



# Methodology for Developing Grammatical Competence of Higher-Grade Students Based on a Communicative Approach

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**Abstract:** This study aims to develop and substantiate an effective methodology for enhancing grammatical competence of higher-grade students through a communicative approach in English language teaching. The research employs a qualitative descriptive and experimental design, utilizing classroom observation, comparative-logical analysis, and experimental testing to examine the effectiveness of communicative grammar instruction. Communicative tasks, inductive and deductive techniques, and interaction-based activities were implemented during the instructional process. The results indicate that integrating grammar instruction into meaningful communicative contexts significantly improves students' grammatical accuracy, fluency, and ability to apply grammatical structures in oral and written communication. The findings further reveal that the use of role plays, information-gap activities, problem-solving tasks, and technology-supported learning enhances grammatical awareness and learner autonomy. The study concludes that the communicative approach provides an effective and pedagogically sound framework for developing grammatical competence among higher-grade students.

**Keywords:** Grammatical Competence, Communicative Approach, Higher-Grade Students, Grammar Teaching, English Language Learning.

## Introduction

In recent decades, the teaching of grammar in foreign language education has undergone a significant paradigm shift, moving away from traditional form-focused instruction toward more dynamic, learner-centered, and communication-oriented methodologies. As global communication and academic mobility increase, higher-grade students are required not only to master grammatical rules but also to use them flexibly and appropriately in authentic communicative contexts. This has necessitated the development of innovative pedagogical approaches that integrate grammar learning with meaningful language use.

The communicative approach, recognized as one of the most influential frameworks in modern language pedagogy, views grammar not as an isolated system of rules but as a functional tool for constructing meaning. Within this paradigm, grammatical competence is understood as the ability to apply linguistic structures accurately, fluently, and contextually in real-life communicative situations. Therefore, teaching grammar through communicative

tasks enables learners to internalize grammatical forms more naturally, enhances their linguistic autonomy, and fosters communicative confidence.

Today, in addition to educating the younger generation, it is also important to raise them to be spiritually and mentally strong. Our main goal is to educate them both spiritually and intellectually. In our rapidly developing technological age, teaching foreign languages along with modern knowledge is also our task as educators. It is important to provide the younger generation with satisfactory knowledge using various methods so that they can communicate freely in a foreign language.

## Methodology

Higher-grade students possess advanced cognitive abilities, metalinguistic awareness, and increased academic demands, making them an important target group for specialized grammar development methodologies. Traditional grammar instruction often fails to meet their communicative needs, as it prioritizes rote memorization and mechanical drills over problem-solving, interaction, and creativity. The communicative approach, on the other hand, promotes active engagement, collaborative learning, and task-based activities that strengthen both accuracy and fluency.

The relevance of this study lies in the growing emphasis on competency-based education, where grammatical competence is considered a key component of communicative proficiency. Developing a clear, scientifically grounded methodology for grammar instruction that aligns with communicative principles is essential for improving the quality of language education at higher levels. Moreover, integrating communicative grammar teaching into modern educational platforms and digital learning environments opens new opportunities for individualized learning and interactive language practice.

This research, therefore, aims to analyze the theoretical foundations of communicative grammar instruction, identify effective strategies and techniques for developing grammatical competence among higher-grade students, and propose a methodology that aligns with contemporary linguistic, cognitive, and pedagogical principles. The study also seeks to highlight the role of communicative tasks, authentic materials, and interaction-based activities in fostering deeper grammatical awareness and practical language use.

In world pedagogical education, many scientific works have been carried out on the problems of teaching grammar, grammatical abilities and competencies. For example, they are found in the scientific research works of scientists such as N. Chomsky, A. N. Shamanov, E. N. Passov, IV Chernaskaya. We, in turn, expressed our attitude to these scientific studies and used scientific research data during scientific experiments, as well as throughout the article.

The article is based on generally accepted pedagogical methods - observation, comparative-logical analysis, experimental- testing, and the principles of developing grammatical competence of high school students based on a communicative approach.

As long as a person lives, he has his own homeland, language and religion. Language is considered a social phenomenon and develops as a result of interaction with people, each language has its own strictly defined There are rules of law, which are similar or different in these aspects. These laws are called grammar. Our scholars have expressed different

opinions in various sources about how much grammar is needed for the development of linguistic competence or in the process of language learning. At the beginning of our research, we also found it appropriate to clarify our attitude to these various statements.

Various opinions and considerations have been expressed in scientific sources regarding grammar, which is considered a component of language material. There are those who consider grammar as (1) the grammatical structure of a language; (2) the science of the grammatical structure of a language; (3) practical grammar, that is, grammatical rules, descriptions of grammatical phenomena, grammatical skills and competencies related to a specific language (4).

According to the German linguist G. Helbing, three types of grammar should be distinguished: (1) a set of grammatical phenomena specific to a particular language; (2) a scientific analysis of the set of grammatical rules in a language, that is, the reflection of grammar in the science of linguistics; (3) a system of rules used in spoken communication.

