
ANALYSIS OF GRAMMAR TOPICS IN ENGLISH TEXTBOOKS FOR 1ST AND 2ND GRADES

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ABSTRACT: This article explores the grammatical topics covered in English language textbooks used for teaching first and second-grade students, highlighting various methodological approaches and teaching strategies applied. Additionally, it describes how these textbooks provide students with diverse topics, grammar rules, vocabulary, and exercises designed to develop speaking, listening, reading, and writing skills.

KEYWORDS: Primary school, foreign language, grammatical knowledge, textbook analysis, “Teacher’s Book,” “Student’s Book,” “Workbook.”

INTRODUCTION

Teaching foreign languages in primary school requires consideration of students’ age, physiological, and psychological characteristics. For first graders, game-based lessons and oral communication classes are the most suitable methods. The use of game-based learning technologies in education expands students’ thinking, worldview, and cognitive abilities.

According to the decree No. 94 of the Ministry of Preschool and School Education (MMTV) dated March 26, 2024, the curriculum for the 2024-2025 academic year has been approved. Compared to previous curricula, the following changes have been made:

- Foreign language lessons are allocated 1 hour per week in the 1st grade, 4 hours per week in the 5th and 6th grades, and 2 hours per week in the 11th grade.
- There are no changes for other grades, and the total number of foreign language hours remains at 29 per year, as in the previous academic year. However, with a reduction of 1 hour in the 1st and 11th grades, an additional hour has been assigned to the 5th and 6th grades.
- Informatics and Information Technology will be taught for 1 hour per week in grades 1 and 2.
- In the 5th grade, Natural Science will replace Biology and Geography with 2 hours per week, while in the 2nd grade, Natural Science will be taught for 1 hour per week [1].

According to the basic curriculum for the 2024-2025 academic year, which applies to general secondary education institutions where instruction is conducted in Uzbek, Russian, and other related languages, the weekly foreign language lesson distribution is as follows:

- 1st grade: 1 hour per week
- 2nd to 4th grades: 2 hours per week

When teaching foreign languages (such as English, German, French, and others) as a subject in general secondary education institutions, students’ preferences, parents’ requests, and the

availability of qualified teachers should be considered. In this regard, the School Supervisory Board submits a request to the Pedagogical Council, indicating parents' preferences for teaching a specific foreign language. The Pedagogical Council then reviews this request and makes a decision on whether the chosen foreign language can be taught based on available resources or justifies its unfeasibility. Based on this decision, the chosen foreign language is incorporated into the curriculum of the respective school or grade [4].

In practice, the Kids' English 1 workbook has been developed in Karakalpak and Russian languages, while Kids' English 2, Kids' English 3 textbooks, and the Kids' English 4 electronic workbook have also been created [3].

English language textbooks follow various methodological approaches and teaching techniques. These textbooks aim to assist students in language acquisition by presenting different topics, grammar rules, vocabulary, and exercises that develop speaking, listening, reading, and writing skills. The analysis of English textbooks is conducted based on the following key aspects:

1. Structure and organization of the textbook
2. Methodological approaches
3. Teaching materials and resources
4. Grammar and vocabulary presentation
5. Exercises and assignments
6. Interactivity and self-assessment opportunities

The "Teacher's Book," "Student's Book," and "Workbook" textbooks are structured with integrated modules tailored to the students' language learning levels. Each module focuses on specific topics and skills, incorporating grammar, vocabulary, listening, reading, writing, and speaking sections [1, 3, 4].

These textbooks implement communicative, grammar-focused, and experience-based methodologies:

- The communicative approach simulates real-life situations to enhance speaking and listening skills.
- The grammar-focused approach emphasizes learning grammatical rules and structures.
- The experience-based approach encourages students to build on their previous knowledge and experiences while learning the language.

Listening comprehension skills are developed through audio materials, dialogues, interviews, and stories included in the "Teacher's Book," "Student's Book," and "Workbook" series. Grammar and vocabulary sections clearly present rules and commonly used expressions in everyday communication. Assignments for grammar, vocabulary, speaking, listening, writing, and reading are incorporated, with self-assessment tasks provided after every two units [1, 3, 4].

The analysis of English language textbooks primarily considers the methodological approach, instructional materials, exercises, and self-assessment features. A well-structured textbook not only teaches grammar and vocabulary but also prepares students for real-life communication.

