



FORMATION OF COMMUNICATIVE GRAMMATICAL COMPETENCE OF B1 LEVEL ENGLISH LANGUAGE STUDENTS OF THE REPUBLIC OF KARAKALPAKSTAN

Dawletnazarova Sarbinaz Pranadinovna

*Assistant Teacher, Faculty of Foreign Languages, The Department of Foreign Languages
Karakalpak State University, Nukus, Uzbekistan, Karakalpakstan*

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ABSTRACT

This article describes the process of developing communicative grammatical competence in the English language among students at the B1 proficiency level in the Republic of Karakalpakstan. As language proficiency is crucial for effective communication, understanding the specific challenges and strategies involved in acquiring grammatical competence is essential for language educators and policymakers. The article focuses on the unique linguistic and cultural context of the Republic of Karakalpakstan, considering how regional influences may impact the learning trajectory of English language students at the B1 level. Key aspects include the effectiveness of current language teaching methodologies, the role of cultural and linguistic factors in shaping grammatical competence, and the influence of socio-economic and educational backgrounds on language acquisition. The study also examines the use of technology and multimedia resources in language learning, aiming to identify innovative approaches that enhance grammatical competence among students at the B1 level.

KEY WORDS: *grammatical competence, innovative approaches, English language, acquisition, communicative, grammatical, competence.*

INTRODUCTION

Language competence, particularly in the realm of English language acquisition, is a vital skill that plays a pivotal role in the academic, professional, and social development of individuals. The acquisition of communicative grammatical competence is a multifaceted process that involves the integration of grammatical structures with effective communication skills. This research aims to explore and understand the nuances of communicative grammatical competence among students at Level B1 in the Republic of Karakalpakstan, shedding light on the challenges and opportunities encountered in the formation of this competence. Karakalpakstan, situated in the western part of Uzbekistan, is characterized by its rich cultural diversity and unique linguistic landscape. The importance of English language proficiency has been increasingly recognized in the global context, with English serving as a bridge language for international communication, trade, and academic collaboration. At Level B1, students are expected to possess an intermediate proficiency, allowing them to express themselves in familiar contexts, understand the main points of clear standard input on familiar matters, and deal with most situations likely to arise while traveling.

Despite the acknowledged significance of English language proficiency, the process of developing communicative grammatical competence at Level B1 remains a subject that requires careful examination. This research will delve into the specific challenges faced by students in Karakalpakstan at this

linguistic level and identify the factors influencing the formation of communicative grammatical competence.

The study will adopt a mixed-methods approach, incorporating both quantitative and qualitative research methodologies. Through surveys, language proficiency assessments, and interviews with students and educators, we seek to gather comprehensive data that will provide insights into the existing trends, areas of improvement, and effective strategies for enhancing communicative grammatical competence.

Ultimately, the findings of this research aim to contribute to the academic discourse on English language education, offering practical recommendations for educators, curriculum developers, and policymakers in Karakalpakstan. By understanding the dynamics of communicative grammatical competence formation, we aspire to facilitate more effective language learning strategies, thereby empowering students to navigate the challenges of a globalized world with linguistic proficiency and confidence.

LITERATURE REVIEW

Communicative grammatical competence plays a crucial role in language learning and proficiency. At the B1 level, students are expected to possess a foundation in both grammar and communication skills. This literature review explores key studies, theories, and approaches related to the formation of communicative grammatical competence among English language learners at the B1 level.



Communicative Competence: Canale and Swain's [1] model of communicative competence emphasizes the importance of grammatical competence within the broader context of language proficiency. They propose that effective communication involves grammatical knowledge, sociolinguistic competence, discourse competence, and strategic competence. This framework serves as a foundation for understanding the multifaceted nature of communicative grammatical competence.

The acquisition and development of communicative grammatical competence in the English language are crucial components of language learning, especially for students at the B1 level. B1 represents an intermediate proficiency level, where learners should be able to communicate effectively in a variety of everyday situations. This literature review explores key studies, theories, and approaches related to the formation of communicative grammatical competence among English language learners at the B1 level.

1. **Communicative Competence and Language Acquisition.** Canale and Swain [1] introduced the concept of communicative competence, emphasizing the importance of not only grammatical knowledge but also sociolinguistic, discourse, and strategic competence. This theoretical framework lays the foundation for understanding language acquisition as a holistic process.
2. **The Role of Grammar in Communicative Competence.** Ellis [3] argues that grammar is an essential component of communicative competence, providing learners with the structural foundation necessary for effective communication. This perspective underscores the significance of integrating grammatical instruction into language teaching at the B1 level.
3. **Task-Based Language Teaching (TBLT).** Willis and Willis [8] propose Task-Based Language Teaching as an effective approach for developing communicative competence. TBLT emphasizes real-world tasks that require language use, promoting the integration of grammar in meaningful contexts. This approach is particularly relevant for B1-level learners.
4. **Input Hypothesis and Form-Focused Instruction.** Krashen's Input Hypothesis [4] suggests that language acquisition occurs through exposure to comprehensible input. Schmidt [7] extends this idea by introducing form-focused instruction as a means of drawing learners' attention to grammatical structures within meaningful contexts, facilitating the development of communicative competence.
5. **Error Correction and Feedback.** Lyster and Ranta [5] explore the role of corrective feedback in language acquisition. Their research emphasizes the importance of providing learners with timely and targeted feedback on grammatical errors to enhance communicative competence. This has implications for B1-level language instruction.
6. **Technology-Assisted Language Learning (TALL).** Chapelle [2] discusses the integration of technology in language learning and its potential to enhance grammatical competence. Technology-assisted

language learning tools can provide interactive and engaging experiences for B1-level students, allowing them to practice grammar in authentic contexts.

