

### **Films as a means of teaching Russian as a foreign language**

*Key words: speech skills, intonation, lexeme, inophone, background knowledge, culture.*

*In the article the author considers the issues related to the training of foreign citizens in the Russian language. As you know, speech mechanisms formed in the native language can never be automatically transferred to any foreign language. In his native language, a person easily distinguishes sounds, words, intonation, and in a foreign language it is associated with a number of problems. Watching movies, performing a number of tasks of different levels of complexity, will contribute not only to the development of language skills, but also help to form new background knowledge.*

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**Vey Tsao**

Vitebsk State University named after P. M. Masherov

e-mail: vey\_ts@mail.ru

### **The Peculiarities of Teaching English Grammar to Chinese Students**

*Key words: grammar, Chinese students, difficulties, approaches, methodological recommendations.*

*The article deals with the peculiarities of teaching English grammar to Chinese students and methodological recommendations for overcoming difficulties in the process of grammar habits development.*

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it if one does not see the relationship between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language, one can easily guess the meaning of these words or at least find them in a dictionary. No speaking is possible without grammar mechanism development. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. So, students need grammar to be able to aud, speak, read, and write in the target language.

The chief difficulty in learning a new language is that of changing from the grammatical mechanism of the native language to that of the new language. Indeed, every language has its own way of fitting words together to build up a sentence. But sometimes learners have to overcome a lot of difficulties to master new grammar categories.

The English tense system presents a lot of trouble to Chinese-speaking students because of the difference which exists in these languages with regard to time and tense relations. In fact, there is no tense system in the Chinese language, the tense correlation is expressed by means of the pure infinitive and different adverbial modifiers of time, such as “yesterday”, “tomorrow”, “today”, “now”, etc. For example, the student cannot at first understand why he must say *I have seen him today* and *I saw him yesterday*. For him the action is completed in both sentences, and he does not associate it in any way with *today* or *yesterday*. So he has to learn that the verb in the English language has the following grammatical categories: person, number, tense, aspect, voice and mood. The other difficulties are: the morphological structure of the verb (simple, derived,

compound, composite); the basic forms of the verb (the infinitive, participle I, participle II); regular and irregular verbs; notional, auxiliary and link verbs; etc.

The sequence of tenses is another difficult point of English grammar for Chinese-speaking students because there is no such phenomenon in their mother tongue.

In English, word order is far more important than in Chinese. The word order in *Tom gave Helen a rose* indicates what was given (a rose), to whom (Helen), and by whom (Tom). If we change the word order and say *Helen gave Tom a rose*, we shall change the meaning of the sentence. In Chinese the word order is not so strict.

The inversion of the subject and finite verb in *Are you ...* indicates the question form. When speaking English Chinese students often violate the word order which results in bad mistakes in expressing their thoughts.

The use of modal verbs in various types of sentences is very difficult for the Chinese learner. For example, he should differentiate the use of *can* and *may*, then he should remember which verb must be used in answers to the questions with modal verbs. For instance, *May I go home?* – *No, you mustn't.* *May I take your pen?* – *Yes, you may.* *Must I do it?* – *No, you needn't.*

Chinese students find some specific use of the infinitive, participial, gerundial constructions difficult. For example: *I saw him run (running).* *I want you to go there.* *They were seen to arrive.* *After finishing their work they went home.*

The most difficult point of English grammar is the article because it is completely strange to Chinese-speaking students. The use of the articles and other determiners comes first in the list of the most frequent errors. Students are careless in the use of "these tiny words" and consider them unimportant for expressing their thoughts when speaking English.

English grammar must begin, therefore, with students' learning the meanings of these structural words, and with practice in their correct use. For example: *This is a pen.* *The pen is red.* *This is my pen and that is his pen.*

Correct selection of grammar teaching material is the first step towards the elimination of mistakes. Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading, grammar material should be selected for the purpose. There exist principles of selecting grammar material both for teaching speaking (active minimum) and for teaching reading (passive minimum). The main one is the principle of frequency, i.e. how frequently this or that grammar item occurs. For example, the Present Indefinite is frequently used both in conversation and in various texts. Therefore it should be included in the grammar minimum. For selecting grammar material for reading the principle of polysemy is of great importance. Students should be taught to distinguish such grammar items which serve to express different meanings.

There are various approaches to the problem how learners should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and to be able to recognize grammar forms and structures easily while listening and reading, to reproduce phrases and sentences stored up in their memory and to say or to write sentences of their own, using grammar items appropriate to the situation.

