

UDK 81'243'36

DOI 10.31654/2663-4902-2025-PP-3-90-104

Markina O.

Senior Lecturer, Foreign Languages Department
Kharkiv National University of Radio Electronics
olha.markina@nure.ua
orcid.org/0009-0004-5701-5438

Melnyk S.

Senior Lecturer, Foreign Languages Department
Kharkiv National Automobile and Highway University
svitlanamelnyk27@ukr.net
orcid.org/0000-0002-7565-3095

Novikov O.

Senior Lecturer, Foreign Languages Department
Kharkiv National University of Radio Electronics
oleksii.novikov@nure.ua
orcid.org/0000-0003-2774-8476

**THE ROLE OF THE GRAMMATICAL ASPECT IN TEACHING FOREIGN
(ENGLISH / GERMAN) LANGUAGES**

In the conditions of Russia's current military aggression against Ukraine, a large number of Ukrainian citizens were forced to become refugees and found temporary shelter in the countries of the European Union, Great Britain, and the United States, which is a great challenge in modern conditions, since knowledge of foreign languages is a necessary condition for integration into a foreign language environment, a key necessity for communication, work, and study. The article pays attention to learning the grammatical aspect in English and German, because English is one of the most widely used languages of international communication. German is studied intensively by Ukrainian refugees because there are currently more than 1.2 million people living in Germany, about 85 thousand in Austria, and 69 thousand people in Switzerland. Teaching English and German grammar is necessary to achieve a high level of language proficiency, as it ensures the accuracy of statements, correct structuring of sentences, and correct use of words, thanks to which an average level of B1 and above is achieved, which opens the door to professional development and communication with native speakers. The principles of teaching the grammatical aspect of language include the formation of grammatical skills for the effective use of language as a means of communication, the development of grammatical competence through practical exercises and games, as well as the purposeful formation of knowledge about the morphology, syntax, and word formation of language. Grammar is the foundation of any language, since even with a good vocabulary, without knowledge of grammar, statements will be incorrect and can lead to misunderstandings. Knowledge of the rules of conjugation of verbs and cases allows you to build correct sentences and understand the interlocutor's language, which is an integral part of communicative competence. In addition, when teaching foreign languages (in our case – English and German), grammatical knowledge (morphology, syntax, word formation) should be assimilated in a complex, as part of a complex language system, and integrated into other aspects of language activity, for example, in dialogues and other communicative situations and based on understanding the logic of language phenomena, and not only on memorizing rules.

Key words: grammar, grammatical aspect, practical skills, intensive methods, accelerated foreign language teaching methods, grammatical competence, communicative competence.

Introduction and topicality of the subject. The course on European integration is a natural consequence of Ukraine gaining independence. Its origin is in the history of our people and awareness of the right to live in a democratic, economically developed, socially oriented country.

Its goal is to create conditions for joining the community of European developed countries through large-scale internal transformations.

European integration is the rapprochement of Ukraine with the European Union, both at the level of laws, rules, and customs in society. Its goal is Ukraine's accession to the EU.

Ukraine's movement towards integration into the European and world scientific and educational space causes changes in paradigms and approaches to teaching in educational institutions of all levels, which can lead to modern transformations of education.

Integration is the creation of new cultural, scientific, and trade ties with other countries. This interaction takes place in all spheres of life. In such conditions, the requirements for educational processes change. Consequently, integration performs educational, developmental, psychological, methodological, and organizational functions. A larger number of educated specialists contribute to the faster development of various fields in all spheres of life, which contributes to the country's authority in the international arena.

European integration is, first of all, changing the worldview. And one of the components of this world is a new approach to education. Therefore, creating new, higher-quality basic approaches to studying and obtaining higher education is a key task. Knowledge of one or more foreign languages is a necessary condition for integration.

After all, mastering a foreign language opens the way to other opportunities: studying abroad, a scientific career, creating a business, exchanging experience in various spheres of life, etc., that is, everything that contributes to strengthening cultural, economic, and scientific ties between countries. Moreover, knowledge of other countries' languages is also a sign of an educated person.

Achieving this goal is spreading the acquisition of foreign languages among all strata of society, thanks to qualitative education. Qualitative learning involves mastering many aspects, lexical, communicative, grammatical, etc. All aspects are essential components of the whole. In modern conditions of learning a foreign language, the leading role is acquired by business communication skills in oral and written forms, the mastery of which is impossible without established grammatical skills. So, the method of teaching a foreign language as a science is constantly actively searching for effective ways of teaching, which is what the existing demand requires.

The subject of the proposed scientific work is an analysis of the points of view of scientists on the role of grammar in the process of forming the communicative competence of students while learning foreign languages and regarding its successful methods of assimilation.

The goal of this article is to show the role played by the grammatical aspect in mastering foreign languages (in our case, English/German), in determining the role of grammar in their teaching and defining the approaches to it, as well as the necessity of improving the grammatical aspect of learning foreign languages has been updated.

The fact has been established that the grammatical aspect plays a significant role in learning a foreign language which is obvious and generally recognized, since grammatical skills and abilities are the most important component of the language skills (reading, speaking, listening and writing). Over the past decade, a significant number of research works have been devoted to the grammatical aspect of learning foreign (English/German) languages, which indicates the relevance and unsolved nature of the problem to its full extent.

The authors of the article insist on the need to apply intensive methods of teaching grammar in the formation of communicative competence in foreign languages among students of higher educational institutions.

Methodologically the research is based on the laws of cognition. In the research descriptive and comparative methods have been used. **Results of** the work determine the distinctive characteristics of various intensive methods and offer their approach to the development of a methodology for accelerated mastery of foreign language grammar adequate for our conditions. Its **practical meaning** consists in the possibility of using the results of the research for further use in manuals and textbooks, when defining the concepts of «intensive methods» and «accelerated learning methods».

The conclusions of the presented article are reduced to the following provisions: 1) intensive methods, proposed by O. Scherba., P. Chernyk [22], O.V. Karasiova [6] and O. Pometun, L. Pyrozhenko [15] help create a communicative situation, which leads to effective learning; 2) according to the frequency of use of specific grammatical constructions, the communicative situation should be chosen; 3) logical completion of the study of lexical-grammatical material can to be based on a collective discussion, dialogues and projects, reports, essays; 4) great potential for intensifying the process of learning foreign languages grammar has the usage of authentic texts, which include certain grammatical phenomena.

