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GRAMMATICAL COMPETENCE AS AN ESSENTIAL ELEMENT FOR TEACHING SECONDARY SCHOOL STUDENTS

The article deals with problems of the formation of grammatical competence as an important component of foreign language communicative competence of secondary students. Grammatical competence of students is defined as the knowledge and ability to use the grammatical resources of language. The need to study grammar in practical use is emphasized. The definition of «grammatical competence» and the general characteristics of grammatical competence are given.

Key words: *grammatical competence, communication, methods, foreign language, student.*

Statement of the problem. Knowledge of foreign languages is an important prerequisite for personal, cultural, professional and economic contacts. The growing needs for communication and cooperation between countries and people with different languages and cultural traditions, the new educational system in Ukraine requires significant changes in the approach to teaching, updating the content and methods of teaching foreign languages.

One of the components of communicative competence is the linguistic competence, namely grammatical. Grammatical competence consists of grammatical knowledge and grammatical speech skills. Thus, for the formation of communication skills, students need to master the grammatical skills. The presence of a variety of approaches and methods of teaching foreign languages often causes confusion among foreign language teachers in finding the best and most effective approaches. Moreover, to master the whole grammar system of the English language, as shown by the practice of studying and teaching at school, makes a significant difficulty for students. It leads to a bad understanding of the educational material presented by the teacher, the reluctance to learn a foreign language, and as a result the low level of the formation of communicative competence, which leads to a decrease in the competitiveness of future professionals (during studies at the university and after its finishing) in the international job market. As a result, there is a need for an effective method of formation the grammatical competence (GC) in students, which could provide complete and accessible mastering of English grammar, provided thoroughness in knowledge. The mentioned problems and the practical need for their solution determined the choice of the subject of our article. Its topicality is due to the importance of the problem, its lack of development, as well as the need to create and implement an effective method of teaching students.

The aim of the abstract is to consider the formation of grammatical competence for secondary school students.

Analysis of research and publications. This problem is dealt with by well-known philologists and methodologists like S.Nikolayeva, L.Volkov, E.Paly, T.Stechenko and others. However, the question of the formation of grammatical competence requires detailed study.

The main material. The study of foreign languages involves several aspects. One of such aspect is grammar. The grammar occupies an important place, it is the basis on which the vocabulary is based. The study of grammar and the correct design of the statement, as well as the recognition of grammatical forms in the language and writing is due to the formation of grammatical skills [5, p. 74–77].

Acquiring grammar causes a lot of difficulties, which are complicated by grammatical terms and rules and a great deal of exceptions. The results of our analysis have shown the need for educational methods that are aimed at communication. Often the teaching of grammar is limited to boring tables, constructions, the same type of exercises. A large number of terms also complicate the assimilation of rules. The forms of work are not always alternate as a result they cause passive student activity.

In the works devoted to the problems of teaching English grammar in modern school, insufficient attention is paid to the development of the modern language and, accordingly, to the definition of grammar content as a whole.

The notion of "grammar" can be interpreted in different ways. The notion of grammar (from Greek *grammatike*) at first meant «The art of reading and writing.» In the Middle Ages «free art» or *grammatika* was considered one of the components of education and set the goal: to teach the Latin language, to share the information about philology, including reading texts. Study of any language started according to the Latin language. In the 19 century the notion of grammar is filled with a new content both in linguistics and in the study of languages. By the definition of linguists, grammar began to mean: a) the grammatical structure of the language; b) section of linguistics, studying such an arrangement; c) a set of rules of words' modification, their connection in a phrase. In the last century, linguists insisted on the partial or complete elimination of grammar and all textbooks on grammar in schools.

The history of methods of teaching foreign languages suggests that the relation to grammar has never been unambiguous and determines the specifics of one or another method, principles and methods of studying. The role of the grammatical theory was exaggerated, when the grammar-translation method was the major in the study of foreign languages, whose representatives believed that the study of a foreign language in secondary school has only a general educational significance; often the role of grammar was underestimated or even excluded in direct methods [2, p. 24–27].

To consider the notion of «grammatical competence», most researchers understand it as knowledge of the language grammatical means and the ability to apply it. J. van Ek generally reduces linguistic competence to grammatical competence, interpreting it as «the ability to produce and interpret statements that meet certain grammatical rules and meanings» [5, p. 39]. Grammatical competence is the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with these principles (which is the opposite of learning and reproduction as stable formulas). The grammar of any language in this context is very complex and far from being able to have complete certainty or completeness. There are a number of relevant theories and models for the organization of words in a sentence [1, p. 167].

