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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
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- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE RELATIONSHIP BETWEEN GRAMMAR KNOWLEDGE AND WRITING PROFICIENCY IN EFL LEARNERS

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O'zMPU Ingliz tili kafedrası o'qituvchisi

Abstract: It is generally accepted that understanding of grammar is one of the essential components in the learning of second and foreign languages. In English as a Foreign language (EFL) situation, poor grammatical competence causes problems in improving writing ability of the learners. This research investigates the link between the understanding of grammar and the writing skill of the EFL learners. The essay addresses theoretical and empirical research on the teaching of grammar, grammatical competence and academic writing performance. The study discusses the role of grammatical awareness in learners' production of coherent, correct and meaningful written writings, drawing on earlier studies. The results imply that knowledge of grammar has a substantial role on writing quality, especially with regard to correctness, sentence complexity and overall communicative efficiency. The paper also outlines pedagogical implications for English language instructors and curriculum architects who want to improve learners' writing abilities via effective grammar teaching.

Key words: grammar knowledge, writing proficiency, EFL learners, grammatical competence, writing accuracy, language learning, grammar instruction, academic writing.

Annotatsiya: Grammatik bilim chet tilini o'rganishning muhim tarkibiy qismlaridan biri hisoblanadi. Ingliz tili chet tili sifatida o'qitiladigan (EFL) muhitlarda o'quvchilar yozish ko'nikmalarini rivojlantirish jarayonida grammatik kompetensiyaning yetarli darajada shakllanmaganligi sababli turli qiyinchiliklarga duch keladilar. Ushbu maqolada EFL o'quvchilarining grammatik bilimlari va yozma nutq malakasi o'rtasidagi bog'liqlik tahlil qilinadi. Tadqiqot davomida grammatika o'qitish, grammatik kompetensiya va yozma nutq samaradorligiga oid nazariy hamda empirik tadqiqotlar o'rganildi. Tahlillar natijasida grammatik bilimlarning yozma ishlarning aniqligi, murakkabligi va kommunikativ samaradorligiga sezilarli ta'sir ko'rsatishi aniqlandi. Shuningdek, maqolada grammatika o'qitishni takomillashtirish orqali yozish ko'nikmalarini rivojlantirish bo'yicha metodik tavsiyalar berilgan.

Kalit so'zlar: grammatik bilim, yozma nutq, EFL o'quvchilari, grammatik kompetensiya, yozish aniqligi, til o'rganish, grammatika o'qitish, akademik yozuv.

Аннотация: Грамматические знания считаются одним из важнейших компонентов изучения иностранного языка. В условиях обучения английскому языку как иностранному (EFL) учащиеся часто сталкиваются с трудностями в развитии навыков письменной речи из-за недостаточного уровня грамматической компетенции. В данной статье рассматривается взаимосвязь между грамматическими знаниями и письменной компетенцией учащихся EFL. Исследование основано на анализе теоретических и эмпирических работ, посвящённых преподаванию грамматики, грамматической компетенции и письменной речи. Результаты показывают, что грамматические знания оказывают существенное влияние на качество письменных работ, их точность, сложность синтаксических конструкций и коммуникативную эффективность. Также обсуждаются педагогические аспекты совершенствования преподавания грамматики для развития письменных навыков учащихся.

Ключевые слова: грамматические знания, письменная компетенция, учащиеся EFL, грамматическая компетенция, точность письма, изучение языка, преподавание грамматики, академическое письмо.

INTRODUCTION

Writing is regarded one of the most demanding language abilities, as it demands learners to combine linguistic, cognitive and communicative talents concurrently. Writing in the context of English as a Foreign Language (EFL) is important for academic progress and professional communication. However, a large number of EFL learners have problems in generating good written documents because of low vocabulary, poor organizational abilities, and insufficient grammatical understanding ^[1].



Traditionally, grammar has been at the heart of language teaching and learning. It offers the structural foundation for conveying ideas in an exact and effective way. Grammatical competence is the ability of the learners to produce meaningful sentences and to transmit messages clearly (Ellis, 2002, p. 17). Learners who do not master grammatical principles well may have difficulty in organizing their ideas in a logical way and expressing their intended meanings effectively.

