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ANALYSIS OF CURRENT ROLES OF VOCABULARY AND GRAMMAR
IN TEACHING ENGLISH

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Annotation. *The 21st century is the time of advancement in science, technology, and education. The importance of the English language has increased with the emergence of our nation on the world arena and the development of international relations. Our goal is to develop a specialist who is proficient in English, competitive, and capable of using his knowledge in a variety of communication contexts. Since English is a global language with a solid reputation all over the world, there are several details that must be considered when learning the language. Learning a language entails overcoming many obstacles. Some of the challenging circumstances require a critical component of grammar and vocabulary instruction. The communicative approach of teaching is prioritized in current foreign language*

teaching techniques. Therefore, grammar and vocabulary remain limited inside confined frameworks for the last decades, however we should not forget how competitive and professional role vocabulary and grammar play in mastering a foreign language. Obviously, teaching vocabulary and grammar are interconnected in the educational process. We attempted to explore the importance of grammar and vocabulary in English classes in this study. The importance of vocabulary and grammar in the modern communicative technique of teaching the language, as well as the types of vocabulary and ways of teaching English, are all examined. The article addresses the survey results, including students' attitudes toward a foreign language in general, to teaching vocabulary and grammar, techniques, and activities preferable by students in teaching vocabulary and grammar. English instructors were interviewed as well, and they revealed interactive tools and platforms to assist students improve their vocabulary and grammar.

Keywords: *vocabulary, grammar, teaching English, methods of teaching, interactive tools*

АНАЛИЗ ТЕКУЩЕЙ РОЛИ ЛЕКСИКИ И ГРАММАТИКИ
В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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***Аннотация.** 21 век – это век достижений в науке, технологиях и образовании. Значение английского языка возросло с выходом нашей страны на мировую арену и развитием международных отношений. Наша цель – воспитать специалиста, владеющего английским языком, конкурентоспособного и умеющего использовать свои знания в различных коммуникативных контекстах. Поскольку английский язык является глобальным языком с солидной репутацией во всем мире, есть определенные детали, которые необходимо учитывать при его изучении. Овладение языком влечет за собой преодоление многих препятствий. Некоторые из проблемных моментов требуют критического анализа процесса изучения грамматики и словарного запаса. Поскольку коммуникативный подход является приоритетным в современных методиках обучения иностранному языку, часто грамматика и словарный запас остаются без должного внимания. Однако не следует забывать, какую роль играют лексика и грамматика в овладении иностранным языком. Очевидно, что обучение лексике и грамматике взаимосвязано. Поэтому мы считаем, что оно должно быть конечной целью языкового просвещения. В данной работе мы попытались проанализировать роль грамматики и лексики в обучении английскому языку. Также нами исследуются виды лексики, методы обучения английскому языку, значение лексики и грамматики в современной методике обучения языку, содержание понятий «грамматика» и «лексика». Мы проанализировали результаты анкетирования, а именно: отношение студентов к иностранному языку в целом, к обучению лексике и грамматике, подходы, виды деятельности, предпочитаемые студентами. Кроме того, были опрошены учителя английского языка, которые делились интерактивными веб-сайтами и платформами в Интернете, чтобы помочь учащимся улучшить словарный запас и грамматику.*

Ключевые слова: лексика, грамматика, обучение английскому языку, методика обучения, интерактивные средства.

Introduction

Learning a foreign language, especially English, has become one of the most crucial requirements of the modern society and one of the primary ways of fostering international contacts at all levels of the educational system due to the country's integration into the global community. The government-approved curriculum, the required higher education standard, the idea behind the growth of foreign language education in the Republic of Kazakhstan, and other normative documents are all followed while teaching foreign languages. The communicative approach of education, where speaking is accomplished via communication, through speech scenarios, on the basis of simulating communication situations, is taken into consideration by contemporary ways of teaching foreign languages. That is, alongside reading, writing, listening, speaking, and other tasks, grammar and vocabulary are taught in everyday classes in today's modern classrooms. In other words, rather than serving as the primary goal of language acquisition, vocabulary and grammar are seen as auxiliary or supplemental. Although this is a pedagogically solid method, there may be times when the lesson's primary focus is on vocabulary and grammar. However, some students struggle with grammar and vocabulary, and they do poorly on competitive examinations, in job interviews, or in English classes. D. Noonan claims that grammar instruction frequently takes place separately from the core subject matter. Single phrases are supplied to the students, which they must learn through repetition and grammatical transformation exercises. Despite the fact that the goal of these activities is to teach learners formal, declarative material, if they are unable to explore grammatical structures in context, they will not be able to develop procedural abilities for communicating effectively and recognizing patterns in the relationships between meaning and usage (Noonan, 1998). "Despite the fact that it is nearly impossible to learn to speak a foreign language without understanding the grammar, the new standards for teaching foreign languages do not mandate hard activities like teaching

