

одной единственной лексемы. В этой связи, крайне необходимо выполнять трансформационные задания на перевод, в которых учащийся смог бы ощутить разницу между грамматическими парадигмами и сходным семантическим полем лексем.

В ходе нашего исследования, мы наметили стратегию практических приемов по обучению рецептивной лексики на основе непереводной базы. Этот педагогический прием составляет одну из частей проблемного обучения. Языковая догадка, как средство осмысленности значения, способствует высокой эффективности мыслительных операций учащихся и, как следствие, содействует возможному непрерывному изучению иностранного языка.

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THE PRINCIPLE OF CONSECUTIVENESS AS ONE OF THE BASIC PRINCIPLES OF FOREIGN LANGUAGE GRAMMAR TEACHING

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A command of any foreign language cannot be ensured without grammar study. Everyone needs grammar for speaking, listening comprehension, reading, and writing in the target language.

The goal of our research is to analyze the peculiarities of the consecutiveness principle and carry out the analysis of potential possibilities of its application in teaching English grammar.

When writing this article, the following research methods were used: a critical analysis of literature resources; a scientifically fixed observation of English grammar teaching at East China University of Political Science and Law; talks with teachers and students; study of teachers' advanced experience.

In foreign language teaching as in teaching of every other subject the sequence must be observed from the known to the unknown, from the simpler to the more complex, and from the proximate to the more distant.

In the first place this should be realized with respect to the native language. Pupils should not be referred to the parts of speech, tenses of the verb, or the parts of the sentence in English before they have been made familiar with the corresponding phenomena in the native language [1, p. 172-174].

The principle of consecutiveness should further be adhered to within the language taught. *The Past Perfect* and *the Past Continuous* tense-aspect forms of the English verb can only be explained to children, and the children can only be trained in the uses of these forms on the basis of what they know about the *Present Perfect* and *the Present Continuous* forms, and of their ability to use the latter forms. More complex syntactical constructions should be introduced only after the use of simpler ones has been mastered.

The sequence from the more proximate to the more distant takes place in the order of the topical subjects to be learnt, the first subject being either the pupil himself (*I am a boy; my name is ..., I am eleven years old, I study English*), or things surrounding him at the lesson (*a desk, a pen, a book, etc.*) to more distant things and actions in the city, the country, etc.

The principle of consecutiveness should, however, be treated not formally, but dialectically, i.e. it should proceed not in a straight line, but in a circle, more exactly, in a spiral.

In foreign language teaching this means that grammar material should be treated concentrically, or reverted to, sometimes more than once in the course of teaching, each time with a view to making a more exhaustive study of the subject. In certain cases the complete mastery at a later stage of a linguistic phenomenon – a word, a word-form or a syntactical construction – should be prepared by its incidental use before it is given special treatment at a definite stage of the course. For example, even before the *Present Perfect* tense-aspect form of the verb has been introduced and treated specially, the teacher need not refrain from using such sentences as *Repeat what you have said*, or, *Have you finished?* The teacher will thus avoid that aspect of formalism which consists in condemning the use of certain words or constructions, even though they have not previously been introduced but are required by the situation. At early stages of foreign language teaching practice should precede theory.

The principle of consecutiveness is closely connected with the principle of systematicity. Every work of some complexity that is not done mechanically requires being done systematically. So teaching of every school subject must be systematic, or carefully planned. This means that the whole course and each lesson must be conducted according to a well-thought-over general programme, a syllabus for the year, or a detailed plan of the lesson.

So according to the principle of consecutiveness effective development of foreign language grammar habits is based on the definite types of exercises with its strict order of fulfillment.

One should begin with *recognition exercises* for students to observe a new grammar item in the situation and state its signals for the correct choice of the form. Then *repetitive exercises* are to be done for students to pronounce the sentence pattern assimilated after the teacher both individually or in unison. Attention is drawn to the correct pronunciation of the sentence pattern as a sentence unit. The next type is *substitution exercises* for students to substitute words or phrases in a sentence pattern. Students think over the choice of elements for substitution but not over the form itself so that involuntary memory is at work. *Transformation exercises* that presuppose initial sentences to be widened or shortened are to follow substitution exercises. The work should be finished up with *creative exercises* that include creative activity on the part of the student. Students ask questions with a given grammar item, speak on a suggested topic, make up dialogues using the grammar item covered, comment on a film-strip, etc. All the exercises of the creative type are designed for consolidating grammar material students need for communication.

As a result of our research we arrived at the conclusion that the formation of grammar habits and their improvement is developed on the basis of consecutive training exercises. The main stages of grammar habits development are: differentiation exercises; imitation exercises; substitution exercises; transformation exercises, practice in prepared and unprepared speech. The succession of the exercises is not to be changed. Some stages may be omitted, and it depends on the grammar material assimilated, students' experience or on teaching needs.

The teacher must plan students' activity: their individual work, collective work, work in unison, and work in pairs, always bearing in mind that for assimilation and further practice students need ample examples of the sentence pattern in which this or that grammar item occurs.

Reference list:

1. Harmer, J. The practice of English language teaching / J. Harmer. – 3-rd ed. – London: Longman, 2002. – 371 p.