

---

**CONFERENCE ARTICLE**

**INTEGRATION OF GRAMMATICAL COMPETENCE AND COMMUNICATIVE COMPETENCE ON THE  
BASIS OF THE COMMUNICATIVE APPROACH**

**Tursunov Humoyun**

Independent Researcher (PhD) at Chirchik State Pedagogical University, Ministry of Preschool and School Education of  
the Republic of Uzbekistan

---

**ABSTRACT**

This thesis explores the integration of grammatical competence and communicative competence within the communicative approach in language education. The study is relevant because grammar teaching in higher education is often separated from real communication, which makes it difficult for learners to use grammatical knowledge in authentic speech. The aim is to identify the theoretical and pedagogical foundations of this integration and to clarify the role of the communicative approach. The research is based on theoretical analysis, comparison, and synthesis of linguistic, pedagogical, and methodological sources. The findings show that effective language use requires both grammatical accuracy and communicative appropriateness. The study concludes that this integration is most effective when grammar is taught through meaningful contexts, communicative tasks, and real speech activity.

**KEYWORDS**

Grammatical competence, communicative competence, communicative approach, grammar teaching, speech activity, language education, discourse, competence-based learning, contextualized grammar, interaction.

---

**INTRODUCTION**

The modern development of language education has led to a reconsideration of the place and role of grammar in the teaching process. For a long time, grammar was understood mainly as a system of rules, categories, and structures that had to be memorized and reproduced correctly. Such an approach contributed to the formation of grammatical awareness, yet it often failed to ensure learners' ability to use these forms in real communicative situations. As a result, students who demonstrated satisfactory knowledge of grammar frequently experienced difficulties in speaking, writing, and interaction. This contradiction revealed the need to integrate grammatical competence with communicative competence.

The concept of communicative competence significantly broadened the understanding of language mastery. It became clear that the successful use of language includes not only correctness, but also the ability to choose appropriate forms according to context, intention, discourse, and social situation. Grammar, therefore, cannot remain isolated from communication. It should function as one of the essential mechanisms of meaningful speech activity. The communicative approach has played a central role in this reorientation because it interprets language as a tool of interaction rather than a closed formal system.

The aim of this thesis is to analyze the integration of grammatical competence and communicative competence on the basis of the communicative approach and to identify the theoretical principles that make this integration pedagogically effective.

The study is theoretical in nature and is based on the methods of analysis, comparison, and synthesis. Scientific works in linguistics, pedagogy, psycholinguistics, and language teaching methodology were examined in order to clarify the interrelation between grammar and communication. Particular attention was paid to the concepts of grammatical competence, communicative

competence, discourse, and functional grammar.

The competence-based approach served as a general methodological framework, since it allows language mastery to be understood as the ability to use acquired knowledge in practical situations. The communicative approach was used as the principal pedagogical basis of the study because it emphasizes meaningful interaction, contextualized language use, and the unity of form and function. The theoretical propositions were interpreted in relation to educational practice, especially in contexts where learners are expected to use grammar actively in speaking, listening, reading, and writing.

The results of the study show that grammatical competence and communicative competence are interconnected and mutually dependent. Grammatical competence provides the structural basis of language use. It includes the knowledge of forms, rules, categories, and syntactic patterns that make speech accurate and understandable. Without grammatical competence, communication may lose precision and logical coherence. However, grammatical competence alone does not guarantee successful communication, since the speaker must also know how to use forms appropriately in specific contexts.

Communicative competence extends beyond correctness and includes discourse organization, situational appropriateness, sociolinguistic sensitivity, and strategic flexibility. In real interaction, language users do not simply produce grammatically correct sentences. They formulate intentions, adjust to the listener, build coherent discourse, and respond to changing communicative conditions. This means that grammar acquires real value only when it functions within communication.

The communicative approach creates the conditions for this integration because it presents grammar not as an isolated object of study but as a resource for meaning-making. In communicative teaching, grammatical forms are introduced and

practiced in context. Learners do not merely repeat structures; they use them to express opinion, describe events, ask questions, clarify ideas, and participate in interaction. This process helps transform grammatical knowledge from passive recognition into active speech ability.

The findings also demonstrate that contextualization is one of the key mechanisms of integration. When grammar is taught through texts, dialogues, situational tasks, and discourse models, learners understand not only how a form is built, but also why it is used. Grammar becomes connected with communicative intention. As a result, students begin to perceive grammatical structures as instruments of communication rather than as abstract rules. Another important result is that the integration of grammatical and communicative competence is strengthened through speech activity. Speaking, listening, reading, and writing create opportunities for learners to encounter grammar in action. In speech production, they select forms according to meaning and purpose. In perception, they recognize how grammar shapes discourse and supports understanding. Such use contributes to the development of flexible and conscious language behavior.

The results confirm that the opposition between grammar and communication is methodologically unproductive. In educational practice, these two components are sometimes treated as separate spheres, where grammar belongs to formal study and communication belongs to practical speech. Such separation weakens both. Grammar without communication remains inert, while communication without grammatical support risks becoming vague and unstable. Their integration on the basis of the communicative approach overcomes this gap by uniting structural knowledge with functional use.

This integration has important pedagogical implications. First, it changes the role of grammar in the learning process. Grammar is no longer an end in itself but a means of organizing and expressing meaning. This does not diminish its importance; on the contrary, it makes grammar more relevant and pedagogically productive. Second, it changes the role of the learner. The student becomes not only a reproducer of rules but also an active participant in communication who learns to make grammatical choices in relation to context and intention. Third, it changes the role of the teacher, who must organize instruction in such a way that grammatical explanation is linked with communicative practice and reflection.

The communicative approach also supports the development of discourse competence, which is essential for integration. Language is used not in isolated sentences, but in connected discourse. Coherence, cohesion, reference, tense relations, and modality all depend on grammatical means. Therefore, discourse formation becomes one of the most visible fields where grammatical competence and communicative competence intersect. When learners construct spoken or written discourse, they apply grammar as a communicative tool, and this process deepens both competences.

At the same time, the integration of these competences requires systematic pedagogical work. It is not enough to add occasional communicative exercises to traditional grammar teaching. What is needed is a consistent model in which grammatical material is selected, presented, practiced, and assessed through meaningful speech activity. In such a model, accuracy and fluency do not exclude one another but develop together.

## Conclusion

In conclusion, grammatical competence and communicative competence form a unified basis of effective language use. The first ensures structural accuracy, while the second provides contextual appropriateness and discourse effectiveness. Their integration becomes possible through the communicative approach, which treats grammar as a functional tool of speech activity. This integration is most effective when grammar is taught in context and practiced through real communicative

tasks.

## References

1. Hymes D. On communicative competence // *Sociolinguistics* / ed. by J. B. Pride, 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. Canale M. From communicative competence to communicative language pedagogy // *Language and Communication* / ed. by J. C. Richards, R. W. Schmidt. London: Longman, 1983. P. 2–27.
4. Savignon S. J. *Communicative Competence: Theory and Classroom Practice*. 2nd ed. New York: McGraw-Hill, 2002. 330 p.
5. Larsen-Freeman D. *Teaching Language: From Grammar to Gramaring*. Boston: Heinle, 2003. 350 p.
6. Thornbury S. *How to Teach Grammar*. Harlow: Pearson Education Limited, 1999. 182 p.
7. Richards J. C., Rodgers T. S. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press, 2014. 410 p.
8. Ellis R. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press, 2003. 387 p.