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### КОМУНІКАТИВНИЙ ПІДХІД ДО НАВЧАННЯ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ

На початку XXI століття підходи до викладання іноземних мов зазнали змін. Головною метою є формування комунікативних компетентностей у здобувачів вищої освіти з урахуванням комунікативних умінь. Актуальність дослідження зумовлена необхідністю розкриття механізмів навчання граматичного матеріалу з позиції його комунікативної спрямованості. Усе базується на мовних знаннях, необхідних для опанування мовної структури. Студенти повинні навчитися спілкуватися іноземною мовою в реальних життєвих ситуаціях і швидко реагувати на репліки іноземною мовою.

Метою дослідження є аналіз існуючих підходів до викладання граматичного матеріалу, а також опис основних аспектів комунікативної граматики.

Розвиток усіх видів мовленнєвої діяльності неможливий без засвоєння граматичного матеріалу, оскільки мовлення має бути правильним. У контексті сучасних підходів актуальним є питання пошуку нових методів вивчення граматики. Ефективним вважається вивчення граматичного матеріалу з комунікативною спрямованістю, коли студенти розуміють структуру мови й починають використовувати ініціативні конструкції у власних висловлюваннях.

Дедуктивний та індуктивний підходи до вивчення граматики є поширеними, коли студенти або вивчають правило, а потім застосовують його в реченні; або аналізують приклади з подальшим усвідомленням правила. Таким чином, вибір методу залежить від багатьох факторів, таких як вік студентів, кількість часу, відведеного на вивчення матеріалу, та мети навчання. Ефективним способом вивчення граматичної структури є комунікативна ситуація, створена викладачем, щоб студенти відчували необхідність використовувати конкретну граматичну конструкцію і зрозуміли її значення.

Комунікативний метод починається зі сприймання інформації, тренування та самостійного використання вивченого в різноманітних комунікативних ситуаціях. На різних етапах граматичні вправи з комунікативною спрямованістю супроводжуються мовленнєвими завданнями в реальних ситуаціях. Крім того, мовлення студентів має імітувати справжню комунікацію. Уведення граматичних структур повинно бути природним, щоб студенти усвідомлювали їх важливість у формуванні моделей спілкування.

Оцінювання рівня сформованості граматичних навичок здійснюється відповідно до критеріїв оцінювання комунікативної компетентності.

**Ключові слова:** граматика, комунікативний метод, комунікативна компетентність, мовна структура, комунікативна ситуація.

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## THE COMMUNICATIVE APPROACH TO ENGLISH GRAMMAR TEACHING

*At the beginning of the 21<sup>st</sup> century, the approaches to teaching foreign languages have changed. Nowadays, the main goal is to develop the communicative competencies in students of higher education institutions, taking into account their communicative skills. The relevance of this study is determined by the need to reveal the mechanisms of teaching grammatical material from the perspective of its communicative orientation. Everything is built on the basis of language knowledge necessary for mastering the language structure. Students must learn to communicate in a foreign language in real-life situations and quickly respond to foreign-language addresses.*

*The aim of the study is to analyze the existing approaches to teaching grammatical material, as well as to describe the main aspects of communicative grammar.*

*The development of all the types of speech activity is impossible without learning grammatical material, since speech must be correct. In the context of the modern approaches, the issue of finding the new methods of studying grammar is relevant. Teaching the grammatical material with a communicative focus, where students understand the structure of the language and begin to use foreign language constructions in their own utterances, is considered effective.*

*Deductive and inductive approaches to grammar learning are common, where students either learn a rule and then apply it in a sentence, or analyze the examples and then understand the rule. Thus, the choice of method depends on many factors, such as the age of the students, the amount of time allocated to studying the material, and the learning objectives. An effective way to study grammar structure is through a communicative situation created by the teacher so that the students feel the need to use a specific grammatical construction and understand its meaning.*