Research and publication analysis of the latest research and publications. Many scientists were engaged in a detailed analysis of various methods of teaching foreign languages. At the academic level, the concept of teaching foreign languages in Ukraine was developed by modern domestic teachers (P. Bech, etc.) [2]. Based on this theory, for several years, the development of learning technology was carried out, which was later called an active method. The work was carried out under the supervision of O.V. Dudenko and V.V. Iahupov [21; 23]. Among them, communicative, design, intensive and active methods are the most popular. So, teachers have every opportunity to study and use the most popular methods in the educational process.

Essentially, the active technique is correlated with the active approach, which is based on the idea of the activity of the knowing object, of learning as an active, conscious, creative activity. It is interesting to analyze the implementation of the consciously comparative method in learning foreign languages by V.A. Hluschenko [5]. The initial conclusions of the conscious-comparative method are based primarily on the assumption that thinking in all languages is the same. Still, it is implemented in other languages by different linguistic means. The basic principle of the conscious-comparative method is realised through conscious mastery of the language to the unconscious [5].

General principles of the consciously comparative method mean understanding the rule, not mechanical skill development, and conscious language acquisition. A significant role is played by the distribution of exercises over time, which prevents the influence of the native language, knowledge learned from performing one's own actions, motivation of activities, creation of a solve-problem situation, and its solution. Methodical principles of the conscious-comparative method (awareness of language phenomena in the order of their perception and their use, connection of content with the language form, comparative study of language phenomena, simultaneous development of all types of language activity, distinguishing between active and passive language material, learning from analysis. The history and practice of using the project method was studied by O.Yu. Koval [7]. In the last three decades, such a trend as a project has been forming in education. This concept was formulated in the context of the education restructuring program proposed in the late 1970s by the Royal College of Art in Great Britain. It is closely related to the project-based culture, which emerged as a result of the unification of the humanities-artistic and scientific-technical strands in education. Project culture is the general formula in which the art of planning, invention, creation, execution and design is realized. Having mastered the design culture, students learn how to think creatively, plan their actions independently, predict possible options, solve the tasks they face, while implementing the means and methods of activity they have learned. Design culture is now included in many areas of educational practice in design methods and design teaching methods [7]. In the 1980s, a communicative method

appeared, primarily aimed at teaching a person to communicate and make the language comprehensible for the interlocutor. According to the mentioned technique, it is possible to achieve this effect if a person's learning occurs in the so-called «natural conditions» – natural, primarily from the point of view of common sense. The method is called communicative because it aims to «teach to speak», to communicate [10; 11]. The modern communicative method combines many ways of learning foreign languages; it is the basis of various educational methods. This technique involves teaching communication in the unity of all its functions: regulatory, cognitive, value-orientational, and ethical.

Since the article focuses on grammatical aspects, it is necessary to remember them and their role in education. The grammatical aspect includes **theoretical knowledge** (rules, categories, structures) and **practical skills** (correctly applying grammatical constructions in speech and writing). Effective grammar learning involves a combination of both approaches. Excessive attention to theory without practice leads to formal knowledge not realized in real speech. At the same time, learning only through practice without a systematic approach to grammatical rules can be ineffective and superficial. The ability to correctly apply grammatical constructions in speech and writing is **grammatical competence**, which is in the security of **accurate expressions**, promoting **reading/listening comprehension**, the basis for developing other language skills: writing, speaking, reading, and listening.

So, grammar is not only a set of rules, but a tool for effective communication. The teacher's task is to help students master this tool so that grammatical knowledge becomes a natural part of speech.

Without purposeful grammar teaching, the learned language cannot be dispensed with in teaching foreign languages in Ukrainian, both non-linguistic and linguistic higher education institutions. Such training aims to form students' speech grammatical automatisms that arise in the teacher's process of showing grammatical phenomena. Purposeful grammar teaching ends with the training (and formation) of speech grammatical automatisms. Their unification into speech grammatical skills and the further functioning of these skills in communication takes place involuntarily in speech practice, during which the skills and abilities of foreign language communication using various types of foreign language speech activity are developed.

Since a foreign language is the future profession of students, in language universities, practically all grammatical phenomena of the learned foreign language should be included in the grammatical material, which students should master and they should definitely know as much as possible about it. The situation in non-linguistic higher education institutions is significantly different. The smaller the amount of grammatical material students need to master, the greater the chances that under the existing time limits on learning a foreign language, those who study will be able to successfully master this minimum. Therefore, this is where the maximum possible minimization of grammatical material for assimilation is required [19, p. 212]. Regarding the academic approach to studying grammar, educational institutions pay too much attention to grammar. It is considered the most challenging part of teaching, but practical skills in foreign languages remain badly developed. Therefore, the communicative goal of education allows you to form the main requirement regarding the amount of grammatical material that needs to be learned, that is, it must be sufficient for using the language as a means of communication and relevant within the scope of learning the curriculum. Suppose we consider practical classes in the English and German languages by students of the I-II courses of technical specialties. In that case, the study of grammatical material by students implies the presence of a particular stock of basic school knowledge. But it is necessary to systematize grammatical knowledge, to subordinate the study of grammatical material and the improvement of grammatical skills to purposeful and effective educational methods. The integrity of the statement can be irrelevant due to ignorance of the specificities of English and German grammatical constructions and, accordingly, their incorrect usage, based on the native language, which can lead to grammatical interference. Teaching experience shows that teaching undergraduates grammar, and masters in particular, is an important component of the educational process,

one of the factors in the formation of high-quality, profound knowledge of the English and German languages.

Based on the generalization of the experience of modern methodologists and personal pedagogical expertise, it is summarized that the formation of grammatical skills is a complex and lengthy process; therefore, the teacher's task is to select such a set of exercises that would help students master the grammar of foreign languages as quickly and effectively as possible, with its further use in communicative situations.

It is commonly known that knowledge is necessary to master any activity, including speech. The purpose of an utterance depends on knowledge of the specifics of English and German grammatical constructions, so grammar is the basis for the correct implementation of communicative design in speech. Skills are formed and developed based on acquired knowledge. That is, speech activity in foreign languages is determined by knowledge of the language rules and the ability to apply them to this activity. In this way, speech is implemented according to its rules.

