

ОБУЧЕНИЕ ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ

Маркова Гульфия Альмянсуровна

к.п.н., доцент кафедры английского языка

ФГБОУ ВО «Оренбургский государственный аграрный университет»

Россия, Оренбург

Аннотация: В статье, написанной Марковой Г.А., говорится об особенностях обучения грамматике английского языка в неязыковом вузе. Выявляется роль грамматики в формировании языковых навыков и достижении коммуникативных задач в процессе изучения языка. Проанализирован традиционно доминирующий метод грамматического перевода, согласно которому использование родного языка важно для понимания значения изучаемого языка через перевод. Рассматриваются основные методы и подходы обучения грамматике языка: дедуктивный и индуктивный методы, их преимущества и недостатки. Выделяются факторы, влияющие на качество и эффективность обучения, а также основные этапы обучения грамматическим явлениям языка. Проанализированы преимущества технологий, применяемых на занятиях по английскому языку в неязыковом вузе.

Ключевые слова: английский язык, обучение, языковая компетенция, грамматико-переводной метод, дедуктивный метод, индуктивный метод, мотивация, неязыковой вуз.

TEACHING ENGLISH GRAMMAR IN A NON-LANGUAGE UNIVERSITY

Markova Gulfiya Almyansurovna

Ph.D., Associate Professor

Orenburg State Agrarian University

Russia, Orenburg

Abstract: The article, written by Markova G.A., deals with the features of teaching English grammar in a non-linguistic university. The role of grammar in the formation of language skills and the achievement of communicative tasks in the process of learning a language is revealed. The traditionally dominant method of grammatical translation is analyzed, according to which the use of the native language is important for understanding the meaning of the language being studied through translation. The basic methods and approaches to teaching the grammar of a language are considered: deductive and inductive methods, their advantages and disadvantages. The factors affecting the quality and effectiveness of training, as well as the main stages of teaching the grammatical phenomena of the language are highlighted. The advantages of technologies used at English classes at a non-linguistic university are analyzed.

Key words: the English language, training, language competence, grammar-translation method, deductive method, inductive method, motivation, a non-linguistic university.

Grammar is of great importance in teaching the language, especially English as a foreign language. Without a good knowledge of grammar, the development of language skills among students will be very limited. In general, in the process of studying grammar, students are taught the rules of the language, known as sentence models. Grammar rules give students the opportunity to understand and know the structure of constructing sentence models. However, in the center of the study of grammar should be the knowledge and skills of the correct use of grammatical elements. In other words, grammar education should encompass language structures and their

practical application. Grammar is taught to create the foundation for a range of language skills: listening, speaking, reading and writing. When listening and speaking, grammar plays a key role in understanding and reproducing conversational speech, since the study of grammar is necessary for acquiring the ability to create grammatically accepted statements in the language. In reading, grammar allows students to understand the relationship of sentences in a paragraph, passage, text. In written speech, grammar enables students to put their ideas into understandable sentences in order to communicate successfully in writing. Finally, from a vocabulary perspective, grammar denotes ways of combining lexical units into sentences so that understandable expressions and statements can be formulated. Thus, no one doubts the key role that grammar plays in the formation of all language skills and the achievement of communicative tasks in the process of learning a language. Disputes between teachers arise over how and to what extent grammar should be taught.

The attitude to grammar as a goal of teaching a foreign language was formed in the methodology of teaching foreign languages in European educational institutions in the 18th century, during the heyday of the grammar-translation method. According to representatives of this method, a foreign language should be studied with a general educational goal, which was to develop logical thinking, since they identified grammar with logic. According to this method, language skills are systemic grammar skills. In this connection, the statement of W. von Humboldt[1], who was the Minister of Culture of Prussia in 1809: “The purpose of teaching a language is to communicate knowledge about its general structure” is interesting.

In the context of studying English as a foreign language (EFL), the grammar translation method, where the use of the native language is important for understanding the meaning of the studied language through translation, was the traditionally dominant method in teaching grammar. For example, according to Lawrence-Freeman and Richards and Roger, in this method, students must learn to learn grammar rules when translating from the language they are learning to their native language. Grammar is taught deductively, that is, students are given grammar rules and examples, asked to learn them, and then asked to apply these rules to other examples. Many teachers believe that studying grammar with this method does not benefit students, since they only study how the language is created, and not how to apply it. Very often, having learned the rules, students successfully cope with the implementation of grammar exercises, but when speaking and writing they make an unacceptably large number of mistakes.

