

TEACHING GRAMMAR FOR COMMUNICATIVE COMPETENCE

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Abstract. While grammar is crucial for learning languages, conventional approaches often emphasize accuracy at the expense of fluency, which can obstruct learners' ability to communicate effectively. This article examines the significance of incorporating grammar teaching within a communicative language teaching (CLT) framework to enhance grammatical competence in real-life contexts. To foster communicative skills while ensuring grammatical precision, educators can transition from rigid, rule-focused instruction to lessons grounded in context. The text outlines essential techniques, including task-based learning, inductive approaches, and valuable interactions. It also emphasizes the advantages of integrating grammar into problem-solving tasks, role-playing activities, and the use of authentic resources. By transforming grammar instruction into a more engaging and practical experience, teachers can equip learners with the skills necessary for effective communication in everyday scenarios. The article underscores the importance of grammar.

Keywords: communicative, grammar, competence, teaching language, contextualized, activities, task-based, inductive, proficiency.

Annotatsiya. Garchi grammatika tillarni o'rganishda muhim ahamiyatga ega bo'lsa-da, an'anaviy yondashuvlar ko'pincha ravonlik hisobiga aniqlikka urg'u beradi, bu esa o'quvchilarning samarali muloqot qilish qobiliyatiga to'sqinlik qilishi mumkin. Ushbu maqolada grammatik kompetensiyani real hayotiy vaziyatlarda rivojlantirish uchun grammatikani o'qitishni kommunikativ til o'qitish (CLT) yondashuvi doirasida qo'llashning ahamiyati ko'rib chiqiladi. Grammatik aniqlikni saqlagan holda kommunikativ ko'nikmalarni rivojlantirish uchun o'qituvchilar qat'iy, qoidalarga asoslangan o'qitishdan kontekstga asoslangan darslarga o'tishlari mumkin.

Matnda asosiy usullar, jumladan topshiriqlarga asoslangan o'qitish, induktiv yondashuv va mazmunli o'zaro aloqalar yoritiladi. Shuningdek, grammatikani muammolarni hal qilish topshiriqlari, rolli o'yinlar va autentik materiallardan foydalanish bilan integratsiya qilishning afzalliklari ta'kidlanadi. Grammatikani o'qitishni yanada qiziqarli va amaliy jarayonga aylantirish orqali o'qituvchilar o'quvchilarga kundalik hayotda samarali muloqot qilish uchun zarur ko'nikmalarni berishlari mumkin. Ushbu maqola grammatikaning ahamiyatini ta'kidlaydi.

Kalit so'zlar: kommunikativ, grammatika, kompetensiya, til o'qitish, kontekstlashtirilgan, faoliyatlar, topshiriqlarga asoslangan o'qitish, induktiv, malaka.

Аннотация. Хотя грамматика имеет решающее значение для изучения языков, традиционные подходы часто делают акцент на точности в ущерб беглости, что может препятствовать способности учащихся эффективно общаться. В данной статье рассматривается значение включения обучения грамматике в рамках коммуникативного подхода к обучению языку (CLT) для повышения грамматической компетенции в реальных жизненных ситуациях. Чтобы развивать коммуникативные навыки при сохранении грамматической

точности, преподаватели могут перейти от строгого, ориентированного на правила обучения к занятиям, основанным на контексте.

В тексте описываются основные методы, включая обучение на основе заданий, индуктивные подходы и значимые взаимодействия. Также подчеркиваются преимущества интеграции грамматики в задания на решение проблем, ролевые игры и использование аутентичных материалов. Превращая обучение грамматике в более увлекательный и практический процесс, преподаватели могут обеспечить учащихся навыками, необходимыми для эффективного общения в повседневных ситуациях. В статье подчеркивается важность грамматики.

Ключевые слова: коммуникативный, грамматика, компетенция, обучение языку, контекстуализированный, деятельность, обучение на основе заданий, индуктивный, владение языком.

