

UDC 378.016:811.111

DOI <https://doi.org/10.24919/2308-4863/61-3-47>**Maryna SHEMUDA,***orcid.org/0000-0003-3692-2982**Ph.D. in Pedagogy, Associate Professor,  
Associate Professor at the Department of Foreign Philology,  
Translation and Teaching Methods  
Hryhorii Skovoroda University in Pereiaslav  
(Pereiaslav, Kyiv region, Ukraine) shemuda\_marina@ukr.net***Olesia SKLIARENKO,***orcid.org/0000-0003-3412-6560**Ph.D. in Philology, Associate Professor,  
Associate Professor at the Department of Foreign Philology,  
Translation and Teaching Methods  
Hryhorii Skovoroda University in Pereiaslav  
(Pereiaslav, Kyiv region, Ukraine) lesiaskliarenko82@gmail.com*

## MEANS OF FORMATION OF FOREIGN LANGUAGE GRAMMATICAL COMPETENCE

*The article is about the main means of learning a foreign language that are considered to be educational and methodological complexes. The concept of the grammatical competence is highlighted and defined as a person's ability to correctly grammaticalize their oral and written utterances and to understand the grammaticalization of the speech of others, which is based on a complex and dynamic interaction of relevant skills and knowledge and grammatical awareness. It is stated the main components of grammatical competence are: grammatical skills; grammatical knowledge; grammatical awareness. It is stated in the article that for the effective acquisition of grammatical competence, a rational system of exercises is needed, which should ensure: the selection of the necessary exercises that correspond to the nature of the skill or ability; determination of the necessary sequence of exercises; the location of the educational process and the ratio of its components; systematic and regular performance of exercises; the relationship of various types of speech activity. The author has identified and analyzed the learning aids that are divided into technical and non-technical. Non-technical means of forming grammatical competence include visualization, which makes it possible to compensate for the lack of a language environment that provides sensory perception. The author emphasizes that the degree of visual images of representation can be different depending on the individual characteristics of a person, the level of development of his cognitive abilities and knowledge, as well as on the initial images of perception. Pictorial visuality is given in the article as pictures, graphic visuality (tables, diagrams, cards, card games (for example, playing lotto; a card game where the cards are cards with irregular verb forms), solving "grammatical" crosswords, etc.). Among the technical means of forming grammatical competence, phonograms should be mentioned first of all, in particular interactive background exercises, video phonograms and computer exercises. The article proposes effective and interesting applications that can be installed on smartphones in the process of learning English grammar.*

**Key words:** *grammatical competence, means of formation, technical and non-technical means, smartphone applications, foreign language.*

**Марина ШЕМУДА,***orcid.org/0000-0003-3692-2982**кандидат педагогічних наук, доцент,  
доцент кафедри іноземної філології, перекладу та методики навчання  
Університету Григорія Сковороди в Переяславі  
(Переяслав, Київська область, Україна) shemuda\_marina@ukr.net***Олеся СКЛЯРЕНКО,***orcid.org/0000-0003-3412-6560**кандидат філологічних наук, доцент,  
доцент кафедри іноземної філології, перекладу та методики навчання  
Університету Григорія Сковороди в Переяславі  
(Переяслав, Київська область, Україна) lesiaskliarenko82@gmail.com*