So, teaching grammar should be based upon the following approaches to overcome difficulties [1]:

1. Conscious approach to teaching grammar. This means that in sentence patterns teaching points are determined so that students can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language. For example, *I can see a book.* *I can see many books.* *The man asked for your telephone number.* *The man was asked for your telephone number.*

The teacher draws students' attention to the new element in the sentence pattern. The teaching point may be presented in the form of a rule, a very short one. It is usually done in

the mother tongue. The rule helps the learner to understand and assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favourable conditions for speedy development of correct and more flexible language use. However it does not mean that the teacher should ask students to say this or that rule. Rules do not ensure mastery of the language. They only help to attain a practical goal. If the learner can recognize and employ correctly the forms that are appropriate, that is sufficient. When the learner can give an ample proof of these abilities, we may say that he has fulfilled the syllabus requirements. Conscious learning is also ensured when a grammar item is contrasted with another grammar item which is usually confused. The contrast is brought out by means of oppositions. For example: *I get up at 7 o'clock. – It's 7 o'clock. I am getting up* (Present Indefinite is contrasted with the Present Continuous). The teacher must realize the difficulties the sentence pattern presents for students. Comparative analysis of the grammar item in English and in Chinese or within the English language may be helpful. It is necessary to think of the shortest and simplest way for presentation of the new grammar item.

2. Practical approach to grammar assimilation. It means that students learn those grammar items which they need for immediate use either in oral or written language. For example, from the first steps of language learning students need the Possessive Case for aural comprehension and speaking about things or objects which belong to different people, namely, *Mike's textbook, Ann's mother, the boys' room, etc.* Students learn this grammar item in situations, e.g. the teacher takes or simply touches various things and says *This is Nina's pen. That is Sasha's exercise-book, and so on.* Actually, the teacher must look through the textbook and other teaching materials and find those situations which can ensure comprehension and provide the usage of the item [2].

3. Structural approach to teaching grammar, i.e. grammar items are introduced and drilled in structures or sentence patterns. It has been proved and accepted by the majority of teachers and methodologists that whenever the aim is to teach students the command of the language, and speaking in particular, the structural approach meets the requirements. Students are taught to understand English when spoken to and to speak it from the very beginning. This is possible provided they have learned sentence patterns and words as a pattern and they know how to adjust them to the situations they are given. The structural approach to grammar teaching allows students to make up sentences by analogy, to use the same pattern for various situations.

4. Differential approach to teaching active grammar (grammar for conversation) and passive (grammar for reading). Grammar items students need for conversation are taught by the oral approach, i. e. students aud them, perform various oral exercises, finally see them printed and write sentences using them. For example, students need the Present Perfect for conversation. They listen to sentences with the verbs in the Present Perfect spoken by the teacher or the speaker and relate them to the situations suggested. Then students use the verbs in the Present Perfect oral exercises, and finally they read and write sentences in which the Present Perfect is used. Grammar items necessary for reading are taught in the process of reading. For instance, students are going to read a text in which verbs in the Past Continuous occur. At present they do not need this tense form for conversation. They need it for comprehension of the text only. Since students are familiar with the Present Continuous, they can easily grasp the meaning of the new tense form and understand the sentences while reading the text. The teacher may ask them to copy the sentences out of the text in which the Past Continuous occurs and underline the elements which signal the Past Continuous Tense.

So, to overcome difficulties when mastering new grammar categories the following recommendations may be useful. While preparing for the lesson at which a new grammar item is to be introduced, the teacher must realize the difficulties students will meet in assimilating this new element of the English language. They may be of three kinds: difficulties in form, meaning, and usage. The teacher thinks of the ways to overcome these

difficulties: how to convey the meaning of the grammar item either by means of situations or with the help of the mother tongue; what rule should be used; what exercises should be done, their types and number. Then he thinks over the sequence in which students should work to overcome these difficulties, i.e. from observation and comprehension by conscious differentiation, imitation, substitution and transformation to usage in conversation (communicative exercises). Then the teacher considers the form in which he presents the grammar item – orally, in writing, or in reading. And, finally, the teacher plans students' activity while they are learning this grammar point: their individual work, collective work, work in unison, and work in pairs, always bearing in mind that for assimilation students need ample examples of the sentence pattern in which this grammar item occurs.

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**В. Цао**

Витебский государственный университет имени П. М. Машерова  
e-mail: vey\_ts@mail.ru

#### **Особенности обучения грамматике английского языка китайских учащихся**

*Ключевые слова: грамматика, китайские учащиеся, трудности, подходы, методические рекомендации.*

*В статье рассматриваются особенности обучения грамматике английского языка китайских учащихся, даются методические рекомендации по преодолению трудностей в процессе формирования грамматических навыков.*

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**Е. И. Черкашина**

ГАОУ ВО «Московский городской педагогический университет»  
e-mail: elena\_chere@inbox.ru

#### **Место родного языка в формировании лингвопрофессиональной компетенции студентов технических вузов**

*Ключевые слова: профессиональное лингвообразование, подход, родной язык, иностранный язык, технический вуз.*

*В статье рассматривается специфика обучения иностранному языку студентов технических специальностей, определяется место родного языка в процессе овладения иностранным языком обучающимися этого профиля, предлагается синтез когнитивного и коммуникативного подходов для эффективной коммуникативной деятельности на сознательной основе.*

Процесс лингвообразования в технических вузах создает условия для саморазвития личности будущих инженеров, физиков, математиков через освоение иностранного языка, позволяя формировать знаниевые, рефлексивные, мировоззренческие потребности. В целом, развивается эмоциональная сфера личности, формируется образ профессии и развивается профессиональное мышление, формируются значимые компетенции.