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TEACHING GRAMMATICAL ASPECTS OF LANGUAGE FOR SPECIAL USE

Learning English for special use is a very complex process that involves the accumulation of lexical and grammar material by students. The grammar skills acquired by students are a set of specific operations: actions to arrange lexical units in a sentence (on the basis of rules a student constructs a sentence with a grammar phenomenon; actions on the formation or selection forms of significant words or from paradigms; actions to select auxiliary forms and particles.

The task of developing such skills arises only after students have mastered new lexical units.

Grammar skill is the ability of a speaker to choose a model that is adequate to the speech task and to design it in accordance with the norms of a given language.

So the grammar form and the speech task must be associatively linked to each other. If such a connection exists, then in the process of speaking, when a particular task arises in the mind, a necessary grammar form “pops up” in the mind.

However, our practice shows that very often students, knowing words and being able to form their grammatical forms, are unable to use them correctly in speech.

The problem lies in the fact that the connection between the grammar form and its functional side is not formed and lost.

Thus, the teacher must clearly understand how to structure and organize a lesson properly to develop students' grammar skills.

It should be noted that this type of grammar lesson is characterized by three main stages of work:

1) the stage of presentation of grammatical phenomena (introduction of new grammatical material) - presentation in oral and written speech for demonstration its communicative function;

2) familiarization with the methods of formation;

3) performing actions containing a given phenomenon according to a pattern without a rule or according to a pattern and a rule.

Summarizing all of the above, we come to the conclusion that practical proficiency in a foreign language is possible only under the condition of the correct formation of the necessary skills and abilities in students in using grammatical forms in speech; as well as with the conscious assimilation by students of the grammar material selected for work.

References:

1. Planning a grammar lesson Teaching English – British Council. URL: www.teachingenglish.org.uk › teachers ›

2. Han J. *On Approaches to English Grammar Teaching and Its Current Situation*. Open Access Library Journal. Vol.10 No.12, December 2023. URL: <https://www.scirp.org/journal/paperinformation?paperid=130006>.