

## **THE IMPORTANCE OF ENGLISH GRAMMAR IN DEVELOPING WRITING SKILLS**

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**Annotation:** Grammar plays a key role in teaching students how to write, as it forms the basis for constructing correct and understandable sentences. This article explores some theoretical items about how students' grammatical competence can influence on their written communication. Author shows key functions of grammar in writing. Some grammatical difficulties are analyzed. The main reason of these difficulties is interference. Author explains what is interference, its types and gives examples.

**Keywords:** grammar, develop, writing skill, grammatical competence, interference, structure, difficulties, communication, academic writing, improving.

### **Introduction:**

At the heart of effective writing lies a profound understanding of grammar meaning. Thus, grammar is not merely a set of prescriptive rules, it is a dynamic and functional resource that enables effective communication. Despite its critical importance, grammar has frequently been marginalized in writing instruction.

Grammar plays a key role in teaching students how to write, as it forms the basis for constructing correct and understandable sentences. It helps students structure their thoughts, convey meaning accurately, and avoid misunderstandings, enabling them to create competent and persuasive texts. Without grammar, even a large vocabulary will not allow them to adequately express their thoughts, as it is impossible to understand the connections between words and the components of a statement.

M.A. Jumamuratova and D.B. Dauletova discuss the methods and tools for developing written communication competence in English and their importance.

L.Yu. Akramova explores teaching written communication using scientific texts for medical students in Uzbekistan.

D. Rahmonova explores the concept of academic writing in English and its importance in students' academic activities.

In this article we discuss how students' grammatical competence can influence on their written communication.

Key functions of grammar in writing:

- Structuring thoughts: Grammar provides rules and structure for organizing ideas into a logical sequence, making written text coherent and understandable.
- Accuracy and clarity: Correct use of grammatical forms (e.g., verb tenses, cases, word order) ensures precise communication of meaning and avoids ambiguity.
- Persuasiveness and credibility: In academic writing, grammatical accuracy enhances the credibility of a work by demonstrating the author's attention to detail and lending greater coherence and persuasiveness to arguments.
- Developing grammatical competence: Teaching grammar develops competence that enables students to independently construct correct statements, notice and correct their errors, and use a variety of grammatical constructions to express thoughts.

- Understanding of language structure: Studying grammar gives students an understanding of the "internal" structure of language, which helps them not just memorize words but also understand how to use them to create meaningful sentences.

Writing is not merely the transcription of thoughts; it is an intricate cognitive process that involves planning, organizing, expressing, and revising ideas in a coherent manner. Grammar plays a crucial role in this process by offering the structural and linguistic tools necessary to shape those ideas into well-formed, communicatively effective texts. From a cognitive perspective, grammar supports the development of mental representations of sentence structures and helps writers internalize patterns that facilitate fluent expression (Myhill, 2018).

A strong grasp of grammar enhances a writer's ability to construct complex and varied sentences. This syntactic versatility allows writers to articulate nuanced arguments, describe abstract concepts, and maintain engagement across different text types. For instance, the use of subordinate clauses can provide explanatory detail or contrast, while correct tense usage ensures temporal clarity. Such features

are essential in academic, narrative, and professional writing, where ambiguity or inconsistency can undermine the writer's credibility and purpose.

#### **Material and Methods:**

Research underscores the positive correlation between grammatical competence and writing quality. Andrews. R. (2006) demonstrated that students with a high level of grammatical awareness were more successful at using cohesive devices, such as transitions and pronouns, which in turn improved the flow and coherence of their writing. Cohesion—the logical and smooth connection between ideas – is vital for reader comprehension and is significantly enhanced by the deliberate use of grammatical structures.

Furthermore, grammar plays a vital role in ensuring stylistic uniformity, which is essential for sustaining a consistent tone or level of formality throughout a written text. For instance, maintaining uniform verb tenses, avoiding unwarranted shifts in point of view, and selecting suitable modal verbs contribute to the establishment of a confident and authoritative authorial voice. Such stylistic precision is especially significant within persuasive and academic writing contexts.

