



## ISSUES OF DEVELOPING GRAMMATICAL COMPETENCE BASED ON THE COMMUNICATIVE APPROACH

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muloqot, grammatik kompetensiya, lingvistik ko'nikmalar, nutq faoliyati, kommunikativ kompetensiya, til o'qitish, chet tilini o'rganish

Ushbu maqolada oliy ta'lim muassasalarida tahsil olayotgan inofon talabalarining orasida kommunikativ kompetensiyaning rivojlanishida grammatik kompetensiyaning rolini tahlil qilinadi. Tadqiqot grammatik bilimlar va samarali muloqot o'rtasidagi o'zaro bog'liqlikni yoritib beradi hamda grammatikani kommunikativ yondashuv asosida o'qitish zarurligini ta'kidlaydi. Shuningdek, o'quvchilarning faol ishtirokini rag'batlantiruvchi va grammatikani kontekst asosida o'zlashtirishga xizmat qiluvchi zamonaviy pedagogik strategiyalarga alohida e'tibor qaratiladi. Maqolada grammatik kompetensiya real hayotdagi muloqot jarayonida talabalarga aniq va mazmunli nutq tuzish imkonini beruvchi asosiy omil sifatida talqin qilinadi.

**ABOUT THE PAPER**

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This article examines the role of grammatical competence in the development of communicative competence among learners of a foreign language, particularly in higher education contexts. The study highlights the interdependence between grammar knowledge and effective communication, emphasizing the importance of integrating grammar instruction into communicative approaches. Special attention is given to modern pedagogical strategies that promote active learner engagement and contextualized grammar acquisition. The article argues that grammatical competence serves as a foundational component that enables learners to produce accurate and meaningful utterances in real-life communication.

**Introduction.** A new innovative strategy requires the modernization of the higher linguistic sphere, aimed at creating professional foreign language training through the use of various teaching methods and tools, as well as modern pedagogical technologies that meet the key requirements for the intensive training of students in pedagogical universities, oriented toward achieving new goals.

Foreign language instruction within the system of higher pedagogical education should develop in students the abilities that enable them to use the Russian language as a basis for communication in a dialogue of cultures. Like other academic disciplines, the teaching of the Russian language can also lay the foundation for training a new generation of educators who support modern culture, characterized by a high level of education in a post-industrial society.

In contemporary linguistics and language pedagogy, communicative competence is widely recognized as the primary goal of foreign language teaching. It encompasses not only the ability to produce grammatically correct sentences but also the ability to use language appropriately in various social contexts. However, the development of communicative competence is impossible without a solid foundation in grammatical competence.

Grammatical competence refers to the knowledge of linguistic rules, including morphology, syntax, and sentence structure. It allows learners to construct meaningful and structurally correct utterances. Despite the shift toward communicative approaches in language teaching, the role of grammar remains crucial and cannot be neglected.

This article explores the relationship between grammatical and communicative competence and discusses effective methods for integrating grammar instruction into communicative language teaching.

**Literature review.** The structure of foreign-language communicative competence includes grammatical competence, which constitutes a core component of linguistic competence. The studies of such linguists as I. M. Berman [1, 25], I. L. Bim [2, 175], M. K. Borodulina [3, 43], N. D. Galskova, N. I. Gez [4, 54], B. A. Lapidus [5, 17], M. V. Lyakhovitsky, A. A. Mirolyubov, S. K. Folomkina, S. F. Shatilov [6, 219], E. I. Passov, N. E. Kuzovleva [7, 121], among others, have played a significant role in addressing the problem of teaching the grammatical aspect of a foreign language.

This article also examines the works of A. Khutorskoy, Noam Chomsky, Ferdinand de Saussure, Dell Hymes, I. Glukhov, I. Khaleeva, E. Rubleva, and others. Taking into account the relevance of this issue, the terminological aspect of grammatical competence has been considered.

**Research methodology.** The resolution of the research problem has demonstrated the practical significance of grammatical competence in the process of communication. The article presents the results of a theoretical analysis of scholarly literature, which show that the effective development of linguistic skills is closely interconnected with students' grammatical ability.