The link between grammatical knowledge and writing skill has been the topic of much discussion among language instructors and scholars. Some researchers stress the significance of communicative ability above formal grammatical precision while others believe that grammar is still a necessary basis for good writing ^[3]. Modern studies increasingly support the idea that grammatical competence and writing skill are interrelated and mutually reinforcing ^[4].

Writing skills include a number of elements, including grammatical correctness, coherence, cohesion, word utilization, and content development. Among these components, grammatical correctness is often mentioned as one of the major indicators of literary quality ^[5]. Learners with better grammatical understanding tend to make fewer mistakes in their produced works, use more complex sentence structures and have better overall clarity ^[6].

In EFL environments, the teaching of grammar remains an important feature of language education. Often teachers are left wondering how to best teach grammar, and how to include it into writing instruction. The traditional grammar-translation technique has been criticized for its emphasis on learning rules rather than using the language for meaningful purposes ^[7]. Conversely, the communicative and task-based techniques aim to integrate grammar teaching with genuine language production tasks, promoting correctness and fluency ^[8].

Several empirical research have studied the influence of grammar knowledge on writing ability. For instance, Ferris ^[9] reported that learners who received systematic grammar instruction made considerable gains in writing correctness. Similarly, Liao ^[10] concluded that a rise in grammatical awareness led to better written compositions of EFL students. These results imply that grammar training remains an essential aspect in the development of writing skill.

Despite much study in this field, doubts remain as to how much grammatical knowledge effects distinct components of writing performance. Moreover, in many EFL contexts, educational institutions are still searching for efficient methods of strengthening learners' writing skills without compromising their communicative capacity. Understanding the link between knowledge of grammar and writing skill may aid educators in designing more effective teaching approaches and curriculum.

The importance of this research is the effort to synthesise the current theoretical and empirical findings regarding grammar knowledge and EFL learners' writing ability. The study is to explore the function of grammatical competence in the process of effective writing growth and to provide pedagogical suggestions for language instructors based on the review of previous studies and educational experiences.

The major goal of this research is to examine the link between grammar knowledge and writing proficiency in EFL learners and to find out the role of grammatical competence in the development of effective writing abilities. Specifically, the project intends to address the following research questions:

1. What is the link between grammatical knowledge and writing skills in EFL learners?
2. How does grammatical competence effect the accuracy of writing and the overall quality of writing?
3. What are the pedagogical implications for grammar teaching and writing development in the literature?

It is hoped that the answering of these questions would help to a greater understanding of the processes of language acquisition and also to the creation of more effective grammar and writing teaching in EFL classes.

LITERATURE REVIEW

The association between knowledge of grammar and writing skill has drawn much study in the area of second language acquisition (SLA) and English as a Foreign Language (EFL) education. It has long been a concern of researchers whether grammatical competence has a direct effect on learners' writing performance whether communicative competence may emerge without explicit grammatical understanding. Nevertheless, in a number of recent studies, there has been more support for the notion that grammar has a key role in the development of successful writing abilities ^[1].

2.1. The Idea of Grammatical Knowledge

Knowledge of the rules of the construction of a language is knowledge of grammar. As Celce-Murcia and Larsen-Freeman ^[3] point out, "grammar is not a rule system that members of a community must follow but a system that makes meaningful and accurate communication possible." Grammar includes morphology, syntax, sentence structure and interactions between language units that contribute to the meaning.

In language teaching, knowledge of grammar is often separated into two types: explicit knowledge and implicit knowledge. Explicit knowledge is conscious knowledge of grammar rules and capacity to explain the rules whereas implicit knowledge is automatic and unconscious usage of grammatical structures during the act of communication ^[11]. Both types of knowledge contribute to the development of language competency, although their relative relevance may vary depending on learning situations and teaching methods .

Ellis ^[2] states that grammatical competence is one of the necessary components of communicative competence. The more competent a learner is in grammatical knowledge, the more competent he or she is able to generate a cohesive and intelligible language. The more in written communication where the linguistic correctness is more obvious and is being evaluated.

