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Features of teaching grammar in foreign language classes in non-linguistic institutions of higher education

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Abstract. Knowledge of the grammar of a foreign language at the proper level is a necessary component of language proficiency in general, and therefore teachers are faced with an urgent question of how to facilitate and accelerate the process of its assimilation. The purpose of the study is to theoretically substantiate the importance of mastering grammar for applicants of non – linguistic institutions of higher education and analyse the application of the proposed exercises. The methodology of the study consists in the application of theoretical (analysis of methodological literature on the problem of study, comparative analysis of grammatical phenomena of English and Ukrainian languages, analysis of educational publications on English for students of non-linguistic areas of training) and empirical research methods (observation of the level of grammatical competence of students; questionnaires and testing of students; an experiment that consisted in organising and conducting experimental training to test the effectiveness of the developed set of exercises that contribute to faster and more complete assimilation of the grammatical component of a foreign language). Techniques and means of teaching and



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activating grammatical structures in the study of a foreign language are examined. English language textbooks for non-linguistic institutions of higher education are analysed. The analysis of the use of exercises and internet resources aimed at mastering and fixing the necessary grammatical rules is conducted. The results of testing the teaching of English grammar on a communicative basis in a non-linguistic institution of higher education using professional-oriented educational texts as the basis for exercises are presented. The position that this approach contributes to maintaining students' motivation, activity, and independence is justified. Research training conducted based on the state biotechnological university confirmed the effectiveness of the proposed set of exercises in working with grammar based on professional texts. This technology can be used by teachers-philologists in teaching grammar of any foreign language, provided that they adapt accordingly, depending on the typical language difficulties and needs of students

Keywords: higher education; learning process; grammatical competence; communicative approach; grammatical structures; speech exercises; grammatical skills

INTRODUCTION

In the modern era of globalisation and achievements of scientific and technological progress, the role of foreign languages has substantially increased, the knowledge of which not only provides the possibility of cross-cultural communication but is also the basis of a person's professional competence, regardless of the scope of their activity.

Modern educational standards require the training of highly qualified personnel who can use a foreign language both in situations of social and everyday communication and in the process of business communication. Such criteria, which should be followed by institutions of higher education, quite often cause difficulties for students of non-linguistic specialities. The greatest difficulties in the process of teaching a foreign language to this category of applicants for education are caused by teaching grammar. The excessively long and complex explanations of grammatical structures by teachers, and the presentation of grammatical material in textbooks do not arouse interest and positive motivation among students of a non-linguistic profile (Fedyshyn, 2021). Therefore, teachers are faced with the question of how to help applicants to learn a large amount of knowledge necessary for practical language proficiency, in a shorter period of time and with the least effort.

Understanding the definition of grammar is essential in teaching it. Grammar is one of the three elements of a language, next to pronunciation and vocabulary (Yang, 2023). Linguists offer different definitions of grammar. Thus, according to I. Antonyan and N. Popovich (2019), grammar is one of the most important aspects of speech, due to which oral and written communication skills are formed. Scientific discussions always focus on the place of grammar, its role and importance in the process of teaching foreign languages.

From the standpoint of descriptive purpose, grammar can be divided into pedagogical, reference, and linguistic. The pedagogical one is created for the purpose of teaching; the reference one provides standards for language teachers or language learners. Linguistic grammar is formed in accordance with the linguists' understanding of grammatical concepts (Wang, 2021). The interpretation of grammar by English teachers has a substantial impact on its teaching.

Many methodologists have addressed the subject of the specific features of teaching a foreign language. Researcher

O. Beskorsa (2018) analysed current trends in the development of English language teaching methods abroad and in Ukraine and suggested using the method of communication tasks, in which the teacher acts as a person who ensures successful group communication during the educational process. Thus, learning is implemented through communication. The use of this technique is also justified in the paper by A. Paletska-Iukalo (2019), noting that proficiency in a foreign language at a sufficient level is achieved through conscious and meaningful use of acquired knowledge and skills. The author believes that the formation of lexical competence can occur using the method of communicative tasks based on authentic works of art.

Researchers A. Boichuk *et al.* (2020) in their study consider the problem of forming a foreign-language grammatical competence of applicants for higher education in non-linguistic specialities. According to the authors, grammatical competence is the ultimate goal of mastering grammatical means of communication, which is an integral part of foreign language competence. Methodists O. Reznova and V. Reznova (2022) identified the essence of the concept of "grammatical competence", investigated effective technologies and means of its formation in students when mastering a foreign language in a professional area in non-linguistic institutions of higher education.

