

**DEVELOPMENT OF GRAMMATICAL COMPETENCE OF STUDENTS OF  
HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF ARTISTIC TEXTS**

**Sobirova Dilorom Haydaraliyevna**

Teacher of Gulistan State University

**Shokirova Muhabbat Muhammadjanovna**

Teacher of International University Tourism

and Entrepreneurship of Tadjikistan

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**Abstract**

This article analyzes the theoretical and methodological foundations of the use of artistic texts in the formation and development of grammatical competence of students of higher education institutions. The educational significance of artistic texts, the possibilities of mastering grammatical knowledge in context through them, and the effectiveness of interactive methods are highlighted. The article also considers examples of practical exercises, analysis methods, and the use of modern pedagogical technologies.

**Key words:** grammatical competence, artistic text, contextual education, communicative approach, language education, interactive methods, linguistic analysis, speech activity.

**Enter**

One of the main tasks facing the education system in the current era of globalization is to train specialists with competitive, independent thinking and high communicative potential. In this process, language education, especially the formation of grammatical competence, is of great importance. Because grammatical knowledge ensures clear, logical and fluent speech.

In traditional education, grammar is often limited to memorizing rules and performing exercises. This leads to a decrease in students' interest in the language and ineffective application of grammatical knowledge in practice. Modern pedagogical approaches emphasize the need to teach grammar in a natural language environment, that is, on the basis of context.

Fictional texts have the ability to create such a natural environment. Because in works of fiction, all levels of the language - phonetic, lexical, grammatical and methodological features - are harmoniously reflected. Therefore, fiction serves as an effective didactic tool for developing students' grammatical competence.

**The concept of grammatical competence and its content**

Grammatical competence is a person's knowledge of language rules and the ability to use them correctly in the speech process. It includes knowledge and skills related to morphology, syntax, word formation and punctuation.

In modern linguo didactics, grammatical competence is considered to consist of the following components:

**1. Grammatical knowledge**

The student's theoretical knowledge of language rules, grammatical categories and constructions.

**2. Practical skills**

Ability to apply grammar rules in written and oral speech.

**3. Communicative activity**

Appropriate use of grammatical tools in various communication situations.



#### 4. Analytical ability

Analysis of grammatical units in the text and understanding of their methodological function. The formation of grammatical competence has a direct impact on the general speaking competence of the student. Therefore, it is important to effectively organize the process of teaching grammar in higher education institutions.

##### **Concept of artistic text and its educational value.**

Artistic text is a system of language units created for the purpose of aesthetic effect. It uses all the possibilities of the language in a figurative and impressive way.

##### **The importance of literary texts in the educational process is manifested in:**

- increases students' interest in the language;
- creates a speech environment;
- expands vocabulary;
- allows to learn grammatical constructions naturally;
- serves as a means of aesthetic and cultural education.

In particular, grammatical forms used in literary works allow students to master rules through understanding, not memorization.

##### **Theoretical foundations of developing grammatical competence based on context.**

Contextual education is a method of teaching knowledge by linking it to a specific speech situation. According to this approach, grammatical units are studied not separately, but in the context of the text.

##### **Advantages of context-based education:**

###### **Naturalness**

The student learns grammatical rules through real speech, not artificial examples.

###### **Strong acquisition**

Knowledge learned in context is stored in memory for a long time.

###### **Communicativeness**

The student learns to use grammatical forms in accordance with the speech purpose.

###### **Development of thinking**

Text analysis develops the student's ability to think independently and draw conclusions.

##### **Methods of developing grammatical competence through literary texts**

###### **1. Grammatical analysis method**

In this method, students identify and analyze grammatical units in the text.

For example:

- verb tenses;
- compound sentences;
- compound sentences with a subordinate clause;
- adjective and adverbial forms;
- modal words.

During the analysis, students understand not only the rules of grammatical form, but also its methodological function.

###### **2. Question-answer method**

The teacher asks grammatical questions about the text:

- Why did the author use this particular grammatical form?
- Which tense form enhanced the impact of the event?
- What semantic relationship does the compound sentence express?

This method enhances students' thinking activity.

###### **3. Interactive methods**

###### **“Brainstorming”**



Students express their opinion on a certain grammatical construction.

**“Cluster”**

Grammatical concepts are presented in the form of a diagram in an interconnected manner.

**“INSERT”**

**While reading the text, the student:**

- new information;
- incomprehensible places;
- identifies interesting facts.

**Role-playing games**

Students apply grammatical forms in practice by enacting dialogues in the text

**Stages of working with literary texts**

**The first stage is the preparatory process**

**At this stage:**

- the topic of the text is explained;
- new words are explained;
- the grammatical purpose is determined.

**The second stage is reading and analyzing the text**

Students:

- read the text;
- identify grammatical units;
- analyze their function.

**The third stage is practical activity**

Students:

- change sentences;
- create a dialogue;
- perform creative writing tasks.

**Example of a practical exercise**

**Topic:**

Study of compound sentences based on a literary text.

**Text:**

Excerpt from the story of Abdullah Kahhor.

**Tasks:**

1. Find compound sentences.
2. Identify connecting means.
3. Identify types of sentences.
4. Convert to simple sentences.
5. Create a new sentence based on this model.

Such exercises ensure the harmony of theory and practice.

**Using modern pedagogical technologies**

In the current digital educational environment, the possibilities of working with literary texts are expanding.

The following technologies are considered effective:

- multimedia presentations;
- e-books;
- online platforms;
- audio books;
- interactive tests.

Audio and video materials also develop students' listening and comprehension skills.



## **Criteria for selecting literary texts**

When selecting a text, the following factors should be considered:

### **Simplicity of language**

The text should be appropriate for the level of the students.

### **Content**

The text should have educational and educational value.

### **Grammatical richness**

The text should contain the grammatical constructions being studied.

### **Fun**

The plot should encourage students to actively participate.

### **Problems and ways to solve them**

In some cases, the following problems are observed:

- complexity of the text;
- insufficient vocabulary;
- low grammatical analysis skills;
- passivity of students.

To eliminate them:

- step-by-step training;
- work on vocabulary;
- collective analysis;
- it is recommended to use stimulating methods.

### **Research results**

Observations show that as a result of lessons organized on the basis of artistic texts:

- students' grammatical errors are reduced;
- speech activity increases;
- creative thinking develops;
- the ability to analyze independently is formed;
- interest in the language increases.

Also, contextual education helps students retain knowledge for a long time.

### **Conclusion**

The use of literary texts in higher education institutions is highly effective in forming students' grammatical competence. This approach creates an opportunity to master grammatical knowledge in a natural speech environment. At the same time, students' communicative, analytical and creative abilities are also developed.

Lessons based on literary texts increase students' interest in the language and form their independent thinking.

In the future, the widespread introduction of digital technologies and innovative pedagogical methods into the educational process will further increase the effectiveness of this direction.

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