

To conclude, the first priority of teaching reading competence is the precise selection of the literary work. The selection of materials for teaching reading predicts certain criteria to be taken into consideration. The principles of authenticity, socio-cultural value, vocabulary completion are mentioned. The three main stages to the successful implementation of teaching methods are provided.

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THE COMMUNICATIVE ORIENTATION OF TEACHING GRAMMAR ON THE BASIS OF FUNCTIONAL AND ACTIVE APPROACHES

The article deals with the analysis of using functional and activity-based approaches in teaching grammar of English language. The implementation of situational exercises and cooperative learning technology in the process of learning has been grounded. A number of situational exercises and tasks for formation of foreign language grammatical competence have been offered.

Key words: *functional approach, active approach, cooperative learning, meaningful interaction, cognitive activity, communicative strategy.*

Teaching Grammar has always been an indispensable part of a foreign language acquisition. The problem is that traditional approach to learning Grammar of a foreign language actually separates the teaching of Grammar with the teaching of practical speech. The student is taught how to accumulate linguistic knowledge and then he is supposed to use this knowledge in speech.

In other words, initially, the student is filled with linguistic knowledge, and then he is supposed to be able to use it in practical communication. As a result, because of the application of the traditional supportive approach in teaching foreign language communication, in practical communication in the targeted foreign language, students remember a lot of linguistic material, but unfortunately they can't communicate in fluent English.

Modern methods of teaching foreign languages are based on the principle that the learning process of a foreign language should be constructed on a communicative basis. Practice proves that the most effective approaches to learning foreign languages today are functional and activity-based approaches. Representatives of Ukrainian methodology of foreign language teaching (O. Vyshnevsky, M. Lahovytsky, S. Nikolayeva, N. Skliarenko) have contributed a lot to the development of the communicative approach to teaching English as a foreign language, English Grammar in particular. A lot of research and studies are conducted by foreign scholars who develop the communicative approach to language teaching (Cummins, Moskowitz, Widdowson).

Theoretical models constructed by applied linguists were followed by more practical but definitely related works written by classroom teachers which have proved that language classes doing communicatively-oriented activities achieve higher levels than classes using traditional audio-lingual approach (Arends, Nation, Rubin, Pometun, Pyrozhenko).

The purpose of this article is to discuss some features of the communicative approach to teaching Grammar with the emphasis on meaningful interaction of learners in the process of learning a foreign language. The paper will demonstrate some ways of implementation of interactive methods in teaching grammar in the EFL classroom. The final part of the article will provide one of the effective learning techniques suggesting how to teach grammar in order to enhance students' communicative skills.

The main goal of formation of grammatical competence of students on the basis of Functional and Active Approaches is the practical mastering of the grammatical structure of the language (system of linguistic units) and the rules of its usage in the process of communication. That is why it is very important at this stage to enrich the vocabulary of students with a greater number of grammatical constructions [5, p. 57].

In the light of Functional and Active approaches the process of human thinking appears as a cognitive activity, that is, a process of mental transformation of information. This process is perceived by sensory-perceptual channel, represented by human consciousness [2, p. 3-10].

Therefore, the teacher of a foreign language should take into account that, starting to study a foreign language, students learn grammatical phenomena implicitly. They get knowledge about the form and significance of these phenomena later, when they begin to understand them, they can use certain examples of speech from a long-term memory and carry out simple operations of reduction of the speech units (SU), addition of the SU, substitution in the SU and replacement of elements of the SU [1, p. 45–46].

D. Newby claims that different parts of speech or grammatical structures have to be presented and taught as a communicative «action-oriented», «real-time» event. A cognitive and communicative approach implies that learners should perceive grammatical structures as parts of natural language [7, p. 14].

Although Functional and Active Approaches has long been recognized as the most effective in teaching foreign languages, but, in fact, we must admit that in practice these approaches are often inferior to traditional supportive learning.

The reason for this is that foreign language teachers in practice do not use adequate technologies of teaching. In modern methodology there are a lot of effective techniques e.g. cooperative learning, training in cooperation, collective learning as well as learning in small groups.

According to V. Kuzmenko, communication as meaningful interaction is the key to the organization of communication in a foreign language – the main reason why cooperative learning is useful in the process of teaching grammar [3, p. 28].

Task-based instruction is another important element of teaching grammar. Teachers use tasks that can help to involve students in interaction. Thus, learners develop their communicative strategies, interactional competence, communications skills, focus on the grammar material that is learned and use it in speech [6, p. 267].

In addition, all exercises must meet up to date requirements. The task should be motivational, should contain the game component, have communicative focus on receiving and giving information [4, p. 97–110].

Our intention is to share our experience in implementation of cooperative techniques in the EFL classroom. Let us proceed with some sample activity we successfully use while implementing communicative approach to teaching Grammar.

