

Approaches Of Teaching Linguistic Competence

Khakimova Malika

Almalyk state technical institute, PhD, English teacher

Abstract

This article explores various pedagogical approaches employed in developing linguistic competence among students learning a foreign language. It reviews traditional, structural, communicative, task-based, and technology-integrated approaches, analyzing their theoretical underpinnings, implementation strategies, and effectiveness in fostering grammatical, lexical, and phonological knowledge. The paper also discusses the importance of adapting instructional methods to learner needs and contextual factors.

Keywords: linguistic competence, language teaching, pedagogical approaches, grammar instruction, communicative methods, task-based learning.

Linguistic competence refers to a speaker's ability to produce and comprehend grammatically correct utterances. In the field of language education, developing this competence is essential for enabling learners to use the target language effectively. With evolving language pedagogy, educators have employed diverse approaches to enhance students' mastery of grammar, vocabulary, and pronunciation. This paper aims to provide an academic overview of major teaching approaches that contribute to linguistic competence.

The concept of linguistic competence was introduced by Noam Chomsky distinguishing it from performance [2]. While competence refers to the mental representation of grammatical knowledge, performance is the actual use of language. Later models of communicative competence by Hymes and Canale and Swain incorporated linguistic competence as one of several interrelated components.

Expanding on Chomsky's work, Dell Hymes proposed the concept of communicative competence, which integrated linguistic knowledge with social and contextual appropriateness. Hymes argued that effective language use requires not only grammatical accuracy but also the ability to apply language appropriately across various communicative settings [4].

Further development came from Canale and Swain, who categorized communicative competence into four key components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Among these, grammatical competence corresponds directly to linguistic competence and encompasses the learner's ability to recognize and produce correct syntactic structures, morphological forms, phonological rules, and lexical items [1].

Traditional Structural Approach - rooted in behaviorist theory, this approach emphasizes the explicit teaching of grammatical rules and sentence patterns. Students practice through mechanical drills, repetition, substitution exercises, and error correction. The teacher plays a central role in presenting language structures and guiding controlled practice. This method has been effective in developing grammatical accuracy and form recognition. However, it often lacks communicative relevance, as learners may memorize rules without understanding their application in real communication. Consequently, fluency and contextual usage may be underdeveloped.

Communicative Language Teaching (CLT) represents a paradigm shift from form-focused to meaning-oriented instruction. Its core principle is that language learning is most effective when learners are engaged in authentic communication. Activities such as information-gap tasks, interviews, problem-solving, and role plays simulate real-life language use and encourage learner interaction. CLT emphasizes the use of language for meaningful purposes, thereby reinforcing both grammatical and lexical competence in a natural context. The approach

supports student autonomy, collaboration, and contextual application of language forms. Teachers serve as facilitators rather than mere providers of knowledge.

Task-Based Language Teaching (TBLT) builds on the communicative approach by organizing instruction around meaningful tasks rather than explicit grammar instruction. These tasks, which include real-life scenarios like planning a trip, conducting a survey, or creating a presentation, require learners to use the target language to accomplish specific goals. The process involves three main phases: pre-task (introduction and preparation), task (execution and communication), and post-task (reflection and language analysis). TBLT enhances the integration of linguistic competence by prompting learners to use vocabulary and structures spontaneously and purposefully. Feedback and error correction during the post-task phase help refine accuracy without hindering fluency.

Content-Based Instruction (CBI) combines language learning with academic content instruction. Learners study subjects such as science, history, or literature using the target language as a medium of instruction. This dual focus encourages incidental acquisition of grammar and vocabulary through exposure to authentic texts and discourse. CBI promotes cognitive engagement, as learners focus on understanding content while simultaneously acquiring language. It fosters deeper processing, improves retention, and makes language learning relevant and purposeful. Linguistic competence develops naturally as students encounter and produce language in meaningful academic contexts.

Modern language instruction increasingly incorporates digital tools to enhance interactivity and accessibility. Applications like Duolingo, Memrise, and Quizizz use gamification, multimedia input, and adaptive algorithms to personalize learning experiences.

These platforms often feature spaced repetition systems (SRS) to strengthen long-term vocabulary retention, interactive exercises for grammar practice, and audiovisual content to support phonological development. Online classrooms and collaborative tools also enable learners to engage in synchronous and asynchronous communication, simulating real-life language use. Technology-enhanced approaches empower learners to study independently, access diverse materials, and receive immediate feedback, all of which contribute to improved linguistic competence. Teachers can leverage these tools to supplement classroom instruction and provide individualized support.

References

- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*.
- Xakimova, M. (2023). Contrastive analysis of paradigmatic relations of words in English and Uzbek. *Namangan davlat universiteti Ilmiy axborotnomasi*.
- Malika, X. (2025). Challenges of teaching linguistic competence of students. *Current Research Journal of Pedagogics*, 6(01), 38-40.
- Xakimov, S. (2024). ВАЖНОСТЬ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ В ОБУЧЕНИИ РАЗГОВОРНОЙ РЕЧИ. *Modern Science and Research*, 3(7).
- Xusniddin o'g'li, X. S. (2024). ВАЖНОСТЬ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ В ОБУЧЕНИИ РАЗГОВОРНОЙ РЕЧИ.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
- Hymes, D. (1972). On Communicative Competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics*
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.