So, observation of the grammatical phenomenon in the text or specially selected sentences, understanding regularities of grammatical forms characteristic of language material, and practical use of grammatical material in speech are possible thanks to repeated training and automation of the language phenomenon in speech. Knowledge of language material is subject to further practicing by repeating phrases of the same type. The uniformity of phrases often repeated in speech causes a certain systematicity in the brain's work. When the brain perceives a signal of the same quality, nerve impulses pass faster and are fixed more firmly. The regular «arrival of the same-type phrases to the brain, continuity» in time is a necessary condition for skill formation. At the same time, the importance of creating various speech situations that involve maintaining students' attention when mastering a particular grammatical form and further successful use of the material should be singled out.

In contrast, in relation to teaching grammar, it is better to use the term «productive grammatical minimum (as opposed to receptive minimum)», because, giving rise to his own oral or written utterances, the speaker produces certain grammatical structures in them, which are designed and filled in differently depending on the content, intention, etc. Foreign language grammar, which is included in the receptive minimum, is subject to assimilation only in the reception plan. For example, some complex and less used forms of *the conditional mood in English* and *Konjunktiv II in German*, even students of language in higher education institutions should master the language only for their recognition and understanding in reading and listening. Still, learning to use them in their own oral or written speech is unnecessary.

On the contrary, the student must master the grammar of the productive minimum to use it freely, giving rise to their own oral and written utterances (as well as to recognize and understand learned phenomena in reading and listening freely). It is much easier to master the material receptively than productively, so it requires a significantly smaller number of exercises to use them automatically. Often, these exercises are not needed at all, and those studying need to encounter an already comprehensible grammatical phenomenon several times in the process of foreign language reading or listening (speech practice), so that the automatism of its recognition and understanding of the transmitted meaning arises.

How correctly the grammatical minimum is divided into receptive and mainly productive depends on how adequately, efficiently, and economically teachers build the educational process for forming foreign-language grammatical automatisms. However, students often require many special training exercises for the emergence of automatism in producing a particular grammatical form. The next question that is subject to consideration is the question of the stages of work on foreign-language grammatical material [19, c. 216].

While teaching grammar, four stages can be distinguished:

1. **The presentation stage** is when the teacher shows or demonstrates a grammatical phenomenon new to students (in terms of the teaching methods he uses), and those who study familiarize themselves with it.

2. Formation of speech grammar automatisms in oral speech. It is the main (training) stage of the formation of such automatisms, since almost all of them serve both oral and written speech.

3. Including speech grammatical automatisms to various types of speech takes an intermediate place. On the one hand, the training of grammatical automatisms continues, but already on the basis of the performance of written conditional-communicative and non-communicative exercises (including translation exercises from the native language to the learned language).

4. Development during which individual automatisms formed in the earlier stages, are combined into holistic skills, and these skills are developed and refined. Such a union, where grammatical phenomena are processed by students indirectly, development and improvement take place in the process of speech practice, i.e. involuntarily. This means processing without realizing that, in parallel with teaching foreign language speaking, listening, reading, or writing, those studying simultaneously develop and improve their grammatical skills, combining the separate automatisms that make up each skill.

Prospects for further research are creating a set of exercises based on cognitive texts of a professional orientation for improving grammatical skills and developing students' speech skills in various training fields. Next, all stages are considered in more detail.

So, **the first stage is a presentation**. Various examples of ways of conducting the show can be given, but it is necessary to understand the basic requirement for the demonstration of grammatical material, for the context in which it should be presented to students for the first time. It should be a communicative context, that is, the one where those who study clearly see the communicative function of this or that grammatical phenomenon. The teacher can show/demonstrate a new grammatical phenomenon in any way. As mentioned above, it should be a communicative context where those who study clearly see the communicative function of this or that grammatical phenomenon. You can use educational videos or footage from feature films where this grammatical phenomenon occurs. You can write examples on the board or draw pictures. Give examples of dialogues or life situations with the help of which certain grammatical phenomena are analyzed. The ways of demonstrating grammatical phenomena create this kind of communicative context [9]. Yes, the presence of this context becomes clear when a new grammatical phenomenon is explained through reading by those who learn, or listening to a coherent, meaningful text in which a particular grammatical form repeatedly appears. The same thing happens when the demonstration is carried out through a video film, where the target grammatical form is repeatedly used in the scale accompanying the image, which demonstrates the actions in the process of their performance by those who speak.

Communicative context is also present when the grammatical phenomenon is demonstrated through the use of still images (drawings, slides, schematic drawings on the classroom board) or through the teacher's movements or gestures. All these means also link a certain grammatical form to its use and meaning in communication, revealing the communicative function. Any other method of display must have the same characteristics:

English:

Vicky: *How many instruments can you play, Natasha?*

Natasha: *Three: the violin, the clarinet and the piano.*

Vicky: *That's terrific. You haven't got a piano here, though.*

Natasha: *No, but I can go to the music room in college and play the one in there.*

Vicky: *I'm not musical at all. I can't even sing.*

German:

Vicky: *Wie viele Instrumente kannst du spielen, Natasha?*

Natasha: *Drei: die Violine, die Klarinette und das Klavier.*

Vicky: *Das ist großartig. Allerdings hast du hier kein Klavier.*

Natasha: *Nein, aber ich kann im College in den Musikraum gehen und dort spielen.*

Vicky: *Ich bin überhaupt nicht musikalisch. Ich kann nicht einmal singen.*

We use *can / können* to say that something is possible: that someone has an ability (Natasha *can* play the piano/Natascha *kann* Klavier spielen) or an opportunity (She *can* go to the music room/Sie *kann* ins Musikzimmer gehen). *Can* and *can't/kann* and *kann nicht* [26; 27; 28].

