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WAYS OF FORMING STUDENTS' GRAMMATICAL SKILLS THROUGH COMMUNICATIVE METHOD IN ENGLISH CLASS

Annotation. In modern educational conditions of Kazakhstan, concentration of students' attention on learning English grammar through the communicative method plays a crucial role in shaping successful learning. The communicative method is aimed at using language in real communicative situations, this learning process is interesting for students in a practical sense. In this paper we consider the goals and content of grammar teaching in the modern period, the importance of the communicative approach in the formation of grammatical skills. Also we describe the methods and stages of grammar skills formation. We will also look at the various strategies such as games, role-playing, discussions and other types of exercises that promote the active use of language in context, fostering the formation of grammar methods and stages and a deeper understanding of grammatical structures. The communicative method emphasises the importance of using language in real communicative situations, which contributes to effective grammar learning.

Keywords: grammar skills; communicative method; language communication; communicative competence; English.

Introduction

English is considered as an instrument of international communication in the modern era of globalization, and a language with a wide range of usage all over the world. Any person who knows English wants to lay a solid foundation for their bright future, because English is full of opportunities. Nowadays, three languages are required to train a competitive professional, so there is a lot of work being done in the country to teach English. One such initiative is to increase their interest in learning the language through role play, dialogue and language communication with them while teaching them to speak fluent English.

The study of grammar is necessary in learning a foreign language and is one of the most important components of teaching a foreign language at school. Therefore, it is necessary to pay special attention to the formation of grammar skills at all levels of foreign language education.

Formation of students' grammatical skills by the communicative method in English lessons is an effective way of teaching. The communicative method directs the



use of language in real-life communication situations, which facilitates the natural and organic acquisition of grammatical structures. In the process of communicative teaching, students actively participate in dialogues, discussions, games and other communicative activities that promote the development of skills in using grammar in context.

Materials and methods of research

In the late 19th – early 20th century, due to the need for international communication, direct methods of teaching foreign languages appeared, where phonetics and speech were given much attention, with grammar taking second place [1, p. 285].

Since the beginning of the 20th century, when grammar in teaching a foreign language began to take second place, the main purpose of learning a foreign language became the ability to express their thoughts and understand people in a foreign language, in other words, the main goal was to form communicative competence.

In the 80s of the 20th century in Great Britain there was a "communicative revolution", the result of which was the formation of a new approach to teaching foreign languages - communicative. The aim of this approach is the comprehensive formation of "communicative competence", and this is possible only through the formation of all speech and language skills, that is, in this approach, due attention is paid to grammar. It should be noted that learning in the communicative approach is carried out through speech exercises, discussion games, creating problem situations [2, p. 65].

The communicative goal of grammar teaching in the English lesson allows us to define the main requirement for the amount of grammatical material to be learnt in the general education school. It should be authentic for learning as well as sufficient for language use. Grammatical skills are understood as correct communicative use of grammatical phenomena in oral speech. The grammatical skills, which are responsible for the correct use and formation of forms, can be called morphological skills. Other skills responsible for the correct arrangement of words in all types of sentences are called syntactic skills of speaking. Methodologist Y. M. Kolker understands the term "grammatical skill" as the ability to automatically use grammatical means that are in long-term memory, necessary for speech communication [3].

E. I. Passov proves that communicative teaching of English has a positive effect on the development of human mental functions. The author emphasizes that in order to successfully teach a foreign language using the communicative method, it is necessary to create a favorable classroom environment. This means that the teacher should provide a friendly and supportive environment in which learners feel comfortable and can freely express their thoughts and ideas. He also emphasizes that respecting the uniqueness of each student plays an important role in education because it allows each student to reach his or her potential and develop as an individual. Creating an atmosphere of freedom and mutual understanding contributes not only to the improvement of the learning process, but also to the development of students' personal qualities [4].

Successful foreign language learning using the communicative method of teaching requires students to develop speaking, listening, writing and communication skills. However, in addition to these skills, it is important to pay attention to spelling (correct spelling of words), phonetics (correct pronunciation of sounds), vocabulary



(knowledge of words and their meanings) and grammar. All these aspects are important for full mastery of a foreign language and effective communication within the communicative approach of teaching.

