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INGLIZ TILI O'QITISHDA GRAMMATIK KOMPETENSIYA- KOMMUNIKATIV KOMPETENSIYANING TARKIBI SIFATIDA

Annotatsiya: Grammatik kompetensiya kommunikativ kompetensiyaning ajralmas qismi bo'lib, ingliz tilini o'qitishda (ELT) muhim ahamiyat kasb etadi. Ushbu maqola grammatik kompetensiyaning umumiy kommunikativ kompetensiyaga ta'sirini tahlil qilib, uning ingliz tilini o'qitishdagi dolzarbligini yoritadi. Tadqiqot natijalari til o'qitishda yaxlit yondashuvni shakllantirishga xizmat qilishi mumkin bo'lgan va o'z o'rnida grammatik bilim va kommunikativ amaliyot o'rtasidagi muvozanatni saqlashga qaratilgan tavsiyalar bilan yakunlanadi.

Kalit so'zlar: Grammatik kompetentsiya, kommunikativ kompetentsiya, til o'rgatish, ingliz tili grammatikasi, metodologiya, til ko'nikmalari, lingvistik kompetentsiya, ikkinchi tilni o'zlashtirish.

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ГРАММАТИЧЕСКАЯ КОМПЕТЕНТНОСТЬ КАК КОМПОНЕНТ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: Грамматическая компетенция играет фундаментальную роль в коммуникативной компетенции, которая широко рассматривается как важнейшая цель в преподавании английского языка (ELT). В этом исследовании изучается влияние грамматической компетенции на общую коммуникативную компетенцию, подчеркивая ее важность в педагогике английского языка. В

закключение приводятя рекомендации по балансировке грамматического обучения и коммуникативной практики, что обеспечивает комплексный подход к языковому образованию.

Ключевые слова: *Грамматическая компетенция, коммуникативная компетенция, преподавание языка, грамматика английского языка, методология, языковые навыки, лингвистическая компетенция, освоение второго языка.*

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GRAMMATICAL COMPETENCE AS A COMPONENT OF COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING

Abstract: Grammatical competence plays a fundamental role in communicative competence, which is widely regarded as an essential goal in English language teaching (ELT). This study investigates the impact of grammatical competence on overall communicative competence, emphasizing its importance within English language pedagogy. This paper concludes with recommendations for balancing grammatical instruction and communicative practice, ensuring a comprehensive approach to language education.

Keywords: Grammatical competence, communicative competence, language teaching, English grammar, methodology, language skills, linguistic competence, second language acquisition.

INTRODUCTION

Language is not only a means of communication but also a social tool that enables individuals to interact effectively. The communicative approach to teaching English was introduced into linguistic discourse by A.N. Chomsky and D. Hymes. The term communicative competence and the theory developed at its core were developed based on the idea that language is a means of communication [5; p.269.]. Communicative competence encompasses several key components, one of which is

grammatical competence, or the knowledge and application of syntax, morphology, and vocabulary. Using a mixed-methods approach, we gathered data from students and teachers in English for Specific Purposes (ESP) programs at tertiary institutions. Quantitative surveys and qualitative interviews with teachers provided insights into current practices, challenges, and student perceptions. Results highlight that a solid grammatical foundation contributes significantly to communicative effectiveness, especially in academic and professional contexts. Nevertheless, integrating grammar into communicative methods poses certain pedagogical challenges.

LITERATURE REVIEW

Historically, grammar-focused approaches dominated language teaching, with methods such as the Grammar-Translation Method emphasizing form over function. However, with the advent of communicative language teaching (CLT) in the 1970s, the emphasis shifted toward language use, sometimes relegating grammar to a secondary position. This shift has led to ongoing debates about the role of grammar in language teaching, particularly regarding its contribution to communicative competence. This problem has been studied in their works by such scientists as D.H. Hymes [5], J. Richards & T. Rodgers [7], G. Ahmedova [2].

