

**LINGUISTIC AND DIDACTIC ASPECTS OF THE “LINGUISTIC CONSCIOUSNESS”
FORMATION IN TEACHING FOREIGN LANGUAGES: GRAMMAR SKILLS
FORMATION**

***ASPECTOS LINGÜÍSTICOS E DIDÁTICOS DA FORMAÇÃO DA “CONSCIÊNCIA
LINGÜÍSTICA” NO ENSINO DE LÍNGUAS ESTRANGEIRAS: FORMAÇÃO DE
HABILIDADES GRAMÁTICAIS***

***ASPECTOS LINGÜÍSTICOS Y DIDÁCTICOS DE LA FORMACIÓN DE LA “CONCIENCIA
LINGÜÍSTICA” EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS: FORMACIÓN DE
HABILIDADES GRAMÁTICAS***

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ABSTRACT: The process of learning grammar is quite time-consuming. Poor grammar is often the reason that prevents people from communicating freely and competently in a foreign language. Definitely, some textbooks offer a sufficient number of grammar exercises, but, as a rule, these exercises are not aimed at communication. Therefore, it is quite natural that at the beginning of the formation of grammar skills, students do not have sufficient linguistic competence and psychological readiness for full-fledged foreign language communication. Consequently, the task of teachers is to create such conditions in the educational process where students are involved in communication step by step, with a gradual increase in psychological stress and linguistic load, at the same time including grammar tasks in the learning process. Thus, the relevance of this article is determined by the increased requirements for the quality of teaching a foreign language with a view to earlier communication and the undeveloped issues related to the problem of developing and improving grammatical skills.

KEYWORDS: Teaching grammar. Grammar skills. Communication skills. Linguistic component. Active grammar. Passive grammar.

RESUMO: *O processo de aprendizagem da gramática consome muito tempo. Conhecimento insuficiente da gramática costuma ser o motivo que impede as pessoas de se comunicarem de forma livre e competente em um idioma estrangeiro. Definitivamente, alguns livros oferecem um número suficiente de exercícios de gramática, mas, via de regra, esses exercícios não têm como objetivo a comunicação. Portanto, é bastante natural que, no início da formação de habilidades gramaticais, os alunos não tenham competência linguística suficiente e prontidão*

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psicológica para se comunicar plenamente em língua estrangeira. Consequentemente, a tarefa do professor é criar tais condições no processo educacional onde os alunos sejam envolvidos na comunicação passo a passo, com um aumento gradual do estresse psicológico e da carga linguística, ao mesmo tempo incluindo tarefas gramaticais no processo de aprendizagem. Assim, a relevância deste artigo é determinada pelos crescentes requisitos de qualidade do ensino de uma língua estrangeira com vista a uma comunicação mais precoce e por questões pouco desenvolvidas relacionadas com o problema de desenvolver e melhorar as competências gramaticais.

PALAVRAS-CHAVE: *Ensino de gramática. Habilidades gramaticais. Habilidades de comunicação. Componente linguístico. Gramática ativa. Gramática passiva.*

RESUMEN: *El proceso de aprendizaje de la gramática requiere bastante tiempo. La mala gramática es a menudo la razón que impide que las personas se comuniquen de manera libre y competente en un idioma extranjero. Definitivamente, algunos libros de texto ofrecen una cantidad suficiente de ejercicios de gramática, pero, por regla general, estos ejercicios no están destinados a la comunicación. Por lo tanto, es bastante natural que al comienzo de la formación de las habilidades gramaticales, los estudiantes no tengan la competencia lingüística y la preparación psicológica suficientes para la comunicación en lenguas extranjeras en toda regla. En consecuencia, la tarea de los docentes es crear tales condiciones en el proceso educativo donde los estudiantes se involucren en la comunicación paso a paso, con un aumento gradual del estrés psicológico y la carga lingüística, al mismo tiempo que incluyen tareas gramaticales en el proceso de aprendizaje. Así pues, la pertinencia de este artículo viene determinada por las crecientes exigencias de calidad de la enseñanza de una lengua extranjera con vistas a una comunicación más temprana y por las cuestiones poco desarrolladas relacionadas con el problema del desarrollo y la mejora de las competencias gramaticales.*

