

RESEARCH ARTICLE

# Typology of Exercises and Tasks for Forming Grammatical Competence in English

 **Nazarova Feruza Sindorqulovna**

Teacher, Djizzakh State Pedagogical University, Uzbekistan

**VOLUME:** Vol.06 Issue03 2026

**PAGE:** 47-50

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

## Abstract

Grammatical competence plays a central role in the process of learning a foreign language, particularly in the development of accurate and meaningful communication. This article examines the typology of exercises and tasks that contribute to the effective formation of grammatical competence in English language teaching. The study discusses theoretical foundations of grammar instruction, the role of communicative methodology, and the integration of cognitive and interactive strategies in the learning process. Particular attention is given to the classification of grammatical exercises such as reproductive, transformational, substitution, and communicative tasks. The paper also analyzes methodological principles that support the transition from theoretical knowledge of grammar rules to their practical application in speech. Various examples of classroom activities are presented to demonstrate how grammar instruction can be integrated into meaningful communicative contexts. The findings emphasize that a balanced system of exercises contributes to the development of students' grammatical accuracy, fluency, and overall linguistic competence.

## KEYWORDS

Grammatical competence, exercise typology, communicative methodology, language teaching, grammar instruction, interactive learning, language acquisition.

## 1. INTRODUCTION

### Understanding Grammatical Competence

The process of mastering a foreign language is closely connected with the acquisition of grammatical competence. Grammar provides the structural framework that enables speakers to organize words into meaningful sentences and communicate ideas accurately. Without a clear understanding of grammatical rules and structures, communication becomes fragmented and ambiguous.

In modern language pedagogy, grammatical competence is understood as the ability to recognize, understand, and correctly use grammatical structures in both written and

spoken communication. This competence includes knowledge of morphological forms, syntactic structures, and the functional relationships between language elements.

Noam Chomsky's theory of linguistic competence emphasized the internalized knowledge that speakers possess about the rules of their language. Although his work primarily focused on native language acquisition, it also influenced approaches to foreign language teaching. In language education, grammatical competence is not limited to theoretical knowledge of rules; it also involves the practical ability to apply these rules automatically during communication.

In classroom practice, students often memorize grammar rules but struggle to use them in real-life situations. This discrepancy highlights the importance of developing instructional strategies that bridge the gap between knowledge and application. Teachers must design activities that allow learners to practice grammatical structures in meaningful contexts.

## **2. The Evolution of Grammar Teaching Methodology**

The role of grammar in language teaching has evolved significantly over time. In traditional grammar-translation methods, instruction focused heavily on memorizing rules and translating sentences between languages. While this approach helped learners understand grammatical structures, it often failed to develop communicative skills.

Later methodological approaches, such as the audio-lingual method, emphasized repetition and drilling in order to form grammatical habits. Students practiced pattern drills and substitution exercises to automate sentence structures. Although this method improved fluency in controlled situations, it sometimes lacked meaningful communication.

The emergence of communicative language teaching (CLT) in the late twentieth century brought a new perspective. Within this framework, grammar is taught as a tool for communication rather than as an isolated system of rules. Learners are encouraged to use grammar in realistic communicative tasks that simulate everyday situations.

Dell Hymes introduced the concept of communicative competence, which includes grammatical competence as one of its essential components. According to this theory, effective communication requires not only grammatical accuracy but also sociolinguistic appropriateness and strategic competence.

Canale and Swain further expanded this framework by identifying four major components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In this model, grammar functions as the structural basis that supports all other aspects of language use.

## **3. Factors Influencing the Formation of Grammatical Competence**

The development of grammatical competence depends on several interconnected factors that influence how learners acquire and apply grammatical knowledge.

### **Linguistic Factors**

Linguistic factors include the learner's knowledge of vocabulary, morphology, and syntactic structures. A strong lexical base allows learners to combine grammatical structures with appropriate words, which is essential for meaningful communication.

### **Cognitive Factors**

Cognitive processes such as memory, attention, and analytical thinking play a significant role in grammar learning. Students must analyze patterns, compare structures, and integrate new information with previously acquired knowledge.

### **Methodological Factors**

The teaching methodology used in the classroom significantly affects grammar acquisition. A well-structured system of exercises helps learners gradually move from controlled practice to free communication.

### **Motivational Factors**

Motivation strongly influences language learning outcomes. Students who perceive grammar tasks as meaningful and relevant are more likely to engage actively in the learning process.

### **Contextual and Communicative Factors**

Providing learners with authentic communicative situations encourages them to apply grammar in meaningful contexts. Role plays, discussions, and problem-solving tasks can create opportunities for students to practice grammatical structures naturally.