Introduction

One of the most important components of language learning is grammar, which provides the foundation for effective and transparent communication (Ellis, 2015). However, instead of emphasizing the ability to use grammar in meaningful conversation, traditional grammar instruction often focuses on accuracy and memorization. This approach can make it difficult for children to communicate confidently and spontaneously (DeKeyser, 1998). Teachers need to integrate grammar instruction into the communicative approach to language teaching (CLT) to bridge this gap and ensure that students not only understand but also successfully apply grammar principles in everyday situations. When language learners think of grammar instruction, they often imagine tedious grammar exercises, translation assignments, and lectures with detailed explanations of grammatical concepts. Grammar instruction is perhaps the most controversial area of language learning (Ellis, 2015). Scholars and educators have debated for years whether grammar instruction is necessary at all. The fact that we use language without grammar remains true, despite the long-standing debate about grammar (DeKeyser, 1998). Early language teaching methods, such as the Grammar Translation Method (GTM), often taught grammar independently of the context in which the language was used. While these methods were often successful in helping students develop listening skills, they sometimes proved ineffective in improving their ability to communicate effectively, both in writing and orally. Since the advent of audiolingualism (ALM), a number of language teaching methods have focused on developing communicative abilities. Communicative competence refers to grammar instruction that leads to effective communication, rather than a lack of grammar education (Fotos, 1993). This month's Teacher's Corner column explores teaching grammar in large groups, communicative grammar instruction, and teaching. What exactly does "communicative grammar instruction" mean? In other words, grammar lessons and instruction go beyond simply introducing a grammatical element or elements,⁸ assigning controlled tasks, and then assessing students' understanding of these elements. This involves planning grammar lessons to include a communicative exercise or task. At the beginning of a communicative grammar lesson, an example and a grammatical item may be presented, as in the traditional approach. This is followed by controlled exercises to practice the grammatical item. However, teaching conversational grammar goes further. A communicative grammar lecture allows students to practice

the target grammar after the presentation and practice stages. The initial stages of a communicative grammar lesson often emphasize accuracy, but as the practice progresses, fluency becomes increasingly important. According to DeKeyser (1998), communicative tasks are crucial because they give students the opportunity to practice the target grammatical feature in "real-world settings." Speaking exercises have been the primary focus of communicative grammar practice, but writing exercises are also an important and legitimate method of practicing the use of communicative grammar. In the early stages of a communicative grammar lesson, accuracy is often stressed, but as the practice continues, fluency becomes more and more crucial. DeKeyser (1998) argues that communicative tasks are essential since they allow students to use the target grammatical element in practical situations. Although writing tasks are a valid and significant way to practice using communicative grammar, speaking activities have been the main emphasis of communicative grammar practice.

Methods

As instructors, we want our students to practice using communicative language. Nevertheless, it can be hard to apply communicative practice in some big classrooms since it can be difficult to divide students into groups and pairs and keep an eye on what they are doing when there are a lot of them. Even if a teacher is unable to lead a fully communicative session in a large class because of time restrictions or class size, they may still include communicative components through pair work or small group discussions (Fotos, 1993). Students may interact, practice speaking, and participate in meaningful discussions through these activities without constant teacher supervision. Instead of becoming discouraged if they can't make every lesson completely communicative, teachers should concentrate on what they can do in big classes. In a large classroom, for instance, a teacher may lead one or two interactive activities but not a complete communicative lesson. Teachers can also discover strategies for fostering effective grammar practice outside of the classroom setting. English clubs, where students get together on a regular basis to practice their communication skills and participate in other enjoyable activities, like poetry or singing contests, are one way to give them additional chances for communicative practice. Another possibility is extracurricular activities that make use of the grammar rule being taught, which gives students more chances to practice their communication skills. For instance, students could practice the grammar rule of the simple present tense in class and then write a brief paragraph about their everyday routine as homework, provided that they utilize the simple present tense to describe it. Students can record themselves speaking the target language, either alone or with a classmate, using a mobile phone or other gadget. Students, for instance, could interview a classmate after writing interview questions that are based on the grammar rule that is being taught, or they could record themselves performing a scenario that they have created in the target language (DeKeyser, 1998). Students with internet access have a variety of chances for productive communicative practice, like blogging, creating podcasts, or conversing with friends¹, all of which can be done while keeping the grammatical norms taught in class in mind. Although teachers may need to modify the structure of their lessons when teaching big classes, there are still several methods to give students the chance to practice their language skills in a way that is communicative and helpful. Language education has historically concentrated only on grammar instruction, frequently employing rote memorization and exercises. However, contemporary language education and research methodologies

emphasize the value of teaching grammar in context. This entails seeing grammar as a necessary component of effective communication rather than as a distinct field of study. One useful method is to use real-world instances of the desired grammatical structures, such as articles, movies, or discussions. Instead of just rattling off rules, instructors may utilize recorded conversations or short stories that use the past tense in context, for instance. Students learn about the patterns in a literary work and practice using the structure in their own writing and speaking. Exercises and drills centered on single phrases are frequently employed in conventional grammar education. Although these activities assist students in recognizing grammatical forms, they do not always equip them for effective communication in real-world scenarios. The communicative approach to language instruction (CLT) places an emphasis on the application of grammar in the right context. Language is perfectly integrated into activities like storytelling, conversations, and role-playing using this approach. Students may, for instance, learn verb tenses by writing personal stories or summarizing their prior experiences, rather than from individual phrases. Take, for instance, how context can affect grammar: Consider presenting things in class and asking pupils to create sentences using their newly learned language. You teach them this.