Beyond facilitating effective expression, grammatical competence also enhances a writer's ability to revise and refine their work. Writers who possess a solid grasp of syntax and sentence-level structures are better able to detect and amend linguistic inaccuracies, improve inelegant phrasing, and promote overall textual clarity. This self-aware and reflective engagement with language represents a defining characteristic of experienced and proficient writers.

Grammatical competence plays a crucial role in achieving textual cohesion –the seamless connection of ideas across sentences and paragraphs. Cohesion, as defined by Halliday and Hasan (1976), is the use of linguistic elements that create logical links between ideas, allowing a text to be interpreted as a unified whole rather than as a disjointed sequence of sentences. It is the "linguistic glue" that binds a text together and enables readers to follow the writer's line of reasoning with clarity and ease.

A cohesive text is distinguished by the smooth flow of ideas, thematic consistency, and the logical sequencing of thoughts. Such coherence arises not merely from the content itself but largely from the writer's proficient use of grammatical resources. These resources include mechanisms such as reference (for instance, pronouns and demonstratives), substitution, ellipsis, conjunctions, and lexical cohesion, which involves the deliberate selection of semantically related vocabulary. Each of these cohesive elements is rooted in grammatical competence and

functions purposefully to strengthen the clarity, readability, and overall structural unity of a written composition.

Among these devices, reference is arguably the most prevalent. It entails the use of pronouns (e.g., he, she, it, they), demonstratives (e.g., this, that, those), and other referential expressions that either anticipate or recall specific entities within the text. For example, in the pair of sentences, “Maria completed the assignment. She submitted it on time,” the pronouns she and it establish referential links that connect ideas while preventing redundancy. In the absence of such cohesive mechanisms, a text risks becoming repetitive, fragmented, and stylistically inelegant, ultimately diminishing its communicative effectiveness and overall quality (Mehreen Andleeb, 2025).

Grammatical difficulties in learning to write in English are related to the discrepancy between the sound and spelling of words, the complex set of tenses, and the need to master the subtleties of using articles and prepositions. Students also experience problems with correct sentence construction, especially in complex sentences, as well as with the logical structure of text, expressing opinions, and describing facts. Common Grammar Difficulties are the following:

- Pronunciation and Spelling Mismatch: In English, the rules for reading and spelling words often mismatch, leading to spelling errors and mispronunciation.
  - Tense Variety: The complex system of English verb tenses can make it difficult to choose the correct form, especially in writing.
  - Articles and Prepositions: Using articles (a/an, the) and prepositions correctly is one of the most challenging topics for English language learners.
  - Sentence Construction: Learners often struggle with constructing complex sentences, placing words incorrectly and using incorrect grammatical constructions.
  - Logic and Structure: difficulties arise when trying to describe facts or express opinions, as well as when planning oral presentations. This requires not only grammar but also logical structure.
- We can see other difficulties also:
- Limited Vocabulary: A limited vocabulary hinders the ability to express thoughts clearly and accurately.
  - Lack of ideas: Sometimes difficulties are not so much related to grammar, but rather a lack of ideas for writing or an inability to express them.
  - Motivation: Low motivation can be the reason for slow learning progress.

### **Results and Discussion:**

In foreign language teaching methods, “interference” is viewed as a negative result of the unconscious transfer of previous linguistic experience, as an inhibitory influence of the native language on the foreign language being studied, and as a negative imposition of “established” skills on newly formed ones. In cases of grammatical interference, two levels are usually distinguished: 1) morphological (borrowing grammatical formants, transferring inflections, articles, etc.); 2) syntactic (grammatical calques, i.e., copying the grammatical models of one language using the means of another). Our students’ work showed a small number of examples of interference at the morphological level, mainly the use of uncountable nouns in the plural (e.g., “Those are fake newses.” instead of “That is fake news.; “There aren't many oxygens left.” instead of “There isn't much oxygen left.” and etc.) Since it's impossible to avoid the negative influence of one's native language when learning a foreign language, teachers must anticipate this influence in advance and develop strategies to prevent (or minimize) errors. To do this, they must understand whether all errors should be corrected, and if so, how.