Ex. 1. Pretend that it's ten or fifteen years from now. You're walking along the street and suddenly you meet a student who was in your English class. Try this conversation. Remember, you haven't seen this person for ten or fifteen years.

A. _____!

B. _____! I can't believe it's you! I haven't seen you for ages.

A. That's right, _____. It's been a long time. How have you been?

B. Fine. And how about you?

A. Everything's fine with me, too.

B. Tell me, _____. Do you still live on _____?

A. No. I haven't lived on _____ (for/since) _____.

B. Where do you live now?

A. I live on _____. And how about you? Do you still live on _____?

B. No. I haven't lived on _____ (for/since) _____.

A. Where do you live now?

B. I live on _____.

A. Tell me, _____. Are you still a _____?

B. No. I haven't been a _____ (for/since) _____.

A. Really? What do you do now?

B. I'm a _____.

A. Well, _____. I'm afraid I have to go now. We should get together soon.

B. Good idea, _____. It's been a long time.

Ex. 2. Complete this conversation and try it with another student in your class. (While practicing Possessive Pronouns).

A. Could you possibly do me a favor?

B. Sure. I'll be happy to.

A. I've got a problem. I have to _____ and I don't have a _____. Could you possibly borrow yours?

B. I'm sorry. I'm afraid I don't have one.

A. Do you know anybody who does?

B. Yes. You should call _____. I'm sure _____ 'll be happy to lend you _____ (his, hers, theirs).

A. Thank you. I'll call _____ (him, her, them) right away.

Ex. 3. Complete this conversation and try it with another student in your class. (While practicing Present Perfect Tense).

A. What are you going to do tonight?

B. I'm not sure. I really want to _____ a good _____. I haven't _____ a good _____ in a long time.

A. What _____ are you going to _____?

B. I don't know. Have you _____ any good _____ recently?

A. Yes, I have. I _____ a very good _____ just last week.

B. Really? What _____ did you _____?

A. I _____ « _____ ».

B. And you liked it?

A. I loved it! I think it's one of the best _____ I've ever _____.

Ex. 4. Complete the questions and answers and try it with another student in your class. (While practicing Present Perfect Tense).

1. Has she bought any sunscreen yet?

No, she's hasn't. She's going to buy some later.

2. _____.

No, the passengers haven't got on the bus yet.

3. _____ the grass near the flowers yet?

_____.

4. _____.

Yes, her mother's already cooked a big dinner.

5. How long _____.

They've been married since they were very young.

Ex. 5. Complete these conversations with will or going to and the verbs in brackets and try it with another student in your class. (While practicing Future Indefinite Tense)

1. [on phone] Hi, it's Mike. Is your father there?

Becky Just a minute. I _____ (get) him for you.

2. Becky I've got to speak to Charlotte before 10. It's really important that I remember.

Luke Don't worry. I _____ (not let) you forget.

3. Dad Do you want a bar of chocolate?

Becky Thanks. Dad. but I'm on a diet I _____ (not eat) anything between meals for the next few months.

4. Luke Thanks. Dad. but Becky _____ (help) me with it after dinner.

Dad That's kind of her.

The use of such kind of tasks with students during the pedagogical practice has proved that the implementation of cooperative techniques in the EFL classroom involves the realization of the objective need of students in cooperation, their need for communication. At the same time teaching grammar on the basis of Functional and Active Approaches ensures a friendly perception of the educational material in the process of cooperation with the teacher, and it also provides meaningful interaction of learners in the process of learning a foreign language.

In conclusion, the introduction of situational exercises and collective technologies is an effective way of ensuring the communicative orientation of teaching foreign languages on the basis of Functional and Active Approaches. The situational exercises create communicative atmosphere and promote both the teaching of speech activities (speech in monologues and dialogues), and the formation of lexical and grammatical skills.

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METHODS OF TEACHING ENGLISH GRAMMAR TO UNIVERSITY STUDENTS

The article investigates the theoretical aspects for the formation of university students English grammar competence and the main contradictions and difficulties in the formation of English grammar competence, examines the method of formation of university students English grammar competence, the effectiveness of using the proposed set of exercises.

Key words: *grammatical competence, task, higher education institutions, classification.*

Formulation of the problem: Knowledge of foreign languages is the key to success in the modern world where communication in foreign languages and the processing of enormous amounts of information are becoming increasingly important. A person who speaks languages, has the best ability to learn new and is more confident in communicating with people. More recently, scientists from the University of London, through extensive statistical and scientific research, have come to the conclusion that people who teach foreign languages have a more flexible and original thinking [2, p. 70].

Many students faced many important tasks when studying a foreign language, and some of them mastering grammatical competence.