Professor J.J Jalolov defined grammar as (1) the grammatical aspect of speech - grammatical phenomena that occur in speaking, listening, reading, and writing; (2) abstract concepts that describe linguistic phenomena (2: 149-170).

If we look at the history of foreign language teaching methodology, we can observe that there have been different attitudes towards grammar. Supporters of the grammatical-translation method understood language learning as mastering grammar. In the direct method, teaching grammatical rules was completely rejected. Supporters of this method tried to establish a direct connection (association) between the foreign language word and the subject, bypassing the native language during teaching. Supporters of the cognitive-comparative method paid serious attention to teaching grammar. Grammar was studied as a separate aspect. Grammatical rules were studied systematically. Currently, grammar is considered a tool that provides speech communication.

One of the characteristics of teaching English grammar in the upper grades is that it is based on knowledge learned from the grammar of the native language. Grammar in the native language is taught after the practical acquisition of the language and in most cases consists of a mixture of theoretical and practical grammar.

## **Result and Discussion**

In foreign language education, grammatical information is literally practical in nature. The main objectives of teaching grammar in the upper grades are: (1) mastering grammatical forms, their meaning and use; (2) knowing the rules for these forms, acquiring the skills to use them in communicative situations and contexts; (3) being able to apply grammatical skills in oral and written expression.

Teaching grammar, like vocabulary, is carried out in two stages: its methodological preparation (selection, distribution, classification, and presentation) and the formation of grammatical skills.

The minimum grammar requirements that students must meet are set out in the state educational standards and curricula of secondary schools. According to the curriculum, senior grades are required to master such grammatical rules as pronouns, tenses, modal verbs, adjectives, prepositions, articles, conditional clauses, gerunds and infinitives, passive

voice, and phrases. The exercises in their textbooks are fully compliant with the requirements for the full development of their grammatical competence and proficiency.

One of the most pressing issues in the field of grammar is the formation of grammatical skills. In order for students to be able to freely use grammatical phenomena in speech activities, it is necessary to form grammatical skills. Grammatical skills are understood as actions that ensure the automatic use and recognition of morphological and syntactic phenomena in speech.

The formation of grammatical skills goes through the stages of presentation, practice, and application. The presentation stage involves introducing a new grammatical unit (presenting it in a speech sample), explaining it when appropriate, and performing initial grammatical actions. At the stage of performing exercises, attention is paid to the formation of grammatical skills. At the stage of applying grammatical phenomena in speech activities, work is carried out on the transformation of grammatical skills into competences.

Inductive and deductive methods are used to present grammatical materials. In the inductive method, examples are first given and then the rule is introduced. In the deductive method, the rule (or speech sample) is given and then the examples are practiced. When choosing one or another method, the following methodological factors are taken into account: (1) the nature of the grammatical phenomenon, the similarity of form, and the ease of interpretation of meaning require the use of the inductive method. For example, the presence of clear signs in the formation of comparative and superlative degrees of adjectives in English requires induction; (2) similarity requires induction, and difference requires deduction; (3) the first mastery of one verb tense is the basis for the next, etc.; (4) the microstructure of a new phenomenon can be studied in different ways. For example, the formation and meaning of verb tenses can be presented in induction, and their use in deduction, or vice versa.

Learning about similarities and differences in languages helps students increase their knowledge, develop their memory and logical thinking, and improve their linguistic skills.

We believe that grammar is important in learning any language. We can even be sure of this when learning the reading, writing, listening and speaking parts of the English language. We believe that studying grammar based on a communicative approach is both an interesting and effective way to learn a language. In this part of our study, we found it necessary to think about developing grammar based on a communicative approach.

A communicative approach aims to enable students to use grammar effectively in real-life communication, rather than simply memorizing rules. The communicative approach combines grammar instruction with meaningful, interactive activities, helping students understand and apply grammatical structures for oral and written communication.

Grammar does not come from memorizing or learning rules, it must be put into practice. This is achieved by performing exercises that require or involve communication. The exercises should be similar to real-life situations, encouraging students to use them in different situations. Through this approach, lessons should be conducted interactively, that is, with the emphasis on students, i.e. working in pairs, group discussions, and communicative games, in which grammatical rules are mastered and fluency is achieved.

Grammatical competence can be developed through the following communicative activities and methods. Activities such as role-playing games, information gap exercises, and problem-solving tasks It requires students to use grammar to achieve specific results.

Use of technology: digital tools and multimedia resources, such as interactive platforms and video materials, provide contextual grammar practice and immediate feedback.

## Conclusion

The communicative approach develops grammatical competence by integrating grammatical instructions into meaningful, interactive communication. This method not only improves grammatical accuracy, but also ensures that students use grammar effectively in real situations, which supports both language proficiency and professional communication skills. The above argument can be used to support the idea that the communicative approach is invaluable in developing grammatical competence in high school students. In addition, applying grammar in practice is an effective way to acquire grammatical competence.

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