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Molchan A. M. System names in the "Chroniclers of the grand dukes of Lithuania": to the question of the functional role of their nouns in the history of the modern Belarusian literary language.

The onomastic vocabulary of the "Chronicler of the Grand Dukes of Lithuania" was formed in the chronicle text according to the then spelling and reveals the developed system of grammatical forms of number, gender and case, corresponding to the rules of the Belarusian literary language of the ancient period. As a result of the transfer of onomastic vocabulary to the letter in Cyrillic and Latin in different scripts of the "Chronicler of the Grand Dukes of Lithuania", phonetics arose-spelling and grammatical variation of its display. Created outside the Grand Duchy of Lithuania edition of the "Chronicler of the Grand Dukes of Lithuania" demonstrate stylistically reduced grammatical forms of names of persons of the Grand Duchy of Lithuania, which developed under the influence of extralinguistic factors in the direction of changes in the ideological concept of the Belarusian chronicle.

Keywords: onomastica, namesake, transliteration, own denominator, indrapana vocabulary, phonetics and spelling variations, surname.

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TEACHING GRAMMAR STAGES TO THE STUDENTS OF NON-PHILOLOGICAL UNIVERSITIES

Стаття присвячена загальній характеристиці навчання граматичних структур в навчальних закладах нефілологічного профілю. Проаналізовано основні принципи, підходи та стадії освоєння граматики англійської мови здобувачами навчальних закладів нефілологічного профілю.

Ключові слова: граматика, стадії, студенти, вправи.

Development of modern society, growing need for communication and cooperation between countries and people with different languages, history and culture demand essential changes to approaches to the studying and teaching foreign languages.

One of the main peculiarities of foreign language teaching at non-philological universities is professionally oriented character, which is defined by learning goals and objectives. According to current curricula for non-philological universities, students should gain communicative competence at the level which allows them to use foreign language practically both in professional activity and for self-education.

Practical second language learning is impossible without grammar structures acquisition of this language. As language teaching practice suggests, it is grammar that is difficult for students of non-philological universities to acquire so the purpose of the article is to describe techniques of teaching grammar to the non-philological students.

Issues on teaching grammar have attracted some great interest among such scholars as T. Bowen, M. Parrott, S. Thornbury, M.E. Ivanova, T. Ishchenko, V. Hurmazi, O. Kovalenko, I. Kukhty, H.V. Rohova, Z.I. Ustynova and many others but the problem of grammar structures teaching needs further research since grammar forms basic skills for linguistic competence, which is an integral part of communicative competence [2, p. 74].

Grammar is the system of rules in force regarding word forms and word connection formation in the sentence which make up speech.

Main aim when teaching non-philological students is to form their grammatical skills as one of important components of skills in speaking, reading, listening and writing. Due to this fact choosing grammar material and planning grammar lesson is very important to realize communicative aims of teaching under curriculum.

The peculiarity of non-philological students teaching is the fact that according to curriculum practical grammar is not taught as a separate discipline and thus grammar material is learnt in the context of definite vocabulary topics.

One of the objectives of teaching foreign language grammar is to form cadets' and students' grammar communicative skills as one of the important skills in speaking, reading, listening and writing. In this regard, it is essential to choose grammar material sufficient for communicative aims of teaching realization within curriculum.

The specificity of teaching grammar to the cadets of non-philological faculties lies in the fact that under the plan of study practical grammar is not taught as a separate discipline and that is why grammar material is studied in the context of definite vocabulary. In particular, grammar 'Present Perfect' is given as part of 'Crimes against property' topic, 'Ways of expressing future' are taught within the framework of 'Crowd control' topic, 'Passive Voice' as grammar rule is studied together with vocabulary topic 'Punishment'. In view of this, the system of grammar rules is worked out in terms of peculiarities of vocabulary: *The police have arrested the criminal* (Present Perfect), *We will solve the problem* (Future Simple), *Vehicles are examined by the police*, *Constitution was adopted in 1996* (Passive Voice), etc. It is known that the most difficult when improving grammar skills is to acquire them. That is why the most important task is to provide students and cadets with appropriate grammar material (both receptive and reproductive).

We cannot but agree with scholar Skliarenko N.K. that it is of great importance to take into account basic principles of grammar structures teaching to the students of non-philological universities to help them use grammar accurately, meaningfully and appropriately [1, p. 16].

1. *Differentiated principle* means teaching that involves active attention to student differences in the classroom.

2. *Structure principle*. This principle is used to teach different structures through speech patterns but can be efficient in combination with situationality and communication principles.

3. *Situationality principle* demands that every grammar pattern should be acquired in real or imaginary communicative situations.

4. *Communicative principle* stipulates practical language usage through exercises close to real communication.

In terms of grammar teaching two main approaches can be distinguished – deductive and inductive approach.

A deductive approach is when the rule is presented and the language is produced based on the rule (the teacher gives the rule). An inductive approach is when the rule is inferred through some form of guided discovery (the teacher gives the students a means to discover the rule for themselves) [4].

Both approaches have their advantages and disadvantages. As practice shows, the deductive approach is time saving and allows more time for practicing the language items thus making it an effective approach with lower level students. The inductive approach, on the other hand, is often more beneficial to students who already have a base in the language as it encourages them to work things out for themselves based on their existing knowledge.

Analyzing the level of students' language knowledge after finishing secondary schools it should be noted that a deductive approach to teaching

grammar is more appropriate for non-philological students and fits into a class structure known as PPP (Presentation, Practice, Production). The teacher presents the target language and then gives students the opportunity to practise it through controlled activities. The final stage of the class allows the students to practise the target language themselves.