For instance, some of the exercises for your pupils include the sentences, "This is a pencil," "This is a book," and "This is a notebook. " All of this is well and good, but think about how the piece is used in context: The guy placed his book on the table. The book is orange in color. The indefinite article an is used in the first statement, which introduces the boy, while the definite article the is used in the second. This is impossible to prove without context.

Findings: At the start of a grammar class, the target grammar component that students are attempting to comprehend or explain can be introduced in context. For instance, a lesson on the simple present tense for the expression routine may start with a paragraph describing a regular day. The teacher next asks the class to identify the verb tense in this example, providing assistance and direction as necessary. But a lesson that makes use of context doesn't have to start there. It may start with a rule and illustrations before illustrating how to use the grammatical element in context. Some teachers start with context and then gradually go through rules, while others start with rules and then go through context. Numerous teachers employ both methods. Take into account the students' learning styles, their prior understanding of the target grammar point, and their ability when deciding whether to present context at the start or conclusion of a lesson. For certain grammatical issues, it may be preferable to begin with rules and examples, while for others, it may be better to introduce context first. The use of authentic texts, which are any written or spoken source not meant for instruction or language learning, is not necessary for context-based teaching. Both students' prior understanding of the grammar topic being taught and their level of language ability should be taken into account when teaching grammar in context. Learners with lower proficiency levels typically need texts created particularly for language learning, whereas real texts are frequently helpful for learners with higher proficiency levels. There are several excellent examples of contextual grammar in textbooks. You can create an example text on your own if there isn't one that illustrates grammar in context. When discussing daily life, you might use your own regular regimen as an illustration. When grammar is taught in context, it is just one aspect of the course, not the whole thing. Depending on the level

of skill of your pupils, they will still require some practice with the grammatical topic you are teaching, as well as a complete or partial explanation of the grammatical form.

Analysis

Raising awareness is a connected component of teaching grammar in context. Raising awareness involves either emphasizing the characteristics of a specific grammatical element or assisting pupils in any way to recognize them (Ellis, 2015). For instance, using the science report example, raising awareness can begin by asking pupils to find the passives in sample texts. Students may read a model text and then mark each use of the passive voice. Instruction may next cover meaning after learners have passives in the model text: In this context, what does it mean that the author has opted to use the passive voice? Next, use: In the specified genre, how is the passive voice employed? Students may later be able to recognize target features in later encounters thanks to activities that raise awareness (Fotos 1993). The phrase consciousness-raising (CR) is used in language education to refer to teaching strategies that aim to raise students' awareness and understanding of specific linguistic features, but do not always demand immediate mastery of the material. It is thought that students are more likely to remember a structure and use it correctly in future linguistic encounters after seeing it. Highlighting & Underlining, in which students underline or highlight a specific grammatical feature in a text (e. g. , passive voice, relative clauses, verb tenses); Text Reconstruction, in which pupils reconstruct a passage with an emphasis on a particular grammatical element; Error Analysis, in which pupils examine erroneous sentences and explain why they are wrong, thereby reinforcing their understanding of correct structures; Sentence Sorting, in which pupils classify sentences according to grammatical structures, identifying similarities and differences; and Comparing two texts, one with and one without a particular grammatical element, and talking about the differences in meaning or impact are examples of Comparison Tasks.

Discussion

Interpretation - grammatical instruction for communicative competence emphasizes helping students learn how to apply grammatical patterns successfully in real-world interactions. The study demonstrates that integrating grammar instruction with communicative tasks improves students' capacity to use grammar in a meaningful and contextual manner. By concentrating on real-world application rather than rote memorization of rules, this method promotes a greater grasp of how language is used. Contextualized grammar instruction is one of the important 2strategies that has been found. Students may learn how grammatical forms operate in actual communication by learning grammar in relevant situations. For example, teachers can include past tense forms in storytelling or recounting previous occurrences rather than teaching them in isolation. By demonstrating how grammar may be applied in real-world situations, this method makes it more relatable and unforgettable for students. Using communicative activities is another successful method. Learners must practice grammar in real-world situations through activities like role-playing, simulations, and discussions. These activities promote the use of language in real situations, giving students the chance to practice their grammar in a welcoming and engaging setting. For instance, a role-playing exercise in which students imitate a job interview might help them improve their use of question words and polite language. Another helpful strategy is Task-Based Learning (TBLT). The emphasis of TBLT2 is on tasks and communication objectives that demand particular grammatical structures. Instructors can make certain that grammar education

