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ВНУТРІШНІХ СПРАВ

**АКТУАЛЬНІ ПРОБЛЕМИ НАВЧАННЯ
ІНОЗЕМНИХ МОВ
ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ**

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Рецензенти:

Дяк Т.П., доцент кафедри прикладної лінгвістики НУ «Львівська політехніка» кандидат педагогічних наук, доцент

Сидорук І.І., декан факультету №2 ІПФПНП Львівського державного університету внутрішніх справ кандидат юридичних наук

А 43 Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей / Укладач: І.Ю. Сковронська. Львів: ЛьвДУВС, 2022. 173 с.

До збірника увійшли методичні напрацювання, що стосуються виховання мовної культури як забезпечення лінгвістичної безпеки держави, формування іноомої компетентності правоохоронців України зокрема, та міжкультурної іноомовної компетентності загалом, організації самостійної роботи здобувачів, інноваційних форм та методів навчання мов, психолінгвістичних можливостей людини при вивченні та використанні іноземних мов, здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання як альтернативної форми традиційного навчання. Закцентовано увагу на викликах та можливостях навчання мов у сучасних умовах, мультикультурному аспекті цієї проблеми.

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Анжела ПОСОХОВА,

кандидат філологічних наук, доцент

(Львівський державний університет

внутрішніх справ)

ВІЗУАЛІЗАЦІЯ ЯК ОДИН З ДІЄВИХ ПІДХОДІВ ДО ГРАМАТИЧНОГО АСПЕКТУ ВИВЧЕННЯ ІНОЗЕМНОЇ (АНГЛІЙСЬКОЇ) МОВИ

Мета статті полягає в аналізі існуючих підходів до граматичного аспекту вивчення іноземної (англійської) мови та розробці комплексу вправ щодо вдосконалення граматичних навичок та розвитку умінь здобувачів вищої освіти. У статті актуалізовано необхідність удосконалення граматичного аспекту вивчення іноземної мови. Це підтверджено тим, що в сучасних умовах вивчення іноземної мови головну роль набувають навички ділової комунікації в усній та письмовій

формах, володіння якими неможливе без сформованих граматичних навичок. Встановлено, що в сучасних умовах очевидним та загально визнаним є той факт, що граматичний аспект виконує значну роль у навчанні іноземної мови, оскільки граматичні навички та вміння є найважливішим компонентом мовних умінь (читання, говоріння, аудіювання та письма). У статті розглядаються способи, прийоми й переваги застосування візуального матеріалу (світлин) як одного з найбільш ефективних способів мотивації й викладу навчального матеріалу під час вивчення граматики на заняттях з англійської мови. Мета дослідження – зосередити увагу на використанні наочного методу подання навчального матеріалу, пояснивши, як застосування світлин допомагає студентам засвоїти граматику та взаємодіяти з різноманітними завданнями, текстами, що допомагає їм глибше зрозуміти предмет. Використання світлин у процесі вивчення граматики англійської мови створює комфортне середовище на занятті, яке дає студентам більш глибоке розуміння теми: вони стають більш уважними, зосередженими, активними, зацікавленими й більш мотивованими.

Ключові слова: грамика англійської мови, візуальний спосіб, мотивація, світлина, критичне мислення, граматичні навички, тексти професійної спрямованості.

VISUALIZATION AS ONE OF THE EFFECTIVE APPROACHES TO THE GRAMMATICAL ASPECT OF LEARNING A FOREIGN (ENGLISH) LANGUAGE

The article's goal is to examine current methods for teaching grammar in the context of learning a second language (in this case, English), as well as to create a series of activities that will help students in higher education strengthen their grammatical abilities. The article emphasizes the necessity of enhancing the grammatical component of learning foreign languages. This is supported by the fact that in contemporary foreign language learning environments, oral and written business communication skills play a major role, and their mastery is unachievable without developed grammatical abilities.

It has been determined that in contemporary circumstances, it is evident and widely acknowledged that the grammatical aspect plays a big part in learning a foreign language because grammatical skills and abilities are the most crucial component of language skills (reading, speaking, listening and writing). The use of visual material (pictures) as one of the most successful means of motivation and presentation of educational content during the study of grammar in English language classrooms is examined in this article along with its methods, approaches, and benefits. The goal of the study is to draw attention to the use of a visual approach of presenting educational material, outlining how the use of images aids in grammar learning and encourages students to engage with various exercises and texts, which improves their comprehension of the material. In the classroom, using pictures to teach English grammar fosters a relaxed atmosphere that helps students learn the material more deeply. They become more focused, active, engaged, and driven.

Key words: professional texts, visual method, critical thinking, picture, motivation, and grammatical abilities.

Formulation of the problem. One of the most important components of the language is grammar because it is essential for effective communication. At the beginning of education in institutions of higher education (HEIs), where the foundation of mastery of grammatically correct spoken language is laid and the necessary grammatical skills are actively formed, the issue of the grammatical aspect of learning a foreign language (English) acquires special significance (Murphy, 2012: 21). The results of first-year students' routine grammar entry exams typically show a poor level of development of these kinds of skills. It is vital to remember that studying grammar is a necessary part of learning a foreign language, not its own goal. Grammar is a crucial tool for learning a language and is present in all kinds of speech activity. In order for students to learn certain grammatical concepts, the study of a foreign language's grammatical aspects is reliant on the development of language-specific mechanisms. Years of experience working in schools and higher education institutions have revealed that at least 50% of students are extremely uninformed about grammar rules, have no

idea how to apply them in real-world situations, dislike learning grammar rules, and find grammar to be a challenging, boring, and unpleasant aspect of the educational process.