Explanations should never be filled with «theorizing» on the part of the teacher, for example, discussing the historical origin of a particular grammatical phenomenon, stories about similar phenomena in several other languages (although a short comparison and contrast with a similar phenomenon in the native language or in a previously learned foreign language can often be beneficial for awareness and understanding. The explanation must always be built as a rule-instruction, that is, as a brief disclosure of the meaning conveyed by this or that grammatical form in speech: *Can/Kann* is usually used, but sometimes we say *be able to/etwas tun können*. The negative is *cannot* or *can't/kann nicht*. Next can be a description of the field and ways of its usage and formal features in such use – *I can do sums very well/ Ich kann sehr gut zählen* (Ability, skills/Fähigkeit, Fertigkeiten).

- *Can you help me with my homework? / Kannst du mir bei meinen Hausaufgaben helfen?* (Request/Anfrage).

- *You can come to my place today /Du kannst heute zu mir kommen* (Permission/Erlaubnis).

- *I'd love to / Ich würde gerne.*

- *We can go to the park if you want / Wir können in den Park gehen, wenn du willst* (Offer, suggestion/Angebot, Vorschlag).

- *But it can rain today / Aber heute kann es regnen* (Opportunity/Chance).

When speaking about usage of *can* and *be able to/können* und *etwas tun können*, we assume that in the present tense, *be able to* is little more formal and less usual than *can* in English but we can see no difference in German: *Emma is good at computers. She can write/is able to write programs / Sie kann Programme schreiben*.

But in some structures we always use *be able to*, not *can* in to-infinitive constructions: *It's nice to be able to go to the opera / Es ist schön, in die Oper gehen zu können* (NOT *to-can-go/gehen können*).

The material presented in the tables can be effective for mastering grammar:

Compare / Vergleichen:

can/können	to be able to / etwas tun können
<i>I can't sleep/ Ich kann nicht schlafen.</i>	<i>I haven't been able to sleep recently / Ich konnte in letzter Zeit nicht schlafen.</i>
<i>Jack can come tomorrow / Jack kann morgen kommen.</i>	<i>Jack might be able to come tomorrow /Jack kann vielleicht morgen kommen.</i>
<i>John can speak French, Spanish and English / John kann Französisch, Spanisch und Englisch sprechen.</i>	<i>Applicants for the job must be able to speak two foreign languages / Bewerber für die Stelle müssen zwei Fremdsprachen sprechen können.</i>

In negative sentences and questions, we can use either form: 1) *It was foggy, so the plane couldn't/wasn't able to take off/ Es war neblig, also konnte das Flugzeug nicht abheben / Es war neblig, so dass das Flugzeug nicht starten konnte;* 2) *The pool was closed, so they couldn't/weren't able to have a swim / Der Pool war geschlossen, sodass sie nicht schwimmen konnten / Der Pool war geschlossen, also waren nicht in der Lage, schwimmen gehen;* 3) *Could you/Were you able to describe the man to the police? / Konnten Sie den Mann der Polizei beschreiben?*

We normally use *could/ konnten* (not *was/were able to*) with verbs of seeing etc, and with verbs of thinking: 1) *We could see the village in the distance / In der Ferne konnten wir das Dorf sehen;* 2) *As soon as Harriet opened the door, she could smell gas / Sobald Harriet*

die Tür öffnete, konnte sie Gas riechen;3) I couldn't understand what was happening / Ich konnte nicht verstehen, was passiert ist.

The final table for this section is as follows:

Can/Können	Could/Konnten	To be able to/Etwas tun können
1) Physical ability, used in the present simple/körperliche Leistungsfähigkeit, wird im Präsens verwendet; 2) skill, ability, sometimes in the future/Geschicklichkeit, Fähigkeit, manchmal in der Zukunft; 3) permission, informal setting/Erlaubnis, informeller Rahmen; 4) request/Anfrage	Past Tense, polite request/Präteritum, höfliche Bitte	The modal verb <i>can /können</i> indicates the possibility in general, while the phrase <i>to be able to/etwas tun können</i> signifies the possibility of performing an action in a specific case. In English and German it can replace <i>can / kann</i> in the future and past tenses

After that, within the same stage, the teacher either explains the grammatical material or organizes an independent search so that students understand the content and formal features of this material, as well as the scope and features of its application. In both cases, those who are trained go through a stage of awareness about the material introduced with a view to understanding it.

Stage 2. Formation of speech grammatical automatisms in oral speech. The formation of speech grammatical automatisms in speaking is carried out through a system of oral exercises that are conditionally communicative. This stage is critical in forming grammatical automatisms, since massive training using appropriate oral exercises is based on it. Moreover, oral speech is primary, and written speech is derived from it; therefore, even in practicing grammar, it takes the place of post-oral training.

Receptive automatisms serve not only for reading, but also for listening. Using a certain number of non-communicative exercises at this stage is also possible and appropriate. As mentioned, only non-communicative and conditionally communicative exercises are employed during the training (including the stage under consideration). The first, as follows from the above arguments, have a limited scope of application, primarily if performed orally, and their number should be small, since they do not help form purely speech grammatical automatisms in the best way. The place of such exercises, as has also been already mentioned, is immediately after the presentation of the new grammar, where several exercises of such kind contribute to the prevention of grammatical errors of those who learn in their following speech [19]. However, many special training exercises are often required for automatism while producing a particular grammatical form. Therefore, how adequately, efficiently, and economically the teacher will build the educational process for forming foreign-language grammatical automatisms will mainly be based on how correctly the grammatical minimum is divided into receptive and productive. The next issue to be considered in this section is the question of the stages of work on foreign language grammatical material [19, p. 216]. All types of exercises are receptive (perception only), productive (speech generation) and receptive-productive (perception first, and generated speech based on it). For non-communicative and conditionally communicative types of exercises, receptive and reproductive types of exercises are also possible (reproduction to a greater or lesser extent of the perceived speech) [19, c. 176].

Below is an example of a non-communicative exercise in practicing the automatism of using modal verbs in speech «*can/kann*» and its equivalent «*could/konnten*» in the

present and past tense form to indicate the *ability/possibility//Geschicklichkeit, Fähigkeit* or *obligation/need//Verpflichtung/Bedarff* for the speaker or third parties to do something.

It is necessary to emphasize again that there should be few such oral exercises (1-3 for each grammatical phenomenon). After performing a few such exercises directly after presenting the grammatical material, you should not return to them again within the framework of the stage under consideration. Here are some examples of conditionally communicative exercises:

Exercise I. Make up sentences using *can/Bilden Sie Sätze mit das Modalverb können*:

1. *My kitten/to climb up the table/now/last month//Mein Kätzchen/um den Tisch hochzuklettern/jetzt/letzten Monat.*

My kitten can climb up the table now but it could not last month//Mein Kätzchen kann jetzt den Tisch hochklettern, aber letzten Monat war das nicht möglich.

