doubt that the teacher did not have time to do anything in the lesson. Her interest in children will help her fill in the blanks next time.

At the end of the lesson, if the teacher leaves the question open to the children, the children will try to meet him again, as if expecting the adventure to continue. Unfortunately, the texts in our textbooks do not contain short inconsistencies, all inconsistencies have been eliminated, so the textbooks are boring. Usually primary sources contain many irrational ideas, contradictions and contradictions. It is good to use the original sources, but they are difficult to read. Therefore, on the one hand, it is necessary to write texts in a language understandable to children, and on the other hand, it is necessary to have conflicting opinions.

The teacher's role in reviewing and consolidating material should also improve student achievement. Homework should not be limited to reading and speaking. Children are better off asking questions to the teacher. However, questions on the topic should prepare students for new knowledge. How does the repulsive force change when a container with water is heated? The teacher can encourage the children to try the rules they tested in class. Because you need knowledge to argue.

### **PRACTICAL TRAINING METHODS**

1. Study assignments. At all levels of schooling, it is important to develop student creativity. But it is especially important to shape their creative thinking from an early age.

This is due to the fact that in primary grades, especially in the first year of school, children begin to develop reading skills.

Creative thinking of students is the discovery of something new, the search for another way to create what you see, reading. reveals special connections from the material and so on. Students' ability to create something new without following a pattern develops in activities that require creativity. Study assignments play an important role in the development of creative thinking in younger students. Such tasks serve as the goal of the activity of thinking and determine its nature. Different types of assignments have different effects on the development of thinking in elementary school students.

Frequent use of reproductive tasks in educational activities creates in the child a desire to restore previously acquired knowledge and methods of work, the habit of working by example, and this habit becomes the reproductive basis of the thought process. But creative thinking requires the implementation of non-standard working methods, the ability to set new goals, control and evaluation, planning, specific methods of analysis, comparison and generalization, and the formation of evaluation criteria.

To shape these thought processes in students, the use of productive tasks in the classroom, their direct creative thinking should focus on the development of processes such as goal setting, planning, generalization, and monitoring and evaluation. The goal setting process includes questions about the content of the text, images, additional questions for the responding student, various questions about the conditions of the problem, etc.

To develop work planning skills in elementary school students, it is necessary to constantly discuss with them how they represent their character when performing any assignments in future lessons. Lessons should also make extensive use of tasks such as story planning, essay writing, and problem solving. The need to develop creative thinking in younger students poses a wide range of tasks for the teacher aimed at developing students' analytical, comparative and generalizing skills in the learning process.

The inclusion of productive tasks in the structure of the lesson is one of the main conditions for the formation of thought processes in younger students, such as setting new goals, planning, analyzing models, comparing, monitoring and evaluating, which play an important role in learning. development of creative thinking.

#### **EXERCISES WITH THEORETICAL KNOWLEDGE**

Here are some tips on how to look or make an appointment for antique items. The most common but least effective way to do this is to verbally revise certain concepts and rules that you rely on in completing the activities in the lesson plan. A more effective way to review the theoretical material before practicing the exercises is to give practical assignments on the application of the material. Such tasks are based on selective dictating, writing certain words, briefly analyzing certain parts of speech, highlighting important

parts of speech, recording certain spellings when working with didactic handouts, solving problems. Working with mathematical expressions, etc.

Another way to refer to theoretical material in practice is to justify the student's actions before performing the next practical work. Theoretical substantiation in the process of practical work is pedagogically substantiated. This method can be done in two ways. They include a broad explanation and interpretation of the following case. When working with students to fill in some of the gaps in their preparation, a detailed explanation of the next steps is more appropriate. At the same time, the student should be required to observe a wide range of observations, and fulfilling the requirement will provide a deeper understanding of the calculation method. The skill level of the students depends on how this work is organized. There are several systems for classifying exercises, and they can all be divided into three groups, depending on their place in the development of skills: preparation, training and instructional exercises.

Motivation to learn is an external urge to be active. Therefore, motivation is an important factor in a teacher's work. But motivation becomes a driving force towards a real goal only when it affects intuition. Moreover, such internal motivation arises not only under the influence of external stimuli, but also under the influence of the student himself, his previous experience, needs, and so on.

One way to stimulate interest in reading is to create successful situations for students with reading difficulties. Encouragement lifts the student's spirits, makes them happy, and encourages him or her to do better. Rewards include good grades, custom assignments, and posting photos in dedicated reward windows. A successful situation can also be created by encouraging the student's intermediate efforts, that is, encouraging him or her to new efforts. Creating the right environment for success in any endeavor is essential.