PALABRAS CLAVE: *Enseñanza de gramática. Habilidades gramaticales. Habilidades comunicativas. Componente linguístico. Gramática activa. Gramática passiva.*

Introduction

In today's world, the demand for professionals who are able to speak one or several languages is growing rapidly. Obviously, foreign language education is of great importance for the development of the personality of such people. Undoubtedly, for the development of speaking, writing, listening and reading skills and, as a result, the formation of a foreign language communicative competence, it is necessary to develop certain competencies that are indispensable for achieving these goals. One of such competencies is grammar competence.

“People use language to communicate because it is an effective way to express their minds, feelings and thoughts. However, to communicate effectively is not as easy as it seems. An effective communication can only be reached if each participant can understand feelings,

desires and thoughts of each other" (IZMAILOVA; GAFIYATOVA; ROMAZANOVA, 2017, p. 57).

As the studies and experience of practicing teachers show, the introduction, revision and activation of grammatical material only on communicative basis do not provide solid knowledge of the rules of inflection and morphology and do not guarantee error-free speech. In this regard, the researchers are faced with the task of developing an integrated approach to grammar teaching, a communicative-cognitive approach, which determined the selection of the content of grammar training, providing the ability to communicate in a foreign language, as well as deep knowledge of grammatical phenomena by doing specially organized exercises.

Methods

The following research methods are used in the work:

1. The analytical method: analysis of scientific and scientific-methodical literature on the topic of research, scientific concepts in modern English studies, language and text materials, study guides.
2. Generalizations and systematization: the views of various researchers and factual materials, explicating fragments selected for the research, relating to the national linguistic personality, the linguistic picture of the world, the peculiarities of teaching a foreign language in high school are summarized and systematized.
3. The method of monitoring the process of intercultural communication and educational activities in the audience, as well as the method of social statistical survey of students.

Results and discussion

Background knowledge and speech form the human consciousness (knowledge is a way of human consciousness existence). The knowledge accumulated through the course of history is the consciousness of society as a whole. The lexicon, which is an important component of linguistic abilities and is stored in memory, defines the linguistic consciousness of a person as one of the components. Therefore, it is not a coincidence that in the methodology of teaching foreign languages the idea is expressed that:

not only the communicative ability of the student should be the “object of influence” of learning actions in the linguodidactic process, but also his secondary linguistic consciousness (verbal-semantic level of linguistic personality) and secondary cognitive consciousness (as a result of connecting the student to the cognitive, thesaurus level) (LEONTYEV, 2016, p. 23).

In further discussions, we will proceed from the classical philosophical definition of language: "Language is practical... real consciousness." At the same time A.N. Leontyev emphasizes that this proposition should not be interpreted in the sense that consciousness is generated by language: “language is not its demiurge, but a form of its existence” (LEONTYEV, 2016, p. 111). And he further notes that “meanings are the most important “generators” of human consciousness” (LEONTYEV, 2016, p. 75).

Human consciousness has a semantic structure. But the meanings of words are not constant, but develop both in the historical aspect and while assimilating of language during the ontogenetic formation of man. One can understand the variability of lexical units only “when the nature of the meaning itself was correctly defined” (KOLKOVA, 1992).

The nature of the meaning of the lexeme “is revealed primarily in the generalization, which is contained as the main and central moment in every word, for every word is already generalizing” (VITLIN, 2000, p. 22). According to linguists, most of the vocabulary (over 60%) in developed languages is derived vocabulary. A significant role in the formation of new lexical units is played by the root of the word. It is from the root of the lexeme that one can trace its etymology.

The semantic content of the root – the main meaning – can be a strong point, important and necessary for remembering large groups of lexemes (word-building families, families of lexical units) as a whole: “The meaning of the whole, which we mean when highlighting strong points, is kept in memory better than its concrete and to some extent random carrier (KOLKOVA, 1992, p. 123).