Ukrainian methodologists H. Dyvnych and N. Haidai (2019) considered the process of mastering practical grammar through the use of the method of communication tasks. In their opinion, this method contains a creative component as a necessary component, gives statements a communicative orientation, which in turn interests students and increases their motivation to learn and use the language in the proposed situations. The contextual approach to grammar teaching is supported by researcher M.A. Qureshi (2020), the author offers a technology based on correcting errors in the text. Search, analysis, and correction of errors in the context allow learning the function of the grammatical form, which, according to the study, further positively affects the written speech of students.

As noted above, grammar plays an important role in teaching English, and it is a crucial factor in the academic studies. If students master the necessary knowledge of

grammar, they will be able to analyse complex structures in texts and communicate effectively, which determines the relevance of the study in connection with the strengthening of the role of foreign languages in all aspects of human life. Therefore, the purpose of this study is to theoretically substantiate the importance of grammar assimilation by students of non-linguistic educational institutions; to examine methods and means of teaching and activating grammatical structures when learning a foreign language; analyse the use of exercises and internet resources aimed at mastering and fixing the necessary grammatical rules by students.

MATERIALS AND METHODS

The theoretical and methodological basis of the study is the fundamental works of Ukrainian and foreign researchers in the field of theory and methodology of teaching foreign languages, the theory of teaching grammar of a foreign language, the theory of exercises, and papers devoted to the formation and support of students' motivation to learn a foreign language.

The following research methods were used to solve practical problems:

- theoretical (examination and analysis of methodological literature on the research problem, comparative analysis of grammatical phenomena of English and Ukrainian languages, analysis of updated state educational standards of higher education and educational publications in English for students of non-linguistic areas of training);
- empirical (observations during classes to improve grammatical skills, record and analyse grammatical errors; questionnaires to check the motivation and testing of students to assess grammatical competencies; experiment – conducting experimental training to check the effectiveness of the proposed set of exercises).

The research training was conducted considering international research/survey requirements, which implies compliance with ethical principles established by national and international legislation and recommendations. One of the most important international recommendations is the Code of Ethics of Psychologists of the International Association of Applied Psychology, IAAP (2008), which provides general principles of ethical behaviour for psychological research and other psychological activities. This code includes such principles as consent to involvement, data confidentiality, non-interference in privacy, etc. In addition, the Law of Ukraine "On Personal Data Protection" (2010) operates in Ukraine, which sets the requirements for the collection, processing, and storage of personal data in the course of the study. The Convention for the Protection of Human Rights and Dignity of the Human Being with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine (1997), which sets out the principles of ethical behaviour in research related to biology and medicine. Thus, during the study, students' rights were not violated; honour and dignity were not humiliated; morals were respected; discrimination did not occur; anonymity was preserved,

health was not harmed, psychological characteristics, in particular, age, etc. were considered).

Research training was conducted based on the State Biotechnological University of Kharkiv. It was attended by first-year students of the Faculty of Veterinary Medicine with a total of 82 people during the 2021-2022 academic year. Four groups were formed: two experimental groups (EG1/2) and two control groups (CG1/2). For the accuracy of the experiment and an objective assessment of the results, it was decided to form two experimental and two control groups.

Before starting research training, first-year students were asked to complete a questionnaire to identify interest and motivation in learning a foreign language. At the end of the course, students also took part in a questionnaire, the questions of which were slightly changed and allowed them to assess their motivation to continue learning a foreign language. According to the curriculum, in the first year students of the Faculty of Veterinary Medicine study the discipline "Foreign language in professional activity".

As an entrance test, first-year students performed a grammar test consisting of 50 questions that determine the level of formation of grammatical skills at the initial stage of training. A test containing similar grammatical phenomena was offered to students at the end of the course.

Teaching English grammar on a communicative basis in a non-linguistic institution of higher education was conducted using professional-oriented educational texts as the basis for exercises. This helps maintaining students' motivation, activity, and independence. In the course of training, a set of exercises was compiled to improve grammatical skills and develop skills based on professional texts within the limits provided for in the programme: "From the history of veterinary medicine", "Famous scientists in veterinary medicine", "Veterinary organisations", "Veterinary specialties", "Medical supplies for veterinarians", etc. A special feature of the exercises included in this complex is their communicative orientation, situativeness, and the presence of a speech task, considering the interests and experience of educational applicants.