Despite widespread acknowledgment of grammar’s significance in developing writing skills, its effective instruction in classrooms remains a persistent challenge. Several factors hinder the

successful integration of grammar into writing pedagogy, including insufficient teacher training, student resistance, and rigid curriculum structures that prioritize standardized testing over authentic writing practices.

One of the most critical issues is the lack of teacher preparedness. Many educators report feeling inadequately trained to teach grammar in ways that connect meaningfully with writing (Borg, 2010). This is particularly evident in

contexts where teachers themselves may not have had strong instructional models or formal linguistic training during their professional preparation. As a result, they may rely heavily on outdated, rule-based approaches or avoid teaching grammar altogether, fearing student confusion or disengagement.

One of the major impediments to effective grammar instruction is student resistance. Many learners regard grammar as monotonous, overly theoretical, and disconnected from authentic communication. This attitude often stems from previous experiences in which grammar was presented as a set of isolated rules, emphasizing error correction over creative and meaningful language use. When students fail to recognize the connection between grammatical competence and their own writing objectives, they tend to lose interest and motivation. Mehreen (Mehreen Andleeb, 2025).

In addition, structural and curricular constraints further complicate the teaching of grammar. In numerous educational contexts, the dominance of standardized testing discourages the integration of grammar into authentic writing practices. As a result, grammar is frequently evaluated through decontextualized formats such as multiple-choice tests or sentence-level correction tasks, which inadequately measure students' ability to apply grammatical knowledge in extended written discourse.

Overcoming these obstacles necessitates a comprehensive and strategic approach. Professional development initiatives should be strengthened to provide educators with both a solid theoretical grounding and effective pedagogical techniques for teaching grammar in meaningful writing contexts. Collaborative workshops, peer mentoring, and access to linguistic and digital resources can empower teachers to move beyond traditional prescriptive approaches, reframing grammar as a dynamic tool for constructing meaning. Furthermore, curriculum reform should place greater emphasis on writing-based grammar instruction by embedding it into learning objectives and assessment frameworks. Realigning assessment methods to evaluate grammar within students' actual writing tasks would affirm its value as an integral communicative resource rather than an isolated skill. Finally, cultivating a classroom environment that encourages linguistic experimentation and tolerates mistakes can help diminish learners' anxiety, foster curiosity, and promote a more positive orientation toward grammar learning.

### **Conclusion:**

In conclusion, grammar should not be regarded as a marginal aspect of writing, but rather as a fundamental component of communicative expertise. When thoughtfully incorporated into pedagogical practice, grammar serves as a powerful mechanism for producing writing that is coherent, accurate, and stylistically engaging. By cultivating grammatical consciousness, educators empower learners to become writers who not only express ideas effectively but also demonstrate mastery of linguistic form and stylistic sophistication. It should be noted that, from the perspective of foreign language teaching methods, grammatical interference is considered a phenomenon that complicates the acquisition of a new language and which teachers should anticipate and, together with students, strive to mitigate as much as possible. Grammatical interference plays a significant role in mastering academic writing skills in English. The need for direct contact with foreign language specialists in all professional fields increases the demands

on effective teaching of all types of speech activity in a foreign language. Academic communication skills – the ability to conduct business correspondence, review and annotate original specialized literature in a foreign language, and write reports, articles, and conference papers – play a key role in establishing international contacts in professional and scientific fields. Currently, proficiency in the written form of the foreign language being studied in intercultural communication situations is an essential prerequisite for the successful professional career of university graduates.

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