Helping students to apply grammar rules in communicative tasks (such as writing or speaking) is an extremely difficult task. In this case, teachers, especially in the context of EFL, can benefit from knowledge of alternative approaches to teaching grammar, which will allow you to integrate grammar or grammar structure into other language skills to achieve the main goal of learning a language. For this, teachers must have a clear understanding of such concepts as practice, the formation of consciousness, explicit and implicit knowledge, a deductive and inductive approach.

The role and place of grammar in the process of teaching foreign languages is constantly in the focus of attention of practitioners and theorists. An analysis of modern textbooks on the methodology of teaching foreign languages allows us to conclude that specialists relate to grammar training differently. So, for example, A.N. Schukin [2] and N.D. Galskova [3] do not distinguish this aspect in a separate chapter, but consider grammar in the context of teaching foreign language communication.

Practice is one of the keys to the formation of the communicative function of grammar and its application in various types of speech activity. There are several stages of the practical study of grammar:

1. A specific grammatical structure is submitted for study. Students pay attention to it.
2. Students should make statements or sentences containing the grammatical phenomenon being studied.
3. Students are given the opportunity to repeatedly repeat the grammatical structure.
4. Students are expected to reproduce the grammatical phenomenon correctly.
5. Students receive an assessment of the correctness of their use of the studied grammar.

Practice improves the correctness and fluency in the use of grammatical structures and phenomena. Correctness is achieved through controlled or partially controlled activities. Fluency arises as a result of students being encouraged to repeatedly use the grammar they study in speaking and writing. Some linguists recommend at this stage tolerant of errors, as they are completely natural. It is important to remember that fluency and correctness are interconnected and the teacher's task is to teach the student himself to recognize and correct his mistakes. To achieve this, it is necessary to proceed to the stage of the formation of a conscious study of grammar.

This approach is associated with an attempt to teach students not only to understand the grammatical phenomenon, but also to be able to describe it and use it in grammar exercises. The main features of activities aimed at the formation of informed study are as follows:

1. A certain grammatical phenomenon is highlighted in order to draw the attention of students to it.
2. Students are provided with information illustrating the phenomenon being studied, the rule and the explanation.
3. Students should try to comprehend and understand the grammar presented.
4. Misunderstanding or incomplete understanding leads to an explanation (clarification) in the form of additional information or description.
5. Students must independently explain the rule describing the grammatical phenomenon.

Thus, at this stage, students should learn to recognize and understand, and not use a specific grammatical model.

Having examined the two forms used in teaching grammar, we can conclude that while practice is aimed at acquiring skills in the free use of grammar in communication, that is, at acquiring implicit knowledge, conscious study is necessary for the formation of explicit knowledge. You must have a clear understanding of these two types of knowledge. Only using one of them or both, you can achieve good results in achieving a level of fluency in a foreign language.

In a practical sense, explicit knowledge is associated with language and the use (application) of language. This knowledge accelerates and improves the perception and accurate use of the language and is important for evaluating a language result. This is a conscious knowledge of grammar rules, studied through formal training in the classroom, as part of a controlled learning process. It can also be done through missions to correct errors.

This knowledge is obtained automatically and easily and is of great importance for the development of communication skills. Implicit knowledge - subconscious knowledge of the language, which is acquired during the execution of spontaneous tasks, written or oral. It means that a student applies a certain grammar rule in the same way as a child who learns his first language. He unconsciously masters aspects of the language, but does not have access to a conscious explanation of the rules. For example, a student speaks and writes English correctly using Present tense, although he has no idea about the rule that underlies its use. That is, implicit knowledge is obtained through the subconscious learning process.

Two types of knowledge formed the basis of two different approaches used in teaching grammar. Deduction means a movement from the general to the particular, that is, from theories and rules to their application. In teaching grammar, the deductive approach can be called rule-driven. With this approach, the grammar appears explicitly (clearly and clearly), followed by the practice of its application. First, the student must understand and learn the rule itself, and then learn how to use it in sentences. With this approach, some students feel more confident and have less fear of completing assignments. With this method, mastering the rule is based on its study and repeated use in the examples. In the case of a deductive approach, the presentation of the grammatical phenomenon should be accompanied by examples, be concise, clear and understandable, involve students in the process of analyzing the rule. This approach has its advantages and disadvantages.

