
**GRAMMAR SKILLS AS A FOUNDATION IN TEACHING WRITING
TO LANGUAGE STUDENTS**

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Abstract. The present article touches upon the problem of teaching grammar methodological potential in the process of the linguistic students' writing skills developing. The authors prove the effectiveness of firm grammar skills while obtaining productive types of speech activity, emphasizing the need for grammar actions algorithmization in order to develop strong skills that make the basis for such a productive type of speech activity as writing motorics development. The article describes the order of consequent training tasks tested while teaching the "foreign linguistics" curriculum major course aimed at achieving the ultimate goal of such training activity, precisely, while obtaining the writing skills, which significantly affect the final level of necessary professional competencies in professional sphere. The authors of the article represent potentially possible methodological techniques used in the learning process that improve the linguistic students' grammar skills, as well as the stages that the students overcome underway to mastering the writing. The parameters of a speech-mental procedure have also been worked out that was aimed at improving the developing a firm grammar skill process, which makes the basis for a productive type of speech activity - writing. The article states for the fact that the most important condition for making a strong writing skill is the availability of a sufficient amount of lexical material to which grammar generalization applies as well. The article analyzes the views of domestic and foreign methodologists on the problem of grammar skills obtaining as the basis of written speech, set out in scientific and methodological literature.

Key words. Written speech, grammar skills, action automation, speech-mental mechanism, speech pattern, training exercises, motivation, discursive-analytical skills.

Relevance

The language teaching situation aimed at increasing the students' writing competence is not successful in schools. That's why there should be all the possible ways worked out for finding a proper solution. Being fully relied on the teaching experience it should be mentioned that grammar skills must be considered as a possible remedy as these skills obtain the highest potential to make the students write fluently. It will be easier, faster and more effective to improve students' writing skills if they have an automatic function being based on grammar. As reaching proficient levels in writing is a universal goal for the contemporary linguist in the high school this objective becomes of an especially challenge for English language students particularly in the domain of writing. Writing has been identified as one of the most essential skills because the world has become so text-oriented. Due to this change of effective techniques to improve writing skills are in great demand. The contemporary findings suggest that through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse writing practices, this goal can be attained.

Materials and methods

A mixed-method research design (qualitative and quantitative research design) was used to find the effectiveness of developing grammar skills in teaching writing as well as, to collect data for the current study as it was used to describe attitudes, beliefs, opinions and other types of information.

Results

Contemporary advances have changed the requirements to the linguists qualification. Thus, the proposed scheme of exercises may be used for making up the working lesson scripts aimed at increasing the writing skills.

Writing skills play an important role in the process of learning a language effectively and elegantly. Writing skills are hard to adhere and practice. Writing skills can be developed by using correct

language and grammar structures as well as correct vocabulary usage. Obtaining the writing skills is a totally difficult process to be learnt when compared to the other three skills (reading, listening, speaking). It is always very important for the professionals to communicate in the written form. One should have strong grammar skills in order to achieve good writing skills. So it's extremely important to learn grammar to develop good writing skills [1].

In the process of fluent speaking shaping skills writing competency is characterized by a very complex structure including encouraging-motivative, analytical-synthetical and semantic components. Encouraging-motivative component essential skill is nothing but necessity, impulse, making you join in written communication, to share some particular information in a written form.

Analytical-synthetical component is represented by causal relationships. The executive part of writing is expressed through fixing the idea by means of graphic signs. The statement itself is shaped the same way, i.e. the selection of words necessary for the content creation where the subject attributes distribution takes place [2].

It means that the skill of matching words into the entire texts is based on writing skills, the ability to choose lexical units and grammar patterns.

Grammar is probably one of the most disputable language-teaching aspects which has been widely discussed and argued throughout the latest decades. It is grammar that is proved to be the basic skill in language teaching as it provides the so-called "speaking frame\ skeleton"[3, p.101].

Grammar is often defined as the rule system of a language, but it is also useful to represent it as a resource for expressing a certain meaning. For example, when we talk of someone 'knowing' the Present Perfect in English, we mean that they know how to form it (by combining the auxiliary verb have with the past participle of the relevant verb), but more importantly in which situations it is used and which meanings it can convey. Thinking of grammar as primarily 'rules' tends to make people think there is a one-to-one relationship between grammar and meaning. And it becomes obvious that the same meaning can be expressed in different ways, and even with different tenses.

Developing grammar skills is supposed to be active, conscious and creative in itself. Students must be interested in gaining not only speaking skills but grammar ones as well, because literacy promotes effective and confident application of English in foreign language written communication.

