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## **ACCELERATED METHODS OF TEACHING GRAMMAR TO THE STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS IN THE COURSE OF A FOREIGN LANGUAGE STUDY**

**Summary.** The article reveals the necessity of using the elements of the accelerated training methods when teaching grammar at the foreign language lessons at higher educational establishments, its *object* is the analysis of scientists' points of view on the role of grammar in the process of development of communicative competence of students of foreign languages and the ways of its acquisition in the process of teaching. The *purpose* of our work is to define the role of grammar in the process of communicative competence formation and to formulate our own approach to the methods of its teaching. *Methodologically* our research is based upon the laws of cognition. The descriptive analysis and comparison were used. The *findings* of our work show the different approaches to accelerated teaching of a foreign language grammar to students. Its *practical value* consists in possibility to use the results of investigation in systematizing of the accelerated / intensive methods of teaching grammar of a foreign language. Grammar textbooks and methodical elaborations can be built on the basis of the results of such scientific research. *Results* of our work are: 1) combination of such intensive methods of teaching grammar as audiolingual method, direct method and some approaches suggested by G. Lozanov, G. Kitajgorodskaja, A. Leont'ev and I. Zimnaja can lead to effective results. The accelerated / intensive methods help create unrestricted communicative situation and maximize its potential; 2) the communicative situations must be chosen in accordance with the principle of frequency of use of the definite grammatical phenomena in certain real life circumstances; 3) the logical summing up of the work over the lexical and grammatical material must be the collective discussion after which the task to write an essay using the new words and grammatical construction must follow; 4) such macrostructure containing all lexical and grammatical material of the topic as an authentic text must be used for studying linguistic and extralinguistic communicative characteristics of speech situations which in its turn will improve the grammatical skills of a student.

**Key words:** intensive, accelerated training method, practical skills, foreign languages, communicative competence, grammar.

**Problem statement.** The organizational structure of Ukraine's higher education system is being greatly changed now, which is connected with the requirements of the Bologna process. The principles of foreign languages teaching in higher education institutions are being upgraded due to the necessity of development of adequate foreign languages competence of future philologists and representatives of other professions. An accent is made on a communicative methodology, which is aimed at the intensive communicative skills development, based on fully formed communicative competence. The students are to freely enter into communication, use the professional language, and understand authentic text.

Modern society is not satisfied only with the traditional approaches of learning words, studying grammar rules and doing written exercises. Very often we come across such situation, when the students have a good command of grammar rules, but unable to use the proper grammatical forms in their speech, they have a lot of difficulties during the contacts with native language speakers, not to mention the foreign speech understanding in such cases when it is transmitted by radio or can be heard during the movie watching. The *topicality* of our work is connected with the necessity to find the ways of improving the methods of teaching of foreign languages, an important question in this respect appears to be the alteration of existing approaches to the demands of contemporary life, the role of grammar in the process of teaching of foreign languages has not received a unique treatment. The *object* of our investigation is the analysis of points of view on the role of grammar in the process of development of communicative competence of students of foreign languages and the ways of its acquisition in the process of teaching. The *purpose* of our work is to define the role of grammar in the process of communicative competence formation and to formulate our own approach to the methods of its teaching.

**Status of the problem research.** The ability to speak, communicate in real situations is not connected with memorization only, because the situations never reiterate completely, and a student is to use such speech means, which are suitable to concrete situation. According to G. V. Kolshanskij «any speech activity is aimed at providing influence upon the participants of communication

act, and attainment of certain result, effect, success, which is motivated by both practical expediency and intention of those, who communicate. Undoubtedly the effect of such influence depends on the choice of the most suitable means in a concrete situation and on optimum linguistic solution of a concrete communicative task» [cit.from 1, p. 99].

A necessity arises of implementation of communicative strategy of lexis and grammar acquisition. The use of foreign languages training intensive methodology opens new prospects in work, so the educators interest to scientific research and development in the area of intensive methodology is naturally determined.

The intensive (accelerated) course of speech activity training, based on G. Lozanov's classical methodology, which had changed considerably in the last decades, established several directions. Thus, G. A. Kitajgorodskaja's works appeared, which deal with the activation of personality and team reserve capabilities, as well as works by A. A. Leont'ev and I. A. Zimnaja, dealing with psycholinguistics and theory of speech activity, in this connection we must also mention intensive adult training program of L. Gegechkori, emotionally-semantic method of I. Yu. Shekhter and so on [1–9].

It is necessary, however, to point to the absence of common understanding of the intensive methodology principles, its peculiarities, to the absence of appropriate textbooks, as well as manuals, dealing with the theory and practice of the intensive teaching [2; 3; 4; 7]. Adaptation of the already existing methodical techniques to the specific audience must be provided. A question about principles of choice of one or another intensive elements in the course of foreign language teaching still exists. There is a necessity to carry out the analysis of existing approaches to the problem and produce practical recommendations for application of one or another approach to intensive methodology in the course of practical training.