2. *My younger sister/to stay alone/now/ last year // Meine jüngere Schwester/soll letztes Jahr/jetzt/allein bleiben.*

3. *My best friend/to play tennis/now/a month ago // Mein bester Freund/zum Tennisspielen/jetzt/ vor einem Monat.*

4. *Your dog/to open the door/itself/now/last week // Dein Hund/um/sich/die Tür zu öffnen/ letzte Woche.*

5. *I/to sing very well/ now/when he was younger // Ich/singe sehr gut/jetzt/als er jünger war.*

6. *He/cross the river/now/when he was younger // Er/überquerte den Fluss/jetzt/als er jünger war.*

7. *She/to run very fast/ now/ two years ago// Sie/um sehr schnell zu laufen/jetzt/vor zwei Jahren.*

Exercise II. Use *to be able to/etwas tun können* (use three Tenses//verwenden Sie drei Zeitformen):

1. *(he/to meet us at the station)//(er/um uns am Bahnhof zu treffen)*

He was very busy, but he was able to meet us at the station//Er war sehr beschäftigt, konnte uns aber am Bahnhof treffen.

2. *(she/to understand them)//(sie/um sie zu verstehen)*

It was difficult, but she ...//It was difficult, but she ...

3. *(they/to find the house)//(sie/um das Haus zu finden)*

It took them a long time, but they ...//Es hat lange gedauert, aber sie ...

4. *(I / to walk/again)//(Ich / gehen/wieder)*

When the doctor takes the plaster off my leg, I ...//Als der Arzt das Pflaster von meinem Bein nimmt, ...

5. *(she/to go to school in a few days)//(sie/in ein paar Tagen zur Schule zu gehen)*

Our daughter can't go to school nowadays, she has caught cold//Unsere Tochter kann heutzutage nicht zur Schule gehen, sie hat sich erkältet.

6. *(I /go for a walk soon)//(Ich /gehe bald spazieren)*

I am busy now, but I ...//Ich bin jetzt beschäftigt, aber ich ...

7. *(I/already/to speak to an Englishman)//(Ich/bereits/um mit einem Engländer zu sprechen)*

I know English only little, but I ...//Ich kenne nur wenig Englisch, aber ich...

8. *(I/not/ to eat at the new Chinese restaurant/yet)//(Ich/noch/nicht/ im neuen chinesischen Restaurant essen)*

I..., but I would love to// Ich..., aber ich würde es gerne tun.

Stage 3. Speech grammatical automatisms are included in various types of speech. Among the non-communicative exercises used at this stage under consideration, there is also a place for translation exercises from the native language into foreign languages. An example can be the following translation exercise from a native language

into English/German, in which various forms of modal verbs, which function as predicates in the sentences, are practiced (the verbs that need for translation are *can/kann* or *be able to/etwastunkönnen*):

1. *Ви можете дістатися на роботу на метро? Так.*
2. *Ви можете допомогти мені зробити домашнє завдання?*
3. *Я вмію читати французькою.*
4. *Ви вмієте водити машину?*
5. *На минулому тижні я не зміг навідати свою тітку, бо був дуже зайнятий.*
6. *Багато років тому я добре вмів плавати.*
7. *Джек пошкодив ногу і не зміг грати у футбол.*
8. *Не могли б ви передати мені сир?*
9. *Він може відмовитися прийти на вашу вечірку.*
10. *Він не зміг прийти вчора на зустріч.*

Analyzing this exercise of translation from the native language to the learned language, it should be noted that, like purely foreign-language non-communicative written exercises, it serves to consolidate certain grammatical automatisms, as well as to self-check and check by the teacher how grammatically correct these automatisms function. But it performs another, critical, task: comparison and opposition in the coherent text of several previously practiced automatisms (for example, in the above exercise of using modal verbs). This indicates the development of skills, during which individual automatisms formed in previous stages are combined into holistic skills, and these skills are developed and improved.

On the other hand, there is a transition to written exercises that combine individual automatisms into holistic skills, and these exercises are already more exercises of the next stage – of the latter in the process of practicing new grammatical material.

Formation of speech grammatical automatisms in oral speech is the main stage, as it involves massive training using appropriate oral exercises. As already mentioned, only non-communicative and conditionally communicative exercises are used during the training (including the stage under consideration).

Stage 4 is a development during which individual automatisms formed in previous stages are combined into holistic skills, and these skills are developed and refined which means processing without realizing that, in parallel with teaching foreign language speaking, listening, reading, and writing, those who learn simultaneously develop and improve their own grammatical skills, combining in them those separate automatisms of which each of such skills consists. It can be reading authentic texts, speaking, dialogic speech, writing reports, etc. This function is very important, because it creates an opportunity to «summarize», «generalize» practiced automatisms, to justify the basis for the further combination of a few automatisms as part of a single skill to consolidate and further develop it while communicating. But for the successful performance of such a function, both considered types of non-communicative exercises should be as coherent texts (see examples above), and not as a set of isolated sentences. The reason is that the juxtaposition of close but different grammatical forms will always be more effective if it is carried out on speech material united by a single meaning. This makes it possible more clearly reveal the difference in the meanings of various grammatical forms used to convey such a complete content of the text. It must be emphasized that translation exercises from native language into foreign languages, like other types of non-communicative grammatical writing exercises (see above), should be carried out in extracurricular work, that is, in the process of completing homework or extra school activities. Work in the classroom should be mostly oral and communicatively oriented, since oral communicative tasks are much more difficult to conduct without direct communicative contact with other students and the teacher, while written non-communicative tasks are actually created for independent work. In this case a project method can be significantly helpful [7]. In general, if we organize the stage of including speech grammatical automatisms for various types of speech on the principles

described above, this stage becomes a good «springboard for the transition to speech practice, in which the practiced grammatical automatisms begin to function in real speech, combining into speech skills developing and improving. During the entire period of purposeful study of this or that grammatical material (showing/acquaintance, explanation/independent search/reflection, organization of training/training), control by the teacher, correction of errors and evaluation of students' work occupy a leading place. Therefore, for example, all written exercises described above and performed by students in the process of homework are necessarily checked by the teacher. On the other hand, the opportunities for implementing mutual and self-control/interaction and self-correction of errors/interaction and self-evaluation increases in teaching grammar compared to teaching pronunciation. Turning to the just given example concerning the obligation of teacher checking written exercises, we note: it is appropriate that mutual check and control of such exercises by students should precede the teacher's check, it may be followed by a second self-control of their own works by each of them.