*The communicative method begins with the perception of information, training, and independent use of what has been learned in various communicative situations. At different stages, the communicatively oriented grammatical exercises are accompanied by speech tasks in real situations. Additionally, the speech of the students is assumed to imitate real communication. The introduction of the grammatical structures should be natural so that the students understand their importance in forming communication patterns.*

*The assessment of the level of the formed grammatical skills is carried out according to the criteria for evaluating the communicative competence.*

**Key words:** grammar, communicative method, communicative competence, language structure, communicative situation.

**Statement and substantiation of the problem relevance.** Grammar is an important aspect of language learning. It is related to different types of language activities: reading, speaking, writing, and listening. It is impossible to learn a language without understanding its grammatical structures. This factor is very important for translation work, as it affects the quality of translation and comprehension.

The knowledge of grammar is one of the most important language competencies, especially when it comes to English grammar, which plays a crucial role in the training of the students [3, p. 35].

Without grammar rules, it is impossible to develop language skills. Such language learning will be limited. As the students study grammar, they acquire the knowledge of language norms and typical grammatical patterns.

The grammar enables learners to master the language structures in practice. It provides an opportunity to apply them in their own speech. It is impossible to master listening, comprehension, and speaking skills without acquiring the grammatical competence [5, p. 45].

During the process of reading and translating a text, grammar provides the structural basis for connecting words into sentences and sentences into coherent discourse, which directly influences text comprehension. The same applies to writing.

There is no doubt that grammar affects the development of speech competence and communicative abilities. This is why grammar is considered a vital component of foreign language education [2, p. 76].

The relevance of researching methods of teaching English grammar is connected to the fact that the main factor in knowing a foreign language today is mastering communicative competencies. To know a language means to be able to use it in communication.

**Analysis of current research.** The primary debates concerning grammar learning focus on the selection of instructional methods.

Many linguists believe that there are primary objectives in the instruction of grammatical material:

- to teach students how to formulate oral utterances appropriately in accordance with the context and situation;

- to train students to identify grammatical features across the different types of communicative activity to accurately comprehend the meaning of texts or utterances (N. Brown).

Thus, the grammar constitutes a core element in teaching all the forms of communicative activities and represents the foundation of language acquisition (M. Holandiah, D. Erlina, L. Marzulina, F. Ramadhani).

Some educators advocate for grammar to be taught as an inseparable component of reading, writing, listening, and speaking (H. Widodo, L. Tuan), while others find it appropriate to devise the strategies that enable the students to properly formulate their speech (A. Mohammed and N. Perur).

The study of the grammatical models and their application in the speech to achieve correctness is also a key aspect of learning grammar material (B. Prosad).

The goal of grammar is to teach communication in the language and to develop the communicative skills (D. Larsen-Freeman).

When studying English as a foreign language, the students very often use the translation method where the native language is primary, and the meaning of the foreign language construction is revealed through translation (J. Harmer).

Firstly, we can talk about the method where grammar rules assist in translating texts or oral messages – that is, learning grammar through translation. Secondly, nowadays, more and more educators insist on learning grammar through the practical activities. This is the so-called training method (A. Agbatogun).

Obviously, these two approaches to grammar learning are not perfect. The first approach overemphasizes conscious learning. However, not only the automation of knowledge but also skills and abilities should be developed. Language classes are not just about reinforcing the grammar rules.

On the other hand, the second method reduces the role of grammar in the learning process. In this case, it involves applying ready-made grammar structures through the repetition and analogy creation.

The language learning process consists of acquiring automated skills through imitation and practical activity, disregarding conscious language acquisition, where the main goal is to unconsciously integrate into the foreign language system. This approach can be applied to teaching the students of any age. However, today this method is not very effective, as grammar is not given a proper role in foreign language learning.

Many scholars believe that teaching grammar is not very important because one should learn how language is created rather than just how it is used (B. Prasad). Often, people who know grammar rules and do many exercises still make many mistakes in speaking and writing.