Aspects of grammar that an English language learner should know:

- Different types of sentences (compound, conditional, interrogative, etc.);
- Grammatical constructions (to be going to, infinitive constructions, etc.);
- Verb tenses;
- Indirect speech;
- Time agreement;
- Phrasal verbs;
- Modal verbs;
- Characteristics, usage and forms of different parts of speech (noun, adjective, verb, pronoun, preposition) [5, p. 55-78].

Also some teachers offer their schemes of teaching grammatical material. This scheme was proposed by T. V. Langlitz in the article "Teaching Communicative Grammar as a Part of Practical Foreign Language Learning". The technique consists of three stages.

At the first stage it is necessary to understand the grammatical phenomenon, its content, form and usage. The following exercises correspond to this stage:

- underlining;
- grammatical analysis;
- sampling – (collecting – organizing – systematizing).

At the second stage grammatical material is taught and grammatical skills of speaking are formed. Formation of grammatical skills of speaking includes the development of the skill of relatively accurate repetition of the studied phenomenon, characteristic of its service. Teaching the grammatical side of speech is effectively carried out through the following teaching exercises:

- imitation;
- repetition;
- transformational;
- wildcard (tables);
- role-playing exercises.

The third stage involves the final development of grammatical speaking skills, i.e. their use in speech. Exercises at this stage should, first of all, have communicative value. For this purpose, students are offered the following types of tasks:

- communicative tasks;
- educational and natural speech conditions;
- communicative games [6].

Grammar teaching in the integrated approach is organized according to the following scheme:

- Familiarization with the new topic: can be done by reading a short text or listening to a conversation with new grammatical constructions, i.e. the new material is presented in a meaningful context.

- Checking general understanding of the text or story presented (in this example, by answering the questions);



- Checking of the understanding of personal information;
- Analyzing the new grammatical structure;
- Carrying out confirmatory exercises: this stage basically corresponds to the stage of the classical deductive approach, where students first carry out simple and then slightly more complex tasks;
- Performing supplementary exercises to confirm the understanding of the topic. It is important to note that supplementary exercises are interesting interactive whiteboard-based tasks [7].

Besides, we would like to consider some methods and stages of grammar skills development proposed by foreign researchers.

For example, S. Thornbury in his book "How to teach grammar" emphasizes two principles of grammar teaching:

1) E-factor: efficiency = economy, ease and efficacy.

Economy means that material is better presented in a compact form. Economy has been found to be a major factor in the development of technical skills. The more the instructor focuses on the instructions, the more difficult it is for the listener to understand them. This rule can be transferred to the methodology of teaching a foreign language.

Ease. The simpler the preparation of any exercise to prepare the material, the better. The work of a teacher involves a heavy work schedule, so more time should be devoted to effective but easy-to-prepare exercises.

And the main part of the formula is efficacy. This component is "attention" (students should pay close attention to the material and the teacher), "understanding" (the result cannot be achieved without understanding, so it is necessary to control the following factors: quality of information, explanations and checks), "memorization" (the presentation of material should be memorable, necessarily). Finally, the key component of effectiveness is "motivation".

Due to the lack of motivation, none of the above factors works, the teacher's task is to select tasks and materials that are interesting to students.

In other words, the E-factor is that the time and resources spent on preparing and explaining grammar should correspond to the learning outcomes.

2) Factor A: Appropriacy

A programme that works for one group of students will not necessarily work for another group of students. Therefore, the students' age, level, group size, learning objective, student interests, materials and resources must be kept in mind.

The author also discusses inductive and deductive methods of presenting grammar rules:

- deductive method – students are first familiarized with the rule and then with examples;

- inductive method – students identify the rule with examples.

At the same time, the author says that both methods have their place in grammar teaching, but their disadvantages should be taken into account, for example, it was the basis for forming the opinion that language learning consists only in memorizing rules.



S. Thornbury also points out that a lot depends on how the teacher presents the rules. For example, a presentation will be more effective if the teacher gives the following features to the presentation:

- examples that show the rules;
- the rule will be short;
- the students' understanding is checked;
- students will have the opportunity to personalise the rules [8, p. 98-99].

Next, let's look at the argument put forward by T.Hedges in the book “Teaching and Learning in the Language Classroom”.