the language's grammatical underpinnings in-depth conceptually. The development of communication skills, the capacity for communication, and mastery of the language used in communication are given priority " (Shilova, Grigorieva, 2019, p. 26).

And Wilkins asserts that "without a lexicon, you can transmit nothing" (Wilkins, 1976, p. 210) if you don't grasp grammar. The following academics agree that vocabulary is the most crucial of the three key components of learning a foreign language, together with phonetics and grammar. In traditional English classes, words and phrases from lists are taught one by one, students are presented with sentences they do not understand, and both teachers and students work hard to learn and recall new terms, but the results are said to be unsatisfactory (Pan, Xu, 2011). The suggested work will analyze the aims and techniques, methods for teaching vocabulary and grammar, discuss practical significance of interdependence the vocabulary and grammar, address the findings. The results of questionnaire and interview will be analyzed as well.

Literature review

What is vocabulary and grammar? The term "grammar" originates from the Greek "grammatike tekhne," which is translated as "art of letters". There are various definitions of grammar available today. According to the Oxford Dictionary, grammar is defined as "the rules for altering the form of words and linking them into sentences in a language" (Oxford dictionary). The study of grammar is a branch of linguistics which examines the rules for appropriately creating meaningful speech pieces in a language's grammar (word forms, syntagms, sentences, texts). Grammar uses general grammatical principles to convey these regularities (Encyclopedia Britannica, 2010). Passov defines grammar as "the structure of the language and the science of this structure" (Passov, 1991, p. 97) and Rogova suggests the grammatical skill of speaking "the consistently correct and automated, communicatively motivated use of grammatical phenomena in oral speech" (Rogova, 1991, p. 78). As we know from practice, teaching grammar is focused more on practice than on grammar rules.

The word "Vocabulary" from the ancient Greek language means "related to the word; word; expression of speech. Vocabulary is the vocabulary of a language, a set of words of a particular language, parts of a language and 'all the words of a language'

(Cambridge Dictionary). Vocabulary is beneficial in a communicative approach to language training since meaning is crucial to learning and comprehending English as a second language (Clouston, 1994). Therefore, when we teach vocabulary, all aspects of vocabulary are captured, as vocabulary usage in science (grammar), when consumption (content), how consumption (function), how to pronounce vocabulary (pronunciation), etc. And this means that learning vocabulary involves learning the language as a whole.

Teaching vocabulary and grammar. Without a doubt, the fundamental building blocks of any language are grammar and vocabulary. Teaching grammar and vocabulary is the most responsible process in learning English and the most challenging process in language teaching (Yeshengazina, 2018). Additionally, learning English is a fascinating process and phenomena in and of itself. While teaching grammar and vocabulary, we also emphasize the four fundamental language abilities. When a student has a wide amount of vocabulary, he may use the language in a variety of situations and on a variety of subjects. The English language instructor employs his or her teaching methodology, sets goals and objectives, develops a curriculum in line with those goals, gathers control tasks, and chooses the content to teach vocabulary and grammar. This may be the case if the instructor notices that particular grammatical constructions are frequently overlooked or misinterpreted and if these constructions are seen to be crucial for meaning communication. Because in the era of cutting-edge innovation, the instructor's teaching approach is very important for stimulating students' interest in a subject using conventional teaching methods. It needs sufficient effort and high qualified tutor to learn grammar and vocabulary. Grammar knowledge alone does not suffice to communicate in a foreign language, as was previously shown.