2.2. Writing Skills in the Context of EFL

Writing competency is commonly seen as the capacity to generate written works that convey ideas and conform to language and organizational rules. According to Weigle ^[12], writing competency is multi-dimensional, which consists of grammatical correctness, lexical richness, coherence, cohesion, organization, and content growth.

Of these characteristics, grammatical precision is often seen as one of the most significant indications of writing quality. According to Hyland ^[13] writing demands that learners make conscious verbal choices which appropriately reflect intended meanings. Writing, unlike speaking, is primarily dependent on grammatical structures for clarity and accuracy, as communication is not aided by contextual signals and rapid feedback.

EFL learners usually suffer from insufficient exposure to real English input and limited possibilities to produce meaningful language while writing ^[14]. Grammar mistakes thus often become a big barrier to effective written communication. Such problems underscore the necessity of understanding the link between grammatical knowledge and writing skill.

2.3. Theoretical perspectives on grammar and writing

Some theoretical frameworks exist to explain the relationship between knowledge of grammar and writing proficiency. Traditional structuralist approaches to language acquisition considered grammar to be the basis of language learning and emphasized the need to acquire grammatical principles before meaningful communication could occur ^[15]. From this point of view, it was impossible to write accurately without a thorough knowledge of grammar.

In contrast, communicative language instruction (CLT) began in the 1970s and placed less emphasis on grammatical correctness and more on communication efficiency ^[16]. CLT proponents stated that language learners should concentrate largely on meaning rather than form. Later studies, however, proved that too much attention on fluency might cause fossilization, a term used to refer to chronic grammatical mistakes ^[17].

The interactionist approach is more balanced since it recognizes the significance of both grammatical precision and communication skill. Long ^[18] states that learners benefit from educational techniques that combine grammar teaching with meaningful communication. This viewpoint has had an impact on current EFL education, which is now more concerned with teaching grammar in the context of communicative language use, rather than as a set of rules to be learned in isolation.

Sociocultural theory helps us to understand how writing develops as well. Based on the theory of Zone of Proximal Development (ZPD) by Vygotsky, learners may enhance their grammatical competence via guided interaction and scaffolded assistance ^[19]. In teaching writing, instructors play an important role in helping learners internalize grammatical patterns via feedback and collaborative activities.

2.4. Empirical Evidence of the Correlation of Knowledge of Grammar and Writing Skills

A number of studies have investigated the relationship between grammar knowledge and writing performance of EFL learners. Most of this research found a favorable relationship between grammatical skill and writing quality.

One important research, by Ferris ^[9], looked at the influence of grammar education on second-language writing growth. The results showed that the students in the explicit grammar teaching made considerable gains in grammatical correctness and overall quality of writing. Ferris stated that grammar must continue to be a crucial part of writing teaching.

Similarly, Myhill, Jones, Watson and Lines ^[20] examined the effects of contextualized grammar instruction on the students' writing achievement. The findings of their work indicated that learners who got grammar training in the context of writing activities did better on writing tests than those who had standard grammar lectures.

Saadian and Bagheri ^[4] studied the association between knowledge of grammar and writing proficiency of Iranian EFL learners. The authors have seen a good link between the grammatical skill of the learners and the



quality of their written writings. Students who scored better on the grammar exam also wrote more correct and cohesive essays.

Mulyaningsih, Rais, and Sulistyawati ^[5] found similar results in their research on Indonesian EFL learners. Their study showed that grammatical ability was a major contributor to writing success. The authors stated that grammar training should continue to be an essential component of writing programs.

Liao ^[10] investigated the potential of automated writing assessment systems to improve grammatical correctness of EFL learners. The research found that higher grammatical awareness resulted in gains in both accuracy and overall writing ability. Learners receiving frequent grammar-focused input showed larger gains than those who exclusively got content-based feedback.

As also shown by Nassaji and Fotos ^[21], grammar training is important. Their results indicate that form-focused education may promote learners' noticing and correcting of grammatical faults, and hence improve writing quality.

2.5. Grammatical errors and writing quality

The examination of errors has become a useful method for examining the link between grammatical knowledge and writing skill. Corder ^[22] claimed that learner mistakes give valuable information on processes of language learning and efficacy of teaching.