The author emphasizes that the development of grammatical skills consists of the following points:

1. first warning;
2. students notice repetitive structure;
3. reasoning and creating hypotheses. Students make predictions about what the structure will be used for;
4. structuring and restructuring. The design and its meaning must be anchored in students' minds;
5. automatisation. The use of designs in speech should be automated [9, p.146-152].

In the context of the communicative approach to teaching a foreign language, the methods of teaching the grammatical aspect of the language should be based on the following principles:

1. situational principle;
2. functionality;
3. speech and thinking activity;
4. news;
5. individuality [4].

Research results

The object of our research work is to prepare a teaching complex for the process of grammar skills development using the communicative method of teaching.

The book under the title "EXCEL" is a teaching and learning complex for eighth graders.

The authors of the book "EXCEL" for eighth graders are Virginia Evans, Jenny Dooley, Bob Obey, the textbook is translated with the help of Natalia Mukhamedjanova [10].

The teaching materials set includes: Workbook and Grammar, Textbook, audio programmes (Youtube). The textbook consists of 9 modules and 72 lessons.

The educational complex "EXCEL" is guided by the following principles: communicative orientation, conscious language acquisition, use of native language in the learning process, accessibility of materials, differentiation and integration of teaching methods, as well as stimulation of students' activity in the learning process.

“EXCEL” educational complex works actively to develop students' grammatical skills as well as to improve their communicative abilities. Grammar teaching and communication are seen as important aspects of language education that are interrelated and important for successful language acquisition.



Each lesson of the textbook contains materials for learning different aspects of spoken English, homework to consolidate and automate the acquired lexical and grammatical skills, tests, as well as a list of words and phrases.

Thus, the main principles of the educational complex "EXCEL":

- priority of the communicative goal of the educational complex "EXCEL"
- correspondence to the active, personality-oriented character of education
- use of modern effective teaching technologies
- sociocultural orientation of the English language teaching process
- interconnected teaching of all types of speech activity.

As a result of our research we have analyzed the use of grammar exercises in the "EXCEL" training complex.

The textbook of the EXCEL educational complex uses various types of exercises that contribute to the development of students' grammatical skills. The process of mastering the material includes the following stages:

- Introduction of new learning material with a new grammatical concept or rule.
- Doing learning, communicative and colouring exercises that help learners understand and apply new grammatical rules in context.
- Carrying out conversion exercises that require learners to convert and apply learnt grammatical constructions in different contexts.
- Performing consolidation exercises for learners to consolidate and automate their knowledge of English grammar.

In addition to the existing exercises, an exercise system can be added that includes the following types of exercises to develop grammar skills:

1. Imitative exercises;
2. Substitution exercises;
3. Transformational exercises [11].

1) Imitative (imitation) – repeated listening and speaking patterns of a given grammar (e.g. short answers to questions, agreement, confirmation). Imitation exercises in English may include role-playing, modelling real-life situations, and repeating and modelling different language constructions.

a book;

- an interesting book;
- to read an interesting book;
- like to read an interesting book with friends;
- sisters like to read an interesting book with friends;
- two sisters like to read an interesting book with friends;
- two sisters like to read an interesting book with friends in the evening [12].

2) Substitution exercises promote the study of different forms of a certain grammatical phenomenon through various additions and extensions. This type of practice helps to automatise the grammatical material.

Complete the text with words.

Use: came, bad, time, sore, stayed, on, poor.

On Friday Jim woke up early. He didn't want to go to school because of the Maths test. His mother came in, "Get up, honey! It's ... to have breakfast!" Jim said, "I feel ... I have a ... throat. I can't go to school." Jim ... in bed all the day. He was sad. He wore a



warm scarf and had much tea with lemon and honey. After school his friends visited ... Jim. They didn't have any test. They will have Maths test ... Monday [12].

3) Transformational exercises allow developing in speech the skills of combining, replacing, shortening or extending given grammatical constructions. Here the method of teaching is combined with the method of using the learnt grammatical material in speech.

Transform the following Active forms into Passive forms.

They are now building new hospitals in the provinces. Will they publish her new novel next year? They will have completed the new petrol station by winter. The police have just arrested Jimmy on suspicion of murder. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill. They will open a new hotel next week. Our managers discuss important matters every Tuesday. The government closed the plant last year [12].