Grammatical competence is considered the core component, as it provides the structural basis for communication. Without sufficient grammatical knowledge, learners may struggle to express their ideas clearly and accurately, leading to misunderstandings.

At the same time, modern linguistics stresses that grammar should not be taught in isolation. Instead, it should be integrated into meaningful communication. This aligns with the communicative-activity approach, which focuses on using language as a tool for interaction rather than merely a system of rules.

**Results.** So, grammatical competence plays several key roles in the development of communicative competence:

### 1. Ensuring Accuracy of Expression

Grammar enables learners to produce correct and understandable sentences. Without grammatical accuracy, communication may become ambiguous or distorted. For example, incorrect verb tense usage can lead to confusion about time relations in discourse.

### 2. Supporting Meaning Construction

Grammar is not only a set of rules but also a system that conveys meaning. Different grammatical structures express different shades of meaning, such as modality, aspect, or emphasis. Mastery of these structures allows learners to communicate more precisely.

### 3. Facilitating Coherence and Cohesion

Grammatical competence contributes to the organization of discourse. Knowledge of sentence structure, connectors, and agreement helps learners create coherent and logically structured texts.

### 4. Enhancing Fluency

Although fluency is often associated with spontaneous speech, it is closely linked to grammatical competence. When learners internalize grammatical patterns, they can produce speech more automatically and confidently.

Despite its importance, teaching grammar presents several challenges:

**Overemphasis on rules:** Traditional methods often focus on memorization rather than practical use.

**Lack of context:** Isolated grammar exercises do not reflect real communication.

**Learner disengagement:** Students may find grammar boring or difficult if it is not presented interactively.

These challenges highlight the need for innovative teaching strategies that combine grammatical accuracy with communicative practice.

#### *Effective Approaches to Teaching Grammar*

1. **Communicative Grammar Teaching.** Grammar should be taught through meaningful communication. Activities such as role-plays, discussions, and problem-solving tasks encourage students to use grammar in real-life situations.

2. **Contextualized Learning.** Using authentic texts, especially literary works, helps learners understand how grammar functions in context. Literary texts provide rich examples of language use and expose students to various grammatical structures.

3. **Task-Based Learning.** Task-based approaches focus on completing communicative tasks rather than explicitly studying grammar. However, grammar is learned implicitly as students engage in meaningful interaction.

4. **Integrating Form and Meaning.** Effective teaching combines attention to grammatical form with communicative meaning. This approach ensures that learners not only understand rules but also know how to apply them.

5. **Student-Centered Learning.** Modern pedagogy emphasizes active learner participation. Interactive exercises, collaborative learning, and digital tools can make grammar learning more engaging and effective.

The teacher plays a crucial role in developing both grammatical and communicative competence. Instead of acting as a sole source of knowledge, the teacher becomes a facilitator who guides students in discovering grammatical patterns through communication.

In many scholarly works by Uzbek researchers, approaches to teaching grammar within the framework of developing communicative competence are analyzed. Particular attention is paid to the integration of grammatical knowledge into the process of speech activity, where grammar is viewed not as an end in itself but as a means of effective communication. Researchers emphasize the necessity of using communicatively oriented teaching methods that promote active student engagement and develop their ability to apply grammatical structures in real-life communicative situations.

Moreover, these studies highlight the importance of contextual and functional approaches to grammar instruction, in which language phenomena are examined in close connection with their use in text and discourse. Special emphasis is placed on the use of authentic and literary texts, which demonstrate the diversity of grammatical means and their stylistic relevance. The role of the intercultural dimension is also emphasized, as mastering grammar is closely linked to understanding the norms and особенностей communicative behavior in a different linguistic environment.

In addition, researchers point to the need to combine traditional and innovative teaching methods, including interactive technologies, project-based learning, and digital educational resources. Such an integrated approach contributes to deeper acquisition of grammatical structures, the development of critical thinking, and the formation of sustainable skills for independent language use in various communicative contexts.

Teachers should: provide clear explanations when necessary, design communicative tasks that incorporate grammar, offer feedback that balances accuracy and fluency, encourage learners to reflect on their language use.