## ЗАСОБИ ФОРМУВАННЯ ІНШОМОВНОЇ ГРАМАТИЧНОЇ КОМПЕТЕНЦІЇ

У статті йдеться про основні засоби навчання іноземної мови, якими вважаються навчально-методичні комплекси. Поняття граматичної компетенції визначено як здатність людини правильно граматифікувати свої усні та письмові висловлювання та розуміти граматифікацію мовлення інших, що ґрунтується на складній та динамічній взаємодії відповідних умінь і знань та граматичної обізнаності. Визначено основні компоненти граматичної компетенції: граматичні навички; граматичні знання; граматична обізнаність. У статті зазначено, що для ефективного засвоєння граматичної компетенції необхідна раціональна система вправ, яка має забезпечувати: відбір необхідних вправ, що відповідають характеру вміння чи навички; визначення необхідної послідовності вправ; розміщення навчального процесу та співвідношення його складових; систематичне і регулярне виконання вправ; взаємозв'язок різних видів мовленнєвої діяльності. Автором виділено та проаналізовано засоби навчання, які поділяються на технічні та нетехнічні. До нетехнічних засобів формування граматичної компетенції відноситься візуалізація, яка дає змогу компенсувати відсутність мовного середовища, що забезпечує чуттєве сприйняття. Автор підкреслює, що ступінь зорових образів уявлення може бути різним залежно від індивідуальних особливостей людини, рівня розвитку її пізнавальних здібностей і знань, а також від початкових образів сприйняття. Зображувальна наочність подається в статті у вигляді малюнків, графічної наочності (таблиці, схеми, картки, карткові ігри (наприклад, гра в лото; карткова гра, де картками є картки з неправильними формами дієслова), розгадування «граматичних» кросвордів тощо). Серед технічних засобів формування граматичної компетенції насамперед слід назвати фонограми, зокрема інтерактивні фонові вправи, відеофонограми та комп'ютерні вправи. У статті також запропоновано ефективні та цікаві програми, які можна встановити на смартфон у процесі вивчення граматики англійської мови.

**Ключові слова:** граматична компетентність, засоби формування, технічні та нетехнічні засоби, додатки для смартфонів, іноземна мова.

**Formulation of the problem.** The relevance of the research is determined by the fact that in the conditions of constant international contacts, the achievement of the main goal – the formation of foreign language competence – is of particular importance in the teaching of foreign languages. The effectiveness of foreign language communication depends on the level of formation of foreign language grammatical competence, because it is grammar that contributes to understanding the logic of thinking and formulating thoughts in a foreign language.

Grammar is usually recognized as a branch of linguistics that studies the patterns of change and combination of words that form meaningful things. The ability to change and combine words is one of the most important conditions for the practical mastery of a language and its use as a means of communication. It is effective only if it is carried out automatically, that is, it includes the necessary set of grammatical skills.

**The analysis of the research.** The issue of the formation of foreign language grammatical competence is highlighted in the works of domestic and foreign scientists. The stages of formation of receptive and reproductive grammatical skills will be considered in the works of Yu. I. Passov, N. K. Sklyarenko, S. P. Shatilov, etc. The principles of organization and teaching of grammatical material became the subject of investigations by Yu. I. Passov and N. K. Sklyarenko. O. I. Moskalska, I. V. Rakhmanov, L. M. Chernovaty and others studied the organization of grammatical material. P. B. Hurvyeh, M. S. Ilyin, B. A. Lapidus, Y. I. Passov, T. O. Stechenko, A. J. Thomson and A. V. Martinet, C. Frize

and R. Lado, H. S. Chekal, S. P. Shatilov and others. developed exercises for teaching practical grammar. A. M. Vytokhov, S. V. Gaponova, M. A. Kireeva, L. A. Kochetova, Yu. I. Passov, N. K. Sklyarenko and others were engaged in describing the process of learning grammar in their theoretical and practical works.

**The purpose of the work** is to find out and analyze the means of formation of foreign language grammatical competence

**Presenting main material.** In our work, we understand grammatical competence as a person's ability to correctly grammaticalize their oral and written utterances and to understand the grammaticalization of the speech of others, which is based on a complex and dynamic interaction of relevant skills and knowledge and grammatical awareness (Borysova and Shemuda, 2022: 192). The main components of grammatical competence are: grammatical skills; grammatical knowledge; grammatical awareness.

As you know, the main means of learning a foreign language are educational and methodical complexes. Learning aids are divided into technical and non-technical.

