



THE SIGNIFICANCE OF GRAMMAR IN DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH AND UZBEK LANGUAGE EDUCATION

Elmirzayeva Maftuna Do'smurod qizi

Teacher of Practical English Department

Karshi State University, Foreign Language Faculty

Email: maftunaelmirzayeva7@gmail.com

Islomova Jasmina Burxon qizi

Student of Karshi State University

Foreign Language Faculty

Abstract

This article discusses the significance of grammar in developing communicative competence in English and Uzbek language education. Grammar is analyzed not only as a system of rules, but also as a practical means of forming accurate, meaningful and socially appropriate communication. The article examines the relationship between grammatical competence and communicative competence, the role of grammar in speaking, writing, reading and listening, and the importance of contextualized grammar teaching. Special attention is given to the comparison of English and Uzbek grammatical systems, including word order, tense, aspect, voice, case endings, articles and sentence structure. The study emphasizes that grammar should not be taught separately from communication; rather, it should be integrated with real-life language use, interactive activities and meaningful tasks. The article concludes that effective grammar teaching contributes to the development of learners' fluency, accuracy, logical thinking and communicative confidence in both English and Uzbek language education.

Keywords: grammar, communicative competence, grammatical competence, English language education, Uzbek language education, language learning, methodology, accuracy, fluency, communication.



Introduction

In modern language education, communicative competence is considered one of the main goals of teaching and learning. A learner is not expected only to memorize words or grammar rules, but also to use language appropriately in real communicative situations. In this process, grammar plays a very important role. Without grammar, communication may become unclear, incomplete or even misleading. Grammar helps learners organize words correctly, express time, relation, condition, reason, purpose, attitude and meaning in a logical way.

For a long time, grammar was taught mainly through rules, definitions and written exercises. Students were required to memorize grammatical forms, complete tables and translate sentences. This approach helped learners understand the structure of language, but it did not always help them communicate effectively. In many cases, students knew grammar rules theoretically, but they could not use them naturally in speaking or writing. Therefore, modern methodology pays special attention to the connection between grammar and communication.

Grammar should not be seen as an obstacle to communication. On the contrary, it is one of the main tools that makes communication accurate and meaningful. For example, in English, the difference between *I study*, *I am studying*, *I studied* and *I have studied* is not only a grammatical difference. It also changes the meaning of the sentence and the communicative situation. Similarly, in Uzbek, the difference between *o'qiyman*, *o'qiyapman*, *o'qidim* and *o'qiganman* shows different aspects of time, process and result. Thus, grammar helps speakers express their thoughts more precisely.

The topic is especially important in English and Uzbek language education because these two languages have different grammatical systems. English belongs to the Germanic branch of the Indo-European language family, while Uzbek belongs to the Turkic language family. English has a relatively fixed word order, articles, auxiliary verbs and a developed tense-aspect system. Uzbek has agglutinative structure, rich suffixation, case endings and more flexible word order. Because of these differences, learners often face grammatical difficulties when they study English or Uzbek as another language.

The aim of this article is to analyze the significance of grammar in developing communicative competence in English and Uzbek language education. The article discusses the theoretical basis of communicative competence, the role of grammar in



language skills, the relationship between accuracy and fluency, and effective methodological approaches to grammar teaching.

The concept of communicative competence has been widely discussed in linguistics and language teaching methodology. Dell Hymes introduced the idea of communicative competence as a broader alternative to purely grammatical competence. According to this view, knowing a language does not mean only knowing grammar; it also means knowing how to use language appropriately in different social contexts¹. This idea changed the direction of language teaching and led to the development of communicative language teaching.

Later, Canale and Swain developed the concept of communicative competence and divided it into several components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence refers to the knowledge of vocabulary, word formation, sentence structure, pronunciation and spelling. Sociolinguistic competence means the ability to use language appropriately according to social context. Discourse competence is the ability to connect sentences into coherent speech or text. Strategic competence helps learners overcome communication problems².

From this perspective, grammar is only one part of communicative competence, but it is a very important part. Without grammar, learners may have ideas, but they cannot express them clearly. Grammar gives structure to communication. It helps learners produce correct sentences and understand the meaning of other people's speech.

In English language teaching, scholars such as H.D. Brown, J. Harmer, D. Larsen-Freeman, M. Celce-Murcia and P. Ur emphasize that grammar should be taught together with meaning and use. Larsen-Freeman argues that grammar consists of three dimensions: form, meaning and use. Learners should know how a grammatical structure is formed, what it means and when it is used³. This approach is very important because it moves grammar teaching from mechanical memorization to meaningful communication.

