



TEACHING GRAMMAR THROUGH STORY- BASED INTEGRATIVE METHOD

Sharipova Firuza Mehriddinovna

2nd-Year PhD Student, National University of Uzbekistan

Abstract

The present article examines a story-based integrative method for teaching grammar in English lessons, aimed at developing both grammatical and speech competence among 6th-grade students. Traditional approaches to teaching grammar in isolation often fail to ensure effective application in real communicative situations. The proposed method presents grammatical units, such as personal pronouns (I, you, he, she, it, we, they) and the present forms of the verb to be (am, is, are), as story characters, allowing students to perceive grammar as meaningful and functional elements of language. The article describes the theoretical and methodological foundations of the author's approach and presents an integrative system of exercises, including dialogue, question-and-answer tasks, role-playing, and rhythmic repetition. The method fosters active speech participation, enhances long-term retention of grammatical knowledge, and increases students' motivation in lessons.

Keywords: Story-based learning, integrative grammar teaching, speech competence, personal pronoun, verb to be, communicative approach, 6th-grade English learners

Introduction

Nowadays, a competency-based approach is considered one of the main methodological principles in foreign language teaching. In particular, in English language education, forming grammatical knowledge while simultaneously developing students' speech competence is a pressing task. Practice shows that teaching grammatical material in a traditional, isolated manner does not sufficiently develop students' ability to apply it in real communicative situations.



Especially for 6th-grade students, explaining grammatical rules in a dry, abstract manner does not fully correspond to their age and psychological characteristics. Therefore, it is important to employ modern pedagogical technologies and methodological approaches that increase students' interest in lessons and actively involve them in speech activities. One such approach is the story-based method, which serves to develop grammatical and speech competence in an integrative manner.

This article highlights the theoretical and methodological aspects of an original method based on teaching grammar through a story-based approach in English lessons and describes an integrative system of exercises developed on this basis.

Methodology

When developing grammatical competence, it is crucial to consider students' age and psychological characteristics. For 6th-grade students, presenting grammatical rules in a traditional, abstract form does not sufficiently influence their ability to use these rules effectively in speech. Therefore, the proposed methodological approach aims to develop students' grammatical and speech competence integratively by teaching grammatical material through a story-based approach. This original method is designed for 6th-grade students who are beginning to learn English, in which grammatical units are depicted as characters. In particular, personal pronouns and the present forms of the verb to be (am, is, are) are explained to students through artistic images. This approach ensures that the grammatical content is retained in students' long-term memory.

The method presents English grammar in the form of a "council" where the process of sentence construction is revealed in a logical sequence. First, the role of personal pronouns as sentence subjects is illustrated through the story. The pronouns I, you, he, she, it, we, they interact with each other, and their meanings and usage are explained through dialogue. For instance, the pronunciation and meaning of I are clarified through real-life associations, while the singular and plural usage of you is reinforced through engaging question-and-answer exercises.

A key didactic innovation of this method is that students do not act as the executing subjects of grammatical rules; rather, the grammatical units themselves



are depicted as story characters. Personal pronouns and forms of to be act as characters and demonstrate their functions and usage through dialogic and narrative means. This allows students to perceive grammatical units not as abstract rules, but as meaningful and functional elements of the language.

Next, the verbs am, is, are appear as story characters and indicate through dialogue which personal pronouns they accompany. For example, the combinations I am, he/she/it is, we/you/they are are presented with examples, giving students the opportunity to use these structures in oral speech. In this process, grammar exercises are directly linked to speech activities.

The integrative nature of this method lies in the fact that students not only learn the grammatical rule but also develop their speech competence by forming questions, affirmations, and negations. For example, constructing questions like Am I happy?, Are you a pupil?, Is he happy? and answering them helps students practice grammar in communicative situations.

To enhance effectiveness, lessons include singing and rhythmic repetition. Expressions such as “I am, he is, she is, it is, we are, you are, they are” are regularly repeated in song form, improving students’ memorization and preventing grammatical errors.

Advantages of the Method:

The story-based integrative method:

- facilitates rapid and easy assimilation of grammatical rules;
- connects grammar with speech activity;
- increases students’ interest in lessons;
- develops speech competence alongside grammatical competence.



Integrative Exercises Table (Based on the Original Method)

Grammar Topic	Type of Integrative Exercise	Speech Activity	Exercise Content	Expected Outcome
Personal pronouns (I, you, he, she, it, we, they)	Story-based dialogue exercise	Speaking, Listening	Grammatical units (personal pronouns) are depicted as characters and demonstrate their functions through dialogue	Correct use of pronouns; oral speech activity
To be (am, is, are)	Question-and-answer exercise	Speaking	Am, is, are appear as story characters and indicate which pronouns they accompany	Correct application of the verb in oral speech
Affirmative and negative forms	Communicative exercise	Speaking	Students construct affirmative and negative sentences in response to real-life situations	Accuracy in speech; grammatical correctness
To be adjective	+ Song repetition	and Listening, Speaking	Singing together: "I am happy, we are friends..."	Long-term retention
Sentence construction to be	with Role-play	Speaking	"Grammar council" is dramatized	Development of communicative competence

Conclusion

In conclusion, the integrative method based on teaching grammar through a story-based approach serves to develop both grammatical and speech competence in 6th-grade students simultaneously. This method presents grammatical material in a manner that is comprehensible, engaging, and memorable, ensuring active use in students' speech.

The advantage of this method is that grammar exercises are not learned by rote but assimilated through real communicative situations. As a result, students' grammatical knowledge is consolidated, oral speech activity increases, and lesson motivation is enhanced. This original method can be effectively applied in English lessons and has potential for extension to other grammatical topics in the future.



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