



GRAMMATICAL COMPETENCE AND ITS ROLE IN LANGUAGE TEACHING

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Abstract

The article attempts to shed light on grammatical competence and its role in language teaching. It also discusses the use of neuropedagogical technologies in language learning.

Keywords: language, language teaching, competence, language competence, grammar, grammatical competence, neuropedagogy, neuropedagogical technology.

Annotatsiya

Maqolada grammatik kompetensiya va uning til o'rgatishdagi rolini yoritishga harakat qilindi. Shuningdek, til o'rganishda neyropedagogik texnologiyalardan foydalanish haqida fikr yuritildi.

Аннотация

В статье предпринята попытка пролить свет на грамматическую компетенцию и ее роль в обучении языку. Также обсуждается использование нейропедагогических технологий в обучении языку.

Kalit so'zlar: til, til o'rgatish, kompetensiya, til kompetensiyasi, grammatika, grammatik kompetensiya, neyropedagogika, neyropedagogik texnologiya.

Ключевые слова: язык, преподавание языка, компетентность, языковая компетентность, грамматика, грамматическая компетентность, нейропедагогика, нейропедагогическая технология.



In the practice of teaching the Uzbek language, the formation of grammatical competence is one of the main factors determining the quality and effectiveness of education. Because a student with developed grammatical competence rarely makes mistakes in his speech, adheres to language norms, and can clearly express his thoughts. The formation of this competence increases students' interest and confidence in the language, and also has a positive effect on the development of their general language culture and cognitive activity.

Grammatical competence in the process of teaching the Uzbek language means not only the acquisition of theoretical knowledge, but also the correct application of language norms in practice. Therefore, the thorough mastery of grammatical knowledge is important in improving the speech culture, literacy and effectiveness of communication through language of students. The formation and development of grammatical competence in the practice of teaching the Uzbek language is an important scientific and practical basis for the overall success and quality of language knowledge. In this process, the application of theoretical knowledge in practice, the effective use of innovative technologies and taking into account the individual characteristics of students serve to improve the speech activity of students, in-depth mastery of language knowledge and perfect mastery of the Uzbek language.

The concept of grammatical competence has also been extensively studied by foreign scholars. The theory of grammatical competence, put forward by the famous American linguist Noam Chomsky in the second half of the 20th century, had a great influence on the development of linguistics and language teaching methodology. Chomsky introduced the concept of grammatical competence into scientific use in his fundamental work "Aspects of the Theory of Syntax", putting forward this term as one of the central concepts of linguistics.

The importance of grammatical competence is primarily associated with ensuring the accurate and error-free use of the language. If a student has well-developed grammatical competence, grammatical errors in his speech are minimized, which leads to the clarity and intelligibility of speech. In this case, there is a need to form students' grammatical knowledge not only theoretically, but also the ability to apply it in specific speech situations. Improving grammatical competence helps students develop a culture of speech and effectively organize communication.



Also, grammatical competence is an important factor in the rapid and effective acquisition of the language. Grammatical knowledge serves as an important basis for understanding the internal logic of the language system and the systematic acquisition of new knowledge.

The use of innovative teaching technologies, in particular neuropedagogical approaches, in the process of forming grammatical competence also has great prospects. Through the use of neuropedagogical technologies, it is possible to effectively master grammatical knowledge and quickly and firmly form skills. This leads to an improvement in the overall quality of the language learning process. In general, grammatical competence is the main support for the correct, fluent and effective mastery of the language. It serves to increase the efficiency of the language teaching process, systematically form language knowledge, develop speech culture and strengthen students' communication skills.

The influence of grammatical competence on the communication process is explained by the fact that violation or incorrect application of grammatical rules in speech leads to misunderstanding of the idea, disruption of communication. On the contrary, a person with well-developed grammatical competence can follow the requirements of language clarity, correctness and intelligibility in his speech. This contributes to the successful implementation of the communication process. A person with high grammatical competence conveys his thoughts more fluently and effectively, which increases the level of understanding and consensus between the parties involved in the communication.

One of the foreign scholars who particularly noted the influence of grammatical competence on the communication process, Laile Bachman, stated that grammatical competence is a basic condition for the correct use of language, which helps to prevent misunderstandings in the communication process and ensure the clear, effective use of language tools. According to Bachman, grammatical errors in speech lead to misinterpretation of language tools and a decrease in the effectiveness of communication¹.

At the same time, the influence of grammatical competence on speech communication is also manifested in national and cultural contexts. The

¹ Bachman Lyle. Fundamental Considerations in Language Testing. – Oxford University Press, 1990.



development of this competence ensures the appropriate use of language tools in social situations. The student must know how to use certain grammatical forms in which situation. This will allow him to express his thoughts in a socially acceptable, culturally appropriate way in his speech.

In the modern educational process, it is an important task to develop verbal communication skills in language learners through the effective formation of grammatical competence. Therefore, in order to ensure the positive impact of grammatical competence on verbal communication, communication-oriented interactive exercises, speech situations, and communication-based teaching technologies are used in the educational process.

One of the new and innovative methods for effectively organizing the educational process at the present time is neuropedagogical technologies. These technologies are aimed at organizing the educational process taking into account the physiological, cognitive and emotional characteristics of the human brain, which shows that their use in language learning, in particular in the formation of grammatical competence, has high prospects.

The prospects of neuropedagogical technologies in the development of grammatical competence are determined by several factors. First of all, due to the direct connection between the brain and the mechanisms of receiving, processing and storing information in long-term memory, the use of these technologies helps to quickly, easily and firmly master grammatical rules. Neuropedagogy uses effective methods in the educational process to consciously accept new knowledge and bring it to an automated level. This widely uses visualization, audio-visual materials, interactive exercises, game technologies and various neurodidactic exercises.

Grammar exercises based on neuropedagogical technologies allow students to focus their attention and retain grammatical knowledge in their memory. In this case, neurodidactic methods used in the educational process help to master grammatical rules in a meaningful and natural way, rather than mechanically memorizing them. As a result, the ability to automatically apply grammatical knowledge in speech is formed faster.

Another important aspect of neuropedagogical technologies is the possibility of implementing individualized education. Since the cognitive and emotional



characteristics of each person are different, neuropsychological approaches allow for the effective development of grammatical competence, taking into account the individual characteristics of each student. This creates the basis for the rapid and stable formation of grammatical competence in students.

At the same time, neuropsychological technologies also play an important role in increasing students' interest and motivation in the language. The emotional side of these technologies, including the application of positive emotions and motivation methods to the learning process, helps to effectively master grammatical knowledge. As a result, students feel free in the process of learning a language and learn grammatical rules with pleasure and interest.

In general, grammatical competence is a complex ability that includes theoretical knowledge of the language, as well as the skills of its correct and effective use in specific speech situations. The role of this competence in the practice of teaching the Uzbek language is incomparable. Because the thorough formation of language knowledge, the minimization of speech errors, as well as the successful implementation of communication through the language depend on the level of development of grammatical competence. Therefore, the systematic formation of grammatical competence in the process of teaching the Uzbek language, the use of modern innovative approaches, in particular neuropsychological technologies, is of great scientific and practical importance.

In conclusion, it can be said that grammatical competence is one of the central concepts of the language teaching process, an important condition for the correct, fluent and effective mastery of the language and the successful implementation of speech communication. The theoretical and practical aspects of this competence have been widely studied by domestic and foreign scientists, and its role and significance in the system of language competence have been established. It is scientifically proven that modern innovative approaches to the formation of grammatical competence, especially neuropsychological technologies, have high prospects, and this process has a positive impact on the effectiveness of language teaching.



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