Performing oral conditional-communicative exercises, where there are almost always control options for correct answers, also accustoms students to self-control and self-correction of errors. Thus, with all the importance of control/error correction/assessment by the teacher in the process of purposeful grammar teaching, it is equally important for the teacher to use all the opportunities that arise for the development of student mutual and self-control/inter- and self-correction of errors/mutual and self-assessment.

Conclusions and perspectives. After completing the grammar exercises and tests, the students completed one more test. After mastering grammatical material, test results were as follows: 15 out of 15 correct answers comprised 47%, from 10 to 14 correct answers composed 47 %, and from 9 correct answers and less – 5%. During the course, research shows that grammatical phenomenon is learned after performing several exercises and tasks. Therefore, teaching foreign languages should be adapted to students' demand and demonstrate the possibility of using various methodological approaches to implement the necessary content of the educational process in educational institutions. Adherence to the described stages will help create an attractive, stimulating, and well-managed learning environment for learners in the grammar learning process. Prospects for the further development of modern teaching methods in foreign languages focus on the communicative method, the goal of which is to teach a student professional communication and overcome the language barrier. Equally important is a situational method, when students dive in a certain situation where they will be able to find practical application of their knowledge, modeling specific speech situations, in which the participant learns the material, makes choices and makes his own decisions. The project method plays a very important role in mastering the skills to express their own opinion in the written form. It is the complex of search, research, written, graphic works performed by students independently (in pairs, groups, individually) with the aim of practical or theoretical solving a significant problem that really increases motivation and stimulates students to learn foreign languages.

Literature

1. Бабенко Т.В. Методика навчання англійської мови в початковій школі: навч. посіб. 2-е вид. Київ: Арістей, 2006. 220 с.
2. Бех П. О., Биркун Л. В. Концепція викладання іноземних мов в Україні. *Іноземні мови*. 1996. № 2. С. 3–8.
3. Вишневецький О. І. Методика навчання іноземних мов: навч. посіб. 2-ге вид., перероб. і доп. Київ: Знання. 2011. 206 с.
4. Вовк О. І. Організація і презентація граматичного матеріалу в інтенсивному навчанні студентів спілкування англійською мовою. *Іноземні мови*. 2006. № 1.
5. Глущенко В. А. Порівняльно-історичний метод в українському мовознавстві 20-х-60-х рр. XIX ст. *Наукові праці Чорноморського державного університету імені Петра*

Могили комплексу «Києво-Могилянська академія». Серія: Філологія. Мовознавство. 2016. Т. 272. Вип. 260. С. 21–25.

6. Карасьова О. В. Засоби формування іншомовної комунікативної компетентності студентів немовних спеціальностей. *Наукові записки кафедри педагогіки*. 2023. Вип. 52. С. 71–78.

7. Коваль О. Ю. Проектна методика навчання іноземної мови студентів ВНЗ. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах: зб. наук. пр.* Запоріжжя: КПІ. 2019. Вип. 63. т. 2. С. 89–92.

8. Лещук Г. В., Стефанчук Б. М. Аудіовізуальний метод у навчанні іноземних мов. *Науковий вісник Ужгородського університету. Серія «Педагогіка. Соціальна робота»*. 2024. Вип. 2(55). С. 44–48.

9. Межуєва І. Ю. Комунікативно орієнтований підхід до навчання іноземним мовам у немовних ЗВО. *Науковий вісник Міжнародного гуманітарного університету. Сер.: Філологія*. 2021. № 4. Том 1. С. 187–190.

10. Методика викладання іноземних мов у середніх навчальних закладах: підручник. 2-ге вид., випр. і перероб. / кол. авторів під керівн. Ніколаєвої С. Ю. Київ: Ленвіт, 2002. 328 с.

11. Методика навчання іноземних мов у загальноосвітніх навчальних закладах: організація процесу навчання іноземних мов: навч. посіб. у схемах і таблицях для студентів факультету іноземної філології ОКР «бакалавр» / Укл.: К. М. Ружин. Запоріжжя: ЗНУ, 2013. 104 с.

12. О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін. Практикум з методики навчання іноземних мов і культур у загальноосвітніх навчальних закладах: навч. посіб. / за ред. С. Ю. Ніколаєвої. Ірпінь: Видавець Романенко Л. Л., 2016. 398 с.

13. Панова Л. С., Андрійко І. Ф., Тезікова С. В. та ін. Методика навчання іноземних мов у загальноосвітніх навчальних закладах: підручник. Київ: «Академія», 2010. 328 с.

14. Плахотник В. М. Система навчання в контексті загальної теорії систем. *Педагогічна і психологічна наука в Україні: зб. наук. пр.* 2012. Т. 3. С. 20–35.

15. Пометун О., Пирожено Л. Сучасний урок. Інтерактивні технології навчання. Київ: Видавництво А.С.К., 2004. 144 с.

16. Пуленко І. А., Сазикіна Т. П. Різні грані інтенсивного методу навчання англійської мови. *Науковий вісник Міжнародного гуманітарного університету. Сер.: Філологія*. 2016. № 23 т. 2. С. 44–47.

17. Рябова К. О. Перекладні методи навчання [Електронний ресурс]. URL: <http://www.kamts1.kpi.ua/node/1063> (дата звернення: 10.09.2025).

18. Тарнопольський О. Б., Кабанова М. Р. Методика викладання іноземних мов та їх аспектів у вищій школі: підручник. Дніпро: Університет імені Альфреда Нобеля, 2019. 256 с.

19. Тарнопольський О. Б. Методика навчання англійської мови на II курсі технічного вузу. Київ: Вища школа, 1993. 167 с.

