



DEVELOPING GRAMMATICAL COMPETENCE BASED ON A COGNITIVE APPROACH

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Annotation. This article covers the formation of grammaticality competence in English, which is important in mastering the English language, in which, by making it different from traditional language teaching approaches, competence is aged not without grammatical errors, but to mastering the ability to effectively and appropriately apply language in different social contexts. Mastering and applying rules is considered important for developing grammatical competence, and contextualized teaching is considered an effective method for introducing vocabulary through technical or authentic content materials such as podcasts and videos. By using this approach in situational learning, such as role-playing games, storytelling, and the use of visual aids, the gap between theoretical knowledge and practical communication is bridged.

Keywords: authentic, vocabulary, communicative competence, approach, motivation

In the higher education system, grammatical competence is an important factor in the process of training future specialists, especially for learning foreign languages and successfully functioning in the professional field. Especially the development of grammatical competence in the speech of future engineering students is an extremely urgent issue, since the correct use of the language in scientific, technical and professional fields today helps to successfully work, promote innovation and ensure international cooperation.

The cognitive approach is one of the modern approaches to understanding the learning process and the development of speech [1]. This approach is of great importance in developing the grammatical competence of future engineering students, as it views language not only as a set of grammatical rules, but as a system that is formed in the mind and used in activity. The main principles of the cognitive approach are as follows

Psychological foundations of language: It is important to take into account psychological factors, namely cognitive processes (understanding, remembering, analyzing), in language learning [4]. In addition to learning the basic rules of grammar, students should learn to use them effectively in communication. Active learning: In a cognitive approach, students actively participate in the learning



process rather than passively receiving information. When learning grammar rules, it is necessary to reinforce them through practical exercises and tasks.

Interactivity: One effective way to learn grammar is to engage students in interactive exercises[6]. Active use of grammar in discussions, role-playing, and group work helps students develop their speaking skills. The methodology based on the cognitive approach in the development of grammatical competence of future engineering students includes the following stages:

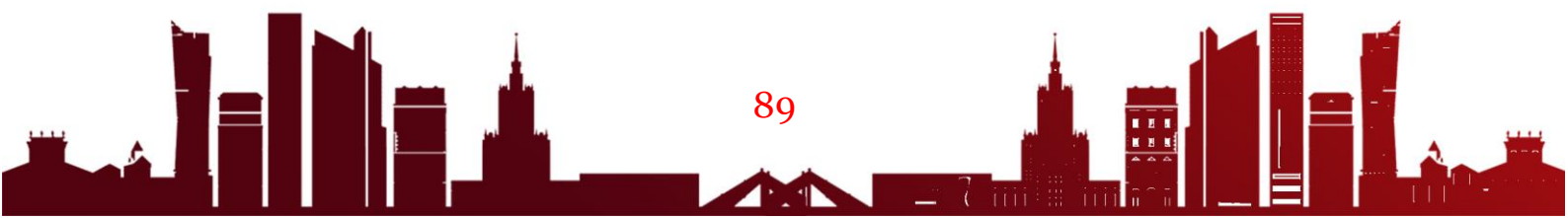
Understanding and analyzing language: When explaining the basic rules of grammar to students, it is necessary to explain the structure and functions of language using cognitive processes. For example, issues such as analyzing sentence structure, distinguishing prepositions and predicates, and understanding the meaning of modal verbs require significant attention [7]. **First stage: Learning language rules:** In cognitive methodology, students learn to use grammar rules in context, in addition to learning them. In the process, they must learn to apply grammatical rules in accordance with real situations. For example, it will be effective for future engineers to teach grammatical rules using special technical texts and diagrams.

To further deepen and enhance the effectiveness of this stage, the following aspects should be considered: 1. "Understanding" and "Applying" the rules (Cognitive approach) In cognitive methodology, the student does not simply memorize grammar, but understands why a particular rule is being used [7].

Active analysis: Students find grammatical forms in a text and analyze their function. **Rediscovering the Rule:** The teacher does not give a ready-made rule, but rather guides the student to deduce the rule through examples.