¹ Hymes D. On Communicative Competence // Sociolinguistics: Selected Readings / Ed. by J.B. Pride and J. Holmes. – Harmondsworth: Penguin Books, 1972. – P. 269–293.

² Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing // Applied Linguistics. – 1980. – Vol. 1, No. 1. – P. 1–47.

³ Larsen-Freeman D. Teaching Language: From Grammar to Gramming. – Boston: Heinle & Heinle, 2003. – P. 34–45.



In Uzbek linguistics, grammar has been studied by many scholars, including A. Hojiyev, N. Mahmudov, A. Nurmonov, R. Sayfullayeva, B. Mengliyev and H. Jamolxonov. Their works show that Uzbek grammar is not only a set of formal rules, but also a system connected with meaning and speech function. N. Mahmudov and A. Nurmonov emphasize that grammatical forms should be studied in relation to meaning and function, because grammar works in real speech, not in isolation⁴. This view is close to modern communicative approaches in language education. Thus, both international and Uzbek linguistic studies show that grammar should be taught as a functional and communicative system. The learner should not only know the rule, but also understand how grammar helps to express meaning in real communication.

This article is based on descriptive, comparative and methodological analysis. The descriptive method is used to explain the role of grammar in developing communicative competence. The comparative method is applied to identify similarities and differences between English and Uzbek grammatical systems. The methodological analysis is used to discuss effective ways of teaching grammar in language education.

The article relies on theoretical works in applied linguistics, English language teaching methodology and Uzbek grammar. It also uses practical examples from English and Uzbek to show how grammar functions in communication. The main focus is not on grammar as an isolated system, but on grammar as a practical tool for developing communicative competence.

Communicative competence is the ability to use language correctly, appropriately and effectively. It includes several types of knowledge and skills. A person who has communicative competence can choose suitable words, build correct sentences, understand context, connect ideas and solve communication problems.

Grammar is closely connected with communicative competence because it provides the structural basis of communication. A learner may know many words, but if he or she cannot organize them grammatically, the message may be unclear. For example, the words *student*, *book*, *read* can express different meanings depending on grammar:

The student reads the book.
The book is read by the student.
Does the student read the book?
The student did not read the book.

⁴ Mahmudov N., Nurmonov A. O'zbek tilining nazariy grammatikasi. – Toshkent: O'qituvchi, 1995. – B. 115–123.



The vocabulary is almost the same, but grammar changes the meaning, function and communicative purpose of each sentence. In the first sentence, a statement is made. In the second, the focus is placed on the book. In the third, a question is asked. In the fourth, the action is denied. This proves that grammar is not separate from communication.

In Uzbek, the same idea can be observed:

Talaba kitob o‘qiydi.

Kitob talaba tomonidan o‘qiladi.

Talaba kitob o‘qiydimi?

Talaba kitob o‘qimaydi.

Here, suffixes, word order and particles help to express statement, passive meaning, question and negation. Therefore, grammar helps learners understand how different meanings are created in speech.

Communicative competence requires both accuracy and fluency. Accuracy means using correct grammar, vocabulary and pronunciation. Fluency means speaking or writing smoothly and naturally. Some learners can speak fluently but make many grammar mistakes. Others know grammar rules but cannot speak freely. A good language education system should develop both accuracy and fluency. Grammar teaching should support communication, not stop it.

Speaking is one of the most important language skills. In speaking, grammar helps learners’ express ideas clearly and logically. If learners do not have enough grammatical knowledge, they may use incomplete or incorrect sentences. This may cause misunderstanding.

For example, an English learner may say:

Yesterday I go to university.

The meaning can be guessed, but the sentence is grammatically incorrect. The correct form is:

Yesterday I went to university.

The mistake is connected with tense. In communication, tense is important because it shows when the action happened. If the learner does not use tense correctly, the listener may misunderstand the time of the action.

In Uzbek, grammar is also important in speaking. For example:



Men universitetga boraman.

Men universitetga bordim.

Men universitetga boryapman.

These sentences express different time meanings. The first sentence may mean a habitual or future action; the second expresses a past action; the third expresses an action in progress. Thus, grammar helps speakers give exact information.

However, speaking lessons should not become only grammar lessons. Learners need opportunities to use grammar in real communication. For example, after learning Past Simple, students can talk about what they did yesterday. After learning conditionals, they can discuss imaginary situations. After learning Uzbek case endings, learners can describe where they went, who they met and what they bought.

Grammar becomes useful when students use it to speak about real or meaningful topics. Therefore, teachers should connect grammar practice with communicative tasks such as pair work, role play, interviews, discussions and storytelling.

