

GRAMMATICAL COMPETENCE AS A GOAL OF FOREIGN LANGUAGE TEACHING

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Annotation

This article examines grammatical competence as one of the fundamental components of foreign language teaching. It analyzes the essence and role of grammatical competence in the process of mastering a foreign language, emphasizing its significance for the development of communicative skills, linguistic awareness, and the ability to construct correct and meaningful utterances. The study also highlights the interrelation between grammatical competence and other aspects of language learning, such as lexical, phonetic, and pragmatic competencies.

Keywords: Grammatical competence, foreign language teaching, communicative competence, linguistic skills, grammar learning, language acquisition.

INTRODUCTION

In the modern educational context, the teaching of foreign languages is aimed not only at the acquisition of vocabulary and pronunciation but also at the development of learners' ability to use the language accurately and appropriately in real communication. Among the core components of linguistic proficiency, grammatical competence occupies a central place, as it provides the structural basis for meaningful communication. Without adequate grammatical knowledge, learners may face difficulties in expressing their thoughts clearly and correctly.

The study of grammatical competence is therefore essential in foreign language teaching. It ensures that students are able to construct sentences, understand language structures, and use them effectively in both oral and written communication. Moreover, grammatical competence interacts with other components of communicative competence, including lexical, sociolinguistic, and pragmatic aspects, thereby contributing to the overall mastery of the language.

MATERIAL AND METHODS

Teaching grammar is one of the most important aspects of foreign language instruction, since full-fledged communication cannot take place without grammatical knowledge. Undoubtedly,

the knowledge of grammatical rules is essential for successful language acquisition. For many years, no other aspect of language teaching has been the subject of such intense discussions and debates as grammar. Grammar has been understood in different ways and has played, and continues to play, an unequal role not only in the teaching of native and foreign languages, but also in the overall educational systems of various countries [1].

The role and place of grammar in the process of foreign language teaching is currently one of the priority issues. Throughout the history of foreign language education, many controversial opinions have emerged. The first point of view held that grammatical competence develops on its own, independently of specific instruction. However, the modern methodologist N. D. Galskova adheres to a different opinion. She argues that in teaching foreign languages, it is necessary to create a solid structural foundation through which grammatical skills are formed [3, p. 305]. Linguistic competence and its integral part — grammatical skills and abilities — occupy a leading place in the achievement of this goal. Undeniably, communication is possible only with the presence of linguistic competence, the foundation of which consists of grammatical skills and abilities.

The concept of competence is not new to didactics. In relation to language proficiency, competence is understood as a conscious or intuitive knowledge of the language system for constructing grammatically and semantically correct sentences, while performance implies the skills and abilities to demonstrate this knowledge through speech. Such a view of competence developed under the influence of linguistics, which assigned grammar a leading role in the science of language itself and considered it an essential part of the psychological grammars governing communication. For example, the Swiss linguist F. de Saussure argued that the system of language, or the systematic inventory of units, is imprinted as a collection of images in the mind of each member of the community and does not depend on the ways it is realized in speech, which is always specific, since it is determined by the will of the individual and the type of situation [2].

The Russian methodologist M. N. Vyatytnev considers communicative competence “as the selection and implementation of speech behavior programs depending on a person’s ability to navigate in a particular communicative situation; the ability to classify situations depending on the topic, objectives, and communicative intentions that arise in learners before a conversation, as well as during the conversation in the process of mutual adaptation” [1, p. 38]. The main goal of forming communicative competence is the successful completion of a communicative act. The means of achieving this goal are the components of communicative competence: linguistic knowledge and skills, speech abilities, and the cultural-linguistic component of the learning content [3].

The most important component of communicative competence is rightly recognized as linguistic competence, which, on the basis of a sufficient volume of knowledge, ensures both

the construction of grammatically correct forms and syntactic structures, as well as the comprehension of meaningful segments of speech organized in accordance with the norms of a foreign language.

The role of grammar changes under the influence of several factors, such as the evolution of linguistic theory, the consideration of practical outcomes of foreign language teaching, and the influence of state educational policies. At present, there is a tendency to reduce the role of grammar in foreign language teaching, which naturally leads to a significant increase in the number of errors in learners' speech. Based on historical practice, both the attempts to abandon grammar and the exaggeration of its role in the learning process negatively affect the results of practical language acquisition [4].

The term *grammar* has two main meanings: the grammatical structure of a language and the science that studies this structure. Doctor of Philology, Professor V. G. Gak, defines grammar as a branch of linguistics that studies the regularities of change and combination of words forming meaningful sentences or utterances [2, p. 103].

The methodologist G. V. Rogova notes that teaching grammar has both practical and educational value, with the practical aspect taking precedence. This is explained by the fact that grammar facilitates the process of mastering a language. It should be emphasized that grammar is one of the most important aspects in the methodology of foreign language teaching. First of all, this is due to the fact that by learning grammar, students immerse themselves in the language environment, acquire the ability to construct sentences correctly in both oral and written form, and also develop comprehension skills in reading and listening [5].

The educational goal lies in the fact that the learner develops views on the surrounding world, on the place of the individual in society, and on the nature of relationships with the environment in which he or she lives. At the same time, such moral qualities as patriotism, humanism, and tolerance are cultivated.

It is important not to forget that the age-specific characteristics of students must also be taken into account. At this stage, children make crucial decisions in their development, their worldview, manners, and character are being shaped. A student may change his or her position: while some develop an interest in learning, for others it remains purely formal. Therefore, this period is a turning point that requires a more careful and comprehensive approach to each learner [6].

Innovative pedagogical technologies — such as project-based methods, game-based learning, and information technologies — help to implement learner-centered education and ensure the individualization and differentiation of instruction, taking into account the characteristics of students. The educational process makes use of diverse forms and methods of teaching. In our opinion, the most optimal method is the acquisition of new knowledge "from simple to complex," since students gradually assimilate and accumulate knowledge, while tasks become

progressively more difficult as their understanding deepens. This approach allows learners to develop skills and consolidate acquired information.

It should be noted that the assimilation of information by students also depends on their level of interest. Therefore, in order to achieve success in teaching, the teacher must design the lesson competently, and most importantly, in an engaging way [7].

CONCLUSION

Grammar plays a central role in the process of foreign language teaching, as it forms the foundation for linguistic and communicative competence. Without grammatical knowledge and skills, it is impossible to achieve accurate and meaningful communication in both oral and written forms. The analysis shows that approaches to grammar instruction have evolved under the influence of linguistic theory, educational policy, and practical outcomes of language teaching. Both the excessive emphasis on grammar and attempts to minimize its role negatively affect learners' ability to use the language effectively.

At the same time, the development of grammatical competence should not be limited to the acquisition of rules; it must be integrated with communicative practice and supported by innovative pedagogical technologies. Project-based learning, game methods, and information technologies create opportunities for individualized and learner-centered education, allowing students to gradually move from simple structures to more complex ones while maintaining motivation and interest.

Ultimately, the formation of grammatical competence contributes not only to the development of communicative skills but also to the shaping of students' worldview, values, and personal qualities. Thus, grammar teaching remains a vital component of foreign language education, ensuring both linguistic proficiency and the holistic development of the learner.

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