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THE ROLE OF GRAMMATICAL SKILLS IN COMMUNICATIVE-ORIENTED TEACHING OF FOREIGN LANGUAGE COMMUNICATION

Abstract: The article presents arguments that allow us to put the structures of the grammatical skill in the forefront. The concept of "grammatical skill" and ego types are considered. The main goals in communication-oriented grammar teaching are highlighted, as well as the exclusion of skills that students must master during the course of study at education institutions.

Key words: grammatical skill, communicative method, combination, foreign language, education, teaching, learning, innovation.

Language: English

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Introduction

Grammar, along with vocabulary and sound composition, is the material basis of speech. Grammar is, first, a branch of linguistics that studies the patterns of changes and combinations of words that form meaningful sentences or utterances, and, second, the grammatical structure of the language, i.e., the system of rules operating in the language. In the process of teaching a language, the emphasis is on the second aspect of grammar. The ability to correctly combine words, change phrases depending on what the speaker wants to say at the moment, is one of the most important conditions for using language as a means of communication. Mastering the grammar of the studied language is important not only for the formation of productive skills in oral and written speech, but also for understanding the speech of other people when listening and reading.

The insufficient level of grammatical skills becomes an insurmountable barrier to the formation of not only language, but also speech and socio-cultural competence. Many researchers have expressed the view that it is necessary to form grammatical knowledge for the full functioning of the language in speech. The author of textbooks on English grammar, Tom Hutchinson emphasized that "sometimes

knowledge of grammar is paramount if students want to use English creatively".

Grammar is a tool that allows learners to identify and understand, simultaneously inductive and reference made, grammatical concepts, as well as ways of ih encoding by native speakers in morphosyntactic forms. Based on numerous arguments in favor of grammar as a structural and forming element of the language system, English methodologist Scott Thornbury identified seven main arguments that, in our opinion, allow us to put this aspect of the leading position in the process of communicative-oriented foreign language teaching:

1) Grammar as the building material of speech. In the process of learning a foreign language in mathematics, you have to memorize many individual elements, such as words and phrases. However, the abilities of the subject in this regard are not unlimited, so the number of elements that a person can remember and restore is limited. And then there comes a time when a person needs some laws and rules that will allow him to build new proposals. Here grammar comes to the rescue, because it is a description of the laws of the language, and knowledge of these laws provides students with the means to build a huge number of sentences, that is. grammar releases in high-quality speech building material. Hence,

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teaching grammar provides students with the opportunity for potentially limitless language creativity;

2) The organizing role of grammar. The purpose of grammar is to convey the nuances of thought, not a simple combination of lexical units. Therefore, it performs a corrective and clarifying function in relation to ambiguous and obscure phrases by properly combining the lexemes.

3) "Language fossil". Highly motivated learners with language aptitude can achieve a fairly high level of language proficiency without any formal training. But most often, this kind of learner reaches a certain stage when progress stops. In other words, the ih language competence "becomes entrenched". Therefore, scientists have concluded that those who do not use the rules are more susceptible to this process than those who follow these rules.

4) the instructive nature of grammar. Grammatical rules serve as a kind of mentor in the processing of new information, which is manifested in the further practical use of the language. Once learned, the rules are reflected in the speech, which can not go unnoticed by the student. "Awareness of this fact is a necessary condition for mastering the language," concludes Richard Schmidt. The grammatical material that the student once studied directs the ego's attention in advance to the implementation in speech, thereby indirectly influencing the study. Thus, the grammatical material pre-instructs the learner in the ego's subsequent mastery of the language.

5) Isolation of grammatical units. Any language is perceived from the outside as a giant formless mass, which appears as an insurmountable barrier for the student. The fact that grammar consists of a limited number of words helps to reduce the perceived perception of both the teacher and the student about the impossibility of learning the language. Grammarians, by structuring language and presenting the ego as grammatical units, make the ego more accessible to perception. Each grammatical unit can be isolated from the language and subsequently analyzed for educational purposes.

6) the system of grammatical rules. Since grammar is a system of learned words, it implies the transfer of these words in the learning process. This transfer is possible and necessary for an institutionalized environment where rules, order, and discipline are highly valued. It is in this case that grammar appears as a structural system that is taught and tested in accordance with the methodological plan.

7) student loans. Many students come to language courses with a vision of what they will do there. These expectations may stem from previous experiences of language learning in the classroom, where learning was based on knowledge transfer. On the other hand, ih expectations of grammar-oriented learning may come from a failed experience of independent language learning. This kind of students come to the courses in order to make sure that ih language learning will become more effective and will be systematic. Therefore, a teacher who ignores ih expectations, calling for simple language practice, is likely to destroy ih dreams and distance them from themselves. Based on the above aspects in favor of studying grammar, it is important to master it as a grammatical structure of the language. Without the presence of stable grammatical skills, there can be no speech communication, so the main goal of teaching grammar in secondary education institutions is to develop students ' grammatical skills as one of the most important components of the speech skills of speaking, listening, reading and writing. "A grammatical skill is a synthesized action for choosing a model that is adequate to the speech task in a given situation, and the correct design of a speech unit of any level, performed in the skill parameters and serving as one of the conditions for performing speech activity". In the grammatical skill it is possible to distinguish the components of the ego more specific actions:

1) the choice of a structure that is adequate to the speaker's speech plan (in this situation);

2) the layout of speech units that fill the structure in accordance with the norms of this language and a certain time parameter;

3) the assessment of the correctness and adequacy of these actions. To find out what this has a methodological value, let's turn to the example. If we are asked for something and we want to say no, then this can be expressed in various ways: I would not like to do this, or I will not do it, or Ask someone else, etc. It is noticeable that the structures in our consciousness are associated with certain communicative tasks: for each task there is a functional nest of structures. But getting involved with tasks isn't everything. The fact that the speaker chooses a certain structure depends on the specific conditions: the interlocutor, the relationship with him, mood, culture, etc. The choice of structure can be called the functional side of the skill. But there is also a formal side-the layout. From nah depends on the correctness from the point of view of the given language and the speed of speech. This side (the layout) is closely related to the subtypes of the lexical skill-the call of the word and the combination. Most of the time, the layout of the structure is based on them, depending on their level. This is why it is possible to form a grammatical skill only on the basis of those lexical units that the student is quite fluent in.