is consistent with real language usage by creating assignments that have distinct communication goals. For instance, planning a vacation can help students practice modal verbs for making recommendations and future tense forms. Students learn grammar rules through guided discovery and examples using the inductive method of teaching grammar. This method encourages critical thought and facilitates a more organic internalization of grammatical patterns by students. For example, rather than directly instructing students on the rules for using articles, teachers can present learners with a text that includes several examples and lead them to figure out the rules for themselves. The idea of concentrating on form combines direct grammar teaching with communicative tasks. Errors are addressed as they occur in this way, allowing for quick response and explanation. Between effective communication and proper language usage, it maintains a balance. An educator can, for instance, emphasize and remedy frequent grammatical mistakes throughout a group discussion to reinforce the proper use. Comparison: Traditional grammar teaching methods, which frequently emphasize rule memorization and isolated practice, are in stark contrast to the techniques that have been identified for teaching grammar for communicative competence. The grammar-translation technique and other traditional methods place an emphasis on translating phrases and mastering grammatical rules without enough context. A disconnect between grammatical understanding and practical language usage might result from this strategy. On the other hand, communicative methods emphasize contextualized practice and meaningful communication. They understand that language acquisition involves not just knowing the rules but also being able to communicate effectively in a variety of contexts. Students improve their grammatical and communicative skills by engaging in communicative activities and real-world scenarios, making them more fluent and self-assured language users. In contrast to conventional deductive methods, in which rules are taught explicitly before practice, the inductive approach is also different. Although the deductive method is straightforward and clear, it might not be as engaging for students as the inductive method, which promotes exploration and discovery. Despite the advantages of teaching grammar for communicative competence, there are restrictions to bear in mind. The possibility of cognitive overload is a restriction. Learners must process several linguistic elements at once when grammar instruction is integrated with communicative activities, which can be difficult, particularly for beginners. To ensure that students are not overburdened, instructors must plan activities with care and offer sufficient help. The diversity of learners' tastes and learning methods is another constraint. Some students may find that inductive methods are less successful for them and that explicit grammar instruction is more beneficial. Instructors must be adaptable and receptive to the needs of their students, modifying their instructional strategies as necessary. Furthermore, the classroom setting and available resources have a significant impact on the effectiveness of communicative grammar instruction. The implementation of communicative activities may be hampered by big class sizes and time restrictions. Instructors may need to use their imagination to create activities that are doable in their classroom environment.

Conclusion

Consciousness-Raising (CR) helps learners notice specific grammar patterns, making them more aware of how language functions. This aligns with Schmidt's (1990) Noticing Hypothesis, which suggests that awareness is essential for learning. CR emphasizes explicit learning, where students deliberately analyze and reflect on

language rules rather than acquiring them passively. Typical CR tasks involve analyzing examples, comparing structures, and drawing conclusions about usage, fostering awareness without requiring immediate production. This approach is particularly effective in grammar teaching, as it allows learners to see how grammar operates in real communication rather than in isolated sentences. Effective and meaningful learning need a balanced strategy that incorporates many techniques when teaching grammar for communicative competence. Grammar should be taught in a way that encourages students to utilize it in conversation rather than in a dry, academic manner.

1. Grammar Instruction By communicating effectively, teachers can make sure that students understand the principles and use them in practical settings. Learners gain accuracy and fluency via meaningful interactions.
2. Although there are difficulties when teaching grammar in large classes, strategies including group projects, peer cooperation, and interactive exercises support learning and keep students interested.
3. Presenting grammatical structures in context through relevant texts and real-world situations improves comprehension. With this approach, students may observe how grammar works organically in language use.

Activities that Increase Consciousness: Encouraging students to observe, evaluate, and consider linguistic patterns enables them to come up with rules on their own. Learner autonomy is increased and long-term retention is encouraged by this higher degree of involvement. By integrating these methods, teachers provide a dynamic, student-focused setting where grammar is taught alongside meaningful conversation rather than separately. This well-rounded approach, which is backed by both actual data and accepted theories of language acquisition, improves grammatical correctness while simultaneously developing the communication skills necessary for everyday language usage.

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