



## THE ROLE OF LINGUISTIC COMPETENCE IN TEACHING LANGUAGE UNITS

**Mirkhodjayeva Makhliyo Islomovna**

PhD student at Bukhara State Pedagogical Institute

Teacher at the University of Journalism and Mass Communications of Uzbekistan

<https://doi.org/10.5281/zenodo.17338944>

**Abstract:** This article explores the role of linguistic competence in the effective teaching of language units in English. Linguistic competence, first defined by Noam Chomsky, refers to the subconscious knowledge of grammatical structures that enables speakers to produce and understand meaningful sentences. The paper discusses how linguistic competence contributes to learners' mastery of phonological, morphological, lexical, syntactic, and semantic aspects of the language. It also highlights the importance of integrating linguistic and communicative competence in modern pedagogy. Practical strategies for developing students' linguistic competence in English classrooms are proposed. Findings emphasize that a balanced approach between grammatical awareness and communicative practice ensures both fluency and accuracy in language use.

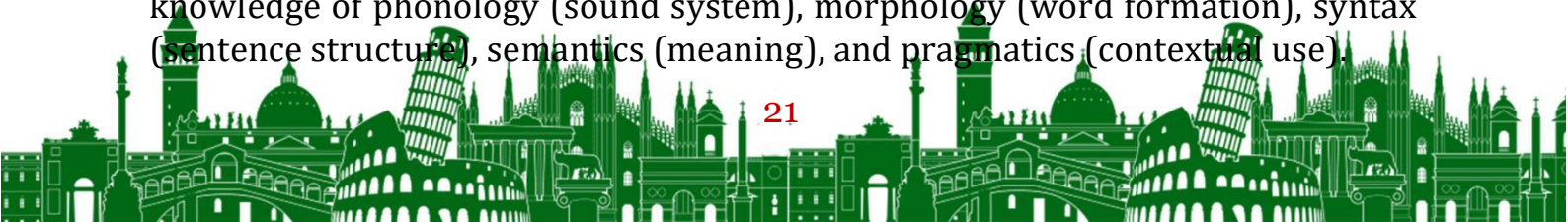
**Keywords:** linguistic competence, language teaching, grammar, communicative approach, language units, English learning.

Language learning is a complex process that involves more than memorizing words or practicing dialogues. To communicate effectively, learners must acquire a solid foundation of linguistic competence — the system of internalized grammatical rules that enables the creation and understanding of correct sentences (Chomsky, 1965). While communicative competence has gained much attention in modern pedagogy, linguistic competence remains the foundation upon which communicative ability is built.

In the teaching of English as a foreign language, it is essential to focus not only on the development of communication skills but also on students' understanding of language units such as phonemes, morphemes, words, and syntactic structures. Without sufficient linguistic competence, communication can become inaccurate or ambiguous. Therefore, the integration of linguistic competence in teaching serves as a bridge between structural knowledge and practical communication.

This article aims to examine the theoretical basis of linguistic competence, analyze its role in teaching language units, and propose pedagogical strategies to enhance linguistic awareness in English language classrooms.

The concept of linguistic competence was first introduced by Noam Chomsky in his seminal work *Aspects of the Theory of Syntax* (1965). According to Chomsky, linguistic competence refers to an ideal speaker-hearer's internalized knowledge of the grammatical system of their language. It includes knowledge of phonology (sound system), morphology (word formation), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use).



Later scholars such as Hymes (1972) expanded Chomsky's view by introducing the notion of *communicative competence*, which includes not only linguistic knowledge but also sociolinguistic and pragmatic skills. However, linguistic competence remains the foundation upon which other competences are built.

Teaching language units means teaching the structural elements of a language—sounds, words, and sentences. Developing linguistic competence allows students to:

- Understand grammatical rules and apply them correctly.
- Recognize and produce accurate pronunciation and intonation patterns.
- Build meaningful words using morphemes.
- Form coherent and grammatically correct sentences.
- Interpret the meaning of sentences accurately.

For instance, when teaching verb tenses, teachers not only explain grammatical forms but also show how tense choice affects meaning and communication. In this sense, linguistic competence forms the analytical basis for effective communication.

A common misconception in modern teaching is that linguistic competence and communicative competence are separate or opposing goals. In fact, they complement each other. As Canale and Swain (1980) argue, effective language use requires both grammatical accuracy and communicative appropriateness.

Therefore, in modern English teaching, linguistic competence should be developed through communicative contexts. For example:

- Grammar can be taught through conversation-based activities.
- Vocabulary learning can involve semantic mapping and contextual guessing.
- Sentence formation can be practiced through dialogue reconstruction or writing tasks.

This integrated approach ensures that students not only know *how* the language works but also *how to use it* naturally and correctly.

Several methods can effectively strengthen linguistic competence:

1. Grammar consciousness-raising tasks – Encourage learners to discover grammatical rules through guided analysis.
2. Error analysis – Help students identify and correct their linguistic mistakes.
3. Phonological drills – Improve pronunciation and listening through minimal pairs and intonation practice.
4. Morphological analysis – Teach how words are formed from roots, prefixes, and suffixes.
5. Contextualized grammar teaching – Present grammar in authentic communicative contexts.
6. Integration of reading and writing tasks – Reinforce language structure through text analysis and composition.





These strategies help learners internalize linguistic structures while maintaining interest and motivation.

### Conclusion

Linguistic competence plays a vital role in teaching and learning English as a foreign language. It provides the structural foundation necessary for accurate and meaningful communication. While communicative competence ensures language is used appropriately in context, linguistic competence ensures it is used correctly. Therefore, teachers should not separate the two but aim to integrate grammatical knowledge with practical communication tasks. By promoting linguistic awareness through effective pedagogical methods, educators can help learners achieve both fluency and accuracy — the two essential pillars of true language mastery.

### References:

1. Islamovna M. M. Multimedia Resources Are A Factor in Enriching the Content of Education //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 4. – C. 98-103.
2. Islamovna M. M., Sharipovna B. G. Modern Methods Of Teaching English //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 11. – C. 124-127.
3. Islamovna M. M., Sharipovna B. G. THE USE OF INFORMATION TECHNOLOGY IN LEARNING ENGLISH //Galaxy International Interdisciplinary Research Journal. – 2023. – T. 11. – №. 6. – C. 108-112.
4. Razokovna O. M. et al. English learning and vocabulary growing methods //Journal of Positive School Psychology. – 2022. – T. 6. – №. 4. – C. 10628-10632.
5. Mirkhodjayeva M. I. Strategies for Teaching English to Business Students //American Journal of Language, Literacy and Learning in STEM Education. – 2024. – T. 2. – №. 4. – C. 234-236.