Therefore, it is essential to create the conditions for developing the communicative functions of grammar and its use in the various types of speech activity.

**The purpose.** Therefore, the purpose of the article is to investigate the communicative approach to English grammar teaching. To achieve this goal, the following tasks should be performed:

- to analyze the previous research on grammar teaching;

- to characterize the features of the popular tendencies of English grammar teaching;

- to identify the ways to implement the communicative approach to teach grammar.

**The main material of the study.** Speaking about the main stages of grammar teaching, we can distinguish the following: practical mastery of a grammar structure; use of it in own sentences; consolidation and repetition of these structures; training the correct reproduction of a specific grammatical model. Such practice helps make language use correct and reinforces the ability to communicate freely in a foreign language [8].

Accuracy is achieved through continuous speech activity. Fluent language proficiency is attained through constant use of grammar in various types of speech activities [4, p. 69]. At the initial stages, it is not recommended to constantly correct mistakes, as this is a natural process. Fluency and correctness in constructing different language structures are interconnected, and the teacher should make the students self-correct their mistakes. For this purpose, the method of conscious grammar learning is used [9, p. 7].

This method is related not only to teaching students grammar and understanding grammatical phenomena but also to developing their ability to analyze grammar constructions and apply them in exercises [6, p. 258]. To do this, a certain construction can be highlighted in a sentence, and students are asked to explain the rule, allowing the teacher to assess their level of knowledge. In other words, the students can consciously explain a specific grammatical phenomenon, recognize it, and understand why a particular form should be used rather than another. However, the practice is no less important. It focuses

on the free use of grammar constructions in speech. In other words, it is the acquisition of implicit knowledge [10, p. 72].

Practically, when we are talking about the explicit knowledge related to language use and its application we mean the ability to apply necessary language tools for a particular communicative situation. The acquisition of such skills is possible when the students are able to independently identify and correct their mistakes.

The implicit knowledge is the subconscious acquisition of language through the various oral and written tasks. That is, the students apply specific grammar rules unconsciously. This process is similar to how children learn to speak: the students correctly use the rules but cannot explain them [7, p. 82].

There are also deductive and inductive approaches to grammar learning. The first one engages the students in observing general language phenomena and then moves toward specific usage. This is an explicit way of learning grammar, which is accompanied by the practical application [11p. 132]. First, the students must understand and memorize the rule, and then apply it in a sentence. This approach gives them more confidence – they are less afraid to create their own sentences based on a model. In other words, it involves repeated practice and reinforcement of the rule.

Among the advantages of this method we can notice that students read the rule, see examples, and independently apply grammatical constructions – moving directly from theory to practice.

However, one of the disadvantages of this approach is that not all the students are able to immediately grasp a rule, even with the examples, which may slow down the development of practical skills. When the rules are explained directly, the students tend to remember them less effectively than if they had analyzed and discovered the patterns on their own.

When we talk about the inductive method, we move from the specific to the general. The students analyze examples and independently derive the grammar rules from them [1, p. 262]. They understand the nature of the grammatical phenomenon based on the examples provided by the teacher.

This method encourages the students to actively work and engage in the process of learning grammar material. However, it also has its advantages and disadvantages.

Among the advantages, we can highlight the fact that students learn to work independently and actively participate in the learning process, developing their critical thinking skills. However, this method requires significant effort from the students and may lead to misinterpretation of the language phenomenon.

Thus, the choice of the method depends on many factors, such as the students' age, the amount of time allocated for studying the material, and the learning objectives.

However, the main challenge is to teach the students to speak a foreign language fluently and without mistakes.

The teacher must transform theoretical knowledge into practical language use. To achieve

this, it is essential to create the motivation for students to apply the acquired knowledge in real situations – and to do it regularly.

It is well known that before moving on to exercises involving the use of necessary grammatical constructions, the rule must first be explained clearly and made understandable and accessible for the application.

To ensure this, it is important to monitor how a specific grammatical phenomenon is applied, and observe how the students use it in their practice.