Let's first consider the non-technical means of forming grammatical competence, which includes visualization. The majority of students in educational institutions continue to study a foreign language in artificial conditions. To compensate for the lack of a language environment, the use of visual aids allows for sensory perception, as in the case of mastering the native language. With the help of visualization, the teacher can create a different reality directly in the classroom, which increases learning motivation,

ensures optimal assimilation of educational material and its memorization, promotes the development of creative imagination and thinking, and stimulates speech activity.

Here you should start with the usual pictorial clarity – pictures, which cannot be done without, for example, in exercises for learning the grammatical structure in the Present Progressive in English.



Usually, pictures depicting actions are used to familiarize students with a new grammatical structure, for students to comment on the actions of the characters depicted in the picture.

However, such an interesting technique is rarely used: the teacher holds the picture in his hands, without showing it to the students, and asks them to guess what the characters depicted on it are doing (they should be named). Students take turns asking general questions until they guess the action depicted. If the students did not guess, then they have to ask a special question, which the teacher already answers by showing the picture to the class. The described technique encourages students to be active, it is perceived by them as a game. Considering that the mastering of the grammatical structure in the Present Progressive occurs in primary school, where educational activities are formed on the basis of games, game exercises should occupy a prominent place in the process of formation of foreign language communicative competence, including grammatical competence.

Non-technical teaching aids also include graphic visualization: tables, charts, cards, card games (for example, playing lotto; a card game where the cards are cards with irregular verb forms), solving “grammatical” crosswords, etc.

Among the tables, an illustrative table has already been mentioned, which serves to systematize grammatical material and present it in mini-contexts;

The substitution table was invented by the English methodologist Harold Palmer in the 20s of the last century. However, now we use it as a support in conditional communicative exercises, where students have a speech task and a speech situation is created.

We will give an example of using a substitution

table in the process of forming grammatical competence (grammatical structure in Present Perfect).

*Find out the reason for your friends' happy mood. You can make use of the substitution table given below.*

*Example.*

*T→Cl: You seem to be in a happy mood, Ohga.*

*P(Olha): You're right. I'm in a happy mood. I've composed a poem myself.*

*Class: Olha is in a happy mood. She has composed a poem herself.*

I've	made	a model car/ plane	myself.
	embroidered	a blouse/ a shirt	
	knitted	a scarf/ a sweater	
	printed	some photos	
	composed	a song/ a poem	

A special table showing the order of words in affirmative, negative and interrogative sentences can be very useful. In such a table, it is important to fix the place of the subject, and all other members of the sentence, especially parts of the predicate (where there are auxiliary verbs) will already be located after or before it. Here is an example of such a table that shows the order of words with the have got structure.

I have got	I've got	Have I got...?	I haven't got
You have got	You've got	Have you got...?	You haven't got
He has got She has got It has got	He's got She's got It's got	Has he got...? Has she got...? Has it got...?	He hasn't got She hasn't got It hasn't got
We have got You have got They have got	We've got You've got They've got	Have we got...? Have you got...? Have they got...?	We haven't got You haven't got They haven't got

Learning the forms of irregular verbs is difficult for students. For this purpose, you can use cards on which three forms of verbs are written in different colors (for example, blue, red, black). Cards of the same color remain with the teacher, who “throws” them one by one on the table (a long table is needed), other cards are distributed to students, whose task is to get rid of their cards as soon as possible, and this can be done only by placing their card next to the teacher's card. When all the cards are laid out, you can do a “minute of analysis”, finding out which forms of irregular verbs are similar to each other, dividing them into subgroups in this way, which will contribute to better memorization.

Students, just like adults, love to solve crossword puzzles. Therefore, it is advisable to come up with “grammatical” crosswords for them. Example:

I know you like to solve crosswords. Let's try one. Fill in the squares with the basic forms of the following verb forms:

The degree of visual images of representation can be different depending on the individual characteristics of a person, the level of development of his cognitive abilities and knowledge, as well as on the initial images of perception. The principle of visuality is called the “golden rule of didactics” (Y. A. Komen-skii), according to which learning should be based on all senses. According to the individual characteristics of perception and cognition, visually, auditorily and kinesthetically oriented students are distinguished, that is, visual, auditory and kinesthetic students.

