

2. Song, S., Li, D. (2020). The predicting power of cognitive fluency for the development of utterance fluency in simultaneous interpreting. *Front. Psychol.* 11:1864. doi: 10.3389/fpsyg.2020.01864
3. Tavakoli, P., and Hunter, A.-M. (2018). Is fluency being ‘neglected’ in the classroom? Teacher understanding of fluency and related classroom practices. *Lang. Teach. Res.* 22, 330–349. doi: 10.1177/1362168817708462

Ivan Kosovets

Kyiv National University of Technologies and Design (Kyiv, Ukraine)

Scientific supervisor – Senior lecturer Liudmyla Roienko

THE IDEAS FOR DEVELOPING GRAMMAR PROFICIENCY THROUGH COMMUNICATIVE ACTIVITIES

Grammar is the basis of spoken and written communication and allows us to be clearly understood by others. Teaching grammar is fundamental in the process of foreign language learning. Without grammar, we are unlikely to be able to speak, and if we can, then not very correctly and accurately. Grammar has long been a subject of study, and although the methods of grammar studying have changed dramatically in recent times, the reasons for studying them have remained essentially the same. A clear knowledge of grammar is very important because it gives us more conscious control and choice of language. Poor use of grammar can lead to blurred messages, which affects our ability to communicate.

The aim of the given research is to analyse the main aspects of mastering grammar rules with the help of communicative activities.

Many outstanding linguists, for example, F. Dubin, M. Halqvist, K. A. Poumroy, U. Kind and others believe that poems and songs can be successfully used

for the development of almost all language skills. They are effective in work on pronunciation, in the formation of expressive reading skills, contribute to the assimilation of new vocabulary, the activation of grammatical structures and their introduction into oral speech.

According to the research of many teachers, it can be said that songs are of special interest. It is clear that the songs have a chorus, most often certain lines are repeated, which is a huge plus from the point of view of grammar. Repeating the same grammatical structure several times on the basis of an expressive musical text makes it easier to remember. Therefore, the song is very useful in lessons. It should be noted that songs must be selected very carefully. Songs should be rhythmic and easy to perform, and poems should be short. The song must have a chorus or lines that are repeated and easy to remember. The use of communicatively oriented tasks with poetic texts and songs in foreign language lessons allows students to firmly learn the structures of sentences of various communicative types, tenses of verbs and successfully use them in everyday practice. Students' fear of grammar disappears, they learn it better through rhyming structures, internal motivation of schoolchildren is formed, which can later turn into a deep interest in learning the language as a whole (Димова, 2019).

Speech by its nature is situational. Therefore, students should familiarize themselves with grammatical structures in typical speech situations. Communicative approach or communicative language teaching has the main goal of students' fluency in the language. Emphasis is placed on "real" communication. All four aspects of language teaching are developed: the ability to express oneself orally, the ability to perceive oral speech, the ability to express oneself, the ability to perceive an oral message, the ability to perceive a written message and the ability to express oneself in writing. Students' communicative skills are developed by combining grammatical

development with the ability to communicate. Grammar is studied in connection with a communicative task, thus creating a need for specific elements of grammar. The following methods are used: discussions, debates, role-playing, written communication activities, dramatization, etc. The teacher fulfils the following roles of facilitator and manager of students' activities, as well as their partner, since the interaction takes place primarily between students. Authentic and interesting materials are used so that students can make connections with the language and culture. Mistakes are treated with tolerance, especially during communicative activities, when the emphasis is on fluency in the language. Students are assessed both orally and in writing (Dina et al, 2021, 51).

Special attention is paid to such activities as dialogues. It is known that microdialogue is the basis of dialogic language, which helps to simulate real communication. Microdialogues are of various types and types: dialogue-interrogation, dialogue-explanation, dialogue-exchange of impressions, thoughts, dialogue-conversation, etc. Each of the micro-dialogues has its own specific communicative task, communicative effect and contains two or three replicas. Most often, micro-dialogue turns into macro-dialogue. In the process of teaching dialogical speech, it is recommended to use microdialogues in combination with a sample dialogue, memorization of which contributes to the assimilation of grammatical structures and the memorization of lexical material. (Димова, 2019).

So, if we want to teach students language, and especially grammar, then it is necessary to teach it in the conditions of communication. This means that learning a foreign language should be organized in such a way that its main qualities and characteristics are similar to the real life process. Communicatively oriented teaching of foreign languages aims to give students practical knowledge of grammar and facilitate their interpersonal communication.

REFERENCES

1. Димова О. М. (2019) Розвиток мовленнєвих навичок за допомогою комунікативної граматики [Електронний ресурс] Вилучено з: <https://naurok.com.ua/rozvitok-movlennevih-navichok-za-dopomogoyu-komunikativno-gramatiki-214690.html> Дата звернення 02.03.2024.
2. Dina, Tatiana & Pruneanu, Magdalena & Lemnaru, Ana Cristina. (2021). Development of Grammatical Knowledge for Communication Activities for Foreign Language Acquisition in Online Classroom for Preparatory Year of Romanian Language at the University of Pitesti. *European Journal of Language and Literature*. Vol. 7 No. 1. p. 49-60. [Electronic resource] URL: https://www.researchgate.net/publication/352780197_Development_of_Grammatical_Knowledge_for_Communication_Activities_for_Foreign_Language_Acquisition_in_Online_Classroom_for_Preparatory_Year_of_Romanian_Language_at_the_University_of_Pitesti WEB https://www.researchgate.net/publication/352780197_Development_of_Grammatical_Knowledge_for_Communication_Activities_for_Foreign_Language_Acquisition_in_Online_Classroom_for_Preparatory_Year_of_Romanian_Language_at_the_University_of_Pitesti Date of access 05.03.2024.