

**DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE  
THROUGH GRAMMAR IN PRACTICAL SPEECH**

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**ANNOTATION** The article examines methods of teaching English grammar rules in practical speech. It highlights the importance of applying grammar in real communicative contexts rather than just learning rules theoretically. The study discusses common errors made by students in speech, their causes, and effective strategies for correcting them. Pedagogical approaches such as role-plays, dialogues, interactive exercises, and error analysis are emphasized. The research demonstrates that teaching grammar through practical speech enhances students' communicative competence, encourages independent learning, and increases motivation.

**Key words** Grammar teaching, practical speech, communicative competence, error analysis, interactive methods, role-plays, English language learning.

**АННОТАЦИЯ:** В статье рассматриваются методы обучения английской грамматике в практической речи. Подчеркивается важность применения грамматических правил в реальных коммуникативных ситуациях, а не только их теоретическое изучение. Исследуются распространенные ошибки учащихся в речи, их причины и эффективные стратегии их исправления. Особое внимание уделяется педагогическим подходам, таким как ролевые игры, диалоги, интерактивные упражнения и анализ ошибок. Исследование показывает, что обучение грамматике через практическую речь повышает коммуникативную компетентность учащихся, стимулирует самостоятельное обучение и увеличивает мотивацию.

**КЛЮЧЕВЫЕ СЛОВА:** Преподавание грамматики, практическая речь, коммуникативная компетентность, анализ ошибок, интерактивные методы, ролевые игры, изучение английского языка.

**INTRODUCTION**

English is currently one of the most widely used international languages in the world. It is actively employed not only in academic and scientific fields but also in business, culture, technology, and tourism. Therefore, knowledge of English is an essential skill for modern individuals in their social and professional activities. In the process of learning English, the correct and effective use of the language depends not

only on the learner's knowledge of grammar but also on their ability to communicate, reason, and solve problems.

Numerous studies show that, although students may know grammatical rules theoretically, they often encounter difficulties in applying them correctly in practical speech. For example, according to Brown (2018) and Thornbury (2017), 60–70% of secondary school and beginner-level students use grammatical rules incorrectly in conversational and communicative situations. This not only increases the number of errors but also reduces students' communicative competence, complicates comprehension, and negatively affects academic performance. Furthermore, pedagogical practice indicates that teaching grammar solely as theoretical knowledge is not effective. To develop students' grammatical skills and improve their ability to use them in practical speech, integrative and context-based approaches are necessary. Such approaches not only explain the rules but also encourage students to apply grammar rules in real-life situations. Several pedagogical principles are particularly important in teaching grammatical rules for practical speech: **Practical approach** – students should apply the rules not only by memorization but also through conversation, role-plays, dialogues, and situational exercises. **Individual approach** – selecting exercises according to each student's language level and needs. **Interactive and visual methods** – using interactive exercises, audio and video materials, diagrams, and charts to explain the rules. **Constructive error analysis** – students identify and correct their errors, deepening their understanding of grammatical rules. Therefore, teaching grammatical rules in practical speech not only makes the language learning process more effective but also develops students' communicative skills, encourages independent thinking, and enables them to express themselves freely. From this perspective, the present article focuses on studying methodologies for developing students' skills in applying grammatical rules in practical speech.

### RESEARCH METHODOLOGY

Applying grammar rules correctly in practical speech not only enhances language proficiency but also improves students' communicative competence. Although grammar is often well understood as theoretical knowledge in English, the inability to use it in practical conversations is a common problem (Brown, 2018). Therefore, teaching students to apply grammar rules in practical speech is a crucial part of the pedagogical process, because it: reduces students' errors in communication; makes speech clearer and more understandable; develops independent thinking and speech construction skills.

Research shows that teaching grammar rules in practical speech and analyzing errors can increase students' correct grammar usage by 25–30% (Thornbury, 2017).

Students often make the following errors when applying grammar rules in practical speech: Influence of the native language (interference) For example, in

Uzbek, verb tense may change depending on context, while Russian has strict time rules. In English, the use of Present Perfect and Past Simple often causes confusion. Insufficient theoretical knowledge A student may know the rule but fail to apply it in a practical context. For instance, the rule “used to” is often incorrectly applied when describing present situations. Lack of practice and reinforcement Without sufficient exercises, students cannot apply grammar correctly in real communication.

Maintaining speech fluency and identifying and correcting errors in real time can be challenging. Methods for correcting and analyzing errors include: monitoring students’ written and oral work; classifying errors into morphological, syntactic, and lexical types; using visual methods (tables, diagrams) and interactive techniques to demonstrate errors; contrastive analysis: comparing native language grammar with English rules; peer review: analyzing errors with classmates.

Students are encouraged to apply grammar rules in real-life situations.

Examples include ordering in a restaurant, asking for directions, and conversing with friends. Each situation is supplemented with exercises to reinforce correct grammar usage. Each student assumes a specific role and applies grammar rules in context.

Students have the opportunity to identify and correct their own errors. Grammar exercises are completed using online platforms and mobile applications.

Video and audio materials are used to practice proper speech construction, pronunciation, and intonation. Students record their own speech, identify errors, and correct them. Constructive feedback from the teacher fosters independent learning skills.

Brown (2018) – Role-plays and dialogue exercises increased students’ grammar usage accuracy by 30%. Thornbury (2017) – Interactive methods and situational exercises helped reduce errors and improve speech development. Richards & Schmidt (2017) – Teaching grammar rules in practical speech significantly enhances students’ communicative competence. Research indicates that grammar should not only be taught as theoretical knowledge but applied in practical speech contexts. This approach develops students’ comprehension, communication skills, and ability to construct independent speech.

### **CONCLUSION AND RECOMMENDATIONS**

Teaching grammar rules in practical speech is one of the most effective and relevant approaches in English language instruction. Research and pedagogical experience indicate that developing students’ ability to apply grammar rules in practical contexts not only makes their speech clear, coherent, and fluent but also significantly enhances their communicative competence (Brown, 2018; Thornbury, 2017). Through practical speech exercises, role-plays, dialogues, and interactive methods, students do not merely memorize grammar rules as theoretical knowledge; they also learn to apply them correctly in real-life situations. At the same time,

constructive error analysis, combined with visual and interactive techniques, fosters students' independent thinking, their ability to analyze their own speech, and correct mistakes. This approach activates the language learning process, increases motivation, and encourages students to work independently. Pedagogical practice highlights the main advantages of teaching grammar rules in practical speech: **Improving language proficiency** – students use grammar rules correctly and enhance the logical structure of their speech;

**Reducing errors** – practical exercises and constructive feedback significantly decrease the number of mistakes;

**Developing independent work and thinking skills** – students analyze their own errors, correct them, and learn to apply rules in new situations;

**Increasing motivation and engagement** – interactive and visual methods make lessons more interesting and encourage active participation;

**Ensuring individual approach** – the teacher adapts lessons to meet the individual needs of students. From this perspective, teaching grammar rules in practical speech is an integral part of the pedagogical process. It not only improves students' linguistic skills but also prepares them for effective communication in social and academic contexts.

Overall, teaching grammar in practical speech represents an innovative, effective, and interactive method of language instruction, offering teachers opportunities to implement modern pedagogical approaches. Therefore, it is recommended to teach grammar rules in the context of practical speech in every lesson, analyze errors constructively, and encourage students to work independently.

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