However, if we take into account that grammar is a essential part of language, grammar becomes crucial to the learning process. In order to become proficient in speaking English, mastering grammar is therefore a fundamental component in learning English (Harmer, 2007). Grammar is an efficient, competence-based, and structural phenomena of language. Grammar "frees us from the limits of context and lexical categorization," according to Widdowson (Widdowson, 2003, p. 24). Cook

differentiated the following types of grammar: a) a technique for describing what individuals should say opposed to what they actually say (prescriptive grammar); b) a process of defining grammatical structures used in English schools for decades, modeled on Latin and other classical languages' grammars; c) a sentence-description scheme based on the notion that simpler structures can be combined to form bigger ones (structured grammar); d) speakers' awareness of the verbal and grammatical rules that govern language (linguistic); e) Integrating components of (b) and (c) in EFL grammar (Cook, 2008).

Spencer asserts that developing vocabulary is "the greatest degree of language acquisition" (Spencer, 1996, p. 54). Functional and meaningful vocabulary are the two categories that Finocchiaro separates (Finocchiaro, 1989). Functional vocabulary is swiftly and automatically picked up in a logical order and link. Small groups are used to teach meaningful language while simulating "actual" circumstances the dictionary penetrates into all spheres, helping to describe not only real life, but also "fantasy" (Rogova, Saharova, Rabinovich, 1991, p. 201). This is because of the dictionary's nominative function.

Kaufmann differentiates between active and passive vocabulary (Kaufmann, 2017). Passive vocabulary is made up of terms that pupils comprehend but are unable to employ. In contrast, active vocabulary refers to the phrases that pupils comprehend and utilize when speaking or writing.

Grammar and vocabulary are the foundations of communication. We can successfully explain our opinions if we use communication correctly. The use of grammar and vocabulary is the most suitable in writing and speaking, in listening and reading, as conveying ideas in an efficient and orderly manner helps pupils enhance their communication abilities.

Because vocabulary is a collection of words, the greater the number of words, the richer the language. This gives the language more diversity, and the words combine to produce speech. As a result, in order to communicate effectively in a foreign language, a student must continually seek to extend his vocabulary. In terms of the dictionary's function, "humans can only describe a few things without grammar, but

they cannot express themselves without language" (Vaisburd, 2001, p. 94). Lewis contends that vocabulary development is critical in mastering foreign languages and language skills since hearing, speaking, reading, writing, and interpreting are all impossible without vocabulary (Lewis, 1993).

In terms of the goals of teaching grammar and vocabulary, the goal of teaching vocabulary comprises the construction of active and passive vocabulary on the Standard Program's assigned themes. To do this, it is vital to create circumstances for spoken communication in the classroom, as well as to replicate actual life in the learning environment. N. D. Galskova and E. G. Tareva note that "The capacity to utilize language in a novel setting, in non-standard situations, is the greatest degree of knowledge and competence" (Galskova, Tareva, 2012, p. 4).

Using a dictionary serves two purposes:

- 1) development of lexical resource for four types of language skills;
- 2) enhancement of lexical resource (Makoshina, 2018).

At the same time, the crucial purpose of vocabulary instruction is to help students estimate the lexical meaning of unknown terms in context. While developing students' practical speaking abilities, it is important to remember the overall educational aims of vocabulary teaching.

Grammar teaching methods and forms are critical and are determined by how the foreign language instructor provides the grammatical content. According to E. I. Passov, the aims of teaching grammar stem from the goals of teaching a foreign language in general, namely the capacity to engage in four linguistic activities (Passov, 1991). One of the aims of teaching grammar, according to debate, is to help the student in speaking. Grammar balances the diverse structures of language and directs and redirects the critical and required meanings and parameters of language (Debata, 2013). "Because the learner is unfamiliar with the linguistic system, phenomena, and methods of operation, all of them must be mastered, functionally introduced to the mind, and then transferred to an intuitive implementation plan" (Klimentenko, Miroljubov, 1981, p. 29). Cook also stresses the teacher's responsibility in determining the best grammar and language learning methods. "How grammar is taught should mirror the purposes

of teaching grammar." It is observed that grammar is a meaningful and genuine phenomena of language, and that grammar facilitates language advancement (Cook, 2008, p. 36). J. Harmer notes that "grammar is a crucial component in learning English since it permits you to build proficiency in using English" (Harmer, 2001, p. 101). Based on scientific data, it is necessary to determine that by teaching grammar, we teach the structure of the language, the ability to use grammar in practice, and the purpose of its teaching, and it is possible to conclude that functional teaching, meaningful and true renewal of thought, the teacher has a leading role.

