

DEVELOPING STUDENTS' GRAMMATICAL COMPETENCIES IN ENGLISH LANGUAGE CLASSES

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Annotation. This article examines the role of grammar teaching in the development of students' communicative competence in English language classes. It highlights modern approaches and strategies to improve grammatical skills, such as task-based learning, interactive methods, and technology integration. The study emphasizes the importance of balancing theoretical knowledge with practical application in order to enhance students' ability to use grammar accurately and fluently in real-life communication. Recommendations are provided for English teachers on how to organize effective grammar lessons that foster both linguistic and communicative competence.

Keywords: English language teaching, grammar competence, communicative approach, task-based learning, interactive methods, language skills development, higher education.

Introduction.

In recent years, many scholars, including linguists and philologists, have actively studied the concept of language competence, arguing that without understanding it, success in language learning is hardly achievable. For this reason, it is important to clarify this concept.

The notion of language competence is multifaceted and encompasses a range of knowledge, skills, and abilities necessary for performing activities in a foreign language in accordance with linguistic norms. This enables individuals to communicate effectively in various professional contexts and contributes to the development of students' language abilities [1]. The term is also frequently used in linguistic research and pedagogy to describe the knowledge and skills a person must possess in order to be considered proficient in a particular language.

Essentially, language competence can be defined as the ability to use language in a way that is both accurate and appropriate to a given context. It includes not only the ability to understand and produce speech but also the capacity to employ language in a culturally acceptable manner. The development of language competence and the analysis of its structure have drawn the attention of numerous foreign and domestic researchers. Let us consider the interpretations of the concept of "language competence" offered by some of them [2].

Material And Methods.

One of these researchers is Jan van Ek, an outstanding foreign scholar who made a significant contribution to the development of this concept. According to his definition, language competence is an essential component of communicative competence, regardless of the level of language proficiency. It involves the creation and interpretation of grammatically correct statements using words in their usual, non-contextual meaning, as commonly understood by native speakers. According to van Ek, the basis of language competence lies in a person's ability to construct grammatical forms and accurately employ syntactic structures in accordance with the norms of the language [3].

Analyzing the works of N. Chomsky, it can be concluded that language competence refers to a perfect understanding of grammar, which is always connected with knowledge of the language system. The foundation of language competence, in Chomsky's view, is the innate knowledge of universal language categories and the child's ability to develop their own grammar. He considers this as comprehensive knowledge of one's native language, which enables the "ideal speaker-listener" to assess the accuracy and meaningfulness of an utterance [2].

E. D. Bozhovich argues that language competence can be divided into two key elements: speech experience, acquired in the process of communication and activity, and linguistic knowledge, gained in the course of learning. In addition, it also includes a "sense of language", which represents the intuitive aspect of speech that allows individuals to recognize various linguistic features and to evaluate the accuracy and effectiveness of statements [6].

Discussion And Results.

Grammatical competence is a person's ability to use correct grammar in speech. Its main components include:

- morphology;
- syntax;
- orthography;
- punctuation;
- the ability to choose the correct tense, modality, aspect, etc.

In addition to the above definition, grammatical competence is also understood as knowledge of the grammatical components of a language and the ability to use them in communication. This involves understanding the rules of the language for constructing meaningful sentences and phrases, rather than merely reproducing memorized patterns.

Furthermore, grammatical competence encompasses the ability to analyze and correct grammatical errors in one's own speech as well as in the speech of others.

Since the structure of grammar can be complex and there are multiple theories and models, it is important to carefully select an appropriate theoretical framework when studying grammatical competence. It should also be noted that certain parameters and categories are used to describe grammar, such as:

- elements;
- categories;
- classes;
- structures;
- types.

For the development of grammatical competence among foreign language learners, it is recommended to study both morphology and syntax, which examine the internal structure of words as well as the order and compatibility of words in sentences [3].

When studying the issue of language competence, its essence, and its main components, it is impossible not to address the question of the principal methods of developing language competence.

Methods of developing language competence are teaching strategies aimed at enhancing skills and abilities in language use, including grammar, vocabulary, pronunciation, writing, and reading. They encompass various approaches and techniques necessary for the effective use of language in communication. Such techniques help to improve understanding and use of the language, expand vocabulary, develop the ability to construct correct sentences, and effectively express one's thoughts. In turn, this contributes to better communication with others, increases



educational and professional opportunities, and improves one's position in society by fostering a high level of speech culture [4].

All methods of developing language competence consist of the following important components that must be highlighted:

Cognitive component – focused on acquiring knowledge and language skills in the subject *Foreign Language* through the synthesis and accumulation of new information;

Structural component – involves the selection of information and the construction of written material in formats such as diagrams or tables;

Design component – includes planning tasks and selecting teaching methods for reading, speaking, listening, and writing, as well as considering how to integrate learning and practice for students;

Communicative component – aimed at speech communication on specific topics, establishing appropriate relationships and contacts, and developing the skills needed to search for necessary information;

Organizational component – presupposes adherence to a set of principles and rules for the effective implementation of speech acts [6].

Moreover, all methods provide a systematic and structured approach to language learning that enables learners to develop all aspects of language competence. Each method has its own advantages and disadvantages. The choice of method depends on the learning objectives, as well as the learners' styles and needs.

or the development of language competence, it is important to focus not only on the teacher but also on the potential of exploring various methods and techniques of instruction. These methods have a practical effect and play a specific role in the relationship between teacher and student. The chosen method determines the direction and nature of the learning activity, guiding the actions of both teacher and learner [5].

That is why, in order to improve language competence, it is essential to consider different teaching methods and strategies that involve both teacher and student. These methods influence how the teacher and student interact and shape the educational process. They define the actions of both parties engaged in learning.

In English language classes at schools and universities, the main focus is usually placed on grammar, vocabulary, reading, and writing. However, in order to be truly successful in communication in English, it is important to integrate language skills and learn to use them together. For example, listening comprehension can support speaking, while writing can contribute to a better understanding of grammar and vocabulary.

This is why in foreign language teaching methodology there exists the concept of “*integration of language skills*.” This refers to the interconnected development of abilities across all types of speech activity. Moreover, the subject *foreign language* is inherently integrative, as it is studied through materials drawn from various fields of knowledge [6].

Thus, integrating language skills in English lessons is the process of combining and interrelating the four main complex language skills—speaking, reading, writing, and listening—within the classroom [29]. This can be achieved through the use of purposeful exercises and examples that encourage students to work simultaneously across different language domains. For instance, a teacher may use reading of grammatical rules followed by a writing or speaking exercise, or employ an audio recording to introduce new vocabulary, after which students apply the words in dialogues or grammar tasks. Lessons may also include games



and quizzes that require students to use speaking, reading, and writing to solve problems. Such activities help learners develop their skills in a relaxed and interactive environment.

Conclusion.

The development of grammatical competence in English language teaching is a crucial component of overall language proficiency. As the analysis has shown, grammatical competence encompasses not only the knowledge of linguistic rules but also the ability to apply them appropriately in real communicative contexts. Its formation requires attention to morphology, syntax, orthography, and punctuation, as well as the integration of semantic and communicative aspects.

Effective teaching methods – combining cognitive, structural, communicative, and organizational components – play a decisive role in shaping students' grammatical and linguistic abilities. Moreover, the integration of language skills such as speaking, listening, reading, and writing creates a holistic learning environment in which grammar is not studied in isolation but as part of real communication.

Therefore, fostering grammatical competence should be viewed as a systematic and multidimensional process that contributes to the development of students' communicative competence, enhances their academic and professional opportunities, and equips them with the skills necessary for successful interaction in a globalized world.

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