Benefits:

1. May save time.
2. A number of aspects of the rule can be explained more simply and clearly than shown by examples.

3. You can immediately go to practice and examples.

4. Provides confidence in the learning process for students with an analytical mindset.

Disadvantages:

1. The beginning of a lesson on the introduction of grammar can scare some students.

2. Some students may not be able to understand an idea or rule.

3. Makes the teacher a central figure in the classroom and prevents the immediate involvement of students in the process of active learning.

4. Explanations are remembered worse than other forms of introducing new material.

Inductive approach is a method of transition from particular to general. In teaching grammar, it is called learning, leading to the discovery of rules. This method assumes that the teacher teaches grammar, starting with the presentation of examples of sentences, and students understand the rule based on these examples. Presentation of grammar rules can be either oral or written. This approach encourages students to actively participate in the process and develop their own strategies for solving the tasks. The inductive approach as well as the deductive one has strengths and weaknesses:

Benefits:

1. Students learn to understand the rule on their own, which means they learn to work independently.

2. Students become active participants in the learning process. With this activity, they are very motivated.

3. Develops students' ability to recognize patterns and solve problems.

4. If the solution to the proposed problem takes place collectively, students get the opportunity for additional language practice.

Disadvantages:

1. It takes a lot of effort and time.

2. May lead to incorrect or incomplete understanding of the rule.

3. It places an additional burden on the teacher in preparing and planning the lesson.

4. May frighten students who are accustomed to a different teaching method.

Both approaches have their pros and cons. It is impossible to unequivocally answer the question of which one is better or more effective. The choice of method depends on a number of factors, such as the age of the students, the time allotted for the development of the material, the way students learn how to study the material, the goals that must be achieved as a result of mastering the course.

When planning the learning process, the teacher should answer a number of questions:

1. What are the goals and objectives of this audience?

2. Are they preparing for an exam or test? Improving the language for work? Preparing to visit the country of your language? The answer to these questions will allow you to determine how much grammar you need to study with this group.

3. What is the language base of students? How and where did they learn? Are they familiar with grammatical terminology?

4. What materials and resources are available for use in the learning process? The more resources, the easier it is to use different approaches in teaching grammar.

5. What learning style is familiar to each student? Will it be possible to use a single approach?

Having answered these and a number of other questions, the teacher can decide which of the approaches, deductive or inductive, he will use. Most teachers understand that even within the same classroom, it is necessary to combine both approaches to achieve maximum results.

Today, university teachers are in search of ways to improve the effectiveness of teaching the English language, including grammar, and use various approaches to the formation of both

grammatical skills and foreign language competencies in general [4]. It is necessary to understand that the main purpose of teaching grammar is to form students' knowledge of the structure of the language and teach them to use this knowledge correctly and fluently in all types of speech activities. Teachers should, based on theoretical knowledge about processes and teaching methods, look for creative and innovative ways to achieve their goals. Regardless of the chosen approaches and exercises used, students should have the opportunity and motivation for the regular use of grammatical structures and phenomena.

References:

1. Humboldt W. Ideen zu einem Versuch, die Gränzen der Wirksamkeit des Staats zu bestimmen, 1792 (translated into Russian: On the Limits of State Action. — Chelyabinsk: Sotsium, 2009. — 287 p.)
2. Galskova N.D. Modern methods of teaching foreign languages: a manual for the teacher. - 3rd ed. - M.: ARKTI, 2004. -- 192 p.
3. Schukin A.N. Teaching foreign languages: theory and practice: a training manual for teachers and students. 3rd ed. - M.: Filomatis, 2007. -- 480 p.
4. Markova G.A., Khalyusheva G.R. To the question of the development of linguistic creativity of university students in the process of learning a foreign language. Proceedings of the Orenburg Institute (branch) of the Moscow State Law Academy. - 2015. - No. 25. P. 182-186.
5. Allen, W. Living English structure. London: Longman, 1995.
6. Brown, N. Principles of language, learning and teaching. 2000.

