

TO THE ISSUE OF TEACHING THE SPEECH GRAMMATICAL ASPECTS

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В статье рассматривается обучение студентов неязыкового вуза грамматическим аспектам иностранного языка при помощи таблиц.

A well-known in the English teaching methodology is the fact that learning a language is composed of four basic components: listening, reading, writing and speaking. It is believed that the student speaks a foreign language, if he sufficiently learned various aspects of it: phonetics, vocabulary, grammar. It is the teaching grammar that I wanted to focus on more, because throughout the teaching career, I have often had to face the fact that the students, having a good supply of vocabulary are unable to bind words into sentences.

We can say that none of the language aspects was for many years the subject of such intense debate and discussion, as grammar. Grammar is understood in different ways, it has played and continues to play different roles, not only in teaching native or foreign languages, but also in general in the education system of individual countries.

The appearance of grammatical exercises in the ancient world is associated with the name of Aristotle who referred to the language as an independent subject matter. It is thanks to Aristotle that grammar before our era became an independent area of expertise. The notion of “grammar” (Greek “*grammatike*”) originally meant “the art of reading and writing”. The emergence and development of feudalism in medieval Europe led to attenuation of those creative intentions that showed up during the heyday of the Greco-Roman civilization, the decline in the development of culture and science, which led to a scholastic approach to the language, with the exaggeration of the Latin language role as the only means of science and education. After the extensive acquaintance of the European society with the work of Aristotle, there appeared the logistic grammar and as a result logic penetrated deep into all spheres of intellectual activity. Logical-philosophical approach to grammar found its most vivid expression in the work of Petrus Helias. He proposed to establish the universal philosophical language on the basis of the Latin language that most adequately reflected the mechanism of logic simulation. Philosophical grammar ideas were later understood as a concept of universal grammar. These ideas are reflected in the book “General and Rational Grammar of Port Royal” [2] (originally *Grammaire générale et raisonnée contenant les fondemens de l'art de parler, expliqués d'une manière claire et naturelle*), whose authors were Antoine Arnauld and Claude Lancelot. “Free Art” in those years *grammatika* (Latin) was considered to be one of the components of any education and aimed at teaching the Latin language proficiency (and sometimes other languages), reporting information on philology, including reading texts, exercise gymnastics of the mind. Learning any language was

conducted by grammar usually modeled according to the Latin one. Grammar was studied as a special subject and as an end in itself.

Since then and especially since the XIX century the concept of “grammar” acquired the new content both in linguistics and language teaching. According to the definition of linguists “grammar” signified:

- grammatical structure of the language;
- branch of linguistics that studies such a system;
- set of rules of word changes, their compounds in combination, sentences (sometimes texts);
- tutorial describing the rules.

It should be noted that in the XX century philologists and Methodists particularly often included into the concept of “grammar” different sections of the language science, such as word formation and phonetics, spelling elements lexicology, phraseology, style, or sections “Semantics, “Pragmatics” and others, which in turn were included into the grammar books in different languages. In the twenty-first century English grammar textbooks began to form their own special conglomerate, parts of which are aimed at different targets: grammar for different age groups and levels of education, for many types of grammar schools, grammar for people with different linguistic experience or having different professions, special communicative grammar.

The role of grammar often changes under the influence of several factors: the evolution of the linguistics theory, practical results, the impact of foreign language instructions, and the state policy in the field of education.

Unfortunately, we have observed the tendency to reduce the role of grammar in teaching foreign languages, particularly the English language. Many European teachers noted that the educational and developmental goals in training are not achieved due to the fact that students in the study of the foreign language traditional grammar do not understand the practical significance of the study neither the grammatical terms and concepts nor the purposes of grammatical analysis. Trend towards the elimination of traditional grammar training, including our country, appeared in the 60-70s after the appearance of the generative grammar theory by N. Chomsky [3], [4]. The language in his concept is the generating device supplemented by transformational model. Uncritical transfer of this theory in the methodology of the foreign language teaching in recent decades has led to an excessive reduction of the grammar role. The result is a significant increase in the number of errors and mistakes in the speech of students, which negatively affects the results of the language practical mastery.

Based on the almost 20-year experience teaching of English in the non-linguistic universities, I can say that the problem of the grammatical skill formation is one of the most pressing. Grammar skill is inherently heterogeneous in its nature and thus calls for a holistic approach, addressing all its main aspects. Grammar skill is the synthesized action performed in skill parameters providing adequate morphological and syntactic design of speech unit at any level in the speech. More private actions are traditionally allocated in grammar:

- choice of structure, adequate to the speaker plan (in this case);
- clearance of speech units that is filled with structure in accordance with the rules of the language and a certain time parameter;
- estimation of accuracy and adequacy of these actions.