Writing requires more grammatical accuracy than speaking because written language is more planned, formal and permanent. In writing, grammar helps learners organize their ideas into clear sentences and paragraphs. Mistakes in grammar may make written text difficult to understand.

In English writing, students often have problems with subject-verb agreement, tense consistency, articles, prepositions, word order and sentence structure. For example:

Incorrect: She go to school every day.

Correct: She goes to school every day.

Incorrect: I am interested on linguistics.

Correct: I am interested in linguistics.

Incorrect: This is important problem.

Correct: This is an important problem.

These mistakes show that grammar is necessary for writing accuracy. If students want to write essays, reports, articles or academic papers, they need strong grammatical competence.

In Uzbek writing, learners should also use grammatical forms correctly. Case endings, possessive suffixes, verb forms and sentence structure are important. For example:

Men kitobni o‘qidim.

Men kitobdan foydalandim.

Men kitob haqida yozdim.



If the learner uses the wrong case ending, the meaning of the sentence may change. Therefore, grammar is important for written communication in both English and Uzbek.

Writing also helps learners develop grammar because it gives them time to think, plan and revise. Teachers can use writing tasks to practice grammar in a meaningful way. For example, after teaching passive voice, students can write a short paragraph about how something is made. After teaching comparative forms, they can compare two cities or two education systems. After teaching Uzbek cases, learners can write a description of their daily routine or hometown.

Grammar is not only important for producing language; it is also necessary for understanding language. In reading, learners need grammar to understand sentence structure, relationships between ideas and the function of words.

For example, in English, passive constructions may change the focus of a sentence: The experiment was conducted by the researchers.

If a learner does not understand passive voice, he or she may not understand who performed the action and what was affected by it. Similarly, relative clauses, conditional sentences and complex noun phrases require grammatical awareness.

Consider the following sentence:

The students who completed the task successfully were given certificates.

To understand this sentence, the learner must recognize the relative clause who completed the task successfully and the passive construction were given. Without grammar, the sentence may seem confusing.

In Uzbek reading, grammar is also necessary. Uzbek words often contain several suffixes, and each suffix adds meaning. For example: *o'quvchilarimizdan*. This word includes: *o'quvchi + lar + imiz + dan*, meaning "from our students".

If the reader cannot analyze suffixes, he or she may misunderstand the word. Therefore, grammatical competence helps learners read texts more accurately.

Reading texts can also be used for grammar teaching. Instead of giving isolated grammar rules, teachers can ask students to find grammatical structures in a text, explain their function and use them in their own sentences. This makes grammar learning more natural and contextual.

Listening also requires grammar. When people listen to speech, they need to understand not only individual words, but also grammatical relationships. In English,



auxiliary verbs, endings, word order and intonation help listeners understand tense, question forms, negation and modality.

For example:

She has finished the work.

She had finished the work.

She will finish the work.

She should finish the work.

These sentences are similar, but their meanings are different. The listener must recognize grammatical markers such as *has*, *had*, *will* and *should*.

In Uzbek listening, verb endings and suffixes are very important:

boraman

bordim

borganman

borayotgan edim

borishim kerak

Each form gives different information about time, aspect, obligation or personal meaning. Therefore, grammar helps listeners understand spoken language more deeply.

Teachers can develop grammar through listening activities. For example, students can listen to a dialogue and identify the tense forms used by speakers. They can listen to instructions and notice modal expressions. They can listen to a story and identify past tense verbs. Such activities show that grammar is not only written rules but also part of spoken communication.

A comparative view of English and Uzbek grammar is very useful in language education. Since these languages have different structures, learners often transfer rules from one language to another. This transfer may cause mistakes.

One major difference is word order. English usually follows the Subject + Verb + Object pattern:

I read a book.

Uzbek usually follows the Subject + Object + Verb pattern:

Men kitob o'qiyman.

This difference is important for Uzbek learners of English because they may produce sentences based on Uzbek word order. Teachers should provide enough practice in English sentence structure.



Another difference is the article system. English has articles *a*, *an*, and *the*. Uzbek has no direct article system. Therefore, Uzbek learners often omit articles in English. For example:

Incorrect: I bought new book.

Correct: I bought a new book.

Incorrect: Sun is bright today.

Correct: The sun is bright today.

Teachers should explain that articles express meanings such as definiteness, indefiniteness and shared knowledge.

Tense and aspect also differ in English and Uzbek. English has a wide range of tense-aspect forms. Uzbek expresses these meanings differently, often through suffixes and context. For example:

I have finished my homework.

Men uy vazifamni bajarib bo‘ldim.

Here, Uzbek expresses the result through the phrase *bajarib bo‘ldim*. This shows that direct translation is not always possible.