The ability of participating in communication is based on mastering the language lexical system, and its basic grammatical peculiarities. The foundation of the communicative competence is, according to the precise aphorism of N. A. Lobanova and I. P. Slesareva, the ability to «understand and comprehend», the ability to build independently statements in the real life situations, the proficiency in a studied language grammar [cit.from 7, p. 48]. According to L. V. Scherba's definition of the grammar role in the practical language acquisition «... language ... consists of grammatical and lexical rules, existing in the correlated and generalized linguistic material. Exactly these rules enable us to talk and to understand what was said, because, from one side, a man can not be equated with a parrot that repeats only the phrases heard and trained, from the other side, it is resolutely impossible to specify anything, that would enable us to talk, yet not having been said or heard before and to understand something never having been heard before. It comes out from this, that the old and ridiculed formula «a grammarian teaches to talk» is quite not foolishness, and reflects objective reality» [cit. from 4, p. 57]. Then the leading role of grammatical component of communicative competence is evident.

**The presentation of the base material.** We consider that the main feature of the foreign language course, based on intensive / accelerated methods of teaching, is the employment of situational grammar and speech functionality of grammatical structures, but not the grammatical structure itself. It provides the students' activation of the earlier obtained knowledge, they can select the grammar constructions in the process of their statements formulation according to the communication situation itself. As to the communication situations, they are offered by the teacher, and the students are to use the appropriate grammar constructions adequately.

Grammatically oriented system of exercises is effective on condition of its communicative character, systematic organization and sequence. Intensive approach supposes the special aim and tasks of the lessons, which allows to use different modes of educational material introduction, its explanation and activation, to increase students' ability to master the technique of speech, the possibility to choose the pattern of communication on the basis of already known material. The intensive methods of foreign language study develop the creative abilities of both teachers and students.

Here we can underline the possibilities of use of the direct method in teaching grammar that presupposes language learning by direct contact with the foreign language in meaningful situations. It has different individual techniques with various names, such as new method, natural method, and even oral method, the direct method usually deemphasized or eliminated translation. Instead it implements lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules, instruction is conducted exclusively in a foreign language, oral communication skills are developed in a carefully graded progression organized around question-and-answer exchanges between teachers and students, the learner can formulate the rules of grammar for himself after he has become acquainted with many speech situations. New material is introduced orally. Both speech and oral comprehension are taught. Correct grammar and pronunciation are obligatory emphasized [2; 4]. Oral perception is the first element of the intensive/accelerated methodology. It is very important

to teach students the oral comprehension. Such comprehension is not produced automatically during the communication process. To teach the ausing is not only to train the ability to listen, but to understand people as well. It is not possible to take active part in the communication process without the ability to understand what you hear.

Another method developed in the Intensive Language Program which, in our opinion, proved to be effective in intensive teaching of a foreign language grammar is the audiolingual method (also called mimicry-memorization method). It appeared to be successful because of high motivation. Here some kernel sentences are memorized by imitation. Their meaning is given in natural usual expressions in the native language, and the students are not expected to translate them word for word. When the mentioned sentences have been memorized and the student can rattle them off without effort, the student reads rather extensive descriptive grammar statements in his native language, with examples given in a foreign language which he is trying to master, the native language equivalents of the sentences are also presented. Then he listens to further conversations including these sentences for practice in listening. Finally, he makes up and dramatizes dialogues using the kernel sentences and combinations of their parts [1; 2; 5].

In our opinion the creative combination of the above mentioned techniques may lead to effective development of grammatical competence of a foreign language student which in its turn is inseparable from communicative competence.

The communicative situations must be chosen in accordance with the principle of frequency of use of the definite grammatical phenomena in certain real life circumstances. We have to mention that communicative situation is not the only object of work at the lesson. It is only a «bridge» to real speech production. The logical summing up of the work over the lexical and grammatical material must be the collective discussion after which the task to write an essay using the new words and grammatical construction must follow. Then in our opinion such macrostructure containing all lexical and grammatical material of the topic as an authentic text must be used for studying linguistic and extralinguistic communicative characteristics of speech situations which in its turn will improve the grammatical skills of a student.

We understand the notion «method of foreign language teaching» as a generalized set of techniques for accomplishing linguistic objectives. In our opinion methods are primarily concerned with teacher and student roles and behaviours and then, in the second turn, with linguistic and subject-matter objectives, sequencing, and materials. Coming from this statement we consider teacher's charisma an integral part of educational process according to intensive methodology principles. The teacher's role as a personality, the teacher's behaviour are extremely important. It is necessary to find the ways to influence students by voice, mimicry, smile, gestures and so on, to build a «bridge» to the listener, to combine the presented information with the favourable situation creation during a certain communication act.

The teacher's accurate, expressive speech is one of the factors, which influences positively the process of oral communication teaching [5; 7]. The intensive methods of education require from the teacher not only a lot of knowledge, erudition, culture of communication, but the ability to listen and hear a student, demonstrate attention to a student, and eagerness to work under great emotional tension as well.