Before investigating a new subject and working with the grammatical part, the "inverted class" technology was used. A course was used on the LMS Moodle platform to control the assimilation of the material, which is available on the basis of the State Biotechnological University.

During the lesson, conditions were created for the practical application of the examined material in various types of speech activities. Teaching grammar on a communicative basis consisted in the fact that the organisation of the process was conducted not from theory to practice, but from understanding the function through the practical application of the examined phenomena in the conditions of foreign-language communication.

RESULTS AND DISCUSSION

Mastering a foreign language is a process that consists of a large number of components. The main thing for the teacher, according to the authors of this study, is to choose the

most optimal teaching method for yourself, master it and actively apply it in the classroom.

Most teachers admit that it is quite difficult to conduct classes based on only one method, so in practice, several methods are used in different combinations. With the emergence of a large number of new effective methods and approaches to teaching a foreign language, the demand of society is determined, which implies an individual approach to the student, depending on the needs, opportunities, and time spent on mastering the language (Shtokhman, 2020). As for lesson planning, many teachers choose the conventional methodology, the key concepts of which are explanation, practice, verification. Using this method, the teacher can clearly organise a large number of educational activities, during which all lexical and grammatical aspects of the educational textbook or programme are covered. However, K. Bilsborough (n.d.), a British teacher-practitioner, emphasises that while this method perfectly meets the needs of the teacher, it is not the best choice to meet the student's expectations. The lexical content of classes does not quite meet the needs of educational applicants and is almost completely dictated by the content of the programme or textbook. Quite often, teachers adjust the material to the needs of the group and the educational process. On the one hand, the programme, textbook, and expectations of students, and on the other – a variety of methodologies and approaches with their advantages and disadvantages. That is why teachers choose a methodology that is primarily focused on the needs of the student. Today, the most commonly used methods are Task-based Learning (TBL) and Project-Based Learning (PBL). These methods were created to implement the concept of learning through game activities in a professional orientation, which allows using elements of problem-solving, discussion, and construction, which contributes to the development of integrative thinking, the ability to think independently and creatively, with subsequent forecasting of options for solving the problem (Mezhuyeva & Yeltsova, 2017).

In foreign publications, the research on the application of the method of communication tasks for teaching grammar in foreign language classes can be found. Thus, the American linguist D. Larsen-Freeman (2015) identifies the possibility of using “focused tasks” as a component of the method of communication tasks that encourage students to apply certain grammatical structures to achieve their goals. The author gives an example of modeling a situation when a student receives a card, which he must use to send a friend to the specified place. In this case, prepositions of place and area will be useful. The researcher also emphasises that developing exercises with a task to work out the necessary certain grammatical structures are not easy but performing such tasks substantially speeds up the process of mastering grammar. The methodologist believes that grammar has a dynamic character. In her opinion, this is not a branch of knowledge, but a skill or process in which students learn to use grammar thoughtfully in various communication situations. Thus, D. Larsen-Freeman calls

this process “grammaring”, the ability to use grammatical structures meaningfully, accurately, and correctly to express one's needs. As the author emphasises, form, meaning, and application are the three dimensions of language that are components of the “grammar” process.

R. Bolitho (2011) suggests using the holistic approach to grammar training. According to the researcher, understanding how grammatical constructions function in context contributes to the formation of a holistic view of the language. According to proponents of this approach, conscious work on mastering a foreign language not only contributes to the mental development and development of research skills of students, but also develops speech intuition, leading to the action of emotional mechanisms.

Proponents of the lexical approach consider grammar that is quite logically related to vocabulary, calling it lexicalised grammar. The founder of this approach, M. Lewis (1993), is convinced that it is necessary to work with grammatical phenomena in context. Under such conditions, language and speech are considered as a single whole, and not as separate cases of lexical and grammatical phenomena. This approach allows analysing speech phenomena both inductively and deductively and the context is a source of additional language practice.

