USING MODERN INNOVATIVE TECHNOLOGIES IN TEACHING GRAMMAR CONCEPTS TO STUDENTS OF ESP

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In the context of English for Specific Purposes (ESP), grammar instruction plays a crucial role in enabling learners to perform effectively in academic, professional, and occupational settings. However, traditional grammar teaching methods—often based on rote memorization and decontextualized rule drilling—fail to address the communicative and task-specific needs of today's learners.

In light of this, the integration of modern innovative technologies into grammar instruction has become not only relevant but essential. Contemporary students require interactive, visual, and personalized approaches that align with their digital habits and learning preferences. Technologies such as AI-powered writing assistants (e.g., Grammarly, ChatGPT), mobile applications (e.g., Duolingo, BBC Learning English), and online platforms (e.g., Moodle, Wordwall, Kahoot) offer dynamic, context-rich, and adaptive environments for grammar acquisition.

Recent research in applied linguistics and language pedagogy highlights the effectiveness of technology-enhanced grammar instruction, particularly in ESP contexts where accuracy and appropriacy are directly tied to professional success. These tools allow for immediate feedback, individualized pacing, and multimodal input, thus fostering deeper grammatical awareness and practical usage.

In Uzbekistan and similar contexts, although traditional grammar instruction remains predominant, gradual adoption of educational technologies in higher education institutions demonstrates a promising shift. Introducing innovative tools in ESP grammar teaching can significantly improve learner motivation, engagement, and retention.

This paper explores the pedagogical rationale for technology integration in ESP grammar instruction, reviews current practices and technological tools, and presents practical exercises that reflect authentic professional language needs.

The Role and Impact of Technology in ESP Grammar Instruction. In response to the evolving demands of professional and academic communication, the use of technology in grammar instruction for English for Specific Purposes (ESP) learners has gained significant attention in recent years. As grammar serves as the structural backbone of precise and effective communication, particularly in specialized fields such as engineering, medicine, business, or law, learners require instruction that is both context-specific and adaptable.

Modern technologies—ranging from artificial intelligence (AI) and mobile apps to intelligent tutoring systems—offer substantial pedagogical benefits in meeting these needs. AI-powered tools such as Grammarly and ChatGPT provide instant, personalized grammar feedback, enabling ESP learners to identify errors and improve accuracy in domain-specific writing tasks such as reports, project proposals, and professional emails.

Research in applied linguistics shows that technology-enhanced grammar instruction significantly improves learner engagement, motivation, and performance. For example, ICALL (Intelligent Computer-Assisted Language Learning) platforms use natural language processing to correct syntactic and morphological errors in authentic writing, while gamified applications like Duolingo and Quizlet help reinforce grammatical rules through spaced repetition and task-based learning.

Moreover, augmented and virtual reality (AR/VR) environments provide immersive contexts where learners can apply grammatical knowledge in simulated professional settings—such as virtual hospitals, laboratories, or corporate offices—thereby increasing both retention and transferability of grammar skills.

Importantly, these technologies also allow for differentiated instruction, enabling learners to progress at their own pace and receive continuous feedback without the social pressure of a traditional classroom setting. This is particularly beneficial for ESP students, who often need tailored grammatical competence based on their target discourse community.

However, effective integration requires pedagogical balance. Overreliance on automated tools may limit students' development of grammatical intuition and reduce opportunities for metalinguistic reflection. Therefore, teachers play a crucial role in guiding learners on how to critically interpret and apply technological feedback.

In summary, when implemented thoughtfully, modern technologies enhance the teaching and learning of grammar in ESP contexts by promoting autonomy, contextual relevance, and communicative accuracy. This shift aligns with global trends in digital education and offers valuable opportunities for improving ESP outcomes in Uzbekistan's higher education institutions as well.

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