The curriculum and thematic plans for 1st and 2nd-grade English language lessons have been analyzed (see Table 1) [2].

Table 1.
Curriculum and thematic plans for 1st and 2nd-grade English lessons

1-grade	2-grade	
I-quarter		
Introductions/ Names	Introductions	She has/ He has
Numbers/ Colors	Family	She has/ He has
Be curious/ Pronunciation: p	Alphabet	Take turns
Rainbow/ School	What's this?	Pronunciation: g and h
School/ How many?	Play together	Exam 2 (Unit 1)
Actions/ Make friends	Pronunciation: r and l	Pets
Pronunciation: b/ Classroom	Exam 1 (Unit 0)	Plural nouns
Toys/Toys2	Transportation	Adjectives
What is it?/What is it? 2	Transportation	Yes, it is. No, it isn't
II-quarter		
Thank you/ Pronunciation: t	Be helpful	Yes, I am. No, I'm not
Electric/ Review	Pronunciation: f and v	Share things
Family/Family 2	Review	Pronunciation: j and y
Who's this? / Who's this? 2	Exam 3 (Unit 2)	Evaluation
Love your family/ Pronunciation: d	Clothes	Exam 4 (Unit 0-3)
At home	Clothes	Rooms
At home/ Where are you?	What are you wearing?	Rooms
III-quarter		
Where are you?/ Look after things	there's / there are	Pronunciation: s and z
Pronunciation: a / Shapes	How many?	Exam 5 (Unit 5)
Review /My body	Be tidy	Activities
My body / I have	Pronunciation: m and n	I can ...
I have / Be clean	Review U3-4	I like (swim)ing.
Pronunciation: i /5 senses	Food	Does she / he like?
Food / I like	Meals	Play nicely
Be patient / Pronunciation: e	likes / doesn't like	Pronunciation: c and k
Food and drink/ Review	Does she/he like?	Review U5-6
	Eat healthy food	Exam 6 (Unit 6)
IV-quarter		
Actions / Actions 2	Places in town	Farm animals
I can / I can 2	Places in town	What's it doing?
Help your friends / Help your friends	Where?	Is it (sleep)ing?
Pronunciation: u / Addition	Is there a ...?	Love your home
Animals / Animals	Be safe	Pronunciation: w
Adjectives / Adjectives	Pronunciation: q and x	Review U7-8
Respect animals/ Respect animals	Exam 7 (Unit 7)	Evaluation
Pronunciation: o	Farm animals	Exam 8 (Unit 4-8)

Grammar topics in primary school textbooks are provided for each unit (see Table 2):

Table 2.
Grammar Topics in Primary School Textbooks

1-grade	2-grade
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Hello, I'm ... , What's your name?, Goodbye. How old are you? I'm ... Numbers 1-10 What's your favorite color? My favorite color's...	Hello. What's your name? How do you spell ... ? What's this?
How many (chairs) can you see? Stand up, please	I have a (truck). Does he/she have a (plane)?
What's this? Is it a (ball)?	It's (beautiful). Is it (small)?
Who's this? Who's that?	What are you wearing? Are you wearing (a blue T-shirt)?
Where are you? / I'm in (the kitchen). Where's (the doll)?	There's a (couch) in the (bathroom). How many (books) are there?
I have (a red head and green eyes). Do you have (a yellow nose)?	My friend Sammy likes (meat) for (lunch). Does he like (cereal)?
I like (bananas). Do you like (eggs)?	I like playing (basketball). Do you like (flying a kite)?
I can (swim). Can you (ride a bike)?	The (toy store) is behind the (clothing store). Is there a (playground) behind the (school)?
(Elephants) are (big). (Elephants) have (long trunks)	What's the (duck) doing? Is the (cat sleeping)?

CONCLUSION

In summary, primary school textbooks are often based on engaging and creative methodologies. For example, incorporating games, competitions, video materials, and interactive exercises can actively involve students in language learning, making the process both enjoyable and effective. Textbooks should include repetitive and reinforcement-based exercises to help students consolidate new material and deepen their understanding. The methods for teaching English grammar must be presented in a simple and comprehensible manner. Grammar topics should not be overly difficult for students but should gradually enhance their knowledge step by step.

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