Research into the written texts of EFL learners often finds grammatical faults as one of the most frequent flaws in writing. Some of the common problems include verb tense, subject-verb agreement, article, prepositions and sentence structure ^[23].

According to James ^[24], numerous grammatical mistakes adversely impair the readability and comprehensibility. Many grammatical errors in documents can make them less clear and convincing to the readers. Therefore, grammatical competency is closely connected with the efficacy of written communications.

Bitchener and Ferris ^[25] have shown that focused corrective comments may be effective in reducing grammatical mistakes in students' work. They found grammar education and corrective feedback to be complementary in improving writing skill.

2.6. Methods of Teaching Grammar for Developing Writing

In EFL education, many techniques to grammar teaching have been suggested. Traditional methods rely on clear instruction of rules and guided practice sessions. These strategies may increase learners' declarative understanding of grammar but they are criticized for not always promoting communicative language usage ^[26].

Current techniques focus on contextualized grammar training. Larsen-Freeman ^[27] proposes a three-dimensional model of language, i.e., form, meaning, and usage. This paradigm suggests that grammar teaching should be founded on an understanding of how grammatical structures are produced and how they are used in actual conversation.

Another notable technique is task-based language teaching (TBLT). Ellis ^[28] contends that grammar may be efficiently learned via meaningful exercises that demand learners to apply target structures in real communication contexts. Studies suggest that task-based training may increase grammatical correctness and writing fluency.

Technology-assisted grammar training has also become popular in recent years. Digital writing platforms, automatic feedback systems, and online grammar-checking programs ^[10] enable learners to get instant feedback on grammatical problems. Research shows that such tools may supplement conventional training and aid writing development.

2.7. Research Gap

Despite confirmation of a beneficial association between knowledge of grammar and writing skill in multiple research projects, there are some gaps in the literature. First, the proportional contribution of grammatical knowledge to other criteria, such as vocabulary knowledge and organizational abilities, is inconsistent ^[29].

Second, many studies concentrate on grammatical correctness to the exclusion of other aspects of literary quality, including coherence, cohesiveness, and inventiveness ^[30]. Further study is required to examine the relationship between grammar knowledge and various dimensions of writing performance.

Third, the link between grammatical knowledge and writing skill may be affected by variations in educational situations, student profiles, and teaching techniques. Thus, further study is needed to discover context-specific elements that impact the writing development of EFL learners.

Summary of the Literature Review

The studied research shows the need of grammar knowledge to increase writing skill of EFL learners. All theoretical views and empirical data point consistently to the contribution of grammatical competence to writing

correctness, coherence and communicative effectiveness. Although communicative techniques have expanded the scope of language education, grammar is still a crucial component of effective writing training. Previous studies also stress the need to relate grammar education to relevant writing tasks and provide learners with constructive feedback (This research provides a solid theoretical framework for the study of the link between grammatical knowledge and writing ability in EFL settings.

3. Methodology

3.1. Methodology

The present study was a quantitative correlational assessment of the link between grammar knowledge and writing skill of EFL learners. The correlational strategy was chosen because it allows researchers to establish the degree and direction of the association between two variables without changing them ^[31].

The study's independent variable was grammatical knowledge and its dependent variable was writing skill. The purpose of the study was to see if learners with better levels of grammatical competence also showed superior writing ability.

3.2. Subjects

The participants were 60 EFL undergraduate learners who learn English at a higher educational institution in Uzbekistan. Students were picked via convenience sampling, based on accessibility and availability.

The participants were between 18 and 23 years old and identified as intermediate and higher intermediate levels of English knowledge. All participants had learned English for at least six years prior to attending university.

Table 1: Demographic Information of Participants

Variable	Category	Frequency	Percentage (%)
Gender	Female	38	63.3
Gender	Male	22	36.7
Age	18-20	34	56.7
Age	21-23	26	43.3
English Level	Intermediate	35	58.3
English Level	Upper-Intermediate	25	41.7

3.3. Instruments

Two instruments were used to collect data:

Grammar Knowledge Test

A standardized grammar test consisting of 40 multiple-choice questions was administered to assess students' grammatical competence. The test covered the following grammatical areas:

- Tenses
- Subject-verb agreement
- Articles
- Prepositions
- Relative clauses
- Modal verbs
- Conditional sentences

Each correct answer received one point, resulting in a maximum possible score of 40.