Taking into account all the specialties of writing grammar teaching one should emphasize the importance of grammar training activities algorithmization in achieving the grammar skill.

Mastering any skill in connection with psychological and pedagogical sciences includes 3 principle components: learning, skill obtaining and proficiency developing [4].

Grammar skill is not homogeneous in itself. It requires integrated approach involving all its principal aspects. Skill in psychology is appreciated as an automatically executed part of human conscious activity resulted from drill, training and practice. This skill is nothing but an automated component of human conscious activity produced through its accomplishment [5].

Grammar skill is regarded as synthesized action being worked out within skill parameters and providing proper morphological and syntactic design of any speech unit on any speech level [6]. Such type of skills is an automated operation applied to language grammatical material in speech activity progress when human consciousness is focused on the utterance content which in most cases synthesizes the action in accordance with the pattern chosen suitable to the current speech content and proper speech unit design on any level.

Grammar skills are usually shaped due to chosen speech pattern drill. Drill exercises are based on inserting the patterns trained into the model. It requires the knowledge of rules affecting inflection and their application. These rules are vitally important to be aware of analogy boundaries in order to avoid words mixing.

Drilling technique is a technique for teaching language through frequent repetitions which emphasize on the students' habit formation by revising, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. There are several types of drilling techniques in traditional methodology which are repetition drill, substitution

drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. But in order to achieve our final goal we strongly consider the repetition drill, substitution drill, and translation drill to be the best ones [7]. They are the types of drill that are needed by students. The drills can be adjusted to the classroom dynamics during the teaching and learning process. Using drilling techniques, the teacher should drill the students to use the target language and make it familiar in order that the students can remember and understand new vocabulary and grammar patterns. During the teaching learning process, the students are dependent on the teacher. The teacher can also use more than one drill to improve the teaching and learning process. Anyway they depend on the stages the student overcomes to obtain the writing competence.

As for Passov the main stages in grammar skill formation are:

- perception of a typical structure;
- imitation;
- substitution;
- transformation;
- reproduction;
- combination [6, p.84].

They do believe that skill must be characterized by:

- execution rate;
- operation strength;
- ability to transfer, flexibility (though the extension of lexical material should not damage the skill).

So, to sum up, grammar aspect works the following way:

1. The speaker chooses the pattern matching his goal. This choice is made subconsciously.
2. The speaker shapes speech units which match the model.

This shaping is supposed to be done in accordance with the language rules and within some time parameters. In other words, grammar meaning is connected with pattern- shaping on the one hand and with the situation on the other which finally defines the choice.

Like any other speech processing grammar skill possesses particular parameters among which it is worth emphasizing the following:

- they are an integral part of speech activity;
- they are automated in character;
- they share stability, flexibility and generality of the action.

The above-mentioned activities and operations can be carried out on the basis of knowing certain grammar rules. However, grammar skills can be characterized by particular psycho-linguistic peculiarities, precisely:

- a) awareness and discursiveness;
- b) lack of situational and contextual motivation while using grammar rules.

Speaking about grammar skills it is quite logic to claim that they can be viewed as substitutional and transformative operations, formulating grammar rules and speech patterns on the basis of singling out a model structure from speech patterns, etc. [8]. They are an integral component both for acquiring knowledge and necessary skills.

Coming back to the definition of grammar one should mention two opposite approaches to teaching foreign language grammar. If it is viewed as a morphological-syntactical language system, its main target is learning the functions and specialties of its integral components [9]. If the speaker's language skills are intuitional and acquired through complex cognitive activity teaching grammar should be applied to communicative approach. In other words, one can assume that learning foreign

language grammar must be inseparable from coping with communicative tasks, i.e. using forms in written speech. Only considering this one can speak about grammar competence [10].

According to Passov any grammar skill can be characterized by more certain activities:

- choosing the structure matching the speaker's idea (in the particular situation);
- using speech units in accordance with the standards of a target language and a certain time parameter;
- evaluating the adequacy of these actions.

Choosing the proper structure can be referred to as a functional aspect of skill. But there is a formal aspect – designing which one is unthinkable without learning certain grammar structures. Nevertheless, grammar skill is trained on the basis of those speech units which the students can use fluently. Besides, grammar skills are regarded as elements of different speaking activities and they can be as distinct from each other as the types of speech communication. So, primarily, it is necessary to define the main types of grammar skills [11].

Grammar skills are known to differ as much as the types of speech communication (speaking, reading, listening, writing). Morphological and syntactical skills in writing, in case of a perfect language command, can be compared to oral skills, but the former are accompanied by graphic and spelling abilities. Written skills differ from oral ones, first and foremost, on account of their discursive and analytical character [12].