In order to develop students' grammar skills effectively, it is important to use different and interesting exercises and tasks in lessons. The exercises should be interesting enough to motivate students to learn a foreign language, but should not be too easy or too difficult. It is important to choose tasks that correspond to the students' educational level and encourage their active participation in the learning process.

Conclusion

Communicative teaching has become widespread in the modern period of development of foreign language teaching methodology. The relevance of this method is very high, because grammatical skill is an integral part of all types of speech activity, its formation, improvement and development is the main task of foreign language teaching. This process is very important at the middle stage, when students' lexical material is sufficient and they have formed an algorithm of learning a foreign language. Proper foreign language learning at the lesson is possible only if the learning process is organised in the conditions of real language communication of students. The process of learning a foreign language, built on a communicative basis, expands the possibilities of the subject in solving this problem. Within the framework of the communicative approach, we realised that the formation of English grammar skills at school is of great importance. In teaching any foreign language, grammar teaching occupies an important place because grammar is the basis of language development. To master the four types of speech activity, such as reading, speaking, listening, writing, it is necessary to learn it. Modern methodologists explain that the term "grammatical skill" is closely related to language communication in a suitable atmosphere.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА КОММУНИКАТИВТІК ӘДІС АРҚЫЛЫ ОҚУШЫЛАРДЫҢ ГРАММАТИКАЛЫҚ ДАҒДЫСЫН ҚАЛЫПТАСТЫРУ ЖОЛДАРЫ

Аңдатпа. Қазақстанның қазіргі білім беру жағдайында оқушылардың назарын ағылшын грамматикасын коммуникативтік әдіс арқылы меңгеруге аудару табысты оқытуды қалыптастыруда шешуші рөл атқарады. Коммуникативтік әдіс тілдің нақты коммуникативті жағдаяттарда қолданылуына бағытталған, бұл оқу үдерісі оқушылар үшін практикалық тұрғыда қызықты. Бұл жұмыста біз қазіргі кезеңдегі грамматиканы оқытудың мақсаттары мен мазмұнын, коммуникативті тәсілдің грамматикалық дағдыларды қалыптастырудағы мәнін қарастырамыз. Сондай-ақ, біз грамматикалық дағдыларды қалыптастыру әдістері мен кезеңдерін, грамматикалық



құрылымдарды тереңірек түсінуге ықпал ететін контексте тілді белсенді қолдануға ықпал ететін ойындар, рөлдік ойындар, пікірталас және жаттығулардың басқа түрлері сияқты әртүрлі стратегияларды қарастырамыз. Коммуникативті әдіс тілді нақты коммуникативті жағдайларда қолданудың маңыздылығын атап көрсетеді, бұл грамматиканы тиімді меңгеруге ықпал етеді.

Кілт сөздер: грамматикалық дағды; коммуникативті әдіс; тілдік қарым-қатынас; коммуникативтік құзыреттілік; ағылшын тілі.

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СПОСОБЫ ФОРМИРОВАНИЯ ГРАММАТИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ ЧЕРЕЗ КОММУНИКАТИВНЫЙ МЕТОД НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В современных образовательных условиях Казахстана концентрация внимания студентов на изучении грамматики английского языка коммуникативным методом играет решающую роль в формировании успешного обучения. Коммуникативный метод направлен на использование языка в реальных коммуникативных ситуациях, этот процесс обучения интересен студентам в практическом смысле. В данной работе мы рассматриваем цели и содержание обучения грамматике в современный период, значение коммуникативного подхода в формировании грамматических навыков. Мы описываем методы и этапы формирования грамматических навыков. Также мы рассмотрим различные стратегии, такие как игры, ролевые игры, дискуссии и другие виды упражнений, способствующие активному использованию языка в контексте, способствующему формированию методов и этапов грамматических навыков и более глубокому пониманию грамматических структур. Коммуникативный метод подчеркивает важность использования языка в реальных коммуникативных ситуациях, что способствует эффективному изучению грамматики.

Ключевые слова: грамматические навыки; коммуникативный метод; языковое общение; коммуникативная компетентность; английский язык.