

THE INDUCTIVE AND DEDUCTIVE APPROACHES WHILE CONDUCTING GRAMMAR LESSONS

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Abstract

The primary goal of this scientific article is that shows the difference between two ways of teaching grammar and discusses the effectiveness and drawbacks of choosing one. It also emphasizes that factors:

1. Why do we need grammar?
2. What does inductive and deductive approach means?
3. Which level students or what kind of themes should be taught in grammar in either inductive or deductive way?

This article also explores the contrasting approaches of deductive and inductive methods in teaching and learning. The deductive method involves presenting a general concept or rule followed by specific examples, while the inductive method starts with specific examples and leads to the general concept or rule. The article discusses the theoretical foundations, practical applications, and effectiveness of each method in various educational settings. It also examines the advantages and limitations of both approaches, as well as the implications for student engagement, critical thinking, and knowledge retention. The aim is to provide educators with a comprehensive understanding of these teaching methods and their potential impact on student learning outcomes.

Keywords

Inductive, deductive, effectiveness, hypothesis, rule-driven learning, rule-discovery learning , contest, English language teaching (ELT).

АННОТАЦИЯ

Основная цель данной научной статьи – показать разницу между двумя способами обучения грамматике и обсудить эффективность и недостатки выбора одного из них. Также подчеркивается, что факторы:

1. Зачем нам нужна грамматика?
2. Что означает индуктивный и дедуктивный подход?
3. Студентам какого уровня или какие темы следует преподавать по грамматике индуктивным или дедуктивным способом?

Этот статья также исследует противоположные подходы дедуктивного и индуктивного методов в обучении и обучении. Дедуктивный метод включает в себя представление общего понятия или правила, за которым следуют конкретные примеры, в то время как индуктивный метод начинается с конкретных примеров и приводит к общему понятию или правилу. В статье обсуждаются теоретические основы, практические применения и эффективность

каждого метода в различных образовательных средах. Также рассматриваются преимущества и ограничения обоих подходов, а также их влияние на вовлеченность студентов, критическое мышление и удержание знаний. Цель состоит в том, чтобы предоставить педагогам всестороннее понимание этих методов обучения и их потенциального влияния на результаты обучения студентов

КЛЮЧЕВЫЕ СЛОВА

Индуктивное, дедуктивное, эффективность, гипотеза, обучение на основе правил, обучение на основе правил, конкурс, преподавание английского языка (ELT).

1. INTRODUCTION

Teaching grammar is very crucial. Good grammar builds bridges by making effective communication. In order to do that it can enhance writing skills, create confidence in students' speech, help learners to choose appropriate vocabulary for different contest, grammar is considered a root of language learning. Here are some statements about grammar stated by scientists:

"Grammar is the science of language. It is an analytical and terminological study of sentences" (from the book named TEACHING OF GRAMMAR AND TRANSLATIONS)

"Grammar presents the facts of a language, arranged under certain categories and deals only with what be brought under general rules and stated in the form of general rules" (Thompson and Wyatt)

"- Grammar is the set of rules that describe how words and groups of words can be arranged to form sentences in a particular language (Cowan, 2009, p.3).

"Grammar is generally defined as the set of rules governing sentence structure in a language, including morphology and syntax" (Noam Chomsky)

English language teaching is a developed or modified field by means of applying various methodologies and strategies. Among them, deductive and inductive approaches have been causing a controversial debate. Inductive reasoning is a bottom-up approach, while deductive reasoning is top-down. Inductive reasoning takes you from the specific to the general, while in deductive reasoning, you make inferences by going from general premises to specific conclusions.

Etymology of these words:

For a move from particular to universal, Aristotle in the 300s BCE used the Greek word *epagoge*, which Cicero translated into the Latin word *inductio*. Aristotle's *Posterior Analytics* covers the methods of inductive proof in natural philosophy and in the social sciences. From the 17th to the 20th centuries, inductivism was widely conceived as scientific method's ideal.

Then Aristotle started documenting deductive reasoning in the 4th century BC. René Descartes, in his book *Discourse on Method*, refined the idea for the Scientific Revolution.

1. METHODOLOGY

The deductive method means rule-driven learning. A deductive approach starts with the presentation of a rule and is followed by examples in which rule is applied. Teacher firstly explain the rule and gave examples of the given topic. While the deductive approach involves using general observations

to form a specific conclusion, the inductive approach involves starting from specific observations and then forming a general conclusion.

The inductive approach is considered the rule-discovery path. Learners discover rules for themselves by fitting their mental structures than the rules have been presented. In turn, this will make the rules more understandable, memorable and serviceable for them.

The deductive method is called deduction. Teachers first formulate a hypothesis an educated guess based on general assumption. Then they test the hypothesis with an example.

Inductive can also used as a synonym for introductory. It can be useful, it will be also flawed. That's why because an induction assumption may be highly probable, but even if all the observation are accurate, it can sometimes lead to incorrect conclusions.

The deductive approach (theme explanation): Nouns, adjectives and adverbs. Now we look through the teaching process of the theme deductively.

1. Subject pronouns : I, you, we ,they ,he ,she ,it (Teachers explain students with translations.)
2. Object pronouns : me ,you,us,them,him,her,its
3. -The subject is the person or thing doing the action : She went home. I want to drink coffee.