Formation of foreign grammar competence in secondary school students is a prerequisite for the implementation of foreign language grammatical competence. In the process of studying the grammar material, language skills are gradually accumulating and grammatical skills begin to emerge. There are productive and receptive grammatical skills. Productive grammatical skills are the ability to choose a model that is appropriate in a particular language situation and to arrange it in accordance with the requirements of a foreign language. The speech function is a communicative intention to say something, express one's opinion or convince somebody in something. That is why, as emphasizes Passov, grammatical form and communicative process must be associatively linked [4, c. 156]. If such a connection exists, then in the process of productive types of speech activity, when a certain communicative problem occurs in consciousness, the correct and necessary grammatical form or structure is formed at the moment. Grammar productive skills must be conscious, sustainable, flexible and automated.

Productive grammar material is selected from audio sources, conversational and different dialogues created by native speakers. The study of grammar and the formation of grammatical competence must be logical and important part of the process of forming foreign language grammatical competence of secondary school students.

For the formation of grammatical competence we use the following basic types of exercises:

1. Directed for receiving or issuance the information:

receptive – exercises on identification, differentiation, identification, choice of context;

reproductive – the student reproduces completely or with changes the word, sentence, text;

receptive-reproductive – exercises for imitation, substitution, transformation, completion of the given material;

productive – the student independently creates expressions of different levels (oral, written);

receptive-productive – the student initially perceives, and then reproduce the information fully or in partially.

In the course of the study we made the following **conclusions** :

– Nowadays, there is a large variety of methods and approaches of teaching, and each of them provides a specific attitude to the study of grammar in the educational process. In fact, we can agree that without understanding the significance of grammatical phenomena and the peculiarities of their functioning in speech, the study of a foreign language is doomed to failure. Therefore, it is necessary to find the effective ways of solving the problem of teaching grammatical material in school, taking into account the psycho-physiological characteristics of students, the conditions of the educational process. In the context of a competence approach in pedagogical science it is expedient to study the problem of the formation of grammatical competence as a component of the foreign language communicative competence.

– Grammatical competence in the study is interpreted as a complex of language knowledge and skills mastering of which will enable those who learn the language, produce grammatically correct foreign language, as well as grammatically correct interpretation of the content of different types of utterances, depending on the field of communication. It is rationally to represent the secondary students' grammatical competence not divorced from other components of communicative competence, but in particular communicative situation or communicative context.

Formation of grammatical competence is an essential component to fostering foreign language communicative competence of students. The mentioned aspects of this problem require further investigation. Grammatical competence may be formed by the conscious study of patterns and rules or in conjunction with semantic and situational characteristics of communicative interaction.

Prospects for future research may be associated with the development of means of the formation secondary students' grammatical competence and test their effectiveness.

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ROLE-PLAY AS A METHOD OF DEVELOPING STUDENTS' FOREIGN SPEAKING SKILLS

The article deals with the problem of using role-playing as a method of developing students' foreign language speaking skills.

A wide range of role-play activities have been considered. Role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.

During any role-playing, each student is assigned a particular role to play. Every participant is attributed a role card with information about their roles and further instructions.

The example of implementation of role-play techniques in the EFL classroom has been demonstrated.

It has been revealed that role-play is one of the most efficient strategies in the repertoire of an EFL teacher who is looking for meaningful ways to empower his students in the foreign language.

Key words: *role-playing, role cards, real play, surreal play, foreign speaking skills, foreign language teaching, EFL classroom.*

In recent years there has been noted a renewed interest in enhancing communicative approach in teaching a foreign language. Language-teaching professionals continue insisting on making classroom language more communicative.

One of the most efficient strategies in the repertoire of an EFL teacher who is looking for meaningful ways to empower his students in the foreign language is implementation of interactive approaches. Students are required to participate actively in discussing and sharing their own knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

The success of developing students' foreign language speaking skills is connected with the way the foreign language lessons are organized. Using new and interesting teaching methods at the lessons, creative tasks as well as communicative exercises helps develop students' interest to learning a foreign language, their positive attitude and helps create a favourable psychological atmosphere during the lessons. One of the most efficient teaching