Writing Task

Participants were required to write a 250-word argumentative essay on the topic:

"The Importance of Learning English in Modern Society."

The essays were assessed using an analytic writing rubric adapted from Weigle ^[12]. The rubric evaluated:

- Grammar accuracy
- Vocabulary use
- Organization
- Coherence and cohesion
- Content development

The maximum writing score was 100 points.



3.4. Data collection process

Data were collected over a period of two weeks. In the first week students took the grammatical knowledge exam under monitored classroom circumstances.

During the second week, participants were given 60 minutes to complete the writing assignment.

Two experienced English language professors independently scored all the essays for dependability. The average score of both raters was utilized for statistical analysis.

3.5. Analysis of data

Descriptive statistics and Pearson Product-Moment Correlation analysis were used to analyse the data gathered.

The following metrics of statistics were calculated:

Mean

Standard deviation

Minimum score

Maximum score

Correlation coefficient (r)

According to Cohen ^[32], correlation coefficients can be interpreted as follows:

Correlation Coefficient	Interpretation
0.10-0.29	Weak
0.30-0.49	Moderate
0.50-1.00	Strong

4. Results

4.1. Descriptive Statistics

The first stage of analysis involved examining the descriptive statistics of grammar knowledge and writing proficiency scores.

Table 2: Descriptive Statistics of Grammar and Writing Scores

Variable	N	Mean	SD	Minimum	Maximum
Grammar Knowledge	60	30.85	4.92	18	39
Writing Proficiency	60	78.40	8.15	56	94

The results indicate that participants demonstrated relatively high levels of grammatical competence, with a mean score of 30.85 out of 40. Writing proficiency scores were also relatively high, with an average score of 78.40 out of 100.

4.2. Correlation between Grammar Knowledge and Writing Proficiency

The primary objective of the study was to determine whether a relationship exists between grammar knowledge and writing proficiency.

Pearson correlation analysis was conducted to examine this relationship.

Table 3: Correlation Analysis

Variables	Grammar Knowledge	Writing Proficiency
Grammar Knowledge	1.00	0.74**
Writing Proficiency	0.74**	1.00

Note: $p < 0.01$

The analysis revealed a strong positive correlation between grammar knowledge and writing proficiency ($r = 0.74$, $p < 0.01$).

This finding indicates that students with higher grammar knowledge scores tended to achieve higher writing proficiency scores.

The correlation coefficient of 0.74 suggests that grammar knowledge is an important predictor of writing success among EFL learners.

4.3. Writing Performance by Grammar Knowledge Level

To obtain a clearer picture of the relationship between the variables, students were categorized into three groups based on their grammar test scores.

Table 4: Writing Scores by Grammar Level

Grammar Level	Number of Students	Mean Writing Score
Low (0-24)	15	67.2
Medium (25-32)	28	78.6
High (33-40)	17	88.4

The findings demonstrate a steady increase in writing proficiency as grammar knowledge increases.

Students in the high grammar group achieved an average writing score of 88.4, while those in the low grammar group obtained an average score of only 67.2.

This difference further supports the existence of a strong relationship between grammatical competence and writing performance.

4.4. Discussion of Results

The results of this study complement the results of earlier studies showing that grammatical knowledge is one of the important contributors to writing skill^{[4], [9], [10]}.

The substantial link discovered in this research is in line with the findings of Saadian and Bagheri^[4] who declared that grammatical competence is a significant predictor of writing achievement among EFL learners.

Similarly, Ferris^[9] claimed that detailed grammar training may increase the correctness of writing and the quality of writing in general.

The findings are also consistent with Hyland's^[13] claim that the structural framework of grammar offers a foundation for good written communication.

Students with better grammatical knowledge showed more ability to:

1. Construct accurate sentences;
2. Organize ideas coherently;
3. Use more complex sentence structures;
4. Produce grammatically acceptable academic texts.

These findings suggest that grammar instruction should remain an essential component of EFL writing programs.