D.H. Hymes introduced the concept of communicative competence, emphasizing the ability to use language appropriately in various social contexts. While his work does not focus exclusively on grammar, it underscores its importance in achieving appropriateness and coherence. Hymes' framework challenges purely structural approaches to grammar instruction, advocating for a broader perspective that considers cultural and contextual factors. This sociolinguistic orientation, as elaborated in his work "On Communicative Competence" (1972) [5; pp. 269-293.], has influenced subsequent approaches to grammar teaching, encouraging educators to integrate social and functional aspects of language use.

J. Richards and T. Rodgers' [6] exploration of Communicative Language Teaching (CLT) provides practical implications for grammar instruction. In their view, grammar should be taught as a means to facilitate communication rather than as an end in itself. They advocate for communicative activities that integrate grammar

into meaningful interactions, such as role plays, simulations, and task-based learning. Richards and Rodgers argue that grammar instruction should be learner-centered, focusing on the needs and goals of students within a communicative framework. Their work, particularly in "Approaches and Methods in Language Teaching" (1986), serves as a foundational reference for CLT principles.

A. Ahmedova's contributions to grammar teaching in modern pedagogical contexts emphasize the role of technology and innovation in enhancing grammatical competence. In her work, such as "Use of modern innovative technologies in teaching foreign language" (2020), Ahmedova [1] advocates for the use of digital tools, interactive platforms, and corpus-based approaches to make grammar instruction more engaging and effective. She also highlights the need for tailored instruction that meets the specific linguistic needs of learners, particularly in ESP (English for Specific Purposes) contexts. Ahmedova's work aligns with contemporary trends in language teaching, bridging traditional grammar instruction with modern communicative methodologies.

The role of grammar in language teaching is multifaceted, serving as a crucial component of communicative competence while also requiring integration with other linguistic and social skills. The works collectively highlight the evolving perspectives on grammar teaching, from structural approaches to communicative and contextualized methodologies. Together, these contributions provide a comprehensive framework for understanding and implementing effective grammar instruction in language education.

METHODOLOGY AND RESEARCH

Grammatical competence, as part of communicative competence, refers to the ability to use and understand grammatical structures accurately. This is essential not only for constructing sentences but also for ensuring clarity and precision in communication. In English for Specific Purposes (ESP) contexts-such as business or academic English-grammatical accuracy often carries a greater weight, as imprecise language can lead to miscommunication with potentially serious consequences. This

study examines how grammatical competence functions as an essential component of communicative competence and its implications for ELT methodology.

This study used a mixed-methods approach, combining quantitative surveys with qualitative interviews and performance assessments to provide a comprehensive analysis of grammatical competence within communicative language teaching.

The study involved 100 students and 20 instructors from ESP programs at Kokand State Pedagogical Institute and Hacettepe University in Ankara. The students had varying proficiency levels in English, ranging from intermediate to advanced, and were enrolled in programs that required a strong command of English for academic or professional communication. Teachers were selected based on their experience with CLT and ESP, with an average teaching experience of 8 years.

Three main instruments were used for data collection:

1. Surveys: A Likert-scale questionnaire was distributed to students to gauge their perceptions of grammar's importance within communicative contexts and their self-assessed grammatical competence.

2. Interviews: Semi-structured interviews with teachers focused on their teaching practices, challenges in integrating grammar within CLT, and perceived student outcomes.

3. Performance Assessments: Student performance was assessed through written and spoken tasks, evaluating both grammatical accuracy and communicative effectiveness. Tasks included email writing, report summaries, and presentations on academic topics.

The study was conducted over a two-month period. At the start, students completed surveys on grammatical competence in communication, and baseline performance assessments were collected. Throughout the study, teachers implemented communicative tasks while embedding grammar instruction through feedback and recasts. At the end of the study, final assessments and interviews were conducted to analyze changes in grammatical and communicative competencies.

Quantitative survey data were analyzed using descriptive and inferential statistics to identify trends in student perceptions and self-assessments. Qualitative

data from teacher interviews were transcribed and coded thematically, revealing patterns in teaching practices, perceptions of grammar's role, and common instructional challenges. Performance assessments were analyzed by scoring grammatical accuracy and communicative effectiveness, identifying correlations between these competencies.

