

**IMPROVING THE GRAMMATICAL COMPETENCE OF STUDENTS OF
NON-LANGUAGE UNIVERSITIES IN FOREIGN LANGUAGE TEACHING**

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Abstract: *This article examines aspects of improving the foreign language grammar competence of students at non-language universities from the perspective of the communicative approach. The author believes that mastering foreign language grammar is important for the development of communication skills, logical thinking, as well as general cultural awareness and understanding of linguistic phenomena. The article proposes methods aimed at developing grammatical skills and communicative abilities in productive and receptive types of speech activity.*

Keywords: *competence, ability, grammatical, speech activity, skills, communicative, written, effective, formation.*

**СОВЕРШЕНСТВОВАНИЕ ГРАММАТИЧЕСКОЙ КОМПЕТЕНЦИИ
СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ ПРИ ОБУЧЕНИИ
ИНОСТРАННЫМ ЯЗЫКАМ**

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Аннотация: *В данной статье исследуются аспекты усовершенствования иноязычной грамматической компетенции студентов неязыковых вузов с позиции коммуникативного подхода. Автор статьи считает, что овладение грамматикой иностранных языков является важным для развития коммуникативных умений, логического мышления, а также общей культурной осведомленности и понимания языковых явлений. В статье предложены методы, направленные на формирование грамматических навыков и коммуникативных умений в продуктивных и рецептивных видах речевой деятельности.*

Ключевые слова: *компетенция, способность, грамматический, речевая деятельность, навыки, коммуникативный, письменный, эффективный, формирование.*

**CHET TILLARNI O'QITISHDA NOFILOLOGIK OLIY TA'LIM
MUASSASALARIDA TALABALARNING GRAMMATIK
KOMPETENSIYASINI TAKOMILLASHTIRISH**

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Annotatsiya: Ushbu maqola nofilologik oliy ta'lim muassasalari talabalarining chet tillarini o'qitishda grammatik kompetensiyasini kommunikativ yondashuv nuqtai nazaridan takomillashtirish jihatlari ko'rib chiqadi. Muallifning fikricha, chet tillarining grammatikasini o'zlashtirish kommunikativ qobiliyatlarni, mantiqiy fikrlashni, shuningdek, umumiy madaniy xabardorlikni va til hodisalarini tushunishni rivojlantirish uchun muhimdir. Maqolada samarali va retseptiv nutq faoliyatida grammatik va kommunikativ ko'nikmalarni rivojlantirishga qaratilgan usullar taklif etiladi.

Kalit so'zlar: kompetensiya, qobiliyat, grammatika, nutq faoliyati, ko'nikmalar, kommunikativ, yozma, samarali, shakllantirish.

Recently, when political, economic and social conditions dictate the priorities for using a foreign language as a means of communication, it has become increasingly important to find new ways of teaching foreign languages in higher education institutions.

In order to meet state requirements for the content and level of training of graduates of higher educational institutions, there is a need for practically fluent spoken and written foreign language skills. The study of a foreign language at a non-linguistic university aims at practical mastery of the language, the specifics of which are determined by subsequent professional activity.

Early approaches to foreign language teaching, including the grammar translation method (GTM), often covered grammar separately from the broader context in which the language is used. Although these approaches were often effective for developing receptive language skills, they sometimes failed to provide students with the opportunity to use the language communicatively in speaking and writing. As a result, starting with audio-lingual methodology (ALM), a number of approaches to language teaching have focused on developing communicative competence.

In practice, grammar teaching boils down to developing students' grammatical skills and communicative abilities in productive and receptive types of speech activity. Many language teachers believe that grammatical skills are developed in stages.

Brown, for example, identifies four stages of working with grammatical structures:

1. Presentation, during which the grammatical structure is introduced.

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2. Targeted practice, during which the student manipulates the structure being studied, striving to achieve control over its form.

3. Communicative practice, during which the student practices the grammatical structure being studied in communicative tasks.

4. Feedback and error correction. The structure of correction may vary depending on the phase of the lesson [1].

During the presentation, the teacher should focus students' attention on the functioning of the grammatical structure being studied in its most typical context. The second task at the presentation stage is for the students themselves to derive the rule for forming the given form, rather than the teacher explaining this rule. The context can be a role play, a story or a combination of different means. The choice of technique for introducing grammatical material depends on the students' level of language proficiency.

During the targeted practice stage, students manipulate the structure being studied. For example, they may be asked to use infinitives of verbs in the appropriate form. The text may be written on the board. Students first complete the exercise independently in their notebooks, and then one or more students fill in the gaps on the board. During oral testing, mistakes are corrected as they are read aloud.

Contemporary approaches to foreign language teaching recognise that it is important to place grammar in context. In other words, it is one thing to understand a grammatical element in specific examples or to be able to choose the correct form in a grammar exercise, but it is quite another way to see how a linguistic element works in conversation or in a piece of writing. Teaching in context does not mean that you must use authentic text (any text, spoken or written, not intended for language teaching or learning purposes). When teaching grammar in context, it is important to consider students' proficiency levels as well as their prior experience with the target grammar item. Higher-level learners can often benefit from the use of authentic texts, but lower-level learners often need text that has been specifically prepared for language learning. Many excellent examples of grammar in context are taken from textbooks [3]. If you do not have a sample text that shows grammar in context, you can create your own. For example, if you are teaching daily routines, you can use your own daily routine as a sample text.

In conclusion, enhancing the grammatical competence of students in non-language universities is essential for effective foreign language teaching. By integrating contextualized grammar instruction with communicative practices, educators can equip students with the necessary skills to use the language proficiently in their future professional endeavors. Employing varied teaching strategies – such as interactive activities, collaborative learning, and authentic materials – can foster a deeper understanding of grammatical structures and their practical applications.

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