Over the years, a lot of methods and approaches for teaching grammar have been created. Their goal was to teach students to communicate in a foreign language and to use it properly. In our opinion the grammatical complexity of any foreign language comparing to a native language grammar set and continue setting new didactic tasks and methodological problems. We think that the most important factor of improving the literacy of students and developing their communicative competence is a well-rounded understanding of grammar of a foreign language. In this respect combination of such intensive methods of teaching grammar as audiolingual method, direct method and some approaches suggested by G. Lozanov [9], G. A. Kitajgorodskaja [6], A. A. Leont'ev [8] and I. A. Zimniaja [5] can lead to effective results. The accelerated / intensive methods help create unrestricted communicative situation and maximize its potential.

We see the possibilities of further research of the suggested problem in the direction of systematizing of the accelerated / intensive methods of teaching grammar of a foreign language, for this reason there must be given differentiative definitions of accelerated and intensive methods of teaching. Grammar textbooks and methodical elaborations must be built on the basis of the results of such scientific research.

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### ІНТЕНСИВНІ МЕТОДИ ВИКЛАДАННЯ ГРАМАТИКИ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТАМИ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

**Анотація.** Автор статті наголошує на необхідності застосовувати інтенсивні методи викладання граматики при формуванні комунікативної компетенції з іноземної мови у студентів вищих навчальних закладів. **Предметом** пропонованої наукової роботи є аналіз точок зору вчених на роль граматики у процесі формування комунікативної компетенції студентів при вивченні іноземних мов та стосовно успішних методів її засвоєння. **Мета** цієї роботи полягає у визначенні ролі граматики при викладанні іноземних мов та означенні своїх підходів до її викладання. **Методологічно** дослідження базується на законах пізнання. Було використано описовий і порівняльний методи. **Результати** роботи визначають відмінні характеристики різних інтенсивних методик і пропонують свій підхід до розвитку адекватної для наших умов методології прискореного оволодіння граматикою іноземної мови. Її **практичне значення** полягає у можливості використання результатів дослідження для подальшого використання в посібниках і підручниках, при визначенні понять «інтенсивні методи» та «прискорені методи» навчання. **Висновки** роботи зводяться до таких положень: 1) поєднання елементів аудіолінгвального та прямого методів інтенсивного навчання граматики із підходами, запропонованими Г. Лозановим, Г. Китайгородською, О. Леонт'євим та І. Зимнею, призводить до ефективного навчання. Інтенсивні методи навчання допомагають створити необмежену комунікативну ситуацію, максимізувати її потенціал; 2) комунікативна ситуація має обиратися згідно із частотністю вживання певних граматичних конструкцій; 3) логічним завершенням вивчення лексико-граматичного матеріалу мають бути основані на ньому колективна дискусія та складання есе; 4) така макроструктура як автентичний текст, що включає певні граматичні явища, має великий потенціал для інтенсифікації процесу навчання граматики іноземної мови студентів вищих навчальних закладів.

**Ключові слова:** інтенсивні методи, прискорені методи навчання мови, практичні навички, іноземні мови, комунікативна компетенція, граматика.

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### ІНТЕНСИВНІ МЕТОДИ ПРЕПОДАВАННЯ ГРАМАТИКИ В ХОДІ ІЗУЧЕННЯ ІНОСТРАННОГО ЯЗЫКА СТУДЕНТАМИ ВИЩИХ УЧЕБНИХ ЗАВЕДЕНІЙ

**Анотація.** Автор статті наголошує на необхідності використання інтенсивних методів навчання граматики в ході вивчення іноземного мови студентами вищих навчальних закладів. **Предмет** пропонованої наукової роботи — аналіз точок зору учених на роль граматики в ході формування комунікативної компетенції студентів при вивченні іноземних мов та успішних методів її засвоєння. **Цель**

работы заключается в определении роли грамматики при изучении иностранных языков и очерчивании своих подходов к интенсивному овладению данной компетенцией. **Методологически** работа базируется на законах познания; были использованы также дескриптивный и сравнительный методы. **Результаты** работы определяют отличительные характеристики разных интенсивных методов преподавания грамматики и предлагаемые пути развития адекватных для наших условий методологий интенсивного преподавания грамматики в вузе. **Практическое значение** состоит в возможности использовать результаты исследования для систематизации принципов интенсивной методологии обучения грамматике, которые могут быть положены в основу составления учебников и методических пособий. **Выводы** сводятся к таким положениям: 1) объединение элементов аудиolingвального и прямого методов интенсивного обучения грамматике с подходами, предложенными Г. Лозановым, Г. А. Китайгородской, А. А. Леонтьевым и И. А. Зимней, обеспечивает эффективность ускоренного овладения грамматикой иностранного языка. Эти методы дают возможность создать неограниченную коммуникативную ситуацию и сделать максимальной её результативность; 2) коммуникативная ситуация должна строиться с учётом частотности использования грамматических конструкций; 3) логическим завершением работы над лексико-грамматическим материалом должна быть основанная на нём коллективная дискуссия и написание эссе; 4) такая макроструктура как аутентичный текст может служить средством интенсивного овладения грамматикой иностранного языка.

**Ключевые слова:** интенсивные методы, ускоренные методы обучения, практические навыки, иностранные языки, коммуникативная компетенция, грамматика.

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