Research evaluation. We will examine the efficacy of their use in higher education as we take into account current research from both domestic and international scholars on the grammatical element of learning a foreign language (English). R. Bolitho (2011) advocates teaching grammar in *a comprehensive way*. According to the scientist, comprehension of how grammatical structures operate in context aids in the development of a comprehensive knowledge of the language. M. Qureshi (2020) supports *the contextual approach* to grammar learning and provides a technology based on text-based error correction. Grammar is considered in relation to vocabulary, which is quite rational, according to proponents of *the lexical approach*, who refer to this as "lexicalized grammar" (Andrusiak, 2019: 286). *The communicative approach* entails immersing the learner in the language process, which creates a more natural environment for the perception of a foreign language (English) than classrooms where formal grammar plays a major role, claim L. Kokorina and M. Litunova (2020). S. V. Aryutkin, G. V. Bryantseva, S. A. Gerasimova, V. P. Kuzovlev, E. O. Makarova, N. M. Manko, Ye. V. Polyakova, A. F. Pukhov, S. V. Selemenev, S. I. Sergeev, D. M. Shekhovtsova and other researchers paid attention to the study of *the visualization method* as an integral component of the educational process.

The article's goal is to analyze the approaches currently used to the grammatical component of learning a foreign language (English), and to consider the benefits of using visual material (pictures) as one of the most motivating and effective ways to present educational material during the study of grammar in English classes.

Presenting the major points. The systematization, consolidation, and development of grammatical knowledge, talents, and skills acquired in secondary school take place in the first and second semesters. The primary focus is on improving the automaticity of these grammatical occurrences in speech and integrating newly learnt vocabulary processes into grammar. The phenomena that students studied earlier in school are also already well recognized in new ways: understanding differentiated

grammatical procedures, for example, or using certain techniques to work on challenging original texts with a professional emphasis. The curriculum in schools covered a wide range of grammatical phenomena that high school students should not only understand but also employ in their language use. It is impossible to address the issues of a comprehensive school and thoroughly study any areas of the English language in secondary schools' time constraints (Tarnopolskyi & Kabanov, 2019: 103). In our view, consolidating specific events and features in practice is a more effective way to learn the grammatical aspects of a foreign language (in this case, English) than by presenting and assimilation of theory. Conditional speech exercises mimic language communication in educational environment; therefore they contain certain features of language communication. For instance, use Present Perfect or Past Simple to create sentences that describe you, your background, and accomplishments; modal verbs to describe a specialist's skills in your intended field of employment; etc. Exercises should be based on educational materials with a professional perspective in order to address the aim of improving grammar and developing abilities. The benefits of using professionally focused texts include the fact that they are engaging and educational for potential experts in a variety of fields, which has a beneficial impact on students' motivation. It is possible to create a set of activities that satisfy the needs of communication on the basis of educational texts with a professional perspective. Exercises based on texts written for professionals entail identifying the studied phenomenon, determining its function, differentiating it from other phenomena that are similar, and using it practically in certain circumstances in accordance with the stages of grammar skill advancement. Comparative tables, which are a type of visual aid for students and, for instance, the form-tense forms of verbs in the English language, must also be used frequently.

Even effective training exercises can become tedious in class, causing students to lose interest, feel behind, feel like failures, and become unwilling to learn grammar in the future. As a result, it is important to carefully assess the length of such exercises, the text's content, and how useful the examples are. Students focus and are motivated to study when the offered material is interesting and useful, and when the activity enables

personalization of the educational process, they have a greater chance of consolidating previously learned grammatical principles and remembering new ones. Working with text exercises and images has some drawbacks, including the requirement that all of its lexical and grammatical content be familiar to the learners. After all, the major goal of these activities is to automate predetermined grammatical structures and clichéd phrases. The difficulty of studying the subject will rise if these sentences use a lot of tough terminology or strange grammatical structures.

The subsequent phases can be identified: 1) selecting an example. Because the use of IT has become a necessity in both life and education, its introduction and active use in classrooms substantially simplifies the study of the English language and enhances educational quality; 2) Stretch. Pictures "with a story" constantly draw interest; Chat; questions; and three. Students record their inquiries in a notebook before asking their classmates; 5) Title. If the pupils don't know the painting's name, they will make up their own stories about the setting, era, protagonists, participants, and their respective works when discussing the picture or responding to inquiries; 6) Studying Students read the text that has been pre-written by the teacher for the illustration and highlight (write out) the sentences in the tense they have been studying; 7) Phrase similarity; 8) trait; Personalization (9), and description (10).

Conclusions. Therefore, the photo-based assignments used in foreign language lessons are methodically appropriate; they help students develop their ability to engage in communication, preparedness for and desire for social interaction, self-confidence, and tolerance. This teaching style encourages the growth of cognitive abilities such as information gathering, analysis, comprehension, comparison, realizing, drawing conclusions, reflecting, etc. and makes learning grammar memorable, fascinating, and more successful. Conditional speaking and speech exercises that stimulate the articulation of one's own opinion and foster professional communication are the most productive exercises for dealing with grammatical material. It is possible to get effective outcomes in the study of grammar and vocabulary through the use of educational materials with a professional focus. This also has a favorable impact on students' motivation.

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Myroslava RIY,

(die Hochschullehrerin an der Lwiwer
Staatsuniversität für Innere Angelegenheiten)

НЕОБХІДНІСТЬ ВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ ПРАЦІВНИКАМИ ПРАВООХОРОНИХ ОРГАНІВ УКРАЇНИ

DIE NOTWENDIGKEIT VON FREMDSPRACHENKENNTNISSEN FÜR MITARBEITER DER STRAFVERFOLGUNGSORGANE DER UKRAINE

Der Artikel untersucht die Frage nach der Notwendigkeit der Kenntnis und Beherrschung einer Fremdsprache durch Mitarbeiter des Innenministeriums in modernen Realitäten.