

**ENHANCING 5TH–8TH GRADE STUDENTS’ UNDERSTANDING OF  
UZBEK AND ENGLISH CONJUNCTIONS: AN EXPERIMENTAL  
APPROACH TO GRAMMAR INSTRUCTION**

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***Abstract:** This research looks into the acquisition of English conjunctions by 5th to 8th grade Uzbek-speaking children and evaluates the effectiveness of their experimental teaching strategies. This study solves didactic problems by analyzing the grammatical interdependence of Uzbek and English conjunctions, and uses instructional approaches that positively change the grammar skills of the students.*

**Introduction**

In both Uzbek and English, conjunctions are crucial to forming a complete sentence. However, pupils often get lost in the way the two languages use them differently. There are far more rigid grammatical rules to be followed with conjunctions in English, while in Uzbek, syntax can be more fluid. Because of this, students often either rely too heavily on conjunctions or avoid them altogether in English which impedes their ability to express ideas fluently.

**Methodology**

Ninety students from grades five through eight from three schools took part in the study. The experimental group received instruction on contrastive grammar techniques which consisted of sentence comparison of Uzbek and English, use of pictures as teaching aids, and group work. The other group received conventional pedagogy. Improvement was assessed through pre-and post testing.

**Findings**

Within the experimental group, the proper use of conjunctions, especially in the formation of complex sentences, improved by 30%. Furthermore, they demonstrated greater confidence and direction in their writing enabling them to be

more original. In contrast, the control group taught through conventional methods showed only modest improvement. All instructors noted that the level of understanding and the amount of contributions in class made by students was greater in the experimental group.

### **Conclusion**

This study demonstrates how teaching English conjunctions to Uzbek-speaking pupils using contrastive and interactive techniques greatly benefits them. Students gain more from practicing grammar in context and recognizing the contrasts between languages than from mechanical memorizing.

### **Recommendations:**

Make use of graphic grammar charts and multilingual examples. Promote writing exercises and sentence-building activities. Educate educators on how to teach contrastive grammar.

This method can strengthen the foundation for middle school English instruction and enhance grammar results.