So, a dictionary is a collection of words, and it is widely held that the greater the number of words in a language, the richer the language. Meanwhile, grammar reinforces or limits the language's area of application, while vocabulary expands the language's boundless boundaries. This equilibrium allows for a diverse range of linguistic forms. Synonyms, antonyms, meaning, phrases, and diverse structures all contribute to language improvement. The accurate structure of the statement is dependent on the correct use of grammar and vocabulary. If a grammatical fault occurs in the phrase, the word expression "saves" it by providing meaning. Thus, vocabulary and grammar interact to generate language skills.

Grammar and vocabulary instruction methods. Throughout the history of teaching foreign languages, numerous techniques of instruction have been and continue to be utilized. The approach for teaching a foreign language has evolved and altered over time, as have new relevant and innovative teaching methods. Traditional, even outdated teaching methods are still utilized in foreign language classrooms; for example, some teachers employ grammar-translation and text-translation approaches during language instruction. However, there are professors that structure classes in a variety of ways and using a variety of methodologies. In our study, we attempted to assess some of the strategies employed in the teaching process in terms of vocabulary and grammatical usage. Each approach has its own set of pros and downsides.

The Grammar Translation Method is fully focused on assisting students in learning and appreciating other languages and literature. To translate into the target language, grammar instruction was applied. Grammar instruction consisted on

remembering the rules of various sentence patterns, and grammars were taught prescriptively and guided by the laws of the language being taught, with a greater focus on correctness. The "grammar translation technique" was developed throughout the 18th and 19th centuries. They chose the method of translating to support grammatical rules. Experts have acknowledged this technique as a model, and it has shown to be an outstanding way for teaching current languages in the curriculum (Rao, 2019, p. 147). The "direct technique" recommended avoiding the mother tongue, removing translation into the mother tongue, and having a direct word-object relationship, with grammar taking a back seat (Rastorguev, 1999, p. 10). The major goal of this technique is to increase students' thinking, however it focuses more on perfect pronunciation and vocabulary than on grammar (Rao, 2019).

The direct approach was extended and modified by the audio-lingual method. The major purpose was to improve oral fluency by speaking in the language of origin, which is forbidden at the language school. It stands out for mechanically acquiring conversations and vocabulary, which includes model activities as well as grammatical phrase pattern exercises (Rao, 2019). Following these approaches, G. Palmer, M. West, Hornsby, and others created the Reading method and Oral method.

C. Gattegno's Silent Way concentrated on structured grammar and vocabulary courses. K. Gattegno emphasized vocabulary as the foundation of language development. Because of the so-called silent manner, the instructor only utilizes 10 % of the teaching time; the remaining 90 % should be provided to the pupils (Gattegno, 1976).

G. Lozanov is the creator of Suggestopedia. This strategy improves the student's memory by tapping into latent cognitive resources such as music and physical and mental calm. Students must memorize extensive lists of word pairings using this strategy (Lozanov, 1978).

The Intensive Method of G. A. Kitaigorodskaya entails active communication in the target language. It speeds up the learning process, which is the purpose of education, as well as the primary methods and circumstances for achieving it

(Kitaygorodskaya, 1982). All of the strategies discussed above prepared the way for the communicative method, in which vocabulary and grammar are the primary components of language learning. The communicative approach of language teaching's major purpose is to build the communicative skills of the language learner while acknowledging the connection of language and communication. "When utilizing language in a communicative environment, grammar is learned subconsciously" (Rao, 2019, p. 149).