**Discussion.** To improve the level of training of non-native (foreign-language) students in pedagogical universities of Uzbekistan, considerable attention is given to the competence-based approach. A. V. Khutorsky distinguished three levels of competence: the first includes key competencies that constitute the general content of education; the next level comprises general subject competencies covering a range of academic disciplines; and the classification is completed by subject-specific competencies related to particular academic fields [8, 107]. Among the competencies listed above, the key one is foreign-language communicative competence.

The current global situation, developing at the intersection of different cultures, creates opportunities for numerous encounters with speakers of

other languages. Consequently, the development of communicative competence becomes both relevant and essential in the educational environment of pedagogical universities. Communicative competence forms a fundamental category in the modern theory and practice of teaching the Russian language.

Various definitions of communicative competence can be found in the scientific literature, as well as different approaches to its theoretical interpretation. The concept of “communicative competence” emerged on the basis of the theory of linguistic competence proposed by the American linguist Noam Chomsky. However, Ferdinand de Saussure is considered the first linguist to distinguish between language and speech. According to Saussure, only language belongs to the system, whereas the linguistic process is the result of the speaker’s activity. Noam Chomsky defines linguistic competence broadly as “a structure of mental abilities, a structure of knowledge and beliefs that develops in early childhood in interaction with many other factors” [9, 129]. Over time, the use of this term expanded in the works of such linguists as Dell Hymes, Lyle Bachman, Michael Canale, and Merrill Swain [10], and it was replaced by the term “communicative competence.” Dell Hymes emphasized that the essence of communicative competence lies in the internal awareness of the situational appropriateness of speech. Grammatical, sociolinguistic, strategic, and discourse competences together form the structure of communicative competence [11, 277]. Thus, the theory of Dell Hymes marked the first revolutionary transformation in the field of language teaching.

The improvement of communicative competence is impossible without the development of all the components mentioned above, one of which is grammatical competence. According to E. A. Rubleva, grammatical competence is understood as the development of specific grammatical cognitive models that are independent of semantic models and are necessary in language communication in accordance with the “grammatical obligations” of semantic models [12, 137].

According to practical experience, many non-native students encounter certain difficulties in the frequent use of grammatical structures. As a result, there is an insufficient development of skills and abilities for the correct use of grammatical forms in Russian speech, which leads to a decrease in their level of communicative competence. Moreover, they tend to avoid using various linking elements of the language, replacing them with simpler grammatical structures [13, 237]. In the process of forming grammatical competence, it is important to take into account the interaction between the native (Uzbek) language and the foreign (Russian) language.

The ability of non-native students to learn languages forms the basis of grammatical competence; therefore, the development of grammatical competence in such students is a key task for teachers of Russian as a foreign language. Yu. A. Sitnova notes that grammatical competence, on the one hand, implies not only knowledge of grammatical units as carriers of generalized grammatical properties and the means of expressing grammatical meanings, but on the other hand, the ability to use them in speech activity in various communicative situations [14, 29]. Many scholars emphasize the importance of speech exercises in the development of speech activity, during which skills of grammatical structuring in speech are formed. Such exercises include those aimed at conveying what has been read, heard, or seen, as well as situational and role-playing exercises.

**Conclusions.** Grammatical competence is the principal component of foreign-language communicative competence for future philologists studying at pedagogical universities in Uzbekistan. Based on this, it can be stated that the Russian language is one of the key means of instruction; its successful acquisition enables learners to understand the characteristics of the educational process that determine the goals and content of education. Undoubtedly, the level of language proficiency is directly connected with the development of grammatical skills. By studying word structure, word-formation patterns, types of word combinations, and sentence types, each non-native student fulfills the essential requirements for the formation of grammatical competence, ensuring effective and fluent communication.

Grammatical competence is an essential component of communicative competence and serves as its structural foundation. While modern language teaching prioritizes communication, it must not overlook the importance of grammar. The key lies in integrating grammar instruction into communicative contexts, allowing learners to develop both accuracy and fluency simultaneously.

Effective language teaching requires a balanced approach that combines theoretical knowledge with practical application. By adopting innovative and student-centered methods, educators can enhance learners’ grammatical competence and, consequently, their ability to communicate effectively in a foreign language.

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