20. Тарнопольський О. Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти. Київ: ІНКОС, 2006. 248 с.

21. Текстознавство: навч. посіб. для студентів-філологів вищих педагогічних навчальних закладів / уклад. О. В. Дуденко. 5-е вид., доповн. Умань: ВПЦ «Візаві», 2017. 124 с.

22. Щерба О., Черник П. Досвід поєднання сугестивного та інтенсивного методів викладання іноземної мови в підготовці військовослужбовців до міжнародних навчань. *НЗ ТНПУ. Серія: Мовознавство*. 2017. № 2. С. 76–81.

23. Ягупов В. В. Педагогіка: навч. посіб. Київ: Либідь, 2002. 560 с.

24. Asher, J. J. (1965). The Strategy of the Total Physical Response. *International Review of Applied Linguistics in Language Teaching*. Vol. 3, Issue 4. P. 291–300.

25. Gattegno, C. (1972). Teaching Foreign Languages in Schools: The Silent Way. 1st ed. Reading, UK: Educational Explorers.

26. Eastwood, J. (1999). Oxford Practice Grammar with Answers. Oxford: Oxford University Press. 434 p.

27. Murphy, R. (2004). English Grammar in Use. Cambridge: Cambridge University Press, 392 p.

28. Ptak Magdalena (2010). Grammatik Intensivtrainer B1. Langenscheidt. 102 s.

References

1. Babenko, T. V. (2006). *Metodyka navchannia anhliiskoi movy v pochatkovii shkoli* [Methodology of teaching English in primary school]. Kyiv: Aristei [in Ukrainian].
2. Bekh, P. O., Byrkun, L. V. (1996). Kontseptsiiia vykladannia inozemnykh mov v Ukraini [The concept of teaching foreign languages in Ukraine]. *Inozemni movy – Foreign languages*, 2, 3-8 [in Ukrainian].
3. Vyshnevskiy, O. I. (2011). *Metodyka navchannia inozemnykh mov* [Methodology of teaching foreign languages]. Kyiv: Znannia [in Ukrainian].
4. Vovk, O. I. (2006). Orhanizatsiia i prezentatsiia hramatychnoho material v intensyvnomu navchanni studentiv spilkuvannia anhliiskoiu movoiu [Organization and presentation of grammatical material in intensive teaching of students to communicate in English]. *Inozemni movy – Foreign languages*, 1 [in Ukrainian].
5. Hlyshenko, V. A. (2016). Porivnialno-istorychnyi metod v ukraiinskomu movoznavstvi 20-h-60-h rr. XIX st. [Comparative-historical method in Ukrainian linguistics of the 1920s-1960s]. *Naukovi pratsi Chornomorskoho derzhavnoho universytetu imeni Petra Mohyly kompleksu «Kyievo-Mohylianska akademiia» Seria: Filolohiia. Movoznavstvo – Scientific works of the Petro Mohyla Black Sea State University of the Kyiv-Mohyla Academy complex. Series: Philology. Linguistics*, 272, 260, 21-25 [in Ukrainian].
6. Karasiova, O. V. (2023). Zasoby formyvannia inshomovnoi kompetentnosti studentiv nemovnykh spetsialnostej [Means of forming foreign language communicative competence of students of non-linguistic specialties]. *Naukovi zapysky kafedry pedahohiky – Scientific notes of the Department of Pedagogy*, 52, 71–78 [in Ukrainian].
7. Koval O.Yu. (2019) Proektna metodyka navchannia inozemnoii movy studentiv VNZ [Project methodology for teaching a foreign language to university students]. *Pedahohika formuvannia tvorchoi osobystosti u vyschij i zahalnoosvitnij shkolach – Pedagogy of the formation of a creative personality in higher and general education schools*, 63, 2, 89–92 [in Ukrainian].
8. Leschuk, H. V., Stefanchuk, B. M. (2024). Audio-vizualnyj metod u navchanni inozemnykh mov [Audiovisual method in teaching foreign languages]. *Naukovyj visnyk Uzhhorodskoho universytetu. Seria «Pedahohika. Sotsialna robota» – Scientific Bulletin of Uzhhorod University. Series «Pedagogy. Social Work»*, 2 (55), 44–48 [in Ukrainian].
9. Mezhuieva, I. Yu. (2021). Komunikatyvno-orientovanyj pidchid do navchannia inozemnym movam u nemovnykh ZVO [Communicatively oriented approach to teaching foreign languages in non-linguistic higher education institutions]. *Naukovyj visnyk Mizhnarodnoho hmanitarnoho universytetu Ser.: Filolohiia – Scientific Bulletin of the International Humanitarian University. Ser.: Philology*, 4. 1, 187–190 [in Ukrainian].
10. (2002) *Metodyka vykladannia inozemnykh mov u serednich navchalnykh zakladakh* [Methodology of teaching foreign languages in secondary educational institutions]. Kyiv: Lenvit [in Ukrainian].
11. (2013) *Metodyka navchannia inozemnykh mov u zahalnoosvitnich navchalnykh zakladakh: orhanizatsiia protsesu navchannia inozemnykh mov* [Methodology of teaching foreign languages in secondary educational institutions: organization of the process of teaching foreign languages]. Zaporizhzhia: ZNU [in Ukrainian].
12. O. B. Bigych, N. F. Borysko, H. E. Boretska ta in. (2016). *Praktykum z metodyky navchannia inozemnykh mov i kultur u zahalnoosvitnikh navchalnykh zakladakh* [Workshop on the methodology of teaching foreign languages and cultures in secondary educational institutions]. Irpin: Vydavets Romanenko L. L. [in Ukrainian].
13. Panova L. S., Andriiko I. F., Tezikova S. V. ta in. (2010). *Metodyka navchannia inozemnykh mov u zahalnoosvitnikh navchalnykh zakladakh* [Methodology of teaching foreign languages in secondary educational institutions]. Kyiv: VTs «Akademiia» [in Ukrainian].
14. Plakhotnyk, V. M. (2012). *Systema navchannia v konteksti zahalnoi teorii system* [The learning system in the context of general systems theory]. *Pedahohichna i psykholohichna nauka v Ukraini – Pedagogical and psychological science in Ukraine*, 3, 20–35 [in Ukrainian].
15. Pometun, O., Pyrozhenko, L. (2004). *Suchasnyj urok. Interaktyvni tehnologii navchannia* [Modern lesson. Interactive learning technologies]. Kyiv: A.S.K. [in Ukrainian].
16. Pylenko, I. A., Sazykina, T. P. (2016). *Rizni hrani intensyvnoho metodu navchannia anhliiskoi movy* [Different aspects of the intensive method of teaching English]. *Naukovyj visnyk*

Mizhnarodnoho hymanitarnoho universytetu. Ser.: Filolohiia – Scientific Bulletin of the International Humanitarian University. Series: Philology, 23, 2, 44–47 [in Ukrainian].

