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**ANNOTATION:** *The article introduces the PPP teaching structure (Presentation, Practice, Production) as a powerful framework for teaching grammar effectively. It highlights the importance of structured language instruction in promoting learning outcomes. The article introduces the PPP teaching structure (Presentation, Practice, Production) as a powerful framework for teaching grammar effectively. It highlights the importance of structured language instruction in promoting learning outcomes.*

**Key words:** *Presentation, Practice, Production, Teacher-led activities, Student-centered activities, Controlled practice, Guided practice, Communicative activities, Language focus, Contextualized examples*

**Introduction.** An English language teaching methodology called 3P is mainly taught in TEFL courses. In this method, the input is taken in small chunks, which therefore become a whole.

Accuracy is more focused than fluency. This is the same as a deductive approach to learning where teachers explain a topic in detail at the beginning of the lesson, after which students can do related activities.

Presentation-Practice-Production, or PPP, is a method of teaching structures

(such as grammar or vocabulary) in foreign language. As the name suggests, PPP is divided into three phases, moving from tight teacher control to for greater student freedom. Please note that some authors use the name to refer to the specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods based on transition from presentation through controlled practice to free production.

The presentation phase is supervised by the teacher. The teacher may use text, an audiotape, or visual material helps to show the situation. From this she will extract the necessary language forms. The aim is to make sure the students understand the context and get them to think about it. You can poke students for ideas or suggestions, encourage them to talk to each other about what they know or think about a situation, etc. This also helps them start remembering the language and vocabulary they already know about a topic (or 'activate schemata' if you need a fancy term for that)

Finally, the teacher needs to confirm that the presentation was successful and that the students understand the new language. In the simplest case, this part of the PPP method simply asks students to confirm the correctness of a particular example, although teachers can use more complex steps at their discretion.

*Phase 2 of the PPP Method: Practice.*

This phase, also called drilling, is designed to fully consolidate the new language. Typical practice activities include drills, multiple-choice exercises, gap-and-cue exercises, transformations etc. The practice phase can be long and contain several activities to best cover the whole class. There is a good chance that this will take longer than any other step in the PPP method. However, learning can also be short if the new language is simple and understandable to a certain class. At this stage, the teacher must determine the best course of action based on the needs of the students.

There are a few major considerations when planning a production game or activity;

- Whole Class Participation

- Setting up
- Safety
- Relevance to target language
- Interaction patterns (should be student to student)

A DRILL

T: Read!

S1: I am reading.

T: Play!

S2: I am playing

A GAP-AND-CUE EXERCISE

Tom \_\_\_\_\_ (play) tennis.

We \_\_\_\_\_ (do) our homework.

I \_\_\_\_\_ (cook) spaghetti.

A TRANSFORMATION EXERCISE

I drive to work every day.

Today....

Mary watches TV every afternoon.

Now...

*Phase 3 of the PPP Method: Production.*

The third and final stage of the PPP method is production. Here, students use what they have just learned to synthesize new examples in writing or speaking. (In the case of phonics and reading lessons, reading unfamiliar or difficult words can also be considered production.) Testing is also considered production, especially if it requires reproducing language elements in new configurations.

However, it is important to note that the production phase of the PPP method is likely to be the most challenging for low level beginners or very young learners. Students without a solid foundation in English will not have enough building blocks to synthesize their own language. In these cases, the production phase of the PPP method will take a back seat to additional practice until students are advanced enough to build their own sentences.

*What is the difference between practice and production activities?*

Practice activities typically will have only one correct answer, whereas in free production several answers will be acceptable. Furthermore, in the practice phase emphasis is on accuracy (the ability to produce the correct form), whereas the production phase is supposed to develop fluency (the ability to speak naturally).

The results of the study seem to show that the PPP model is effective in developing students' mastery of subject-verb agreement. Thus, the current findings support other previous studies (Norris & Ortega, 2000) (Spada & Yasuyo, 2010) (Anderson, 2016) that have shown the effectiveness of a deductive and explicit approach to teaching grammar. The current study did not aim to compare the difference between explicit and implicit instruction for grammar classes; thus, the findings did not intend to make any efforts to claim whether one type of instructions is more effective than the other. Nevertheless, it could become evidence that the PPP model is no less effective than other instructions that focus more upon implicit approaches (Tomlinson, Dat, Masuhara, & Rubdy, 2001).

It could be said that PPP is an effective way to teach, since it makes planning easy and it can be implemented by relatively inexperienced teachers. However, this is not the same as saying that it is an effective way to learn. Some critics have suggested that it rests on a simplistic view of language learning: language learning often involves more than mechanical practice (Amanova Nodirabegim Furkatovna.,2022). In addition, there is a lot of evidence to suggest that learners who do well in the practice phase fail to transfer this ability to the production phase, and –even if they do successfully manage the production phase– they often fail to transfer this ability outside the classroom. [1]

The PPP (Presentation, Practice, Production) approach in language teaching has garnered attention for its distinct advantages and disadvantages. On the positive side, it offers a clear and logical framework for both students and educators, facilitating efficient lesson planning and delivery. The structured nature of the PPP method can be particularly beneficial for novice language learners as it provides a step-by-step progression in language acquisition.

However, despite its merits, the PPP approach has its drawbacks. For instance, it can potentially become repetitive and monotonous, especially for students with higher language proficiency levels. This may limit their engagement and hinder their overall language development. Additionally, while research indicates that teachers trained in the PPP method are more inclined to adopt new teaching techniques, it is important to recognize that the PPP approach may not be the most effective or suitable method for all language learning contexts.

While the PPP approach may work well in certain classroom settings, its effectiveness can vary depending on factors such as student learning styles, classroom dynamics, and the specific language being taught. Therefore, it is essential for educators to consider a range of teaching methods and adapt their approach to best meet the needs of diverse learners. This flexibility and adaptability are crucial for creating an inclusive and effective language learning environment.

**Conclusion.** The PPP (Presentation, Practice, Production) lesson structure is a highly effective approach for teaching grammar. By systematically introducing new grammar concepts, providing ample opportunities for practice, and encouraging students to apply their learning in authentic contexts, the PPP model enhances language acquisition and proficiency. Teachers who implement the PPP structure in their grammar lessons can create a supportive and engaging learning environment that fosters student understanding, confidence, and fluency. As a result, students are better equipped to master grammar rules and use them accurately in their spoken and written communication. Embracing the PPP teaching structure can lead to improved learning outcomes and empower students to become more competent and confident language users.

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