

на всіх етапах розвитку лексичної компетентності, починаючи від ознайомлення з лексичними одиницями і до їх використання в комунікативній діяльності.

Отже, дидактична лексична гра є ефективним засобом, що допомагає сформувати базові мовні навички в молодших школярів і поступово перейти до активного спілкування. Обираючи інтерактивні ресурси і самі ігри необхідно враховувати вік учнів, їхні можливості, щоб вивчення матеріалу не здавалось непосильним і щоб вони отримували мотивацію для подальшого опанування іноземної мови. Крім зазначених вище дидактичних переваг дидактична гра несе в собі психологічну і соціальну цінність, адже сприяє побудові дружніх стосунків між учнями. Використовуючи ігри вчителю вдається зблизити учнів, а також непомітно зацікавити дітей новою інформацією та подати лексичний матеріал простим, зрозумілим і водночас креативним способом, що узгоджується з вимогами сучасної освіти.

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THE ROLE OF GRAMMAR COMPETENCE IN FOREIGN LANGUAGE LEARNING

Nowadays knowledge of foreign languages plays an important role in our society. The world has become more international and interdependent in modern times. New technologies show a tendency to make people work in close contact worldwide. As relations with countries have grown deeper, the need for foreign languages has also intensified. The process of learning a foreign language consists of refining language skills such as speaking, listening, writing, reading etc. However, many pedagogues put great emphasis on the importance of grammar recognition.

Among many scholars that have devoted their research to the field of teaching grammar methodology, we can highlight such names as O. Vovk, O. Kozakevych, V. Luchkevych, L. Orlovska, N. Serdyuk, N. Stetsenko and others. They prove that grammar competence plays an important role while building foreign language communicative competence as soon as it is formed by understanding and using grammar structures and patterns in the target language. Also, I. Androsova, E. Holoborodko, E. Passov, M. Penteliuk, L. Pokushalova, O. Pometun, V. Redko, O. Tarnapolskyi, A. Shchekhlova have made a significant contribution to the study of modern methods and innovative approaches to foreign language teaching. However, the problem of the importance of grammar competence in foreign language learning is still on the agenda of various methodologists and educators.

Our study aims to determine common characteristics of the role of grammar competence in the process of foreign language learning, to analyse the principles of accomplishment of the aforementioned skill and to outline central learning methods of enhancing grammar competence.

The Dictionary of Linguistic Terms by E. Krotevych offers such a definition of the term "grammar". Grammar is a system of objectively valid rules for the formation of word forms and word combinations in a sentence that organise a speech. Since language is a means of reflecting reality, grammar reflects the objective relations and connections between objects and phenomena of the world around us. [5]

According to S. Nikolaieva grammar competence is the ability of a person to formulate their oral and written statements correctly and to understand the grammatical construction of other people's speech, based on a complex and dynamic interaction of relevant knowledge and skills and grammatical awareness. [6.]

Having a good lexicon is not enough for meeting learners' needs in terms of communication space. In the view of S. Thornbury grammar competence is the level of mastery of the basic code of the language, i.e., its grammar rules, word formation, sentence structure and vocabulary. [2]

O. Vovk states that grammatical competence involves the following characteristics:

a) systematic knowledge of lexical, morphological, syntactic, phonetic and orthographic aspects of the language to understand and construct meaningful and coherent statements;

b) mastery of grammatical concepts, as well as the means of expressing grammatical categories;

c) knowledge of the stylistic features of the foreign language being studied; d) authenticity of the use of a foreign language;

e) skills and abilities to adequately use grammatical phenomena in speech activity in various communication situations to solve communicative tasks. [3]

Based on several studies we may come to a common conclusion that many scholars agree that grammar competence plays a crucial role in foreign language learning as it helps to recognise and utilise various grammatical structures and rules of a language in both oral and written communication, as it enables learners to transmit their thoughts and ideas in a clear and structured manner. Without basic grammar knowledge, it may be difficult for learners to produce any comprehensible structured sentence and express their ideas effectively i. e. incorrect word order, verb tense or agreement errors can change the meaning of a sentence, making it difficult for others to understand. Here are some aspects that grammar competence can have a great impact on while learning foreign languages:

- Comprehension: Grammar competence allows learners to understand and interpret the meaning of what is read; decode what they read and make connections between what they read and what they already know;
- Production: Grammar competence is also essential for producing grammatically correct ideas. When learners have a good understanding of grammar, they can produce more complex and sophisticated flows of thought that bear the intended meaning;
- Fluency: Knowing grammar rules can help learners produce sentences more quickly and efficiently. This can lead to improved fluency in speaking and writing;
- Accuracy: Grammar competence is essential for accuracy in communication. A lack of grammar knowledge can lead to errors that may distort the intended meaning of a message;
- Confidence: Having a good understanding of grammar can also boost learners' confidence in

their language skills. They may feel more comfortable expressing themselves in a foreign language if they are confident in their ability to use the correct grammar.

So, grammar competence is indeed a crucial component of foreign language learning. It allows learners to comprehend, produce, and communicate effectively in the target language, leading to improved fluency, accuracy, and confidence.

O. Kasatkina suggests that to ensure and achieve success in the process of grammar competence development, it is necessary to adhere to the following principles: [4]

- the principle of taking into account students' psychological characteristics;
- the principle of the communicative nature of teaching;
- the principle of accessibility;
- the principle of gradual formation of foreign language knowledge, skills and abilities;
- the principle of interdisciplinary interconnection and interdependence of different components in the system of students' education;
- the principle of personality-oriented direction.
- the principle of a socio-cultural system of exercises that contain problematic tasks of cultural studies that encourage students to engage in a dialogue with representatives of other cultures.

To sum up, based on the presented data we can make an assumption that grammar competence has a significant role in foreign language learning. As soon as it is formed by understanding and using grammar structures and patterns in the target language, it is a key component of communicative competence development. The way of its presentation can influence students' level of quality of grammar skills. A great vocabulary stock in conjunction with grammar competence allows students to move to a higher level of proficiency in a foreign language.

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