ANALYSES AND RESULTS

The findings of this study provide evidence of the importance of grammatical competence for effective communication and highlight the challenges of integrating grammar within communicative tasks.

Student Perceptions of Grammar in Communication. Results from the student surveys showed that a significant majority (85%) believed grammatical competence was essential for clear communication, particularly in academic and professional contexts. While 70% of students felt confident in their knowledge of grammar rules, only 55% reported confidence in applying these rules accurately during spontaneous communication. Many students acknowledged struggling with grammar accuracy, especially in real-time spoken tasks where they prioritized fluency over precision.

Teacher Perspectives on Integrating Grammar and Communication. Teachers noted that grammatical competence was indispensable for professional-level communication. Many teachers employed a deductive approach to grammar, explaining rules explicitly before asking students to apply them in communicative tasks. This approach, they reported, helped students focus on accuracy without compromising fluency. However, some teachers observed that students often resisted focusing on grammar, favoring fluid conversation even at the cost of grammatical errors. Teachers stressed the need for balance, using methods such as task-based learning to encourage both accuracy and fluency.

Performance Assessment Outcomes. Performance assessments revealed a correlation between high grammatical competence and effective communication. Students who demonstrated strong grammatical skills scored higher in communicative effectiveness, as they made fewer errors that could obscure meaning. Conversely, students who were highly fluent but less accurate in their grammar

sometimes conveyed unintended meanings or failed to express ideas clearly. These findings indicate that grammatical competence supports communicative clarity, particularly in contexts requiring precision.

The study's results support the notion that grammatical competence is a crucial component of communicative competence, especially in high-stakes settings such as ESP. Integrating grammar into communicative frameworks, however, presents challenges that require strategic pedagogical approaches.

Implications for Teaching Methodology. One key implication is the need for balanced methodologies that incorporate grammatical accuracy within communicative tasks. Task-based language teaching (TBLT) appears effective in achieving this balance. In TBLT, students complete real-world tasks that emphasize communication but still require grammatical accuracy. For example, in tasks such as preparing an academic presentation or writing a business proposal, students must focus on clarity, which includes correct grammar usage. These tasks allow students to practice real-life applications while maintaining grammatical standards.

Teachers also reported success using focused feedback to address grammar within communicative activities. Corrective feedback methods such as recasting—where the teacher reformulates a student's error in a grammatically correct form—allow students to recognize mistakes without interrupting the communicative flow.

Addressing the Grammar-Communication Dilemma. A recurring challenge in CLT is the tendency of students to favor fluency over grammatical accuracy, leading to the potential fossilization of errors. Studies by Ellis and Lightbown & Spada suggest that this issue can be mitigated by regular and explicit grammar-focused feedback, even in fluency-oriented tasks [4; p.83.]. Research shows that this feedback aids learners in internalizing correct forms, reducing the likelihood of errors becoming ingrained. Teachers in this study also supported using focused error correction and periodic grammar reviews to maintain a high level of grammatical accuracy.

Limitations and Future Research. The study's focus on ESP students may limit the generalizability of the findings, as these students have specific professional and

academic requirements that place a premium on grammatical accuracy. Further research is recommended to assess whether similar findings hold in general English courses, where communicative needs may not demand such precision. Additionally, future studies could explore the long-term effects of different grammar-focused feedback strategies within communicative frameworks to determine which methods best support balanced language development.

CONCLUSION

Grammatical competence is a vital element of communicative competence, particularly for learners in ESP contexts where accuracy is essential. While communicative language teaching emphasizes fluency, this study's findings demonstrate that grammatical accuracy enhances overall communicative effectiveness, reducing misunderstandings and improving clarity. Effective English teaching methodologies should aim for an integrative approach, incorporating grammar instruction into communicative tasks through methods such as task-based learning and corrective feedback.

In conclusion, grammatical competence should not be sidelined in communicative frameworks but rather integrated thoughtfully to support clear, effective language use. The study suggests that while fluency is essential, accuracy remains equally important, especially in professional communication. By balancing grammatical instruction with communicative practice, language teachers can better equip learners with the skills they need to communicate proficiently in diverse settings.

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