Rewards and reprimands have their own characteristics. For example, incentives through assessment, creating an atmosphere of academic achievement through the implementation of specially selected tasks, the award of subsidized scholarships, participation in the preparation of experiments and laboratory work, incentives through the equipment of screens; encouraging knowledge based on the results of a public review, etc. Reprimands for reading are used in the form of verbal reprimands during the lesson, downgrading, writing in a workbook, pointing out errors, reprimands and other techniques. The use of harassment and other forms of punishment is an exception to the teaching method as it is a last resort. At school, as in all educational institutions, you cannot punish students, insult them for not having mastered them, touch them, insult them with profanity. The use of such methods in teaching activities is considered inappropriate.

Teaching and learning inductive and deductive languages is very important in education. They are two different and conflicting teaching and learning methods or approaches. Both the teacher and the student require the presence of the student. The

biggest differences between the two are in the direction and flow of information, and in the role of teacher and student. Inductive teaching and learning means that the direction of information flow is clear to everyone. In terms of teaching, a lesson starts with lessons or experiments. It is mainly focused on students, their abilities and talents, and not on the teacher.

Inductive teaching and learning has many benefits; knowledge is acquired naturally through exposure, and learners should be able to use their thinking ability, prior knowledge, intelligence and mental focus. This method also measures how the learner connects based on the information provided. Since inductive teaching and learning includes the perspective of the learner, it will be easier for the learner to grasp this concept. The concepts of this method can be personalized, easy to remember, and easy to understand. It is a method of discovery that takes time and requires students' imagination and creativity. Inductive learning is very suitable for a small group of students who have a qualified and experienced teacher who knows how to make changes during the lesson.

The opposite of inductive teaching and learning is deductive teaching and learning. The role of the teacher in this method is great, because he is the person who gives and disseminates all the information. In this method, the data flow goes from general to specific. The deductive method is the traditional method of teaching and learning. Knowledge is taken from a general reference or source and then delivered to the reader. The usual flow of information begins with an introduction and presentation of a concept, followed by actions. The information is based on facts, statements and predefined logic. This method is easy to use, leaves little room for error, and the information provided is reliable. There is also a clear and definite volume; the method requires a little preparation from the teacher.

However, there are drawbacks to deductive learning, which involve a very structured and predictable flow. This method also leaves little room for interaction, which is most effective for large groups of students. As far as the language application is concerned, both methods are used in different language methods, concepts and cases. For example, the inductive method is used when writing a story or work. On the other hand, the deductive method can be useful in explaining a literary work.

1. Active and inductive teaching and learning methods differ in many ways.

2. In the process of inductive learning, the flow of information has a special generality, which is more focused on students.

3. On the other hand, the information flow of the deductive method is shifting from the general to the particular, and it is more focused on the teacher.

4. The deductive method introduces the concept and its process before applying it to a test or exercise. However, in an inductive method, an action or test is first introduced before the concept is discussed.

5. The deductive method is used in large classrooms, the inductive method is effective when used in small groups of students.

6. The deductive method is traditional, structured and predictable, the inductive method is personalized, and the concepts are easy to remember and understand.

7. Deductive method is a verification method in which information comes from a specific source and is communicated directly to the learner, while inductive method is a method of discovery based on a learner's point of view or understanding of a concept.

Deduction is a pre-existing general fact that a general principle applies to smaller, more individual cases based on certain rules of reasoning and logic. According to deduction, the general hypothesis is tested on existing individual cases in life. This general principle already exists and cases are studied only to test and apply this principle. Here logic comes first; experience is secondary.

The most important task of the educational process is the student's personal interest. It is important to know what technologies to use in the learning process in order to get the planned results. It is clear that the use of any specific educational technology, no matter how perfect it may be, does not create the most effective conditions for identifying and developing students' skills.

Pedagogical (educational) technology is a thoughtful model of educational activity, combined with a favorable environment for students and teachers to design, organize and conduct the educational process. Pedagogical technology involves the implementation of the idea of a fully controlled educational process.

Design method as pedagogical technology is a technology that involves a combination of research methods, research and problem solving. For students, a project is an opportunity to maximize their creative potential, and, in principle, students must have clear creative, intellectual and communication skills to solve a problem. Therefore, the correct use of the project method requires a lot of training in an integrated education system.

Active or interactive methods include stimulating student learning and independence. Interactive methods are aimed at creating a comfortable learning environment in which all students actively communicate with each other. The organization of interactive learning includes the modeling of living conditions, the use of role-playing games, the general solution of information based on the analysis of tasks and situations, the inclusion of information flows into consciousness, which leads to its vigorous activity. An integral part of interactive approaches are interactive exercises and assignments performed by students. The main differences between interactive exercises and routine exercises are that they are focused not only on integrating the material learned, but also on learning new things.

Thus, the use of modern technologies in education, on the one hand, causes certain difficulties and problems, and on the other hand, leads to various achievements. This process manifests itself in the further development of students with individual potential.

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