Notably, the Grammar-Translation Method (Zhou & Niu, 2015) plays an equally important role in the training of specialists in non-linguistic universities. Future veterinary specialists need to have the skill of perceiving information on professional subjects. General biological texts are dominated by special vocabulary (terminology) and certain grammatical constructions (complex subject, complex complement, passive voice, impersonal sentences, etc.). Even with excellent conversational skills, it is difficult to understand the written language of a scientific area. Therefore, teaching a foreign language should contain a detailed and thorough study of the grammatical system. Students of biological specialties are willing to engage in grammar, the specific features of their thinking allow them to perceive information well in the form of tables and diagrams. Often, applicants for education build their own system of learning, memorising, and using language rules. This analytical approach also applies to the examination of vocabulary: students build analogies, analyse the composition of a word, and are willing to work with the dictionary. However, spontaneous speech, both written and oral, is more difficult for them. Usually, students try to build statements from ready-made blocks of tokens and grammatical constructions. Their accuracy in using words and rules is noticeably higher, but this selection substantially increases the time required to complete the task.

Based on the conducted observation and own practical activities, it is concluded that over time, very little attention is paid to grammatical competence in foreign language classes, since it causes the greatest difficulties for applicants for education. Based on the experience of teaching English in a non-linguistic institution of higher education, it can be noted that it is quite difficult for students to apply

grammatical structures in situations close to real ones. That is why they use only simple grammatical forms. The main disadvantage of many modern methods of teaching foreign languages to students of non-linguistic universities is the focus on a large number of hours devoted to reading and translating texts in a professional area, investigating professional terminology, and insufficient – to practice the correct use of grammatical forms in specific communication situations. In other words, it is advisable to introduce technologies into the process of teaching grammar of a foreign language that contribute to the development of communicative abilities of applicants for education at non-linguistic universities.

The theoretical block of investigating grammatical rules should not exceed the amount of training time allocated for practical language development of the acquired knowledge. Each grammar lesson should contain tasks for speaking, listening, reading, and writing. The teacher can change these methods depending on the targets of the lesson, the specific features of the content of the educational material, and the level of previous experience of the students themselves. Therewith, it is important to regularly alternate these methods so that the student can practice the skills of competent sentence construction both in writing and in the process of communication.

Learning grammar and proper speech design, recognising grammatical forms in speech and writing occurs through the formation of grammatical skills. This is one of the most important components of speech skills of speaking, listening, reading, and writing, and therefore, the main goal of teaching grammar. The development of grammatical skills can contribute to mastering the language at a high level, which will give students in the future the opportunity to make competent presentations, feel comfortable during business negotiations, and communicate freely on the phone, that is, be competitive in the labour market.

There is no ideal course that can be used in all possible situations, but there are quite a large number of textbooks in which a professional teacher will find the materials they need, and in case of emergency, they can develop their own findings. By compiling a grammar manual for the students of non-linguistic higher education institutions or introducing grammar to the main course, authors should try to help students navigate the basic concepts of the language, systematise knowledge, and teach them to see the main idea associated with a large number of words, tables, models, and diagrams. The manual or grammar block should be aimed at developing and updating the skills of applying basic grammatical models of the English language in accordance with the requirements of the foreign language training programme for students of non-linguistic specialities. More effective assimilation of the course material and its application in practice is facilitated by the structure of the grammatical block, namely:

- the principle of consistent learning, in which grammatical material is provided according to the “from simple to complex” principle;

- coverage of subjects that remain outside the school curriculum, but their knowledge is necessary in language practice since people can correctly build their own utterances using a limited set of grammatical constructions. However, this does not guarantee that other people will not use more complex structures in their speech, which can be a serious obstacle to understanding the essence of the statement;

- providing exercises for the development of oral speech skills (exercises in combination with grammatical phenomena for expressing thoughts in oral speech).

It is on this principle that linguist teachers of the State Biotechnological University built the grammatical block of the course “Foreign Language (English) in professional activity”, which fully corresponds to the curriculum of the discipline.

When studying grammar, an extremely important aspect is the correct application of grammatical forms in the communication process. Communication situations, role-playing games, discussions, presentations, and projects ensure that grammar skills are consolidated. For the formation of grammatical competence, such types of exercises as speech and conditional speech are used. Speech exercises are performed mainly at the initial stage of training in the higher education institution. They are characterised by the absence of signs of communication, namely situativeness, the presence of a speech task, for which they are criticised by supporters of the communicative method. Tasks are formal in nature and do not affect the student's personality or interests in any way. For example: insert the desired verb form, select the article/preposition, connect parts of sentences. Such exercises are appropriate in non-linguistic higher education institutions, but their volume should not exceed 20% of all grammar exercises, and they should be performed independently. Notably, many well-known foreign grammar textbooks are built on this principle and can be recommended as homework (Swan & Walter, 2003; Murphy, 2012). Various online resources for working with grammar are also notable: British Council: Learn English. (n.d.), English Grammar (n.d.), aimed at mechanical training of grammatical phenomena. They can be used in working with students of a non-linguistic university additionally and independently, especially if there are gaps in knowledge. The disadvantage of these resources is the lack of communication skills in exercises and the inability to be controlled by the teacher.

