



MECHANISMS FOR FORMING COMMUNICATIVE COMPETENCE THROUGH COMMUNICATIVE GRAMMAR IN HIGHER EDUCATION

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ABSTRACT

This thesis examines the mechanisms for forming communicative competence through communicative grammar in higher education. The relevance of the topic is determined by the growing need to prepare students who can use language not only accurately but also appropriately and effectively in academic, professional, and interpersonal communication. In modern higher education, grammar should no longer be treated as a closed system of rules isolated from speech practice. It must be understood as a functional resource that supports meaning-making, interaction, and discourse organization. The study aims to identify the pedagogical and methodological mechanisms that ensure the effective formation of communicative competence through communicative grammar. The research is based on theoretical analysis, comparison, and synthesis of linguistic, pedagogical, and methodological sources related to communicative competence, communicative language teaching, and grammar instruction. The findings show that communicative competence develops most effectively when grammar is taught in meaningful contexts, integrated with different types of speech activity, linked with discourse and situational tasks, and supported by reflection and interaction. The thesis concludes that communicative grammar provides an effective basis for the development of communicative competence in higher education because it transforms grammar from a formal subject into a practical instrument of real communication.

KEYWORDS: Communicative competence, communicative grammar, higher education, grammar teaching, speech activity, discourse, competence-based approach, pedagogical mechanisms, language learning, professional communication.

INTRODUCTION

In the system of higher education, communicative competence is regarded as one of the essential outcomes of language training. A university student is expected not only to know linguistic structures but also to use them effectively in real communicative situations. This requirement is especially important in an educational environment where academic interaction, professional discussion, collaborative learning, and independent expression play a central role. In such a context, the traditional treatment of grammar as a collection of rules and paradigms is no longer sufficient. Students may memorize forms and definitions, yet remain unable to participate successfully in communication. This contradiction has led to the increased importance of communicative grammar as a pedagogical basis for language teaching.

Communicative grammar differs from traditional formal grammar in that it focuses on the functional role of grammatical forms in speech. It explains how grammar operates in context, how it expresses communicative intention, and how it contributes to coherence, accuracy, and

appropriateness. Thus, grammar is no longer viewed as an isolated linguistic system but as a meaningful mechanism of communication. From this perspective, the formation of communicative competence through communicative grammar becomes one of the most relevant tasks in higher education.

The purpose of this thesis is to analyze the mechanisms through which communicative competence can be formed by means of communicative grammar and to reveal the theoretical foundations of this process.

The study is theoretical in character and is based on analysis, comparison, and synthesis of scientific literature in linguistics, pedagogy, and language teaching methodology. The research draws upon the competence-based approach, the communicative approach, and the functional interpretation of grammar. These approaches make it possible to understand grammar not as an end in itself, but as a means for developing meaningful speech activity.

The analysis focused on major concepts related to communicative competence, grammatical competence, discourse, and speech activity. Particular attention was paid to how grammar functions in real communication and how grammar instruction can be organized to promote communicative use rather than mechanical reproduction. The theoretical findings were then interpreted in relation to the educational context of higher education, where students are required to use language for academic, professional, and social purposes.

The results of the study show that the first mechanism for forming communicative competence through communicative grammar is contextualization. Grammatical material becomes communicatively valuable when it is introduced and practiced in meaningful contexts. Students understand forms more deeply when they see how these forms operate in dialogue, explanation, argumentation, and text construction. In this way, grammar is directly connected with real speech behavior.

The second mechanism is the integration of grammar with all types of speech activity. Communicative competence cannot be formed through grammar exercises alone. It develops when grammatical structures are used in speaking, listening, reading, and writing. Through such integration, students learn not only to recognize forms but also to interpret and apply them in communication. This process makes grammatical knowledge active and functional.

Another important mechanism is discourse orientation. Communication in higher education is realized not through isolated sentences, but through coherent spoken and written discourse. Communicative grammar helps students understand how grammatical means contribute to cohesion, logical progression, and clarity of expression. Tense relations, modality, sentence connection, and reference become tools for constructing meaningful discourse. As a result, students develop the ability to produce more organized and purposeful communication.

The findings also indicate that interaction is a key mechanism in this process. Communicative competence grows most effectively when grammar is activated in interaction. Pair work, discussion, academic dialogue, situational response, and collaborative problem-solving create conditions in which grammatical forms are selected according to intention and context. Such interaction gives grammar a communicative purpose and stimulates spontaneous yet controlled use of language.

A further mechanism is reflection. Students develop communicative competence more successfully when they are encouraged to reflect on their own language use. Reflection allows them to understand why a certain structure is effective, how grammatical choice influences

meaning, and how communication can be improved. In higher education, this mechanism is particularly important because university students are expected to become conscious and independent users of language.

The results confirm that communicative grammar has broad pedagogical potential in higher education. Its most important advantage lies in the fact that it unites grammatical knowledge with communication. In traditional teaching, grammar often remains passive because it is learned outside real use. Communicative grammar overcomes this problem by placing forms within meaningful speech situations. This makes grammar pedagogically productive and professionally relevant.

The mechanisms identified in the study are closely interconnected. Contextualization ensures meaningfulness, integration with speech activity ensures practice, discourse orientation ensures coherence, interaction ensures flexibility, and reflection ensures conscious mastery. Together, these mechanisms create a model in which grammar supports not only correctness but also communicative effectiveness.

This understanding is especially important in higher education because students need language for real intellectual and professional activity. They must explain, argue, analyze, respond, and participate in academic exchange. For this reason, communicative competence should not be developed separately from grammar, nor grammar separately from communication. Their productive unity is the central pedagogical principle of communicative grammar.

In conclusion, the study demonstrates that communicative grammar provides an effective theoretical and pedagogical basis for forming communicative competence in higher education. The process becomes most successful when grammar is contextualized, integrated with speech activity, oriented toward discourse, activated through interaction, and supported by reflection. Under these conditions, grammar is transformed from a formal system into a practical means of communication.

Thus, communicative grammar should be regarded as one of the central mechanisms of language education in higher education. It enables students not only to know grammatical forms but also to use them purposefully, appropriately, and effectively in academic and professional communication.

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