## **4. Typology of Exercises for Developing Grammatical Competence**

### **4.1 Reproductive Exercises**

Reproductive exercises aim to reinforce grammatical rules by encouraging learners to reproduce structures based on a given model.

Example:

Complete the sentence using the correct form of the verb.

She \_\_\_ (study) English every evening.

Correct answer: She studies English every evening.

Another example:

Students repeat a sentence pattern provided by the teacher:

"They are reading a book."

"They are watching a movie."

"They are writing a report."

Through repeated exposure to similar patterns, learners gradually internalize grammatical structures.

#### **4.2 Transformational Exercises**

Transformational exercises require learners to modify sentence structures while maintaining the original meaning.

Example:

Active voice: The teacher explained the lesson.

Passive voice: The lesson was explained by the teacher.

Affirmative sentence: She completed the project.

Negative sentence: She did not complete the project.

Interrogative sentence: Did she complete the project?

These transformations help learners understand relationships between grammatical forms.

#### **4.3 Substitution Exercises**

Substitution exercises allow students to replace specific words within a sentence while preserving its grammatical structure.

Base structure:

If I had more time, I would read more books.

Substitution examples:

If I had more money, I would travel abroad.

If I had more experience, I would apply for that job.

If I had better equipment, I would start a new project.

This type of practice helps learners automate grammatical patterns.

#### **4.4 Communicative Exercises**

Communicative exercises integrate grammar into meaningful interaction between learners.

Example activity: "Life Experience Interview"

Students work in pairs and ask questions using the Present Perfect tense.

Have you ever visited another country?

Have you ever met a famous person?

Students then report their partner's answers to the class.

Example role play:

Situation: A customer is buying a product in a shop. Students practice question forms, modal verbs, and polite expressions.

Customer: Could you tell me how much this costs?

Seller: It costs twenty dollars.

Customer: Can I pay by card?

Seller: Yes, of course.

These tasks encourage learners to use grammar in realistic communicative contexts.

### **5. Classification of Grammar Tasks by Instructional Purpose**

Grammar tasks can be classified according to their pedagogical function.

#### **Control Tasks**

These tasks are designed to assess students' knowledge of grammatical rules.

Example:

Choose the correct option:

1. I (have finished / finished) my homework already.
2. She (has lived / lived) in London since 2018.

#### **Practice Tasks**

Practice tasks help learners develop automaticity in using grammatical forms.

Example:

Complete the sentences using the second conditional:

If I knew the answer, I would tell you.

If she had more time, she would learn Spanish.

#### **Creative Tasks**

Creative tasks require learners to apply grammatical knowledge independently.

Example:

Write a short paragraph about your future plans using "will", "going to", and "present continuous".

Example answer:

Next year I will start a new course at university. I am going to study international relations. I am meeting my academic advisor next week to discuss my schedule.

## **6. Methodological Principles for Effective Grammar Teaching**

Several methodological principles support the successful development of grammatical competence.

### **Systemic Learning**

Grammar should be taught as a system of interconnected structures rather than isolated rules.

### **Gradual Progression**

Instruction should move from simple structures to more complex forms.

### **Integration with Communication**

Grammar instruction must be integrated with speaking, listening, reading, and writing activities.

### **Learner-Centered Approach**

Students should actively participate in the learning process through discussions, problem-solving tasks, and collaborative work.

### **Use of Technology**

Digital tools such as language learning applications, online quizzes, and interactive platforms can enhance grammar practice and increase student engagement.

## **7. Practical Classroom Strategies**

Teachers can implement several strategies to improve grammar instruction.

1. Contextualized grammar presentation
2. Task-based learning
3. Collaborative group activities
4. Error analysis and correction
5. Reflective learning

For example, teachers may present grammar through short stories or real-life scenarios rather than isolated sentences. Students can analyze the grammar used in the text and discuss its function.

## **8. CONCLUSION**

The formation of grammatical competence is a complex process that requires systematic instruction and meaningful practice. A balanced combination of reproductive, transformational, substitution, and communicative exercises helps learners internalize grammatical structures and apply them effectively in communication.

Grammar teaching should not be limited to memorizing rules. Instead, it should involve interactive tasks that allow students to experiment with language and express their ideas clearly. By integrating grammar instruction with communicative activities, teachers can help learners develop both accuracy and fluency in English.

## **REFERENCES**

1. Hymes, D. (1972). On Communicative Competence.
2. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches.
3. Littlewood, W. (1981). Communicative Language Teaching.
4. Ellis, R. (2006). Current Issues in the Teaching of Grammar.
5. Harmer, J. (2007). How to Teach English.
6. Richards, J. (2008). Teaching Listening and Speaking.