Conditional speech exercises are effective for the formation of grammatical skills, through which speech is conducted in a learning environment. They bring speech closer to the natural situations of native speakers. Conditional speech exercises contain some elements of speech communication, namely, they imitate speech communication in educational settings. Examples include the following tasks: build statements about yourself, your experience and achievements using Present Perfect/Past Simple; describe the competencies of a specialist in your field using modal verbs; compose and write down a story about an outstanding researcher in your professional field using the passive state.

Speech exercises (also called active speech exercises) repeat the process of communication in different types of speech. Speech exercises fully correspond to the process of natural communication and are used in various types of speech activity: speaking, listening, reading, writing. This type of exercise is the most creative and difficult for students, it completes the entire system of exercises and is aimed at developing speech skills. Examples of speech exercises in non-speech higher education institutions can be as follows: write/tell/provide safety rules in the workplace, about your experience, academic achievements, and plans for further training and self-development. The main meaning of these exercises is that they are performed in the learning process through communication situations. The level of grammatical skills is determined by monitoring their formation. Aspects of control are the following skills: word formation; connection of lexical units in a sentence; recognition of grammatical units; correlation of grammatical units and meaning; possession of grammatical rules; formation and construction of phrases; understanding, perception, awareness of grammatical content, sentence structure, and word forms (Vovk, 2007; Sklyarenko, 2011).

Notably, conditional speech and speech exercises require the use of the same grammatical phenomena (modal verbs, Present Perfect/Past Simple, Passive Voice), provided that the task is more complex. Such situational exercises reproduce real communication situations, encourage solving a speech problem, and express one's own thoughts within the framework of the mastered material.

Based on observation and practical activities, it is concluded that it is useful and productive to apply the grammar teaching model within the framework of a communicative approach. Thus, one of the most effective methods of teaching English grammar to students of non-linguistic universities is the game stimulation of certain situations of speech communication (for example, simulating a dialogue with colleagues, at a meeting, when discussing some medical problem, etc.). The area of this game can be set by the teacher using questions with grammatical features that need to be worked out: Tell us what did you do in the veterinary clinic yesterday. What are you going to do after the examination of the patient animal? (Working out the "Past Simple" and "Future Simple" topics). The situations with questions and answers like: "What tools should you use for basic consultations?; What tools must be used for surgical operations?; Should you use a razor for pre-operational surgery?"

Can be simulated to practice modal verbs and consolidate vocabulary on the subject "Medical supplies for vets". Considering the area of specialisation of a particular group of students, the subjects that correspond to their academic profile can be used for discussion. For example, when learning the degrees of adjective comparison, veterinary students can be offered tasks: Compare cats of long-haired and short-haired breeds; Compare the skeletal system of an elephant and a bird, etc.

A useful experience for students of non-linguistic higher education institutions will be not only dialogical communication but also building a detailed monologue statement on a subject that corresponds to the area of specialisation. For example, for veterinary students, the following subjects can be offered for discussion: the Future of the Veterinary Profession; The Veterinary Profession in Ukraine; British, American, and Ukrainian Veterinary Schools.

This approach to teaching a foreign language is called professionally oriented, and its main task is to form students' professional competencies. The main advantage of this approach to teaching a foreign language is that students immediately apply their knowledge of grammatical forms of speech in specific communication situations. Students of non-linguistic educational institutions do not need to delve into the linguistic subtleties and historical features of certain grammatical forms, for them the main task is to gain language experience that will help them correctly compose sentences in the communication process. In other words, the key factor of effective teaching of grammar of a foreign language to students of non-linguistic institutions of higher education is the acquisition of grammatical skills, namely: the ability of the speaker to choose a model that is adequate for the language task and formalise it in accordance with the norms of a foreign language.