When we examine the ways for teaching grammar and vocabulary, we see that vocabulary and grammar play a prominent role at all stages and in all methods. The communicative approach to teaching English is widely recognized for exhibiting regular frameworks to introduce vocabulary and grammar. For example, employing new words, phrases, and grammar to explain a scenario; playing word games; providing references; learning grammar, words, and phrases through a short tale or text; and arranging cards to be seen as frequently as possible (Khamitova, Mukhtarkhanova, Zarkesheva, 2019). According to Richards and Rogers, there are two basic functions of the teacher in foreign language instruction, including communicative teaching: the first is to encourage communication between all participants in the class, as well as between these participants and various activities and texts. The second function is to participate in the training group as an individual participant. The latter function is strongly tied to and originates from the first position's aims (Richards, Rodgers, 2001). When studying English, there are occasions when you must pay close attention to grammar or vocabulary. For example, if the lesson's lexical theme is "I dreamed of an apartment" it is critical to review conditional moods and terms connected to the topic ahead of time. It is preferable to deliver instructions pertaining to the lexical or grammatical issue throughout the session rather than generalizing. For example, saying, "When speaking, use the passive voice," is confusing and difficult to evaluate. In other words, "replacing the active voice with a passive" is simple and clear. The evaluation of a lexical or grammatical task is determined by the instruction given. It is common practice to introduce and do vocabulary or grammar through the reading text. We believe that including writing and listening exercises is a good idea. Grammar

and vocabulary are therefore equally crucial in foreign language acquisition. As a consequence, numerous practical approaches are used to teach lexical and grammatical skills while addressing communicative problems in the course of foreign language acquisition, allowing a balance between the fundamentals of foreign language learning. On the other hand, teachers "shouldn't place too much emphasis on learners to create grammatically acceptable phrases immediately after instruction" (Nazari, Boustani, Sheikhi, 2022, p. 10). The authors also emphasize that, teachers must pay particular attention to the importance of emotions and student subjectivity in grammar education since they are strongly related to students' perceptions of grammar as a highly flexible ability that should be mastered. Because foreign language acquisition is strongly reliant on the complicated cognitive process of information processing (Tatli, Saylan, Kokoc, 2022).

Participants

Participants were students and teachers of Gumilyov Eurasian National University in Astana, Kazakhstan. In the questionnaire took part 30 students majoring in different non-language specialties, average age was 17–19 years, with different language levels (10 students of elementary level, 10 students of pre-intermediate level, 10 students intermediate level). We selected students with different levels to identify their attitude towards grammar and vocabulary activities. A questionnaire was held in Survey monkey site (<https://ru.surveymonkey.com/dashboard/>). 20 ESP teachers were interviewed by researchers. ESP teachers teach English at different non-language faculties.

Methods

The article used methods such as questionnaires, question-and-answer session and data analysis. The questionnaire consists of open ended and closed questions. Closed questions have several sub-questions to answer them using Likert scale evaluation (strongly agree, agree, neutral, disagree, strongly disagree). The survey asked about the following types of issues to get in-depth information for analysis:

1. Questions used to determine students' general attitudes and needs toward English.

2. Questions used to identify students' attitudes about grammatical and lexical challenges in English classes.

3. Questions used to identify preferable types of work organized in the English language class.

4. Questions used to determine approaches and activities (techniques) preferred by students.

5. Questions used to identify students' own techniques how to work out grammar and how to remember vocabulary.

The interview with teachers was conducted face-to-face, individually. The interview questions comprised the following issues: 1. Teaching grammar separately or in conjunction with other learning activities. 2. Teaching vocabulary on its own or in conjunction with other learning activities. 3. How to keep students motivated while teaching grammar. 4. Sharing with interactive websites or platforms teachers use to improve students' vocabulary and grammar. Teachers were asked to give full and specific answer.

Results and discussion

A questionnaire and question-and-answer session were held among instructors and students to accomplish the research. While studying the works of scientists, a concern developed regarding the attitudes of students and techniques used by teachers in learning and teaching vocabulary and grammar in our country's English language teaching and learning. The purpose of the first question was to identify students' general attitudes and needs toward English.

Table 1 – Questions used to determine students' general attitudes and needs toward English.

Do you like learning English?	yes 71 %, no 29 %
I want to study English because . . .	
I think it will someday be useful in getting a good job.	65 %
I think it will someday be useful in getting a good job.	35 %

One needs a good knowledge of English to gain other people's respect.	26 %
It will allow me to meet and converse with interesting people.	15 %
It will enable me to think and behave like English-speaking people.	23 %

According to the responses, students' motivation is generally positive (71 %), and their demands for studying the topic varied. For example, if we examine the respondents' highly agreed answers, we can see that the majority of students (65 %) consider that learning English is beneficial for finding a job, 35 % of respondents would like to better understand English speaking people and their lifestyle, and 26 % of respondents learn English to acquire other people's respect. 15 % of students would like to meet and communicate with interesting individuals in English, while other respondents (23 %) think that learning English enable them to think and behave like English-speaking people. The next question's aim was to identify students' perspectives on the grammatical and lexical difficulties they face in English lessons. In this respect, the following results were provided: 40% of students say they find it difficult to learn and use grammar and vocabulary because there isn't a natural setting for practice, they don't have enough time in class to become comfortable with syntax and vocabulary, they lack motivation, and the assignments are dull. The remaining 25% of respondents state that they value vocabulary and grammar and they are satisfied with their results.