Clarity is used for learning grammatical phenomena and practical mastery of the skills of correct use of the corresponding phenomena in speech. At the stage of presentation of a grammatical phenomenon, which is presented in a situationally connected text, the visuality is the text and the situation. For example, when familiarizing with such a grammatical phenomenon as Complex Sentences with Subordinate Clauses of Unreal Condition, students are offered the following text:

*If Red Riding Hood's grandmother hadn't been ill, a granddaughter wouldn't have gone to visit her. If Red Riding Hood hadn't been so kind, she wouldn't have offered to visit her grandmother. If Red Riding Hood had obeyed her mother, she would have gone straight to grandma's house. If Red Riding Hood hadn't spoken to the wolf, he wouldn't have known where she went. If Red Riding Hood had taken his advice, she would have gotten to the house more quickly. If the wolf hadn't been sounding like Red Riding Hood, grandma wouldn't have invited him in. If the wolf wouldn't have heard the sound of a gun, he would have eaten grandma. If the hunter had not entered the cottage, the wolf would not have run away. If Red Riding Hood had done what her mother said, this would never have happened.*

The search for a given form of a grammatical phenomenon in the text is linguistic visibility, since this visibility is endowed with materially expressed signal signs that act as a sensory support in the formation of grammatical concepts (Vovk, 2018: 7). In order to understand a grammatical phenomenon in a foreign language, students' attention is focused on signal signs, that is, on a form involving comparisons and comparisons with a grammatical phenomenon in the native language, which performs the same function.

Among the technical means of forming grammatical competence, phonograms should be mentioned first of all, in particular interactive background exercises, video phonograms and computer exercises. In interactive background exercises, the student communicates with a mechanical partner – the announc-

er's voice recorded on a sound carrier (now digital). This circumstance, of course, somewhat reduces the level of communication, but the benefit of performing interactive background exercises far exceeds this disadvantage.

First, it is possible and necessary to give the announcer a certain role in the created speech situation. Interactive background exercises, as a rule, have, in addition to the task-instructions, three components: the speech of the announcer (in a certain role), a pause during which the student performs the task, a sound key with which the student can check the correctness of the task. A fourth component is also possible, when the student asks a question to which he must receive an answer.

We will give an example of an interactive background exercise for transforming a speech sample.

*You are talking over the phone to Shapey, an imaginary character from another planet. Listen to the speaker's instruction, during the pause ask Shapey your question. Listen to the key to check if you've put the question correctly, listen to Shapey's answer.*

*Example.*

*Speaker1 (Sp1): Ask Shapey when he gets up.*

*Pupil: When do you get up?*

*Sp2 (gives the key): When do you get up?*

*Sp 3 (Shapey): At 11 o'clock in the morning. It's very early. There are 48 hours in the day and night on my planet.*

*1) Sp1: Ask Shapey how he washes his face and hands.*

*Pupil: .....*

*Sp2: How do you wash your face and hands?*

*Sp3: The inhabitants of my planet wash their faces and hands with fruit juice. Etc.*

A video, especially a playful authentic children's film (not a cartoon, where the sound is often distorted), can be an excellent means of demonstrating new grammatical structures in a broad and interesting context for children. Of course, such a film (episode from the film) should correspond to the level of preparation and age characteristics of the students.

Yes, the game movie “Wizadora” perfectly corresponds to the age characteristics of elementary school students. In elementary and high school, in addition to watching a clip of the film with sound, students can use abbreviated commenting on the events of the film in the appropriate foreign language using new grammatical structures.

Just like the interactive background exercises, the computer exercises should require a clear answer from the student so that he can use the key. Therefore, as computer-based grammatical exercises, test

exercises (mainly multiple-choice tests) are used: in choosing a grammatical structure according to the context, in insertions of the adverb-temporal form, in substitution, transformation, execution of orders, etc. Very often, sentence-level context is not enough, so it is better to take a multiple-choice test based on a broad context, listening or reading text, interviews, etc. So, the fragment of the test below is taken by high school students after they have listened to an interview with a graduate of the school, Sheila.