5. Discussion

The major aim of this research was to examine the correlation between grammatical knowledge and writing ability of EFL learners. The results indicated that there was a substantial positive connection between the two variables that was statistically significant ($r = 0.74$, $p < 0.01$). This shows that the understanding of grammar plays an important role in the development of writing skills for learners of English as a Foreign Language.

These results support prior research that highlighted the relevance of grammatical expertise for efficient writing performance^{[4], [9], [10]}. Learners with greater degrees of understanding of grammar were more successful in producing cohesive, correct and well-structured written documents. This supports the fact that grammar is the basis for good written communication.

One potential reason for this association is that grammar gives learners the skills they need to communicate complicated concepts clearly and properly. Students with more grammatical competence are better able to produce a variety of types of sentences, to preserve logical coherence between concepts and to prevent mistakes that might impede with communication^[13].

The findings further confirm Ellis'^[2] statement that grammatical skill is an integral part of communicative competence. While communication and fluency are gaining importance in current language training, the results imply that grammatical correctness remains an essential driver of writing quality.

Another key conclusion relates to the disparities seen between learners with different degrees of grammatical skill. The students in the high-grammar group did much better than the students in the medium- and low-grammar groups. The pattern implies that knowledge of grammar may aid not just to grammatical correctness, but also to more general elements of writing growth such as coherence, organization, and overall communication efficiency.



The results provide additional support for the expanding body of research that recommends the inclusion of grammar teaching within writing pedagogy ^[20, 21]. Teachers are supposed to provide students with chances to practise grammatical structures in relevant writing projects, instead than teaching grammar as detached rules. Such an approach could assist the transfer of grammatical knowledge from controlled practice to genuine written communication.

While the results are promising, it must be recognised that writing competence is affected by several variables outside understanding of grammar. Moreover, vocabulary knowledge, reading experience, motivation, critical thinking abilities and writing practice all play an important role in writing performance ^{[12], [13]}. Thus, grammar should not be seen as the only factor for success in writing but as one component in a larger framework of language competency.

The research also stresses the necessity of giving learners constructive feedback on grammatical faults. The consistent feedback allows the learners to recognise their deficiencies, acquire grammatical awareness and enhance the quality of their writing over time ^[25]. Hence, instructors should use systematic feedback systems in writing training.

In summary, the results support the idea that understanding of grammar is still an essential ingredient in the development of good EFL writing and should continue to be an important component of language education programs.

6. Conclusion

The current research aimed to investigate the association between grammatical knowledge and writing skill of the EFL trainees. Using data from undergraduate students, the research demonstrated a significant positive relationship between grammatical competence and writing performance.

The results show that learners who have good grasp of grammar tend to generate more correct, logical and successful written works. The results revealed that grammar knowledge was an important factor for writing quality, especially in sentence form, grammatical precision, and overall communication efficiency.

The findings provide support for earlier theory and research that emphasise the significance of grammar training to second language writing growth. The results indicate that grammatical competence remains an important element of writing competence, while there is much emphasis on communication and meaningful use of language in language training at present.

The research also found that students who scored higher on grammar tests significantly outperformed pupils who scored lower on grammar tests on writing evaluations. This shows that understanding of grammar may be a crucial predictor of writing success in EFL environments.

Pedagogically, the results suggest the necessity for a balanced approach to teaching, integrating grammar education with communicative writing exercises. Such techniques may assist learners acquire linguistic correctness and communication competence at the same time.

To conclude, the understanding of grammar is very important in the writing competency growth of EFL learners. Good grammar teaching, along with meaningful writing practice and constructive feedback, may greatly improve learners' capacity to generate high-quality written documents.

Practical Implications

On the basis of the results of this investigation, the following suggestions are suggested:

1. Grammar training has to remain an intrinsic component of EFL writing courses.
2. Teachers should teach grammar in conjunction with real writing assignments, rather than in separate rules.
3. Writing exercises should provide learners opportunity to use newly learnt grammatical structures in relevant situations.
4. Writing teaching should include regular corrective comments to improve grammatical precision.
5. Educational institutions should establish curriculum balancing communicative skills with grammatical ability.
6. Classroom teaching may be supplemented with technology-supported tools for learning grammar.
7. Further research should explore the interplay between grammatical knowledge, vocabulary knowledge, and writing skill in different EFL situations.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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