

TEACHING FOREIGN LANGUAGE GRAMMAR ON THE BASIS OF THE COMMUNICATIVE APPROACH

Katerina Sokol

VSU named after P.M. Masherov, Vitebsk, Belarus

According to the concept of teaching foreign languages in the system of continuous education foreign language proficiency is an effective factor of socio-economic, scientific, technical and cultural progress that contributes to the implementation of political, economic, commercial, humanitarian contacts.

Grammar study is a basic foundation for mastering a foreign language. Knowledge of grammar gives students the opportunity to build up their own statements in the correct way, to understand and interpret the text. Grammar is a material basis of speech together with vocabulary and phonetics of the language. It fulfills an organizing role.

So the aim of our research is to analyze theoretical foundations of teaching foreign language grammar on the basis of a communicative approach and to develop practical recommendations for its application in the educational process.

Material and methods. The research was held on the basis of Vitebsk gymnasium № 1(48 students). We used such research methods as literature study and its critical analysis (works of E.I. Passov, N.D. Galskova, I.A. Zimnya, G.V. Rogova, et al.), talk with the teachers, the observation of the teaching process at its scientific interpretation.

Findings and their discussion. Modern methodological science is characterized by two main paradigms of scientific knowledge: communicative and cognitive. In the communicative paradigm language and its analysis are mainly associated with the mastery of speech activity, in cognitive – with cognition, that is, with cognition and its accompanying processes. At the same time it becomes obvious that in order to solve a number of methodological problems a synthesis of the above paradigms is necessary.

The essence of the communicative approach in its most general form is to model the learning process as real foreign language communication. Only the main critical parameters of communication are taken into account: the personal nature of the communicative activity of the subject of communication; the relationship and interaction of speech partners; a situation as a form of functioning communication; a system of speech means, the assimilation of which ensures communicative activity in situations of communication; the functional nature of speech means; heuristic learning [1].

Thus, one can teach foreign language communication only by involving students in various kinds of activities by modeling real life situations based on the systematization of linguistic material. At the same time the main directions of communicative learning include: 1) stimulation of speech-cognitive activity of students, 2) ensuring individualization of the educational process, 3) taking

into account the functionality of speech, 4) creating situational training, 5) observing the principle of novelty. Situations can be real, conditional, imaginary. The main thing is that they should all be correlated with the age and psychological characteristics of students. In the process of forming grammatical skills students express their own judgment, attitude, agree or refute the opinion of the teacher or other students using the assimilated grammatical structures.

If we take into account the fact that teaching grammar of any foreign language traditionally includes 3 stages (explanation, training, application), the specificity of the communicative approach can be illustrated by the following model of the educational process. At the introduction stage new grammatical material is presented in speech situations orally or on the basis of a printed text. Communicative teaching involves general functional orientation of the target grammatical structure. For example: "Today you will learn how to talk about your plans for the future." Students getting acquainted with a new grammatical phenomenon in a speech pattern deduce its meaning from the context (sentence), comprehend it, establish its most essential features independently or under the teacher's guidance and formulate a rule.

The second step is training of the new grammatical material. The formation of grammatical speech skills presupposes the development of the ability to reproduce the phenomenon under study in typical situations and develop flexibility by varying communication conditions that require adequate grammatical presentation of the statement. At the training stage preference is given to conventional speech exercises that include imitation, substitution, and transformation.

The application phase is characterized by activation of the target material in speech. These exercises provide direct active use of grammatical structures in the process of composing dialogues, retelling, description, role-play, discussion.

Conclusion. Thus, the communicative approach must occupy the leading position in achieving educational and pedagogical goals of learning in the process of practical mastery of a foreign language. It provides a complete and balanced coverage of all sides, aspects and operations of mastering a foreign language in situations as close to natural ones as possible.

1. Passov, E. I. Communicative method of teaching foreign language speaking / E. I. Passov. – Moscow: Enlightenment, 1991. – 226 p.