In our opinion, using a specific grammar construction in writing helps memorize it. After that, the students are already able to apply the learned material in speaking, since during the oral communication there is no time for long reflection.

Grammar instruction should serve as a means of developing the communicative competence. Grammar provides the foundation for producing accurate speech. Studying grammar structures in isolation from communicative activity is ineffective and lacks practical value [5, p. 76].

Teaching grammar material should be based on the development of all the types of speech activity, meaning it must be closely connected with the practical mastery of the language [8]. This is what practical grammar is.

Overall, learning a foreign language is the acquisition of the communicative skills. It is not just theory, but above all practice – the transformation of language material into an actual act of communication [4, p. 72].

Grammar is not only an aspect of foreign language learning but also a means and condition for the communicative activity [7, p. 82].

In higher education institutions, the translation method is often used for teaching grammatical material. This primarily involves memorization of it. More attention is paid to analyzing grammar structures than to developing the various types of speech activity. This method is based on the idea that the students should learn the language as a system. However, the certain difficulties arise when the students do not know how to go from knowledge of language phenomena to spontaneous use of the language in communication.

Therefore, most educators have turned to the communicative method. The students learn through the situational contexts and simulate their speech as closely as possible to the real communicative acts. Grammar teaching through the communicative method is based on interaction [3, p. 138]. It involves explaining language facts in live communication where the students study the form, meaning, and functions of language within communication.

The communicative method of teaching grammatical material includes several approaches. The lexical approach demonstrates that grammar is closely connected with the lexical system of the language, for example, when we talk about phraseological units and idioms [4, p. 73]. According to this aspect, any grammatical phenomenon should be studied in context. Alongside this approach, the guessing-from-context method is often used, where students understand grammar constructions within the context and interpret their meaning.

In our opinion, the source of a grammar structure should be a communicative situation created by the teacher so that the students feel the need to use a specific grammar construction and understand its meaning.

Situational learning and speech orientation are the main factors on which the communicative method is based. The students should interact with each other and create their own communicative situations.

Thus, the communicative method of learning grammar stimulates language interaction. Of course, it requires more work, as it involves preparing the additional tasks and creating the communicative situations. The most important thing is that the communicative aspect meets the modern requirements of foreign language teaching and is currently the most effective.

The knowledge of grammar material is an understanding of language forms. It is not merely the memorization of ready-made structures, but the ability to correctly create own expressions [2, p. 118].

Different teachers present varying amounts of grammatical material during lessons. Nowadays, we observe a reduction in the study of grammar. The communicative approach to foreign language learning encourages more speaking during classes. However, without the knowledge of language structure, the students are likely to make mistakes. Moreover, learning vocabulary will not be truly effective if the students have not developed the skills to correctly combine words into proper constructions.

In our opinion, learning grammar should be a natural process. It should be integrated into the design of real-life situations and communication. In other words, teaching grammar means combining mastery of the language structure with the development of speech. Moreover, this includes not only speaking but also writing, reading and comprehension, as well as listening. The knowledge of grammar facilitates the development of all the types of language skills.

The communicative grammar involves the correct functioning of various structures in speech.

The communicative goal of grammar learning makes it possible to establish the main requirement for the amount of grammar material to be mastered: it should be sufficient for using the language as a means of communication not only within the classroom and the curriculum but also in real-life situations [6, p. 262].

Thus, grammar cannot be taught separately from the different types of language activities. It serves as the foundation for constructing and understanding both spoken and written statements.

The grammar exercises should gradually become more complex. Initially, this involves the perception of information and reproductive exercises. At the second stage, we can use the reproductive tasks or drills. The third stage includes the productive exercises or the use of learned language constructions in students' own utterances.

Thus, the result of teaching is the formation of both reproductive and productive speech in students. It is important to note that the exercises with a communicative focus should include speech tasks for the students and be situationally oriented. There is an

imitation of the real communication. Students practice creating situational dialogues, starting from reproduction and micro-dialogues to speech of various functional types.