Structure in our minds is associated with certain communicative tasks: for each task there are functional nest structures. But beyond that, the speaker selects a specific structure depending on extra linguistic factors: interlocutor, relationship with him, mood, situation and culture.

Choice of structure can be called a functional side skill. But there is a formal aspect - design. It affects the correctness in terms of the language and the speech speed. This side (design) is closely connected with both lexical sub-skills: calling the word and combination. That is why the form of grammatical skills is possible only on the basis of the lexical items in that the student is proficient enough.

As you know, grammar skills differ as much as different types of verbal communication (speaking, reading, listening, writing).

The speaking grammatical skill is the communicatively-motivated automated use of grammatical phenomena in speech. Grammar for correct shaping and form use can be called speech morphological skills (for example, formation of the verb personal endings). Those skills are responsible for the correct automated location of words in all types of sentences, defined as syntactic language skills.

Morphological speech writing skills are of more analytical (discursive) nature thanks to the specifics of the speech written form. Here it is possible to return to the already written, amend or modify the already created text.

Receptive grammar skills are automated actions on the revealing of the grammatical information in the written or sounding text.

There is another kind of skills that in the psychological literature refers to as the “mental” or “intellectual”: linguistic discourse analytical grammar skills. They are formed on the basis of grammatical knowledge and used as a background component mainly in writing, less in speaking. Language skill helps the speaker to control the correct performance of speech acts, and provides the correct variant finding in the mistaken implementation.

Formation of grammatical skills is a very complex and time-consuming process. I dare not to agree with the teachers who do not consider it necessary to teach the deep grammar of English. One of the most effective methods of teaching English grammar, I believe, is the method of tables that is implemented in teaching English in the “elite groups” of FSBEI of HPE “KSAU” in the institute of international management and education offered by its director, assistant professor Antonova N.V. [1]. The essence of this method is quite simple - you need to explain grammatical sections using a table, and all the material is supplied as a single unit. For example, studying the modal verbs can use the following table:

MODAL VERBS			
	can	may	must
Present	can	may	must
Past	could	might	----
Future	----	----	----
SUBSTITUTES			
	to be able to	to be allowed to	to have to, to be to
Present	I am able to I am not able to Are you able to ... ?	I am allowed to... I am not allowed to... Are you allowed to...?	I have to... I don't have to... Do I have to...?
Past	I was able to I was not able to ... Was I able to...?	I was allowed to ... I was not allowed to... Was I allowed to...?	I had to ... I didn't have to... Did I have to...?
Future	I will be able to... I will not be able to Will you be able to...?	I will be allowed to... I will not be allowed to... Will I be allowed to...?	I will have to... I will not have to Will I have to...?

Can – физическая или умственная возможность выполнения действия

May – разрешение выполнения действия

Must – долженствование выполнения действия

Ought to – моральный долг

Should – совет, рекомендация выполнения действия

Need – необходимость выполнения действия

This table gives the information on the modal verbs, their general meanings, their substitutes use in the speech. Students have the skills of analytical and logical thinking, therefore, as practice shows, very clearly remember the options and ways to use these grammatical phenomena. Using tables, of course, does not exclude the substitutional and other exercises. But initially, the introduction of grammatical material, by the proposed method seems to be the most effective. The students of ИИМЕ involved in this system show good communication skills and speech literacy that gives them an opportunity to defend diploma projects in English.

Summarizing all the above mentioned, we can say that the purpose of training in teaching English is to develop “the ability to communicate in English”. Linguistic competence and its component parts - grammar skills, take, from our point of view, the leading place in the process of achieving the main goal of teaching English - ability to communicate in a foreign language. Undoubtedly, that communication is possible only if the student shows the language competence, which is based on the grammatical skills.

Grammar, as a component of communicative competence, is the subject of intense discussion and debate. Although at present there is a tendency to reduce the role of grammar, we believe it is necessary to apply this approach to learning grammatical aspect of speech to introduce some kind of alternative to the current trend. Method of tables, in our opinion, will increase the efficiency of absorption of the language grammatical system, on the one hand, and will be aimed at achieving the goal - practical English proficiency, and the ability to communicate in English, on the other hand.

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