The first stage of grammar skills development is presentation, which leads in a new grammar structure. At this stage the teacher shows pictures or situations connected to the class topic (context) and elicit ideas from students. It is worth mentioning that oral reception should precede reproduction in the process of teaching as oral reception is the first stage in reproductive grammar skill formation. Written reception, that is understanding taught structures during reading, is used at the end of the second stage of grammar skill formation.

It should be noted that a major problem with many grammar lessons is that they provide too much theoretical information and not enough student production. What makes the class challenging is not the level of theoretical knowledge but what the teacher asks students to try and do.

Scholar J. Scrivener differentiates three general categories at the stage of presentation: teacher explanations, guided discovery and self-directed discovery [3, p. 163].

A good teacher explanation can often be the clearest and most efficient way to teach something that is why teachers should prepare simple and clear ways to convey information when class planning. They can plan the use of substitution tables, annotated examples, diagrams, etc. that might help take in the information easier.

Guided discovery is an alternative to giving explanations that allows students to generate their own discoveries and explanations. The key technique at this sub stage is to ask good questions and give tasks that encourage to notice language and think about it: ask questions that focus on the meaning; ask questions that focus on the context; ask questions that focus on the form; offer appropriate examples for analysis and discussion; ask students to analyse sentences from the texts; ask students to analyse errors and hypothesise rules; set puzzles and problems concerning the language item. For example: *Which of these two sentences is correct/incorrect? Why is that incorrect/correct? How many verbs/nouns/adjectives/prepositions/auxiliary verbs are there in the sentence? Put these words in the right order.*

Self-directed discovery is what students do when studying without a teacher, on their own or where the teacher's role is primarily to facilitate the learners' own self-direction. It should also be stated that this method is not appropriate for students of non-philological universities as in many cases it is difficult for them to work out their own rules and explanations.

Language practice activities are the most important part of any grammar class because the real language experience is when students try to use the language themselves.

In order to give students intensive oral or written practice of specific grammar item, carefully designed activities can be used to restrict the language

needed. Such activities can be defined as follows: limited options for language use; focus on accuracy; limited options for communication. Typical restricted activities are oral drills, written exercises, dialogues and grammar practice activities (games).

Drills are the most productive way to train accuracy as they provide intensive oral practice without worrying much about meaning.

Variations on drills can be: repeating the grammar item on its own; repeating the grammar item in a phrase or sentence; repeating a sentence, building it up bit by bit, starting with the first word(s); repeating by building up the sentence bit by bit, starting at the end rather than the beginning; saying sentence with errors for students to check it; asking real questions about students' lives; inventing or reading a short text and asking questions about it using grammatical item.

Many drills are based on the principle of substitution when one word is substituted by another.

Another type of drills is transformation ones, i.e. the student transforms a sentence of one kind into another form.

Written exercises are a common and useful way of giving the students concentrated practice of language items. We can offer some ideas that can be used when teaching students grammar structures with the help of written exercises: doing it as individuals, then comparing and discussing answers with groupmates; working in pairs or in small groups (teams); dictating the sentences, leaving space where the missing words are; handing out the exercise with teacher's answers written it, some right, some wrong for students to correct and analyse them; choosing the correct verb from each sentence.

There are also many other ways to train grammar patterns in the classes such as short dialogues which contain a number of examples of specific items to be practised. Using a dialogue allows to take these items in a useful context, integrating practice of newer grammar with practice of items studied before.

Other follow-on activities can include grammar games, grammar quiz, memory tests, picture dictation, growing stories, questionnaires and grammar auctions [3, p. 177].

Meaningful practice is followed by production (free practice) in which students have a chance to use the structures to express their own ideas or talk about their experiences. There are numerous activities for this stage and what to choose will depend on the language being taught and on the level of students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalisation activities and board games are all meaningful activities which give students the opportunity to practise the language more freely.

Grammar competence formation of students of non-philological universities is quite a long term process which should be provided gradually by taking into account communicative approach to foreign language teaching. That is, communicative-grammar skills of cadets and students, which form the basis of foreign language professional competence in whole, can be trained through communicative-oriented situations.

The aspects mentioned above need further research that is taking into account neologisms and general terms (acronyms, abbreviations) used in official documents, contracts and codes as language vocabulary is connected with its grammar.

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Nahorna Y. A. Teaching grammar stages to the students of non-philological universities.

The article deals with teaching grammar stages as important part of teaching English to the students of non-philological universities for their gaining communicative competence at the level which allows them to use foreign language practically both in professional activity and for self-education.

It has been determined that main aim when teaching non-philological students is to form their grammatical skills as one of important components of skills in speaking, reading, listening and writing. It has been specially noted that the specificity of teaching grammar to the cadets of non-philological faculties lies in the fact that under the plan of study practical grammar is not taught as a separate discipline and that is why grammar material is studied in the context of definite vocabulary. Main principles and approaches regarding teaching grammar stages have been analysed. It has been reviewed that deductive approach to teaching grammar is more appropriate for non-philological students and fits into a class structure known as PPP (Presentation, Practice, Production). Much attention has been given to the analysis of Presentation, Practice and Production stages as well as techniques which can be used at the class. Special attention has been given to the types of exercises at each stage of teaching grammar such as drills, grammar games, grammar quiz, memory tests, picture dictation, growing stories, questionnaires, dialogues and grammar auctions Production (free practice) stage has been considered to be one of great great importance. Information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalisation activities and board games have been offered to use at production stage.

It has been researched that grammar competence formation of students of non-philological universities is quite a long term process which should be provided gradually by taking into account communicative approach to foreign language teaching.

Keywords: grammar, stages, students, exercises.