

## **THE PEDAGOGICAL ANALYSIS OF TEACHING –ING FORMS IN ENGLISH**

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**ABSTRACT:** This article examines effective approaches to teaching “-ing” forms in English language instruction. The “-ing” structure is one of the most commonly used grammatical forms in English, appearing in continuous tenses, gerunds, participles, and descriptive expressions. However, many English language learners experience difficulties in understanding the different functions of “-ing” forms because one grammatical shape can represent several meanings and syntactic roles. Learners often confuse the use of gerunds and infinitives, misuse participles in sentence construction, and struggle to recognize when an “-ing” form functions as a noun, adjective, or verb. This article discusses the linguistic background of “-ing” forms and highlights common learning problems caused by translation interference and limited contextual understanding. Furthermore, the study presents several pedagogical strategies such as contextual learning, communicative grammar teaching, visual explanation techniques, and task-based activities. The article emphasizes that grammar instruction should combine theoretical explanation with

meaningful communication practice to improve both grammatical accuracy and communicative fluency among learners.

## **INTRODUCTION**

Grammar plays an essential role in the process of foreign language learning because it provides the foundation for accurate communication. Among the many grammatical structures in English, “-ing” forms are considered one of the most flexible and multifunctional structures. They are widely used in daily communication, academic writing, and spoken interaction. The “-ing” structure appears in continuous verb tenses, gerunds, participles, and reduced clauses, which often creates confusion for language learners. From a linguistic perspective, “-ing” forms perform several grammatical functions within a sentence. For example, in the sentence “Swimming is healthy,” the “-ing” form functions as a noun, while in “She is swimming,” it functions as part of a continuous verb tense. In another example such as “The crying baby needs attention,” the “-ing” form works as an adjective. Because of these multiple roles, learners frequently fail to distinguish between grammatical categories and misuse the forms in their speech and writing. Another major challenge is the distinction between gerunds and infinitives after specific verbs.

Students often make mistakes such as “I enjoy to read” instead of “I enjoy reading.” Such errors are commonly influenced by the learner’s native language structure and insufficient communicative practice. Therefore, teachers need to introduce “-ing” forms through meaningful contexts rather than through isolated grammar formulas. One of the most effective methods for teaching “-ing” forms is contextual learning. Instead of memorizing grammar rules separately, students should encounter these structures in real-life situations, dialogues, stories, and authentic texts. For example, learners can better understand the use of gerunds when discussing hobbies, interests, or routines such as “I like dancing” or “Reading books improves knowledge.” This approach helps learners associate

grammar with practical communication. Visual aids also play an important role in improving comprehension. Timelines, sentence diagrams, and comparative charts can help learners understand the difference between continuous tenses and gerund structures. For example, teachers may visually compare “She is cooking” with “Cooking is fun” in order to demonstrate how grammatical function changes depending on context. Communicative activities such as pair discussions, role-plays, and task-based learning are also highly effective.

Students can participate in classroom games, storytelling activities, and interviews where they are encouraged to use “-ing” forms naturally. These activities increase learner confidence and reduce fear of making grammatical mistakes. Another useful strategy is contrastive analysis, where English grammar structures are compared with the learner’s first language. Through direct comparison, learners become more aware of structural differences and similarities. This method reduces confusion and improves long-term retention of grammar concepts.

## **CONCLUSION**

In conclusion, “-ing” forms represent an important but challenging aspect of English grammar for second language learners. Their multifunctional nature often leads to confusion regarding grammatical roles and sentence structure. Effective teaching requires the integration of contextual learning, visual support, communicative practice, and task-based instruction. When learners are exposed to meaningful examples and authentic communication opportunities, they develop a deeper understanding of grammar usage rather than relying only on memorization. As a result, their grammatical accuracy, fluency, and confidence in English communication significantly improve.

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