17. Riabova, K. O. Perekladni metody navchannia [Transferable teaching methods]. URL: <http://www.kamts1.kpi.ua/node/1063> (Last accessed: 10.09.2025) [in Ukrainian].

18. Tarnopolskyi, O. B., Kabanova, M. R. (2019). Metodyka vykladannia inozemnykh mov ta yikh aspektiv u vyshchii shkoli [Methodology of teaching foreign languages and their aspects in higher education]. Dnipro: Universytet imeni Alfreda Nobel'ia [in Ukrainian].

19. Tarnopolskyi, O. B. (1993). Metodyka navchannia anhliiskoi movy na II kursii tekhnichnoho vuzu [Methodology of teaching English in the second year of a technical university]. Kyiv: Vyshcha shkola [in Ukrainian].

20. Tarnopolskyi, O. B. (2006). Metodyka navchannia inshomovnoi movlennievoi diialnosti u vyshchomu movnomu zakladi osvity [Methodology of teaching foreign language speech activity in a higher language educational institution]. Kyiv: INCOS [in Ukrainian].

21. Uklad. Dudenko, O. V. (2017) Tekstoznavstvo [Textology]. Uman: VPTs «Vizavi» [in Ukrainian].

22. Scherba, O., Chernyk, P. (2017). Dosvid poiednannia suhestyvnoho ta intensyvnoho metodiv vykladannia inozemnoi movy v pidhotovtsi vijskovosluzhbovtiv do mizhnarodnykh nvchan [Experience of combining suggestive and intensive methods of teaching a foreign language in the preparation of military personnel for international exercises]. *NZ TNPU. Serii: Movoznavstvo – NZ TNPU. Series: Linguistics*, 2 (28), 76–81 [in Ukrainian].

23. Iahupov, V. V. (2002). Pedagogika [Pedagogy]. Kyiv: Lybid [in Ukrainian].

24. Asher, J. J. (1965). The Strategy of the Total Physical Response. *International Review of Applied Linguistics in Language Teaching*, 3, 4. 291–300. [in English].

25. Gattegno, C. (1972). Teaching Foreign Languages in Schools: The Silent Way. 1st ed. Reading, UK: Educational Explorers [in English].

26. Eastwood, J. (1999). Oxford Practice Grammar with Answers. Oxford: Oxford University Press [in English].

27. Murphy, R. (2004). English Grammar in Use. Cambridge: Cambridge University Press [in English].

28. Ptak Magdalena (2010). Grammatik Intensivtrainer B1. Langenscheidt. [in English].

Маркіна О. Ю.

старший викладач кафедри іноземних мов
Харківського національного університету радіоелектроніки
olha.markina@nure.ua
orcid.org/0009-0004-5701-5438

Мельник С. С.

старший викладач кафедри іноземних мов
Харківського національного автомобільно-дорожнього університету
svitlanamelnyk27@ukr.net
orcid.org/0000-0002-7565-3095

Новіков О. В.

старший викладач кафедри іноземних мов
Харківського національного університету радіоелектроніки
oleksii.novikov@nure.ua
orcid.org/0000-0003-2774-8476

РОЛЬ ГРАМАТИЧНОГО АСПЕКТУ У НАВЧАННІ ІНОЗЕМНИХ (АНГЛІЙСЬКОЇ / НІМЕЦЬКОЇ) МОВ

В умовах нинішньої військової агресії росії проти України велика кількість українських громадян вимушено стали біженцями та знайшли тимчасовий притулок

у країнах Європейського Союзу, Великобританії, США, що є великим викликом у сучасних умовах, оскільки знання іноземних мов є необхідною умовою для інтеграції в іномовне середовище, ключовою необхідністю для спілкування, роботи, навчання. У статті приділено увагу навчанню граматичного аспекту в англійській та німецькій мовах, тому що англійська мова є однією з найбільш уживаних мов міжнародного спілкування, а німецька мова наразі вивчається українськими біженцями інтенсивно у зв'язку з тим, що в Німеччині проживає наразі понад 1.2 млн чоловік, в Австрії – близько 85 тисяч, в Швейцарії – 69 тисяч чоловік. Навчання граматики англійської та німецької мов є необхідним для досягнення високого рівня володіння мовою, оскільки вона забезпечує точність висловлювань, правильне структурування речень та коректне використання слів, завдяки чому досягається середній рівень B1 і вище, що відкриває двері до професійного розвитку та спілкування з носіями мови. Засади навчання граматичного аспекту мови включають формування граматичних навичок для ефективного використання мови як засобу спілкування, розвиток граматичної компетентності через практичні вправи та ігри, а також цілеспрямоване формування знань про морфологію, синтаксис і словотвір мови. Граматика є фундаментом будь-якої мови, оскільки навіть при хорошому словниковому запасі, без знання граматики висловлювання будуть некоректними і можуть призвести до непорозумінь. Знання правил відмінювання дієслів та відмінків дозволяє будувати правильні речення та розуміти мову співрозмовника, що є невід'ємною частиною комунікативної компетентності. Крім того, при навчанні іноземних мов (у нашому випадку – англійській та німецькій) граматичні знання (морфологія, синтаксис, словотвір) мають засвоюватися в комплексі, як частини складної системи мови, і інтегруватися в інші аспекти мовної діяльності, наприклад, у діалогах та інших комунікативних ситуаціях і ґрунтуватися на розумінні логіки мовних явищ, а не лише на запам'ятовуванні правил.

Ключові слова: граматика, граматичний аспект, практичні навички інтенсивні методи, прискорені методи навчання іноземної мови, граматична компетенція, комунікативна компетенція.