The process of converting oral form into written one, unlike the reproduction of oral speech, allows us to review it from the beginning, analyze it, make pauses, corrections and elaborations, using orthographical grammar rules because of temporal characteristics of written speech being less strictly determined unlike oral speech themes.

The list of written grammar skills wouldn't be complete without mentioning discursive-analytical ones enabling the user to operate grammar material (e.g. word transformation) performed on the basis of grammar knowledge while doing grammar exercises [13].

Like corresponding spoken grammar skills written ones can be receptive (when recognizing grammar phenomena both in oral and written texts), productive and used mainly in writing, sometimes, orally, as a background element. So, the best way of construction up the skills is by improving them through drilling and acquiring automatism.

Drilling exercises focusing on a particular structure usually fail to improve the skill and provide only preconditions for its formation. The pattern can be regarded as completely automated only when it is widely used alongside with other samples through communication, without being the speaker's arbitrary object. Skill formation is complete in case an automated pattern is used in speech, with interference being fully overcome. The paramount condition of forming grammar skill in writing is the abundance of lexical stuff subjected to grammar generalizations. Automated skill requires numerous repetitions of the same operation on varied lexical material.

Activating prior knowledge is one method in which teachers can assist the students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps them to incorporate new information into existing structures of knowledge which activates long-term memory [14]. Several strategies can be used to accomplish this including graphic organizers, cooperative learning. Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example in the genre of informational or persuasive writing. From this activity, teachers can then evaluate whether further instruction is needed.

Forming and improving grammar operations, i.e. grammar skills is the most important and complicated aspect of teaching a written language. All in all, the present study illustrates that the variety of technologies can be used in order to develop writing skills of the students as far as it was mentioned that writing is a skill that includes many different processes [9]. Some scientists stress these processes and points out the three processes in writing which are planning, editing, and drafting. At the end of these processes, people produce their final draft. In that sense, drilling can ease the burden of the students as

they can produce writing pieces of high quality which enable them change, edit, draft and save their last drafts [15]. But, students may have the chance to improve their writing skill with the technological opportunities more easily than the way they traditionally do. An implication of this study is the possibility that writing skills develop. In this process, we, as language teachers, need to acquire new roles. For further studies, considerably more work will need to be done to determine the effect of technology as well in larger groups of the students which can become the point of further research.

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ГРАММАТИЧЕСКИЕ НАВЫКИ КАК ОСНОВА ОБУЧЕНИЯ ПИСЬМЕННОЙ РЕЧИ НА ИНОСТРАННОМ ЯЗЫКЕ СТУДЕНТОВ-ЛИНГВИСТОВ

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Аннотация. В данной статье рассматривается методический потенциал обучения грамматике в процессе формирования навыков письменной речи студентов-лингвистов. Авторы доказывают эффективность качественно сформированных грамматических навыков в ходе работы над продуктивными видами речевой деятельности, подчеркивая необходимость алгоритмизации грамматических учебных действий с целью выработки устойчивых навыков, представляющих собой основу для развития моторики такого продуктивного вида речевой деятельности как письмо. В статье описывается алгоритм последовательной постановки учебных задач, методически апробированный в ходе проведения занятий по дисциплине «Практикум по культуре речевого общения первого иностранного языка» по направлению обучения «зарубежная лингвистика», направленный на достижение конечной цели данного вида учебной деятельности, а именно – формирования навыков письменной речи, в значительной степени влияющих на уровень овладения необходимыми профессиональными компетенциями. Авторами статьи представлены потенциально возможные методические приемы, используемые в процессе обучения, повышающие качество формирования грамматического навыка студентов-лингвистов, а также стадии, преодолеваемые обучаемым на пути к овладению письменной речью. Также, разработаны параметры речемыслительной процедуры, направленной на оптимизацию процесса выработки устойчивого грамматического навыка, заложенного в основу продуктивного вида речевой деятельности – письма. В статье приводится обоснование тому, что важнейшим условием формирования устойчивого навыка письменной речи является наличие достаточного количества лексического материала, на который распространяется грамматическое обобщение. В статье анализируются взгляды как отечественных, так и зарубежных методистов на проблему формирования грамматических навыков как основы письменной речи, изложенные в научной и методической литературе.

Ключевые слова. Письменная речь, грамматические навыки, автоматизация действий, речемыслительный механизм, речевой образец, тренировочные упражнения, мотивированность, дискурсивно-аналитические навыки.

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