INNOVATIVE METHODS FOR ENHANCING THE EFFECTIVENESS OF PRACTICAL GRAMMAR LESSONS IN PHILOLOGY.

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Abstract. University-level philology students often perceive traditional grammar instruction as tedious, prompting a need for innovative teaching approaches[21] This theoretical article explores how methods such as gamification, blended learning, mobile-assisted learning, AI-based grammar tools, flipped classrooms, and digital collaboration platforms can reinvigorate practical English grammar lessons for philology undergraduates. Grounded in constructivist and communicative pedagogies, Bloom's taxonomy, and principles of learner autonomy, we discuss each innovative approach's conceptual underpinnings and potential impact. We argue that these methods create more engaging, student-centered learning environments that foster deeper understanding and practical use of grammar, in contrast to traditional rote learning. Personal reflections address the real-world practicality, challenges, and effectiveness of implementing these innovations in academic contexts.

Keywords. Grammar Teaching; Philology Education; Gamification; Blended Learning; Flipped Classroom; Mobile-Assisted Language Learning; Learner Autonomy; Communicative Language Teaching

Introduction. Teaching English grammar to university philology students has long been a balancing act between rigor and engagement. Traditional approaches often rely on lectures about rules and written drills, which can leave students disengaged and viewing grammar as "boring" and disconnected from

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authentic language use[22] In an era when students are predominantly digital natives, these conventional methods fail to harness the interactive and learner-centered potential of modern educational technology. As a result, there is growing recognition of the need to innovate grammar pedagogy to better motivate students and improve learning outcomes. Innovation in practical grammar teaching is not just about novelty; it responds to concrete challenges: how to contextualize grammar in real communication, how to sustain student motivation, and how to develop higher-order language skills rather than mere rule memorization. Recent pedagogical trends emphasize active learning and student engagement as keys to effective learning[23] For philology students – future linguists, educators, and translators – mastering grammar is essential, and so is the ability to apply it in context. This necessitates teaching methods that go beyond passive knowledge transmission to actively involve learners in using and reflecting on grammar. In this light, approaches like gamification, blended and flipped learning, mobile applications, AI-driven tools, and digital collaboration have emerged as promising avenues. These methods align with broader shifts in education towards constructivist, communicative, and student-centered paradigms. The sections below outline the theoretical foundations for such innovations and discuss each method in turn, highlighting why they are needed and how they can transform the practical grammar classroom.

Discussion of Innovative Methods. Gamification involves incorporating game design elements (points, levels, challenges, rewards, competition) into learning activities. In the grammar classroom, gamification might include grammar quizzes turned into competitive games, use of platforms like Kahoot! or Quizizz for practice, or classroom activities structured as grammar tournaments or quests. The rationale is that games naturally increase student engagement and motivation by making learning fun and interactive. Ardi and Rianita (2022)

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demonstrated this in an EFL grammar class where using Kahoot! significantly boosted student engagement across behavioral, cognitive, and emotional dimensions[24] Gamified grammar exercises enabled students to set goals, maintain focus, collaborate with peers, and enjoy a sense of competition and reward (Ardi & Rianita, 2022) This increase in engagement is critical because engaged students tend to achieve better learning outcomes than disengaged ones Likewise, a case study by Nabangi (2021) found that gamification not only improved learners' grammar performance but also "increased student motivation, engagement and interest" in learning grammar[25].

Blended learning combines face-to-face classroom instruction with online learning components. In a practical grammar course, a blended approach might involve students learning grammar theory or completing exercises on an online platform as homework, then using class time for clarification, reinforcement, and communicative practice. This approach capitalizes on the strengths of each mode: online modules provide flexibility and individual pacing, while in-person sessions allow for interactive, teacher-guided learning and immediate feedback. Blended learning has become widespread in higher education for language teaching[26], and studies indicate it can enhance grammar acquisition. For example, Simonova (2019) found that a blended grammar course led to significant knowledge gains for university students at B2–C1 proficiency levels, outperforming a traditional approach. The design in that study included autonomous online practice with feedback between in-class sessions, illustrating how blending modalities can reinforce learning. By the end of the semester, the blended approach had effectively supported students' grammar learning, leading the author to endorse it for advanced learners (Simonova, 2019).

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In practice, adopting blended learning requires careful course design. Instructors must ensure the online components are clearly linked to in-class activities rather than feeling like add-ons. A coherent structure (for instance, a learning management system module for each grammar unit, containing readings, videos, quizzes, and a forum for questions) helps students navigate the blend. There are challenges such as technological access and literacy: not all students may have reliable internet or familiarity with online learning, and initial orientation is essential. Additionally, maintaining student motivation for the self-study portion can be tricky – some may procrastinate or skip online exercises if not held accountable. Strategies to mitigate this include graded assignments online, or starting each class with a brief quiz or discussion based on the online material (ensuring they come prepared). Despite these challenges, the blended format has strong upsides. It maximizes class time for interactive learning, supports diverse learners, and prepares students for the increasingly hybrid nature of professional and academic work. Our reflections from implementing a blended grammar curriculum show improved homework completion rates (since tasks were more interactive online) and more dynamic class sessions, as students arrived with baseline knowledge that we could build upon through practice and discussion.

Conclusion. Innovative approaches are vital for enhancing the effectiveness of practical grammar lessons in philology. Traditional grammar teaching methods, while structured, often fail to meet the needs of today's learners who thrive on interaction, technology, and practical application. By incorporating gamification, educators tap into students' natural motivations and make learning grammar an active, enjoyable process. Through blended and mobile learning, instruction transcends the classroom's walls, enabling flexible, personalized practice that reinforces classroom learning. AI-based tools bring in immediate feedback and adaptivity, accelerating mastery of complex grammar points. The flipped classroom reimagines how class time is used, prioritizing active use of grammar

over passive listening, and digital collaboration platforms turn grammar into a social endeavor where learners build knowledge together. Each of these innovative methods is supported by pedagogical theories that emphasize engagement, meaningful use of language, cognitive depth, and learner autonomy. They collectively address the shortcomings of rote-focused, teacher-centric instruction by making students co-creators of their learning experience.

Ultimately, the call for innovation in practical grammar lessons is a call to align teaching with the evolving landscape of language use and education. By embracing new methods, educators affirm that grammar learning can be dynamic, relevant, and empowering for students. This alignment leads to a richer learning experience where philology students not only grasp grammatical concepts more robustly but also become adept, independent learners and users of language. In conclusion, infusing English grammar instruction with gamified tasks, blended and flipped structures, mobile and AI tools, and collaborative projects represents a pedagogical evolution – one that stands to greatly enhance the efficacy and appeal of grammar education in the field of philology.

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