Case system is another difference. Uzbek has case endings such as *-ni*, *-ga*, *-da*, *-dan*, *-ning*. English often uses word order and prepositions instead:

kitobni — the book as object

kitobga — to the book

kitobda — in the book

kitobdan — from the book

kitobning — of the book

English-speaking learners of Uzbek need to understand how these suffixes function, while Uzbek learners of English need to understand English prepositions and fixed word order.

Passive voice also differs. English uses the model **be + past participle**:

The article was written.

Uzbek may use passive suffixes or analytic forms:

Maqola yozildi.

Maqola tahlil qilindi.

But sometimes English passive is translated into Uzbek actively:

The lesson was explained by the teacher.

O‘qituvchi darsni tushuntirdi.



This comparison helps learners understand grammar more consciously and prevents literal translation errors.

Modern grammar teaching should be communicative. This means that students should not only learn rules but also use grammar to communicate. Communicative grammar teaching includes meaningful tasks, pair work, group work, problem-solving, role play, interviews and discussions.

For example, when teaching Present Simple, the teacher can ask students to interview each other about daily routines:

What time do you get up?

How do you go to university?

What do you do in the evening?

This activity practices grammar and communication at the same time.

When teaching Past Simple, students can tell stories about their last weekend:

I visited my grandmother.

I watched a film.

I prepared my homework.

When teaching passive voice, students can describe processes:

Bread is made from flour.

Cotton is grown in Uzbekistan.

Books are printed in publishing houses.

In Uzbek grammar teaching, communicative activities can also be used. For example, when teaching case endings, learners can ask and answer questions:

Qayerga borasiz? — Universitetga boraman.

Kimdan xat oldingiz? — Do‘stimdan xat oldim.

Nimani o‘qidingiz? — Maqolani o‘qidim.

Such activities help students use grammar in real communication. They also make grammar lessons more interesting and practical.

There are several common difficulties in developing grammatical communicative competence. The first difficulty is mechanical learning. Some students memorize rules but cannot use them. For example, they may know the formula of Present Perfect but fail to use it in conversation. This happens when grammar is separated from meaning and use.

The second difficulty is native language interference. Learners often transfer grammar from their mother tongue. Uzbek learners of English may omit articles, misuse



prepositions or use Uzbek word order. English learners of Uzbek may confuse suffixes or case endings. Teachers should predict such errors and explain the differences clearly.

The third difficulty is fear of mistakes. Some students do not want to speak because they are afraid of grammar errors. Teachers should create a supportive atmosphere and explain that mistakes are a natural part of learning. Correction should be helpful, not discouraging.

The fourth difficulty is lack of context. Grammar is sometimes taught through isolated sentences that do not show real use. Students may complete exercises correctly but fail to understand how the grammar works in communication. To solve this problem, teachers should use texts, dialogues and real-life situations.

The fifth difficulty is overuse of translation. Translation can be useful, especially in comparative grammar teaching, but if students translate every sentence directly from Uzbek into English or from English into Uzbek, they may produce unnatural structures. Teachers should encourage learners to think in the target language and use natural patterns.

Effective grammar teaching for communicative competence requires several methodological principles.

First, grammar should be taught through meaning. Every grammar topic should answer not only the question “How is it formed?” but also “What does it mean?” and “When is it used?”

Second, grammar should be connected with language skills. A grammar lesson should include speaking, writing, reading or listening practice. This helps students understand grammar as part of communication.

Third, teachers should use contrastive explanation when necessary. English and Uzbek grammatical systems are different, and comparison helps learners avoid common mistakes.

Fourth, teachers should use both deductive and inductive methods. Some grammar topics require direct explanation, while others can be discovered through examples.

Fifth, grammar exercises should move from controlled to free practice. Students first need accuracy, then they need communicative use.

Sixth, teachers should give clear and supportive feedback. Grammar mistakes should be corrected, but correction should not destroy students’ confidence.



Seventh, grammar should be recycled. Students cannot master a structure after one lesson. They need repeated exposure and practice in different contexts.

Eighth, grammar teaching should be learner-centered. Teachers should consider students' age, level, needs, interests and learning goals.

Jeremy Harmer notes that grammar teaching becomes more effective when students notice patterns, understand their meaning and practice them in meaningful contexts⁵. This idea is very important for developing communicative competence because learners need to use grammar actively, not only recognize it.

The analysis shows that grammar plays a central role in developing communicative competence in English and Uzbek language education. Grammar helps learners express meaning accurately, understand texts, organize speech and communicate in different contexts. However, grammar should not be taught as a separate and purely theoretical subject. It should be connected with real communication.

