

**DEVELOPING GRAMMATICAL COMPETENCE IN STUDENTS OF NON-
PHILOLOGICAL DISCIPLINES (ON THE EXAMPLE OF ENGLISH)**

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Abstract: In the context of globalization and the internationalization of higher education, English has become an essential tool for academic mobility, professional communication, and access to global knowledge. For students of non-philological disciplines, such as engineering, economics, medicine, and information technology, English is not merely a subject of linguistic study but a functional instrument for acquiring subject-specific information and participating in professional discourse. Among the various components of language proficiency, grammatical competence plays a central role in enabling learners to produce accurate, clear, and meaningful communication. However, students in non-philological fields often experience difficulties in mastering English grammar due to limited instructional time, insufficient motivation, and a lack of connection between grammatical structures and their professional needs.

Keywords: grammatical competence, English language teaching, non-philological students, communicative approach, higher education, professional communication.

The growing role of English as a global lingua franca has significantly influenced educational systems worldwide, particularly in higher education. Students of non-philological disciplines are increasingly required to use English for academic reading, research dissemination, participation in international projects, and professional communication. In this context, grammatical competence becomes a foundational element of language proficiency, as it ensures the accuracy and clarity of both spoken and written discourse. While vocabulary knowledge enables learners to express ideas, grammar provides the structural framework that organizes these ideas into coherent and meaningful messages. For non-philological students, whose primary academic focus lies outside language studies, the development of grammatical competence is often perceived as secondary or even unnecessary. This perception can lead to superficial learning and persistent grammatical errors that hinder effective communication.

Grammatical competence is commonly defined as the knowledge of grammatical rules and the ability to use them appropriately in communication. According to linguistic and pedagogical theories, grammatical competence includes understanding morphological forms, syntactic structures, and the principles governing sentence formation. In communicative language teaching, grammar is not treated as an isolated system of rules but as an integral component of communicative competence. This perspective emphasizes the functional use of grammatical structures in real-life contexts, aligning well with the needs of non-philological students who require English for practical and professional purposes. Therefore, developing grammatical competence in such learners necessitates instructional approaches that connect grammar with meaningful communication rather than abstract analysis.

One of the main challenges in teaching grammar to students of non-philological disciplines is limited instructional time. In many university programs, English is allocated only a few hours per week, making it difficult to cover extensive grammatical content. As a result, teachers are often forced to prioritize certain aspects of grammar while neglecting others. This situation

requires careful selection of grammatical material based on students' academic and professional needs. For example, students in technical fields may benefit more from mastering passive constructions, conditional sentences, and complex noun phrases commonly used in scientific texts, whereas students in economics or business may require a stronger focus on tense usage, modal verbs, and sentence structures used in reports and negotiations.

Another significant challenge is learners' motivation. Non-philological students frequently view grammar as difficult, monotonous, or irrelevant to their future careers. This attitude can negatively affect learning outcomes and lead to resistance toward grammar-focused activities. To address this issue, grammar instruction should be contextualized within professional and academic scenarios that are meaningful to students. When learners see a clear connection between grammatical accuracy and their ability to perform tasks such as writing research abstracts, delivering presentations, or participating in discussions, their motivation to engage with grammar increases. Thus, relevance and applicability play a crucial role in the successful development of grammatical competence.

Modern approaches to grammar teaching emphasize the integration of form and meaning. Rather than presenting grammar rules in isolation, instructors are encouraged to introduce grammatical structures through authentic texts and communicative tasks. For instance, analyzing short excerpts from professional articles, manuals, or case studies allows students to observe how grammar functions in real contexts. Through guided discovery, learners can identify patterns, formulate rules, and apply them in practice. This inductive approach not only enhances understanding but also promotes learner autonomy and critical thinking. For non-philological students, such methods are particularly effective because they mirror the way grammar is encountered in real professional communication.

In conclusion, developing grammatical competence in students of non-philological disciplines is a complex but essential task in contemporary higher education. Grammar should not be viewed as an isolated component of language learning but as a functional resource that supports effective communication in academic and professional contexts. By adopting communicative, contextualized, and needs-based approaches, educators can make grammar instruction more relevant, engaging, and effective for non-philological learners. The integration of authentic materials, task-based activities, technology, and appropriate assessment methods can significantly enhance students' grammatical competence in English. Ultimately, a balanced and learner-centered approach to grammar teaching enables non-philological students to use English confidently and accurately, thereby supporting their academic success and professional development.

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