-The object is the person or the thing receiving the action: She telephoned me. This was a threat to us.

Is is clear that rules should be true and explained while this rule clarify and simplify the meaning of the topic. Students absorb it instead of creating a rule or theory, We prove this consumption with the distinction of the grammar rule of some and any

We use some + plural countable nouns and uncountable nouns in affirmative way.

We use any + plural countable nouns and uncountable nouns in negative and question forms of the sentence. Here are examples:

- 1) I need some books . 2) There is not any students in the class.
- 3) I had some trouble building the new house.
- 4) Janny doesn't get any information.

The inductive approach: 1. Find the rule!

You know Norman and Joe. They work every day.

Joe talks to the tourists. We always go to the their travel agency.

There is a final s on the verb only with certain objects, what are they?

Circle them!

I YOU HE SHE WE THEY IT

Now It is tried to apply the rule by comprehending above-mentioned

CIRCLE THE RIGHT WORD!

- 1) I see /sees Norma every day; 2)She call / calls me.
- 3) She and Joe sometimes come / comes to my home .
- 4) Joe usually tell / tells us some funny stories.

It is seen that students themselves try to create a theory based on what they understood and implement it. After doing theses tasks,they can realize that the verb with "s " is used with personal pronouns -she,he,it automatically without any rules but showing and giving some examples.Besides,students are more actively in the learning process rather than the passive participation.They are able to be more attentive and more motivated.And this approach contributes to develop one's problem-solving is accomplished with other students, in the target language,students may take the opportunity to cooperate with each other and practise a lot on language.

3.RESULTS

Advantages of the deductive method :

- This approach is widely used in language teachingto teach grammar structures.Often grammar translations methods are applied by teachers.(According to Nunan,1991).
- Teachers are able to cover all contents which includes in each lesson plan.In addition to this,teachers can manage the time and maintain control.
- In this approach,,drilling methods are used.It is easier for students to understand what grammar is,how and when we use it.
- This is a traditional way of teaching.A majority of students are familiar with this approach.They can give questions something is misunderstanding during the explanation process.

Drawbacks of the deductive method :

According to Bob Adamson, this approach is often critisized because -

- “ It teaches grammar in isolated way.
- Little attention is made to the meaning.
- Practise is often mechanical.”

Furthermore there are other limitations in the follow:

- It leads to rote memorization which means that students remembers the rule without comprehending it practically.
- Lack of students' participation and involvement.

Look at the example of the deductive lesson:

If the topic is “ PAST PERFECT” ,instructors would begin the lesson in this way.

Today we are going to talk about past perfect and how to use its structure. Then the rules would be given and written and students would complete exercises to practise using the structure.

Benefit sides of the inductive method :

- Rule-discovery is more meaningful and memorable.
- It is considered more-student-centered.
- It involves problem-solving skill depending on what kind of task they have for the grammar, they may solve problems related to the structure in the form, for example, by correcting mistakes.
- It encourages autonomy because the learners are responsible for finding the rules or guessing the rules then using the rules to make new examples to communicate later on it. Teachers train the students to do things themselves. In the deductive approach, a teacher keeps treating the students as an empty box that needs to be filled with information. This is not a way of encouraging a self-directed learning or autonomy.

Look at the sample lesson conducting in the inductive way :

Today, we are going to buy a new phone.

The Galaxy phone is bigger than the LG phone.

The Iphone is more expensive than the LG phone.

CHECKING THE RULES!

The Galaxy phone is ... than the LG phone .

The Iphone is than the LG phone.

Drawbacks of the inductive methods:

- It is time-consuming. It takes more time than just explicitly explaining.
- Students may hypothesize the wrong rule. Some learners think that this approach is less clear and structured.
- It takes extra-planning. Teachers have to consider time spending on the material, videos or activities that are applied in the lesson.

4 .DISCUSSION

Which one is the best for teaching grammar?

1. Initially, depending on grammar point or the theme of the lesson, a teacher decides to choose one way. Some grammar topics are appropriate to be explained in the deductive way.
2. If teachers have more time and their focus is on practical of language skill or communication, the inductive is considered as more meaning-focused or communicative.

3. However,for the test-takers it is beneficial to select the deductive approach because of having time-pressure.
4. So that older learners have foundation of grammar knowledge,or meta-language,they able to get the point easily.It is advised to apply the inductive way for them.
- 5.All in all,trying to use both approaches in teaching process is the best way.

5. CONCLUSION

In conclusion ,exploring the deductive and inductive methods of teaching offers valuable insights into their theoretical underpinnings, practical applications, and effectiveness across various educational contexts. While the deductive approach provides a structured framework for presenting general concepts followed by specific examples, the inductive method fosters active engagement by starting with concrete examples and leading to the formulation of general principles. Both approaches have their advantages and limitations, influencing student engagement, critical thinking skills, and knowledge retention. Educators can benefit from understanding the nuanced differences between these methods and leveraging them appropriately to enhance student learning outcomes. Ultimately, a balanced integration of deductive and inductive strategies can promote comprehensive understanding and facilitate deeper learning experiences for students.

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