The aim of the following question was to detect students' choice regarding grammar and vocabulary, which activities they mostly prefer.

Table 2 – Types of work organized in the English language class

Types of work organized in the English language class	%	Reasons

Learning grammatical tasks and rules	21 %	"It's simpler to complete the assignment if I put it into a grammatical template," "I enjoy grammar," and "grammar is the foundation of the language."
Vocabulary exercises and task completion	18 %	"It is hard to converse without lexis and new words," "I want to expand my vocabulary," and "vocabulary chores are enjoyable."
Tasks that combine all four learning activities (writing, reading, speaking, and listening)	76,8 %	"need full mastery of the language," "require speaking," and so on.

As seen by their responses, students are fully aware that learning a language only through grammar is difficult. According to students' answers 21 % chose grammar activities, and they state their choice as following "I have a poor degree of command of the English language," "It is simple to accomplish grammar tasks," "It is easier to do the assignment by putting it in a grammatical template," "I prefer grammar personally," and "Grammar is the foundation of the language". Students who preferred vocabulary work (18 %), provided with the following reasons: "It is difficult to talk without lexis and new words", "I want to expand my vocabulary," "Tasks with vocabulary are pleasant". Respondents who chose tasks that combine all four learning activities (writing, reading, speaking, and listening) proved their responses by "It is necessary to grasp the language thoroughly," "It is important to speak," "Vocabulary, grammar is among these", "Needed to pass IELTS", "I would like to improve my English" and so on. It should be noted that, students with lower level of English mostly choose doing grammar exercises, it may be explained by their unconfident attitude towards foreign language speaking.

Following that, we attempted to establish the types of activities and projects that students prefer in English classes while learning grammar and vocabulary (Table 3).

Table 3 – Approaches and activities preferred by students

Techniques	%
Tasks in the textbook	31 %
Assignments on online platforms	80 %
Interactive board, projector	45 %
I like to work individually in the audience	5 %
I like to work in pairs in the audience	78 %
I like to work with a group in the audience	86 %

As a consequence, respondents prefer pair and group work (82 %), assignments on multiple online platforms (80 %), and interactive tasks (45 %). It means that nowadays pair and group work is the core of any activity in language classroom. Students prefer interactive tasks rather than doing lexical-grammar exercises. The last question to identify students' own techniques to work out grammar and to remember vocabulary was "Could you share with your own techniques how to work out grammar and how to remember vocabulary?". Students' responses were really valuable and interesting. Among them the most noticeable are "I watch video classes on grammar in Y-tube", "I use Quizlet to learn new words", "I attend MOOC courses independently", "I watch films with subtitles", "listen to music", "I have an English speaking friend" etc.

Following that, there was an opportunity to interview instructors. The question-and-answer session comprised a total of 20 professors. Four questions were posed to teachers.

1. Do you teach grammar separately or in conjunction with other learning activities? Please be specific.

2. Do you teach vocabulary on its own or in conjunction with other learning activities? Please elaborate.

3. Could you keep students motivated while discussing grammar? How?

4. Could you mention any interactive websites or platforms that you use to improve your students' vocabulary and grammar?