The comparison of English and Uzbek shows that both languages have their own grammatical systems, and these systems influence the learning process. English requires attention to word order, articles, auxiliary verbs, tense-aspect forms and prepositions. Uzbek requires attention to suffixes, cases, possessive forms, postpositions and flexible sentence structure. These differences should be considered in teaching.

The article also shows that grammatical competence is one component of communicative competence. A learner with good grammar but poor communicative practice may not speak fluently. A learner with fluency but weak grammar may communicate unclearly. Therefore, language teaching should balance accuracy and fluency.

The most effective approach is integrated grammar teaching. This means that grammar should be taught through examples, context, comparison, practice and communication. Such an approach helps learners develop not only knowledge of rules, but also the ability to use grammar in real speech.

Conclusion

Grammar has great significance in developing communicative competence in English and Uzbek language education. It is not only a system of rules, but also a practical tool for communication. Grammar helps learners build correct sentences, express time



and relations, ask questions, make statements, describe events and connect ideas logically.

The study shows that grammar and communication should not be separated. If grammar is taught only through rules, learners may know forms but fail to use them. If communication is taught without grammar, learners may speak fluently but inaccurately. Therefore, effective language education should combine grammatical accuracy with communicative fluency.

In English language education, grammar helps learners understand and use word order, tense, aspect, articles, prepositions, passive voice and sentence structures. In Uzbek language education, grammar helps learners master suffixes, cases, verb forms, possessive endings and sentence patterns. Since English and Uzbek differ structurally, contrastive analysis is useful for both teachers and learners.

The article concludes that communicative competence develops better when grammar is taught in context, practiced through meaningful tasks and connected with speaking, writing, reading and listening. Teachers should use interactive activities, pair work, texts, dialogues, role plays and writing tasks to make grammar practical. They should also give supportive feedback and help students overcome grammar difficulties naturally.

Thus, grammar remains an essential part of language education. Its role is not to limit communication, but to make communication clearer, more accurate and more effective. In English and Uzbek language learning, grammar should be taught as a living and functional system that supports real communication and develops learners' linguistic confidence.

References

1. Brown H.D. Principles of Language Learning and Teaching. – 5th ed. – New York: Pearson Education, 2007. – 410 p.
2. Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing // Applied Linguistics. – 1980. – Vol. 1, No. 1. – P. 1–47.
3. Celce-Murcia M. Teaching English as a Second or Foreign Language. – Boston: Heinle & Heinle, 2001. – 584 p.
4. Larsen-Freeman D. Teaching Language: From Grammar to Gramming. – Boston: Heinle & Heinle, 2003. – 170 p.



5. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. – 3rd ed. – Cambridge: Cambridge University Press, 2014. – 410 p.
6. Savignon S.J. Communicative Competence: Theory and Classroom Practice. – 2nd ed. – New York: McGraw-Hill, 1997. – 288 p.
7. Thornbury S. How to Teach Grammar. – Harlow: Pearson Education Limited, 1999. – 192 p.
8. Elmirzayeva M. D. Formation and Development of Social Protection Terms in English and Uzbek Languages //Mental Enlightenment Scientific-Methodological Journal. – 2024. – T. 5. – №. 03. – C. 131-138.
9. Qizi E. M. D. Linguocultural and Semantic Analysis of English and Uzbekphraseological Units According to Cultural Features //Central Asian Journal of Literature, Philosophy and Culture. – 2023. – T. 4. – №. 4. – C. 170-175.
10. Farxod o‘g T. A. et al. THEORY AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES: A MODERN PERSPECTIVE //Innovation Science and Technology. – 2025. – T. 1. – №. 4. – C. 21-25.
11. Ur P. A Course in Language Teaching: Practice and Theory. – Cambridge: Cambridge University Press, 1996. – 375 p.
12. Hojiyev A. Lingvistik terminlarning izohli lug‘ati. – Toshkent: O‘zbekiston milliy ensiklopediyasi, 2002. – 168 b.
13. Jamolxonov H. Hozirgi o‘zbek adabiy tili. – Toshkent: Talqin, 2005. – 272 b.
14. Mahmudov N., Nurmonov A. O‘zbek tilining nazariy grammatikasi. – Toshkent: O‘qituvchi, 1995. – 232 b.
15. Mengliyev B., Xoliyorov O‘. O‘zbek tilidan universal qo‘llanma. – Toshkent: Akademnashr, 2013. – 432 b.
16. Sayfullayeva R., Mengliyev B., Boqiyeva G., Qurbonova M., Yunusova Z., Abuzalova M. Hozirgi o‘zbek adabiy tili. – Toshkent: Fan va texnologiya, 2009. – 416 b.