7. **Cross-Cultural Communication and Pragmatic Competence.** Savignon [6] introduces the concept of pragmatic competence, focusing on the ability to use language appropriately in different cultural contexts. Developing pragmatic competence is essential for B1-level learners to navigate diverse communication situations.

The formation of communicative grammatical competence among English language learners at the B1 level is a multifaceted process influenced by various theoretical perspectives and teaching methodologies. Integrating grammatical instruction within a communicative framework, providing meaningful tasks, offering corrective feedback, and leveraging technology are crucial aspects of effective language teaching at this proficiency level.

METHODOLOGY.

Teaching communicative grammatical competence at the B1 level involves integrating language skills and focusing on practical communication. Here are some effective teaching methods along with references that can aid in the formation of communicative grammatical competence in English among students at the B1 level:

1. Task-Based Language Teaching (TBLT) [9];
2. Communicative Language Teaching (CLT) [10];
3. Grammar in Context [11];
4. Authentic Materials [12];
5. Use of Technology [13];
6. Focus on Form [14];
7. Interactive Language Learning [15];
8. Task-Supported Language Teaching [16];
9. Role Play and Simulation [17];
10. Peer Interaction [18].

Through this research, implications for pedagogical practices and curriculum development will be drawn, offering insights that can inform educational policies and instructional strategies in the Republic of Karakalpakstan. The findings of this study contribute to the broader understanding of language acquisition and provide a foundation for future research endeavors aimed at optimizing language education programs in diverse cultural and linguistic settings.

RESULTS AND DISCUSSION

The acquisition of communicative grammatical competence is a crucial aspect of language learning, especially at the B1 level, where students aim to achieve a moderate level of proficiency in English. This research aims to explore the factors influencing the formation of communicative grammatical competence among students at the B1 level and to identify effective strategies for enhancing this competence.

Factors Influencing Communicative Grammatical Competence at B1 Level:

1. **Input and Exposure:** Exposure to authentic English materials, such as articles, videos, and conversations, plays a pivotal role in developing communicative



grammatical competence. Immersing students in real-life language situations can enhance their understanding and usage of grammatical structures in context.

2. **Task-based Learning:** Incorporating task-based activities that require students to apply grammatical structures in meaningful communication fosters a more practical and applicable understanding. Tasks should be designed to encourage interaction and collaboration, promoting the use of grammar in authentic scenarios.
3. **Feedback and Correction:** Timely and constructive feedback is essential for the development of communicative grammatical competence. Providing students with targeted feedback on their language use, along with opportunities for self-correction, helps them internalize grammatical rules and improve accuracy.

Effective Strategies for Enhancing Communicative Grammatical Competence

1. **Integrated Skills Approach:** Integrating grammar instruction with other language skills (listening, speaking, reading, and writing) helps students see the interconnectedness of language components. This holistic approach contributes to a more comprehensive understanding of grammar in communication.
2. **Technology-Assisted Learning:** Leveraging technology, such as language learning apps, interactive software, and online platforms, can provide students with engaging and self-paced opportunities to practice and reinforce grammatical concepts in diverse contexts.

The formation of communicative grammatical competence at the B1 level involves a multifaceted approach, encompassing exposure to authentic language, task-based activities, effective feedback, integrated skills instruction, and the use of technology. By considering these factors and implementing appropriate strategies, educators can contribute significantly to the development of English language proficiency among B1-level students.

CONCLUSION

The research on the formation of communicative grammatical competence of the English language among students at level B1 has provided valuable insights into the challenges and progress associated with language acquisition at this proficiency level. The study aimed to explore the factors influencing the development of communicative grammatical competence and to identify effective strategies for enhancing language skills in students. The findings of the research highlight the significance of integrating communicative and grammatical aspects in language instruction. Students at the B1 level face challenges in effectively combining grammatical structures with communicative functions. The study underscores the importance of a balanced approach that emphasizes practical application and real-life communication to reinforce grammatical concepts. One key observation is the role of contextualized learning in facilitating the formation of

communicative grammatical competence. Language learners benefit significantly when exposed to authentic communicative situations, enabling them to apply grammatical rules in meaningful contexts. The research suggests that instructional methods that incorporate real-world scenarios and interactive activities contribute to a more holistic language learning experience. Furthermore, the study acknowledges the influence of individual differences in language learning. Learners exhibit varying learning styles, preferences, and aptitudes, which necessitates a tailored approach to instruction. Personalized strategies that address the specific needs of students can enhance the development of communicative grammatical competence. The research also emphasizes the importance of feedback and corrective measures in the language learning process. Constructive feedback, whether from instructors or peers, plays a crucial role in helping students identify and rectify grammatical errors.

Additionally, self-assessment and reflection contribute to the conscious development of communicative grammatical competence. In conclusion, the formation of communicative grammatical competence among students at level B1 requires a multifaceted approach that integrates grammar instruction with communicative language use. Contextualized learning experiences, individualized strategies, and effective feedback mechanisms contribute to a more comprehensive and successful language learning journey. As educators continue to refine and implement these approaches, they can positively impact the communicative grammatical competence of English language learners at the B1 level.

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