

Functional and Communicative Approach to the Study of Grammar of a Foreign Language

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ABSTRACT: Teaching grammar in teaching a foreign language continues to cause controversy and discussion, in which linguists and practical teachers actively participate. Two opposing points of view on the role of grammar in learning should be noted. On the one hand, this is an excessive increase in its role, when knowledge of grammar becomes identical to knowledge of the language. On the other hand, there is an underestimation of the grammatical aspect in the formation of professional competence of specialists.

KEYWORD: traditional approach, communicative approach, functional and formal aspects, cognitiveness.

There are two approaches to learning a foreign language: traditional grammatical translation (from language to speech) and communicative (from speech to language). In the second case, the training is based on communication, working in pairs, groups and mini-groups, role-playing games, dramatization.

The communicative approach is one of the possible ways to study the grammar of a foreign language. With the communicative approach, we go in the direction that we call “from speech to language”. It consists in the gradual introduction of grammatical elements depending on the communicative needs and their systematization and generalization in the future. An important role in this is played by such a phenomenon as anticipation, i.e. the introduction of separate isolated speech formulas and their use outside of consideration of grammatical paradigms (for example, 1st person unit numbers: Condizionale Presente – vorrei).

It seems that the communicative approach removes excessive “grammatization”, which is often present when learning a foreign language in the opposite direction, i.e. “from language to speech”.

N.S. Dorofeeva in the course “Italian language”, highlights the basics of the communicative approach:

- gradual introduction of grammatical elements depending on the communicative needs, their systematization and generalization in the future;
- the use of anticipation as a principle of introducing separate isolated speech formulas without considering grammatical paradigms;
- removal of excessive “grammatization”, which makes the communication process artificial;
- inclusion of the traditional approach in accordance with the set methodological priorities;
- research of audio recordings, any visual material (videos, illustrations, photographs) to familiarize the student with the culture, geography, history of the country whose language he is studying [Дорофеева, 2018].

Grammar in the course is introduced based on the communicative value, feasibility and strict dosing, step-by-step, visibility, cognitiveness, into the native language and the first foreign language, the educational and educational value of the material, socio-cultural orientation and interdisciplinarity, repetition.

The formation of grammatical competence of students is not the memorization of ready-made speech samples. We develop the ability to understand and recognize statements in a foreign language, as well as the ability and skills to express thoughts in the process of producing competently formulated foreign language texts. The ability to change and combine words, knowing the combinatorial abilities of a foreign language, is an important condition for practical language proficiency, which will be effective only if it is realized, carried out automatically and includes speech grammatical skills that form the basis of speech grammatical skills. Modern grammar teaching should combine elements of formal analysis, as well as functional and communicative practice [Чанаева, 2010].

Grammar is studied in a communication situation, which requires a careful selection of speech topics, intentions that should reflect the practical interests and needs of students. The main provision of the communicative approach is the allocation of the speech act as the main unit of communication. A set of speech acts form a coherent text – discourse. The basis for the formation of discourse is the speech intention of the communicant, which implies a functional approach to the selection of material, mastery of communication tactics, mastering the social roles of participants. The psychological justification was the personality-activity approach, in which a person is considered as a subject of activity, and training is aimed at the formation of speech skills. [Чернова, 2007].

The traditional approach in the description of grammar from form to content has been replaced by the direction of study from function to form, which is reflected in the emergence of functional grammar, aimed, on the one hand, at the classification of grammatical means involved in the expression of certain grammatical functions (meanings). On the other hand, the analysis and generalization of semantic functions implemented in grammatical means.

The functional approach in teaching grammar is based on the thesis of the inseparable unity of its functional and formal aspects. The formal side is represented by a system of grammatical units, classes and categories – that is, a nomenclature of means that are at the disposal of speakers and allow them to build utterances. The second aspect is a system of regularities of the functioning of grammatical units involved in the expression of the meaning of the utterance. Thus, the sequence of formation of grammatical skills is possible only from language to speech skills, that is, the study of the formal side should precede the functional one.

Such a structure of grammar teaching (from functional to traditional, and then functional-communicative) is logical, since grammatical skills are formed first, and then grammatical skills. At the same time, students' speech is improved, they learn to build a discourse correctly using adequate grammatical means. The work on the formation of discursive competence involves several stages. For example, students are given a task to express an attitude to a statement. At the first stage, he must use a certain grammatical phenomenon. At the second stage of teaching discourse, the student is given the task of expressing an attitude to something, while he can use any adequate means. At the third stage, the student expresses his attitude to this statement and argues his point of view. Studying the basics of functional and communicative grammar allows not only to show the interaction of language units of different levels, but also to teach the rules for choosing these units for the needs of language communication.

Choosing the right construction, the student should assess how close the relationship connects him with the interlocutor, what is his age and social status, whether he is really interested in his communication partner accepting the offer. Only the integration of traditional, communicative and functional approaches can create

conditions for the real and effective formation of students' grammatical competence, and on its basis, discursive competence.

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