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WHY DO STUDENTS FORGET GRAMMAR AFTER LEARNING IT?

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Abstract:This article looks at a common problem: students understand grammar during the lesson but forget it later. At first, it seemed to be only about students, but later it became clear that it is also connected to teaching. Reflective notes, students’ exit tickets, and observation notes from another teacher were used. The results showed that students forget grammar because they do not practice enough, and classroom conditions also affect their learning. Some changes helped students remember grammar better.

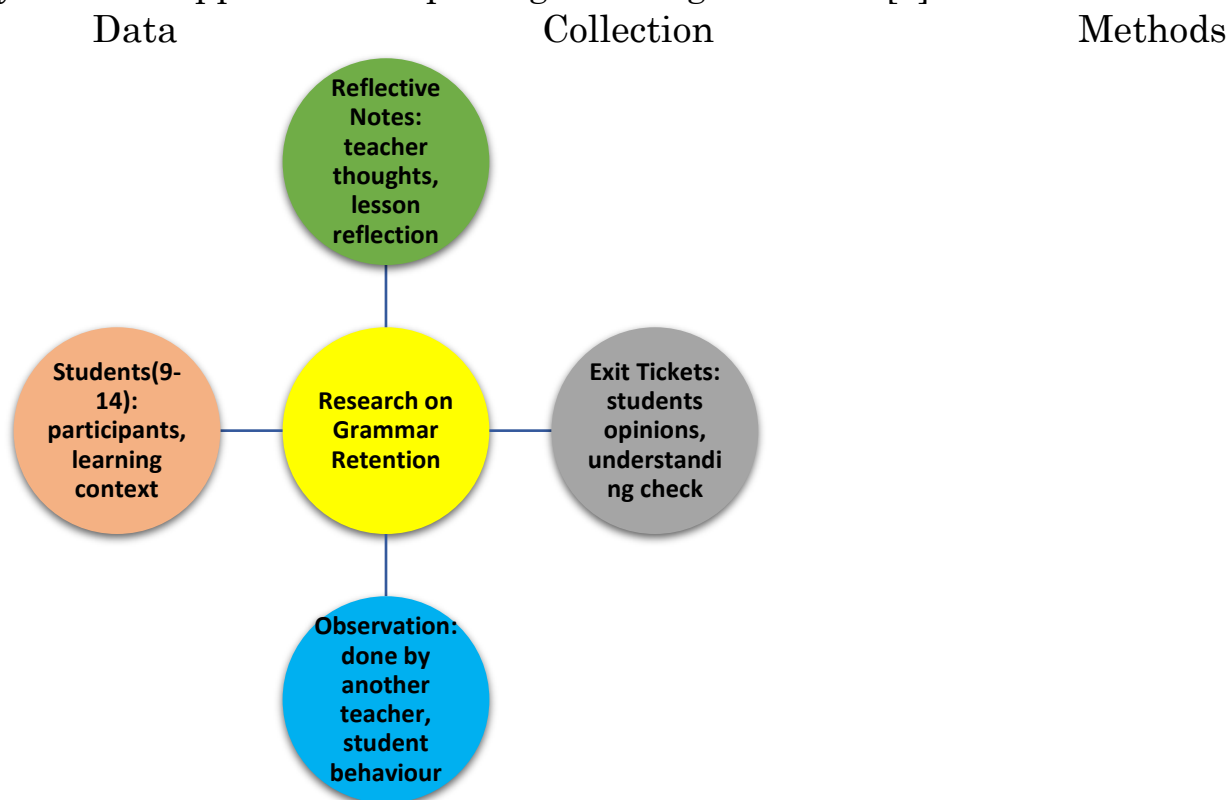
Keywords:grammar learning, grammar retention, student memory, classroom environment, practice, teaching methods, exit tickets, observation, young learners.

Introduction. Grammar is an important part of learning English, but many students face a common problem. They can understand grammar during the lesson, but after some time they have difficulty remembering it. This issue is especially common among young learners who need more practice and repetition. Sometimes students also lose focus in class or do not get enough activities to help them remember. Because of this, it becomes difficult for them to use grammar correctly outside the lesson. This study focuses on finding the main reasons for this problem and looking for simple and practical solutions to improve students’ grammar retention.

Literature Review: Grammar learning is an important part of language education, and many researchers highlight the need for practice and repetition. According to David Wilkins (1972), grammar is essential for communication because without it meaning is very limited [1]. This shows that students need not only to understand grammar but also to remember and use it correctly in different situations. Rod Ellis (2006) explains that grammar learning is more effective when students have enough opportunities to practice and use the language, not only

listen to explanations [2]. If learners do not repeat and apply grammar, they can forget it easily, especially young learners who need more support and practice to keep information in their memory. Harmer (2007) also states that students learn better when they are actively involved in the lesson [3]. Activities such as games, tasks, and interactive exercises can help students stay engaged, but if these activities are not connected to grammar, they may not be very useful for learning. Therefore, it is important to design activities that both interest students and help them practice grammar.

Methodology. This research was conducted with students aged 9 to 14 at Ziyokor learning centre. The aim was to understand why students understand grammar during the lesson but forget it later. To explore this, a few simple methods were used. Reflective notes were written to record thoughts about the lesson and students’ reactions. Students also shared their opinions through exit tickets at the end of the lesson, where they wrote what they understood and what they found difficult. In addition, the lesson was observed by another teacher, who took notes about students’ behavior and participation. These different methods helped to see the problem more clearly and understand possible reasons why students forget grammar after the lesson. As Burns (2010) states, “action research involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts” [4]



Findings. The findings of this research showed several important points. First, it was noticed that students often forget grammar because they do not have enough practice after the lesson. Many students

understood the grammar during the lesson, but without repetition, they forgot it later. Second, classroom conditions also affected their learning. During some lessons, noise and lack of focus made it difficult for students to fully understand the explanation. As Nation (2001) states, “learning a language item requires repeated exposure and use” [5]. Another finding was related to games. Although games made students more active and interested, they were not always helpful because they were not connected to grammar. Finally, it was seen that when there was no checking at the end of the lesson, students were more likely to forget what they learned. These findings showed that both teaching methods and classroom environment play an important role in students’ grammar retention.

Conclusion. This research helped to show that forgetting grammar is not only a student problem but also closely related to teaching. At first, it seemed that students forget because they do not try enough, but later it became clear that lack of practice, classroom conditions, and teaching methods play a big role. It also became clear that even if activities like games make students more interested, they are not very effective if they are not connected to grammar. Another important point is checking students’ understanding at the end of the lesson, because without this, students can easily forget what they have learned. Through this research, it became clear that as a teacher, it is important to notice problems, reflect on teaching, and try to improve instead of ignoring them. Giving more practice, using grammar-focused activities, and doing regular revision can help students remember better. In the future, more effective ways will be explored to help students remember grammar longer and use English more confidently in real situations. As Scrivener (2011) states, “learning is more effective when learners are actively involved in the process” [6].

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