With such an approach, the teacher must constantly check the level of the material comprehension. The students do not simply use grammar constructions; they analyze them, correct their own mistakes, and compare different grammar models.

**Conclusions and prospects for further researches of directions.** To summarize, we can conclude that the communicative approach to teaching grammar contributes to students gaining speaking practice during lessons and starting to speak correctly. They work on language accuracy and correct their mistakes, as they learn to analyze language phenomena. This helps students avoid translating their thoughts word-for-word into a foreign language and instead develop the ability to speak fluently.

Moreover, through several practical lessons, they memorize dialogue structures and standard responses. The communicative approach enables learners to better understand English and accurately translate expressions and texts. This method does not rely on the memorization of the rules but allows students to use English effectively in the real-life situations. The communicative approach to teaching grammar material primarily involves the development of dialogical speaking skills, since this is where the speech comprehension, reaction, and the construction of the own response take place. Based on this, the exercises aimed at developing grammar skills should be designed so that the ultimate result is the creation of a real communicative situation and active participation in it.

The further research is related to the implementation of the communicative strategies for teaching grammar material in different types of speech activities.

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## СУЧАСНІ МЕТОДИ ОРГАНІЗАЦІЇ ПРОЄКТНОЇ ДІЯЛЬНОСТІ ПРИ НАВЧАННІ РОБОТОТЕХНІКИ НА УРОКАХ ТЕХНОЛОГІЙ

У статті досліджується роль проєктно-орієнтованого підходу у викладанні модуля «Основи автоматизації та робототехніки» у закладах загальної середньої освіти. Актуальність теми обумовлена потребою формування в учнів технічного мислення, креативності та практичних компетентностей, необхідних у сучасному технологічному середовищі. Проєктне навчання розглядається як ефективний інструмент інтеграції теоретичних знань із практичною діяльністю, що сприяє розвитку аналітичних, дослідницьких та інженерних навичок.

Авторами зазначається, що проблемно-орієнтоване навчання стимулює критичне мислення через постановку реальних технічних завдань, таких як розробка автономного робота з функцією уникнення перешкод. Учні проходять усі етапи проєкту – від аналізу завдання до тестування та вдосконалення продукту, що формує системний підхід до вирішення інженерних проблем.

Метод досліджень та експериментів розглядається як засіб розвитку технічної грамотності. На прикладі роботи з робототехнічними наборами (Arduino, LEGO Mindstorms) показано, як учні досліджують принципи роботи сенсорів, аналізують їхню ефективність та вдосконалюють конструкції на основі експериментальних даних.

Метод кейс-стаді дозволяє учням аналізувати реальні промислові рішення (наприклад, роботизовані системи Tesla або медичні роботи Da Vinci) та переносити цей досвід у власні проєкти. Це сприяє розумінню сучасних технологій, розвитку аналітичного мислення та вмінню працювати в команді.

Результати дослідження підтверджують, що проєктна діяльність: підвищує мотивацію учнів до вивчення технічних дисциплін, формує дослідницькі та інженерні компетентності, розвиває критичне та системне мислення, готує учнів до майбутньої професійної діяльності в умовах цифрової економіки.

У висновках зазначається, що проєктно-орієнтований підхід є перспективним напрямом у технологічній освіті, але потребує подальшого вдосконалення, зокрема: розробки критеріїв оцінювання ефективності проєктів, інтеграції STEM/STEAM-підходів, використання штучного інтелекту та машинного навчання в освітніх проєктах.

Стаття може бути корисною для вчителів технологій, методистів, розробників освітніх програм, а також для всіх, хто цікавиться інноваційними методами навчання в технологічній освіті.

**Ключові слова:** проєктне навчання, робототехніка, технічне мислення, stem-освіта, проблемно-орієнтоване навчання, інженерна творчість, метод кейс-стаді.