*Complete the following statements (they are about the British schoolleaver Sheila).*

1. Sheila ... school last Friday.

- (a) is leaving
- (b) has left
- (c) left
- (d) had left

2. ... any plans for the future, Sheila?

- (a) Have you made
- (b) Did you make
- (c) Had you made
- (d) Do you make

Learning English grammar is possible thanks to effective and interesting applications that can be installed on smartphones:

1. Learn English with Danny Grammar's Word Challenge from the British Council,

Together with Danny Grammar, you will have the opportunity to easily and interestingly test your knowledge not only of grammar, but also to check your vocabulary and spelling. It is necessary to choose the level of difficulty of the test and go through online exercises in the form of a game, thereby revealing weak points in knowledge.

2. Grammar Up by Grammar Express. The application was created to practice grammar in order to prepare for the currently popular TOEIS (English Proficiency Test).

3. Practice English Grammar is a free app for iOS and Android that was nominated in 2014 for the Best Education App award. The undoubted advantage of this application is a successful combination of flash cards (for memorizing grammar rules), games, articles and various ways of testing and evaluating knowledge (tests, quizzes), which will help improve writing skills through the consistent study of grammar topics from elementary to the most complex.

4. Essential Grammar Activities from Cambridge University Press. Fans of Raymond Murphy and his legendary grammar can already download the electronic version of the textbook for Android and iOS. Applications are presented in different variations depending on the level of knowledge. Each application contains 1,500 exercises structured around 21

grammar topics, divided into 136 units. Among the advantages of the application is the function of audio recording, thanks to which you can listen to phrases and record your own pronunciation. However, it is worth noting right away that in the mobile application you will find only exercises, and for theory you should refer directly to the textbook.

5. Learn English Grammar is another app from the British Council. Here you will find thousands of questions aimed at improving grammar at any level (from Beginner to Advanced). Each level contains 600 grammar tasks divided into 25 grammar topics. Learn English Grammar is released in two versions: American and British.

6. English Grammar Book is another free application for devices based on the Android platform, by installing which you have the opportunity to get a fairly wide range of grammar topics with a detailed explanation of the theory, as well as tests and quizzes to check the material you have learned. This application contains different difficulty options depending on the level of knowledge.

7. English Grammar Test. This application contains 60 tests and 1200 grammar exercises for Intermediate and Upper-Intermediate levels. Here you will find 20 chapters on different topics for each level. After passing the test, we get a summary of the aspects of grammar that we have mastered successfully and that need to be worked on. A detailed explanation is provided for each error made.

8. Practice English Grammar – Sam. This application will help improve English grammar by solving unusual tasks. Help Sam overcome all the obstacles by performing interesting exercises. Your competitors in the game can be friends or players from all over the world. Practice English Grammar with Sam gives you the opportunity to prepare for the following international exams: TOEFL, IELTS, TOEIC, FCE and CAE.

**Conclusions.** The main means of learning a foreign language are educational and methodological complexes. Learning aids are divided into technical and non-technical. Non-technical means of forming grammatical competence include visualization, which makes it possible to compensate for the lack of a language environment that provides sensory perception. Pictorial visuality is pictures, graphic visuality (tables, diagrams, cards, card games (for example, playing lotto; a card game where the cards are cards with irregular verb forms), solving "grammatical" crosswords, etc.). The degree of visual images of representation can be different depending on the individual characteristics of a person, the level of development of his cognitive abilities and knowledge, as well as on the initial images of perception. Among the

technical means of forming grammatical competence, phonograms should be mentioned first of all, in particular interactive background exercises, video phonograms and computer exercises. Learning English grammar is possible thanks to effective and interesting applications that can be installed on smartphones.

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