Methodologists distinguish two types of grammatical skills: receptive and productive, based on the types of speech activity. Productive grammatical skill refers to the ability of the speaker to choose a model that is adequate to the speech task, and to formalize it according to the norms of the given language. The speech task is always a communicative intention to communicate something, to convince

something, to express an opinion. It is this or that grammatical form that serves to fulfill the tasks.

Receptive grammatical skills mean automated actions for recognizing and understanding grammatical information (morphological forms and syntactic constructions) in written and oral text. Since the reception of oral and written text can take place both with active and passive knowledge of the language material, receptive grammatical skills should be classified into receptive-active and receptive-passive. Receptive-active grammatical listening skills are based on speech automated connections of auditory-speech images of grammatical phenomena and their meanings. Receptive-active grammatical reading skills are based on the connections of visual-graphic and speech-motor images of these phenomena with their meanings. These connections are manifested in the automation of the process of perception and the non-translational (direct) understanding of the read (auditable) the text and grammatical information contained in it, determined by the level of development of individual speech experience in these receptive types of speech activity, i.e. experience in reading and listening. Along with active-receptive speech grammatical skills, students should also develop passive-receptive skills (within the framework of passively assimilated grammatical material). These skills include:

1) skills of recognition and understanding of grammatical phenomena in the text on the basis of images available in visual memory, created in the process of formation and development of the reader's experience;

2) discursive-operational language grammatical skills of analysis (analytical decoding) of grammatical information of the text. The description of grammatical skills would be incomplete if we do not mention the language grammatical skills, which are understood as discursive and analytical skills of operating with grammatical material (skills of inflection and word placement), formed and performed on the basis of grammatical knowledge in the process of performing language exercises. All types of grammatical skills find their application in teaching a foreign language.

Special attention should be paid to the theory and its optimal combination with speech practice, as well as to the ratio of the voluntary form of attention to the involuntary, i.e., the consistent implementation of the principle of consciousness. In the conditions of secondary educational institutions, there is no real opportunity for students to master the entire grammatical structure of this particular foreign language due to its vastness and the difficulty of forming grammatical skills. Since the grammatical skill requires a lot of effort and time, certain restrictions are necessary in the selection of grammatical material. We are talking about the grammatical minimum, which is a set of structures selected in accordance with certain principles, necessary and sufficient for the use of language as a means of communication within the limits set by the program and real conditions for its assimilation. When teaching a foreign language, there is an active (productive) and passive (receptive) minimum of grammatical material. The active (productive) grammatical minimum includes those phenomena that are absolutely necessary for expressive types of speech activity. The generally accepted principles of selection in the active grammatical minimum are: the principle of prevalence in oral and written speech; the principle of exemplary (the material should serve as a reference for building by analogy); the principle of exclusion of synonymous grammatical phenomena (neutral in stylistic terms). The passive (receptive) grammatical minimum includes grammatical phenomena that are most commonly used in writing, which students must understand by ear and when reading. The volume of the passive minimum can be greater than the volume of the active minimum. The main principles of the selection of grammatical phenomena in the passive minimum include: the principle of prevalence in the book-written style of speech; the principle of polysemy. For each of the minimums, a specification of skills and abilities is given. In accordance with the program, during the course of study at the education institutions, students must master:

1) productive skills of grammatical design of the generated text when speaking and writing: - to form grammatical forms and constructions; - choose and use grammatical constructions depending on the communication situation; - be able to vary the grammatical design of the utterance when changing the communicative intention; - master the ways of interpreting the meanings and translating the main grammatical categories into the native language; - formulate a grammatical rule based on a table or diagram; - distinguish between the grammatical design of written and oral texts.

2) receptive grammatical skills (listening, reading): - recognize / isolate grammatical constructions from the speech stream and correlate them with a certain semantic meaning; - differentiate and identify grammatically phenomena (by formal signs and drill words); - correlate the meaning of grammatical forms/constructions with the meaning of the context; - distinguish grammatical phenomena that are similar in form; - predict grammatical word forms/constructions; - establish groups of members of the sentence (subject, predicate, circumstance); - determine the structure of a simple sentence (by line elements, word order, etc.); - determine the structure of a complex sentence, the boundary of subordinate clauses and turns; - establish logical, temporal, causal, compositional, and subordinate relationships and relationships between sentence elements; - to establish

links between sentences within a paragraph or a complex syntactic whole, relying on the connecting means of the language. For the successful implementation of the above requirements, the selected grammatical material must be organized functionally, i.e. so that grammatical phenomena are combined with lexical ones in sentences and larger communicative units.

The component composition of the content of teaching the grammatical side of speech includes, firstly, the material forms of a foreign language in the form of suffixes, prefixes, integral word forms,

secondly, knowledge of the grammatical forms of a foreign language, fixed in grammatical categories (gender, number, case, etc.), in the rules of education and use of these forms, and, thirdly, actions for the grammatical design of speech (productive and receptive grammatical skills). Summing up, we emphasize once again that grammatical skills are an integral component of the language competence of students and occupy an important place in the process of achieving the main goal of communication-oriented foreign language teaching - the ability to communicate in the language being studied.

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