The linguistic component of the content of teaching foreign grammar involves the selection of the necessary material, including morphology and syntax. Mastering foreign language grammar material implies that students have the ability to create forms of words, and to use particular syntactic structures in context. Changing the forms of words, students use their elements: prefixes, suffixes, endings. These actions are performed to express and understand thought in foreign language speech. The difference between native speakers and foreign language learners is the degree of automation of the actions performed (STURUA, 2004, p. 45). For learners of a foreign language, some activities are not automated.

In the methodology of teaching a foreign language, passive (receptive) and active (productive) grammar are distinguished. Active and passive grammars are differentiated not only by the nature of the use of acquired knowledge in speech, but also by their composition. The active grammatical minimum refers to those grammatical phenomena that are intended for use in speaking and writing. Active grammar in the description of linguistic phenomena involves movement from meaning to form. When selecting a grammatical minimum, it is necessary to strictly limit the material by selecting the most common ways of expressing semantic relations and excluding synonymous ones.

The active grammatical minimum is selected on the basis of the following principles: the principle of prevalence in oral speech; principle of exemplariness; principle of exclusion of synonymous grammatical phenomena.

The selection of grammatical material for the active grammatical minimum is based on the principles of thematic and situational conditioning and an adequate representation of the grammatical system of the language (AZIMOV; SCHUKIN, 1997).

Passive grammar is used by students to analyze the meaning of what is spoken or written. When selecting passive grammatical material, the principle of eliminating synonymic constructions cannot be used, since speech constructions that a student has to understand in the learning process may contain grammatical synonyms.

Passive grammatical minimum is selected taking into account the principles of prevalence in book-written style of speech and polysemy of grammatical phenomena.

Grammar is one of the most important aspects of teaching a foreign language, since full communication is impossible without knowledge of the grammatical structures of the language being studied. Grammatical competence is part of communicative competence.

Scientists consider grammatical competence as the level of proficiency in the basic language code: grammar rules, vocabulary, word formation, sentence structure (SWAIN, 1972, p. 43). or as the ability to produce an unlimited number of correct sentences (BIM, 1991, p. 27). The structure of grammatical competence includes productive and receptive grammar skills.

Productive grammar skills are understood as the ability of the speaker to choose a model adequate to the speech task and arrange it according to the norms of the language. The speech task is the speech intention to communicate or convince, etc. It is the fulfillment of tasks that this or that grammatical form serves. Therefore, notes Passov, Kuzovleva and Passov (2010), the grammatical form and the speech task should be associated with each other. If there is such a connection, then in the process of productive speech activity as soon as a communicative task arises, a grammatical form adequate to it and necessary at that moment pops up in the mind.

Receptive grammatical skills are understood as automated actions for recognizing and understanding grammatical information (morphological forms and syntactic constructions) in written and oral text. They are further divided into receptive-active and receptive-passive grammatical skills.

Receptive-active grammatical skills of audio perception / understanding of foreign language speech are based on automated speech communications of auditory and speech motor images of grammatical phenomena and their meanings.

The receptive-active grammatical reading skills are based on the relationship between the visual-graphic and speech-motor images of these phenomena with their meanings. These relationships find their expression in the automation of the process of perception and non-translation.

Receptive grammar skills include the following:

1. skills of recognition and understanding of grammatical phenomena in the text based on a set of images in visual memory created in the process of formation and development of individual speech experience;
2. discursive-operational analytical language grammar skills, i.e., skills of analytical decoding of grammatical information available in the text.

The representation of knowledge in the formation of a speech grammatical skill depends on whether the grammatical phenomenon to be assimilated belongs to the productive or receptive type. So, when forming productive grammatical skills, the function of the studied grammatical structure is first demonstrated, then its meaning is explained, and only then is the form introduced. Regarding receptive grammar skills, i.e., skills of recognition and understanding of grammatical phenomena in written and spoken text, knowledge is presented in the following order: first a form is introduced, then the function and meaning are explained.

More and more students choose English for exams, which is an indicator of the high demand for a foreign language by modern society. Grammatical material is usually explained using rules and demonstrating the functioning of new grammatical material in speech. In this case, the explanatory and illustrative method is actively used. While practicing grammatical material, grammar games are involved as well.