According to the first question, 58 % of teachers supposed "I add grammar to reading or writing activities," 22 % of respondents stated that they "Sometimes explain grammar separately and conduct exercises," and 16 % of teachers responded that they "add grammar to writing tasks". To the next question, "Do you teach vocabulary separately or you mix it with other learning activities?" the great majority of instructors answered, "I introduce the vocabulary combined with the text or grammatical exercises, do exercises, and work it out." Teachers responded to the third question "How could you keep pupils motivated while discussing grammar?", "I use video lessons", "I conduct online games", "Students are not young children", "It will be more successful if language is given in the context", "I give them assignments, they explain to each other", "I try to organize pair and group works", "I use mind maps, electronic boards, visual aids " and so on. The teachers eagerly responded to the final question and shared their experiences. Teachers use the following online interactive websites and platforms to help students improve their vocabulary and grammar: 1. @Padlet – <https://ru.padlet.com>, 2. @Seesaw – <http://surl.li/djczq>, 3. WordWall – <http://surl.li/djdac>, 4. <https://www.socrative.com>, 5. <https://kahoot.it> 6. <https://edpuzzle.com> 7. <https://www.vocabulary.com> 8. <https://freerice.com/categories/english-vocabulary> 9. <https://visuwords.com/buccaneer>

According to the survey results, the great majority of modern English language instructors incorporate vocabulary and grammar instructions into their everyday classes when teaching reading, writing, listening, and speaking. In other words, while not the primary emphasis of language study, vocabulary and grammar are typically seen as supplementary skills. Although teaching grammar with other activities is sometimes a desirable pedagogical method, there are times when grammar is the exclusive emphasis of an English lesson. This is especially true if the instructor

discovers that specific grammatical constructs are frequently disregarded or misconstrued, despite the fact that such forms are critical to meaningful communication.

Another challenge we should take into account is students' responses about their problems with grammar and vocabulary in English classes: 'there isn't a natural environment for practice, there isn't enough time in class to get familiar with grammar and vocabulary, they lack motivation, and the assignments are boring'. In fact it is a big challenge to think about. There arose another issue when we analyzed students' own techniques to work out grammar and to remember vocabulary. Most of students use modern means of internet technologies independently, like Y-tube, MOOC, different platforms etc. If we compare the first and the second responses, the second answer prevails. It means that an English teacher should meet the students' needs and wants connected with learning grammar and vocabulary and English learning as a whole. Because there is increasing significance and meaning of innovation in education (Kapur, 2019) and an increasing number of different innovative technologies can replace the teacher in class. Consequently, it was discovered that teaching the lexical and grammatical aspects of speech remains a struggle. Contradictions were discovered between traditional methods of teaching a foreign language and the practice of teaching a subject in high-tech development and innovation, as well as between balancing the teaching of vocabulary and grammar.

As for teaching methods we "must actively include the learners in the process if they are to eventually grasp the language. As part of the process of participating in grammar exercises, interaction with other students is crucial in determining how students learn grammar (Nazari, Boustani, Sheikhi, 2022, p. 10). Tatli, Saylan, Kokoc offer digital storytelling method as an effective tool to overcome above mentioned challenges (Tatli, Saylan, Kokoc, 2022). Chiu, Chen, Tai suggest 'peer cooperation' can help learners to develop more suitable and proper vocabulary and grammar. For example, when participating in conversations, learners might be encouraged to write down alternative suitable and grammatically accurate replies, exchange views, and

explain reasons why one solution is superior than another (Chiu, Chen, Tai, 2022, p. 15).

Conclusion

Currently, the issue of teaching English in the country is one of the significant research topics of scientists. Many issues arise including methods of teaching English, principles etc.. Instructional English requires careful consideration of students' attention, motivation and a thorough examination of teaching techniques. In this work theoretical examination of the dependency between vocabulary and grammar was examined. It is known from the evolution of language instruction that grammar and vocabulary are closely related. However, there is still a debate among scholars about giving priority to one of the vocabulary and grammar, teaching more vocabulary or grammar. To accomplish so, we initially concentrated on the notions of "vocabulary," "grammar". Given the prevalence of communicative learning, some researchers are now attempting to ignore grammar entirely. However, it is known that the basic foundation of any language is grammar. Now some scholars believe that vocabulary has not yet been properly evaluated and that language can be learned by mastering vocabulary. Without vocabulary and grammar, the actions of communicating, skills of reading and writing and listening cannot be done. Consequently, this means that the study of vocabulary and grammar should be carried out at each lesson interdependently. As a result of questionnaire there were discussed some challenges connected with modern methods to grab students' attention. While working with grammar rules or learning new words teachers shouldn't forget that nowadays students experience different types of technologies and innovative courses outside the English class as well. This topic may be an issue for further research.

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