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The Role of Grammar in Teaching Foreign Languages

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Abstract: This article discusses the issues of communicative teaching of foreign languages based on communicative tasks. Communication-oriented education aims to teach communication in a foreign language using all necessary (not only communicative) tasks and methods.

Keywords: grammatical skills, communicative education, communication in a foreign language, communicative approach, deductive method, learning methods.

Introduction

The increased interest in these factors is because of the oral nature of the lead in teaching a foreign language, as well as the capability and readiness of college students at the preliminary stage to master a massive range of lexical units.

The ownership of a phrase is the maximum vital prerequisite for talking, however in the reproductive forms of speech hobby, knowing best the meaning of a phrase is not sufficient. Here, the possession of the connections of the word and the formation of terms based totally on them performs an equally critical position.

Teaching vocabulary is interconnected with getting to know grammar. at the initial level of getting to know a overseas language, it's miles necessary to teach youngsters now not only to pronounce phrases efficiently and recognize their meaning, but additionally to grammatically correctly construct these words in a sentence to carry their thoughts or thoughts of any other character.

The level of formation of communicative competence in speak me directly depends at the satisfactory of getting to know its lexical and grammatical factors, or as an alternative, numerous movements with language material, leading to the formation of oral speech capabilities and capabilities, from the most effective abilities to the improvement of strong automatisms and complex creative competencies. The lexical and grammatical gadgets of the language are the preliminary and important building fabric with which speaks me is accomplished, consequently the language fabric is one of the most important components of the content of teaching an overseas language.

The contradiction among the established fashion of interdependent coaching of an overseas language in its various factors and the exercise of coaching an overseas language subject at school, when there is a shift in emphasis to one of the factors of the language, which prevents the formation of communicative competence, have to be eliminated.

The primary goal of teaching grammar in secondary school is to increase students' grammatical skills as one of the most vital additives of speech capabilities in talking, listening, studying, and writing. An insufficient stage of grammatical skills becomes an insurmountable barrier to the formation of not most effective language, but additionally speech and sociocultural competence. The communicative approach entails coaching grammar on a practical and situational basis. Which means grammatical phenomena are studied and assimilated now not as "bureaucracy" and "systems", but as a way of

expressing certain mind, relationships, communicative intentions. It is far essential to create situations for displaying the studied form and production as a dynamic unit that performs a nicely described functional and communicative position in conversation and expression of idea. Such conditions are speech conditions, which might be standard for using the studied phenomena amongst local audio system. Therefore, the communicative method in teaching grammar involves the introduction of recent typologies of exercises and duties necessary for the implementation of tutorial sports.

Main part

Language and speech preparatory physical activities help to master the “approach of an overseas language”, but such movements reduce the incentive of students. Therefore, it is necessary to combine such exercises with communicative tasks in a single lesson. It is also ideal to transform them into tricky and creative responsibilities within the form of crossword puzzles, lotto, and so forth.

However, this approach does not exclude the stage of pre-communicative language practice, which allows students to comprehend speech actions in terms of their form, content and purpose. It is during the performance of educational activities that three competencies are formed: language, speech and communicative, which ensure participation in real communication within the framework of the learning objectives. The optimal ratio of time for the formation of language competence is 20 -25%, speech - 20 - 25%, speech - 50 - 60%. Based on this, we can determine the following stages of the formation of grammatical skills:

1) Preparatory. (*Display, give an explanation for.*)

evaluate the use of ... within the following situations and say on what basis they are adverse.

write sentences with...

discover in the textual content grammatical phenomena that express....

decide the meaning of the grammatical form within the given situations.

2) Primary. (*Mechanical sporting activities in substitution and imitation*)

Say that you did the same if it's far actual.

guarantee the interlocutor that he is inaccurate.

explicit self-belief, marvel on the declaration of your friend.

learn a poem, a music.

Repeat via adding a phrase (phrase, word).

Make sentences the use of the table.

Make up a dialogue via analogy.

Entire the sentences consistent with the version.

Make sentences out of the given words.

3). Combining. (*Non-communicative training responsibilities for transformation.*)

update the highlighted words....

tell about what you probably did not do the day gone by, but did these days.

start the following dialogues.

Refute the statements and completely them.

alternate the situation so that it could use an exclusive grammatical shape.

pick an appropriate form of the verb from several given.

exchange the annoying (voice, temper, man or woman) of the verb.

Retell the text using the indicated grammatical bureaucracy.

4). Systematizing. (Conditional speech sporting events)

concentrate and say why it passed off.

Fill within the blanks and explicit your attitude to this.

Make up a dialogue according to a sure functional scheme.

5). Combining. (Interference: trying out readiness to characteristic in new conditions)

pick the appropriate grammatical form.

game sports.

6). Speech-sporting events:

give examples from your life that prove that...

provide you with a logical finishing to the story.

Take a tour

Take an interview.

you are an optimist. (Pessimist).

give guidelines.

Make a commercial.

In coaching grammar, techniques have historically been defined - implicit and express. Within the first case, the emphasis is on teaching grammar without explaining the guidelines, and inside the second, the other is authentic. With an implicit approach, a structural or communicative approach is possible. With an express method - deductive or inductive. A differentiated approach to coaching grammar permits you to combine distinctive procedures, taking into consideration the characteristics of getting to know. In fundamental and secondary colleges, each time feasible, the inductive method must be used. In excessive school and at a sophisticated degree of education, frequently, the deductive technique is used.

The maximum critical tiers are the fourth, fifth and sixth levels. It is at the fourth level that the distribution of interest between form and content starts evolved. It ought to accept extra attention as mono, due to the fact most of the formal sports of the textbook may be without problems transformed into "verbal exchange with safety net" without complicating the language tasks. Thus, the educational system is intensified without violating the standards of accessibility and continuity.

The 6th stage, which belongs to the degree of speech practice, differs from the 5th one frequently in that the educational undertaking of the use of particular language cloth is now not inside the focus of the student's attention, it's far forced out to the extent of so-referred to as aware control. In other phrases, the grammatical fabric is used or understood robotically, and in case of trouble, students turn to the rule. The teacher wishes to formulate the speech undertaking in any such manner as to steer college students to the need to use the necessary grammatical cloth. Motivation at this stage may be verbal, although the scholar does no longer overlook that he is in elegance and came to examine, so its miles appropriate to speak about gaining knowledge of and speech motivation.

Conclusion

As experience shows, the communicative approach in teaching grammar is quite effective. It contributes to the systematization of language material, establishing a connection between communicative tasks and alternative means of solving them creates an idea of the functional relationships between various phenomena of the language environment. Performing speech tasks based on authentic regional texts, students not only improve their linguistic competence, but also acquire sociocultural knowledge about the country of the language being studied. Thus, the basic

principles of communicative grammar are implemented: situationally, functionality and variability, as well as a linguacultural approach to learning.

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