

АКТУАЛЬНЫЕ ПРОБЛЕМЫ МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И ЛИТЕРАТУР

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Teaching communicative grammar in the framework of practical mastery of a foreign language

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The article analyzes the effectiveness of teaching communicative grammar in the framework of practical mastery of a foreign language.

В статье рассматривается понятие эффективности обучения коммуникативной грамматике в рамках практического овладения иностранным языком.

Keywords: methodology of teaching foreign languages, communication training, mastering a foreign language, a communicative game

Ключевые слова: методика преподавания иностранных языков, коммуникативный тренинг, овладение иностранным языком, коммуникативная игра

The methodology of teaching foreign languages as a science based on modern data from linguistics, psychology and theory of learning is still in its infancy. In a number of countries, work is underway to create effective methodological systems that are designed to facilitate the acquisition of foreign languages. It should be emphasized that such a system has not yet been established in any country. We are witnessing either the application of a slightly improved traditional technique, or experimentation with new methods that have not yet produced completely satisfactory results.

Today, the ultimate goal of learning a foreign language is the ability to use it in real communication situations to achieve mutual understanding between communicants, i.e. the practical purpose of learning is to develop the skills of oral speech, reading and writing.

Mastering a foreign language should be treated, first of all, not as a learning goal, but as a means of solving communicative tasks. Obviously, knowledge of individual elements of a language, individual words, speech patterns and structures, and individual sentences cannot be attributed to the concept of proficiency in a foreign language as a means of communication. A pedagogical process focused on communication as a learning goal can be effective only if communication also acts as a means of learning.

Communication training involves the conscious assimilation of not only lexical, but also grammatical units. Grammar is one of the most important aspects of teaching foreign languages, as full-fledged communication cannot occur in the absence of a grammatical basis [8; 9; 10]. The communicative methodology involves teaching grammar on a functional and situational basis. This means that grammatical phenomena are studied and assimilated not as “forms” and “structures”, but as a means of expressing certain thoughts, attitudes, and communicative intentions and introducing them into speech experience.

Practice shows that it is advisable to master grammatical material at the following stages: presentation of a speech sample (through analysis and synthesis of a grammatical phenomenon), training and application in speech. Each of the stages is characterized by exercises corresponding to their goals [5–7].

At the first stage of learning, it is necessary to comprehend the grammatical phenomenon, to understand its content, form and usage. Familiarization with new educational material for productive assimilation is carried out most often in educational and speech situations presented orally or in reading. It is necessary to create conditions for showing the studied form and structure as a dynamic unit that plays a well-defined functional and communicative role in communication. The following exercises correspond to this stage: Under-scores; writing out; grammar analysis; model – (assemble – organize – systematize). The second stage involves the training of grammatical material and the formation of grammatical speech skills. The formation of a verbal grammatical skill involves the development of the skill of relatively accurate reproduction of the studied phenomenon in speech situations typical for its functioning and the development of its flexibility by varying the conditions of communication that require adequate grammatical design of the utterance. Teaching the grammatical side of oral speech, associated with the formation of appropriate automatisms, is effectively carried out through the following training exercises: simulation; repetitive; transformational; wildcard (tables); exercises of a playful nature.

At the third stage, the final design of grammatical speech skills is carried out, i.e. application in speech. The exercises of this stage should have, first of all, a communicative significance. For this purpose, students are offered the following types of assignments: communication tasks; educational and natural speech situations (URS and EPC); communication games.

One of the means to help solve communication learning problems is a communicative game. Unlike traditional training exercises that allow you to focus on the language form and its frequent repetition, communicative games focus participants' attention on the content, but at the same time provide frequent repetition of the language form, training all kinds of skills and abilities in reading, writing, listening and speaking. Communicative games have a high degree of clarity and give the student the opportunity to experience the work of language as a means of live communication. They provide a variety of linguistic topics, which is determined by the very situation of communication, involving making contact, maintaining a conversation, reacting to the interlocutor, expressing one's point of view, etc. against the background of one dominant topic of conversation. At the same time, the quality of language practice increases, as students use the language form not mechanically, but meaningfully.

Communicative-oriented tasks for practicing grammar rules arouse the interest of students and attract them to actively participate in their implementation. An entertaining assignment topic, a discussion of an important problem, or an educational game form the inner motivation of students. As a result of using communicative-oriented tasks, they master the ways of practical actions with grammatical material and integrate it into speech, in the form of asking questions, explaining, in stories, expressing thoughts, expressing ideas. These techniques significantly contribute to solving learning problems. Experience shows that grammar teaching using communication technology can be used from an early stage and studied on the basis of speaking, reading, listening and writing [1–4]. Communicative-oriented grammar teaching helps to increase motivation, expands expressive possibilities of speech and gives naturalness to students' utterances in educational conditions.

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