The process of learning grammar skills is characterized by the fact that it goes through a series of stages, of which each has its own separate task. The stages of skills training

correspond to the psychological phases of the formation of skills (MINYAR-BELORUCHEV, 2000, p. 27).

Preparatory stage. Familiarization with the grammatical phenomenon. At this stage, students are psychologically prepared for the assimilation of a new phenomenon. To do this, a goal is set for them from the very beginning. The teacher tries to interest students, arouse their attention and activity. A prerequisite for the use of grammatical means of speech is mastering of the vocabulary that fills the corresponding models. In addition, students must revise the grammatical material with which the new grammatical phenomenon will be combined or juxtaposed. The more complex the syntactic structure, the more necessary visual support is (writing examples on the blackboard, visual aids, etc.). Here, patterns with a new grammatical phenomenon are consciously constructed. At this stage, the primary skill is formed. An indicator of assimilation is the faultlessness of a consciously constructed pattern, with the use of the necessary grammatical form (MIROLYUBOVA, 1999, p. 47).

Elementary stage. It includes mastering separate steps on the use of a grammatical structure or form of a word. The content of the elementary stage includes exercises in the use of ready-made word forms in this structure and in the formation of a form in one pattern. At the elementary stage, further comprehension and memorization of the samples with highlighted grammatical forms and their meanings takes place. The exercises of the elementary stage are oriented towards the use of analogy, i.e., familiar traits are transferred to a new phenomenon, according to A. Mirolyubova (MIROLYUBOVA, 1999). Here, drills are done, in which repetition of the action is performed in relaxed conditions.

An indicator of the success of mastering this stage can be considered a decrease in the awareness of separate grammatical operations and an increase in independence in the choice of speech content when performing grammatical actions (MIROLYUBOVA, 1999, p. 53).

At the combining stage, the consolidation of a series of actions continues in the context of coordinating it with other actions. The new grammatical means at this stage is combined or interleaved with other means. In exercises there are more creative elements, drills are only in the background. "Creative tasks can be used to study and consolidate language material, to obtain deeper knowledge. Performing creative tasks, students learn not to copy the learned speech patterns, but to think and transmit information using their own" (SHARIFULLINA; SHI; NURUTDINOVA, 2020, p. 57). An indicator of the result achievement at this stage can be independent creative use of the necessary grammatical form along with others (MIROLYUBOVA, 1999, p. 55).

The stage of systematizing generalization is necessary when mastering the generalizations of the second stage and the systematization of what is learned through exercises in analysis, comparisons and classifications. This stage serves equally both the strengthening of active grammatical skills and the training in understanding the grammatical means of the active minimum when reading. Visual aids are diagrams and tables.

The last stage is the inclusion of grammar skills in speech activity, their use and repetition in speech exercises (MIROLYUBOVA, 1999, p. 56).

Summary

The use of various techniques at all stages of work with grammatical material contributes to the development and improvement of grammatical skills in teaching a foreign language at an advanced stage.

Teachers use a variety of teaching technologies and methods mainly in middle and high school. The most widely used are technologies such as project training, health-saving technologies, information and computer technologies, critical thinking technology, communication learning technology, and collaborative learning. Among the methods used in the lessons in middle and high school, there are: partial search method, project method, explanatory, illustrative, reproductive, problem statement method, heuristic, less often case method and debate method. It is important to note that these technologies and methods of teaching a foreign language are mainly aimed at developing speaking skills (monologic and dialogical speech), as well practicing lexical and grammatical material together.

Grammar material is usually explained by teachers with the help of rules and demonstration of the functioning of new grammatical material in speech. In this case, the explanatory and illustrative method is actively used.

Conclusions

Thus, we can say that the process of development and improvement of foreign grammar skills is characterized by phased work with grammatical material.

In the content of the training, three components are distinguished: linguistic, psychological, methodological. In the process of teaching foreign language grammar in a secondary school, the consideration of the linguistic component of education consists in the correct selection of grammatical material to be learned. The psychological component is

implemented taking into account the stages of the formation and improvement of grammatical skills in the process of teaching foreign language grammar to students.

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