2. **Contextualization (English for Specific Purposes - ESP)** When teaching language to engineers or other professionals, grammar is taught through texts specific to that field. Example: "the bridge was constructed in 2025"), rather than simply a sentence structure, is used when passing the "Passive Voice" (critical ratio) rule. **Working with diagrams:** applying adjectives (participles) and tenses in practice by describing graphs and diagrams. 3. **Real-world situation matching (Simulation)** To apply the learned rules in practical speech, the following exercises are effective: **Case study:** reporting a technical failure (using condition mile and past tense

Writing instructions: Writing the procedure for starting the device (imperative mood). **Conclusion:** At this stage, grammar is the core (skeleton) of the language, while context and specific texts are its flesh (body). Then the student





will not just know the language, but will be able to use it in his professional activities.

Second stage: Practical exercises: It is necessary to reinforce the learned grammatical rules through practical exercises. These exercises teach students to correctly use grammar in their speech. Through topics, technical tasks, and special exercises, students learn effective ways to use grammar in their activities. This stage (practical exercises) is aimed at automating the learned theoretical grammatical rules in speech. Below are examples of effective practical exercises designed to strengthen Uzbek grammar:

1. Technical tasks (Mechanical exercises) These exercises practice the correct application (formation) of the rule. Fill in the blanks: Fill in the words in brackets in the given sentences with the correct case or person-number suffixes. Example: I am at school... I am going (to/at/from). Transformation (Change): Turn affirmative sentences into negative or interrogative sentences. Example: "He reads a book" -> "He didn't read a book" / "Did he read a book?" Agreement: Agree the subject and predicate in person and number. Example: we Samarkand tomorrow... (to go) -> We are going to Samarkand tomorrow.

2. Contextual Exercises (Meaningful Exercises) These exercises teach you to use grammar in a specific situation. Create a text: Write a short essay about the past weekend using a given grammatical topic (e.g., past tense). Correct errors: Edit a text with grammatical errors. Example: Correct the sentence "I gave my friend a book" to "I gave my friend a book." Dialogue: Create a dialogue with a partner on the topic of "Plans" using the given grammatical devices (e.g., conditional: -sa).

3. Special exercises (Communicative and creative) Using grammar directly in speech activities. Storytelling: Describing the actions depicted in the picture using the continuous tense (-yap-ti). "Interview" game: Students interview each other by asking questions in the past or future tense. "Situational" games (Role-play): communicate using the necessary concordance and modal words in situations such as "in the store", "at the doctor's reception".

Step Three: Interactive Communication: Interactive exercises and discussions promote interaction between students and further strengthen grammatical competence [8]. Through group work, role-playing, and case studies, students learn to apply their grammatical knowledge in practice.

At this stage, through the following methods, grammatical rules are strengthened in live communication:



1. Group work(Group Work: "Grammar Detectives": Students are divided into groups and analyze and correct texts with errors (e.g., incorrect use of Present Perfect and Past Simple) [1]. "Sentence Building Race": Group members compete to build the fastest and most accurate chain of sentences using a specific grammatical rule (e.g., Passive Voice).

2. Role-Playing Games (Role-Plays): "Job Interview" or "Doctor's Appointment": Students learn to use modal verbs (can, must, should) or question structures in a natural setting while performing these roles. "Problem situation": For example, the scene of returning a defective product from a store. Conditional clauses (Conditionals - If I had known...) in practice.

3. Case-Study Methods: "Case Analysis": Students are given a case study that describes a real-life problem or historical event. They analyze this situation using past tense forms (Past Continuous, Past Perfect) and state their conclusions. "Discussion and Argumentation": Connectors (although, however, despite) and Complex Sentence Structures are developed through exchanging ideas on hot topics (e.g., the impact of technology). Benefits of Interactive Communication: Overcoming Fear: Students engage in communication without fear of making mistakes [2]. Contextual learning: Grammar is understood as a tool for meaning, not a dry rule. Peer learning: Students correct each other's mistakes and grow together. These methods help to transform grammatical knowledge into active spoken language.

The methodology based on the cognitive approach has several advantages in developing the grammatical competence of students. The main ones are: Helps with understanding: Cognitive methodology helps students better understand grammar rules because it teaches not only how to learn the rules, but also how to apply them in practice. Develops practical skills: Students learn to apply grammar rules in practice, not just theoretically, which increases their real-life communicative competence. New Approaches: In the cognitive approach, learning is not limited to passive reception, but is a process in which students actively participate, making learning effective and interesting.

In conclusion, a methodology based on a cognitive approach in the development of grammatical competence of its students is an effective and innovative method. This approach creates opportunities for students not only to learn grammatical rules, but also to use them correctly in practice. As a result, students learn to use grammar correctly and effectively in their speech, which helps them succeed in their professional careers.

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