Grammatical errors that occur in students when conducting a dialogue in a foreign language should be corrected and explained immediately after they are made. An absolute benefit for students in this situation is a more relaxed format for investigating the grammatical features of a foreign language, and for the teacher, the main advantage of this method of teaching is that they can clearly see which aspects of grammar cause students the greatest difficulties, and accordingly pay attention to working out exactly the problematic moments.

The analysis of textbooks and manuals on the English language for non-linguistic universities allowed concluding the following. Grammatical material in most textbooks has little to do with lexical material and texts, exercises do not always relate to subjects and problems, situations, and speech tasks of educational communication, and are more of a speech type of exercise. Grammar exercises are aimed at working out the form of a grammatical phenomenon and do not reach the level of their use in speech, do not stimulate students to real communication. This suggests that the functional approach is not reflected when working on the grammatical side of a foreign language.

It is proposed to use a professional-oriented educational text as a basis for exercises to solve the problem of improving grammatical skills and developing skills. The advantage of using professional-oriented texts is that they are interesting and informative for future specialists in a particular field, which positively affects the motivation of students. Such texts are communicative, and based on the speech task, they encourage students to express their own attitude, opinion, and position. They are functional because they reflect the function of a grammatical phenomenon in a

particular situation. Based on professional-oriented training texts, it is possible to build a set of exercises that will meet the requirements of communication of the concept of “professional-oriented training text”, meaning that at the initial stage, it will be adapted in complexity to the audience, and in the future, it is possible to use authentic texts.

The task of translating texts from their native language into a foreign language is a fairly effective method of teaching the grammar of a foreign language to students of non-linguistic universities. It is a mistake to assume that such exercises should be used when working only with students of language specialities because competent and high-quality translation skills are important in any field of professional activity. The translation process helps students better understand the specific features of grammatical forms of a foreign language in comparison with Ukrainian. Moreover, it is advisable to analyse such tasks during academic hours and through a collective discussion of the details of using the necessary grammatical forms.

As the practice of teaching a foreign language shows, many students make mistakes during translation when trying to use the same grammatical tools in a foreign language as in Ukrainian. For example, the phrase “Тут нема про що говорити” is translated by many students, starting with the

word “Here”. Repeated attempts to translate from Ukrainian to English will help students understand the details of grammatical forms of a foreign language and immediately build correct phrases like “There is nothing to talk about”.

The results of the research training confirmed that the developed system of teaching English grammar in non-linguistic higher education institutions, containing the technology of the “inverted class” in LMS Moodle, a set of exercises based on professional texts, is an effective way to improve the level of grammar and English in general. It is worth emphasising that the attitude of students to learning English and grammar has also changed, which is quite understandable. Applicants for education do not learn individual rules and do not perform separate grammar exercises. All tasks are related to the subject and problem of the lesson, its lexical content, where grammatical skills are simultaneously improved. Initially, grammar for most students meant memorising a large number of rules and exceptions, performing monotonous exercises, which in fact turned out to be a mistake.

The results of the incoming and final questionnaires are shown in Table 1.

The results of the research training are presented in Table 2.

Table 1. Results of incoming and final questionnaires

Group, number of people	Entrance survey to identify interest and motivation in learning a foreign language, %	Final survey to identify interest and motivation in learning a foreign language, %	Indicators of increasing the level of motivation, %
EG 1 (21)	15	60	45
EG 2 (21)	20	55	35
CG 1 (20)	20	40	20
CG 2 (20)	15	35	20

Table 2. Results of research training

Group, number of people	Input testing of the level of grammar skill formation, %	Final testing of the level of grammar skill formation, %	Indicators of increasing the level of proficiency in the grammatical side of speech %
EG 1 (21)	38	72	34
EG 2 (21)	41	70	29
CG 1 (20)	40	55	15
CG 2 (20)	37	54	17

Analysis of the results of experimental training allows stating that the level of proficiency in the grammatical side of a foreign language in students of experimental groups (EG 1/2) is noticeably higher than in students of control groups (CG 1/2). It can be assumed that the improvement of 34% and 29% in EG 1 and EG 2 is not a substantial increase, but the survey of students at the end of the course in experimental groups showed an increase in interest in learning English, and, accordingly, motivation by 45% and 35%, which is the key to successful language acquisition in the future.

An analysis of the literature has shown that various studies on teaching grammar to students of non-linguistic educational institutions are being conducted in the

world, but no similar or tangential experiments have been conducted. However, the paper by U. Kirn and I.A. Baig (2021), who conducted their study in a similar way, is notable. The purpose of their study was to identify the effectiveness of the communicative approach to language teaching and the method of grammatical translation on the success of students in English grammar in the context of teaching English professionally. Students were also divided into experimental and control groups. The experimental group was taught using the communicative method of teaching a foreign language, while the control group was taught using the grammatical translation method. The results of the study showed that students who studied using the communicative method showed better results.

The indicators obtained as a result of this study indicate the effectiveness of the system of work to improve grammatical skills. In the future, it is planned to adapt/develop a set of exercises depending on the level of foreign language proficiency of applicants and individualise the learning process.

CONCLUSIONS

The theoretical and practical solution to the problem was established and presented in the following main conclusions. Teaching grammar of a foreign language in non-linguistic higher education institutions involves improving grammatical skills with the possibility of correcting and developing skills, the stage of formation of which was completed in the school curriculum. When learning grammar, the assimilation of form and function should occur simultaneously. The most effective exercises when working with grammatical material in non-linguistic higher education institutions are conditional speech and speech exercises that encourage the expression of one's own standpoint, motivate professional communication. Speech exercises take place in the educational process, but their scope is limited.

Analysis of English language textbooks for non-linguistic universities has shown that grammar teaching is practically unrelated to the lexical side of the language. The

use of professional-oriented educational texts to improve grammar skills and develop language skills allows achieving effective results in teaching both grammar and vocabulary and has a positive effect on students' motivation.

Research training conducted based on the State Biotechnological University confirmed the effectiveness of the proposed set of exercises when working with grammar based on professional texts. This technology can be used in teaching grammar of any foreign language, provided that it is adapted accordingly, depending on the typical language difficulties and needs of students.

The main models of teaching grammar and the types of activities that are most often used by teachers in foreign language classes were analysed, which provides a research base for further study of teaching English grammar.

The authors of this study see further prospects for the research in the development of a textbook with cognitive texts of professional orientation to improve grammatical skills and develop language skills, a set of exercises for students of various fields of training.

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CONFLICT OF INTEREST

None.

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Особливості викладання граматики на заняттях з іноземної мови в немовних закладах вищої освіти

Анотація. Знання граматики іноземної мови на належному рівні – необхідна складова частина володіння мовою загалом, а тому перед викладачами постає актуальне питання, у який спосіб полегшити та прискорити процес її засвоєння. Мета статті – теоретично обґрунтувати важливість засвоєння граматики для здобувачів немовних закладів вищої освіти, а також проаналізувати застосування запропонованих вправ. Методологія роботи полягає в застосуванні теоретичних (аналіз методичної літератури з проблеми дослідження, порівняльний аналіз граматичних явищ англійської й української мов, аналіз навчальних видань з англійської мови для студентів немовних напрямів підготовки) та емпіричних науково-дослідних методів (спостереження за рівнем граматичної компетентності студентів; анкетування й тестування студентів; експеримент, який полягав в організації та проведенні дослідно-експериментального навчання з метою перевірки ефективності розробленого комплексу вправ, які сприяють більш швидкому та цілісному засвоєнню граматичного складника іноземної мови). Досліджено прийоми та засоби навчання і активізації граматичних структур під час вивчення іноземної мови. Проаналізовано навчальні посібники з англійської мови для немовних закладів вищої освіти. Проведено аналіз застосування вправ та інтернет-ресурсів, спрямованих на засвоєння та закріплення необхідних граматичних правил. Представлено результати апробації навчання граматиці англійської мови на комунікативній основі в немовному закладі вищої освіти з використанням навчальних текстів професійної спрямованості як основи для вправ. Обґрунтовано позицію, що такий підхід сприяє підтримці мотивації, активності й самостійності студентів. Дослідне навчання, проведене на базі Державного біотехнологічного університету, підтвердило ефективність запропонованого комплексу вправ у роботі з граматиною на основі текстів професійної спрямованості. Цю технологію можуть використати викладачі-філологи в навчанні граматики будь-якої іноземної мови за умови відповідної адаптації залежно від типових мовних труднощів і потреб студентів

Ключові слова: вища освіта; процес навчання; граматична компетентність; комунікативний підхід; граматичні структури; мовленнєві вправи; граматичні навички