



«Վարդանանք» կրթահամալիր

Ավարտական հետազոտական

աշխատանք

Թեմա՝ Teaching grammar as a means of developing verbal abilities

Քերականության ուսուցումը որպես խոսքային կարողությունների

զարգացման միջոց

Առարկա : Անգլերեն

Ուսուցիչ՝ Գայանե Մինասյան

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Ղեկավար՝ Անուշ Խաչիկյան

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INTRODUCTION

The problems of foreign language teaching are currently becoming more prominent when student's independence, creative, initiative, and free development are emphasized.

Positive teaching is a condition for forming a demand for the acquisition of knowledge abilities, skills, and cognitive curiosity in a learner, and in the context for foreign language study, speech and dialogue formed with correct grammatical structures, because the latter shapes the worldview. Effectively transferred knowledge, ability and skills are not only the goal of learning, but also a means of ensuring further professional development and continuous education.

The problem of ensuring the effectiveness of teaching of the foreign language is necessity for every state. As the vital requirements, economic progress, the expansion of cultural, political and trade relations make the importance of intercultural communication and the need of the study of the characteristics of the country's culture.

Today, there is a greater need for educational reforms and innovative approaches that can promote effective language acquisition and use.

Considering that there is a need to study the features of the use of speech structures with different tenses of the language in the teaching process.

The modernity of the work is due to the necessity of teaching of Present Simple and Present Continuous Tenses in public educational institutions of the Republic of Armenia.

The aim is to study grammar learning as a means of developing speaking abilities.

1. Types of receptive and productive speech abilities, the purpose and problems of their learning

Learning English oral communication is a complex system that includes a number of mental processes: perceiving new information, memorizing recognition, as well as processing and communicating. Each of them, in turn, represents a combination of physical and mental abilities and actions due to a number of characteristics: the learner's age, mental potential, worldview, general knowledge, language thinking, language awareness, etc.

In order to ensure the practical effectiveness of teaching English oral speech RA public education institutions, it is very important to distinguish the components of language competence that are defined in the oral and written speech of the English language. They are vocabulary, grammar, phonetics. Being the most important components of language competence, each of them has its own influence on the development of the student's verbal abilities.

It should be noted that English has some peculiarities that are delineated in written and spoken speech. For example, if in the written speech subject + verb +object structure prevails, then in the verbal conversation the most used and extended alternative structures and a number of such elements.

As we know, the activity and acquisition of language includes such activities, during the performance of which people, as social individuals develop a number of abilities, both general and especially linguistic communication. They use these abilities to engage in certain communicative processes in different context or environments in order to create or understand texts related to certain areas and topics using the most appropriate strategies for solving the given problem. For language learning, the construction of a

system of exercises is also important, which is aimed at the vocabulary, grammar and pronunciation of the given field and language.

The system of receptive and productive exercises plays an essential role in the process of developing the written and oral skills of student's verbal abilities in the public educational institutions of the RA. The development of perceptive and productive speech skills among students is carried out through textbook texts as well as interactive exercise packages. The systems of exercises included in the textbooks of each public school are built and calculated based on the intellectual, logical and verbal characteristics of the students, which act during acquisition, on the other hand, the sequence of formation of verbal abilities and skills plays a significant role.

The development of speaking abilities and skills in a foreign language implies the performance of language (preparatory, drilling) and speech (effective, creative) exercises.

Language exercises can be specific (lexical, grammatical, phonetic) and systematic. As for verbal exercises, they are only systematic. Language communicative awareness of learners is manifested in various forms of speech activity, including perception, reproduction, interaction or mediating activity. Each of these types of speech activity can be found in oral or written texts or both. The following types of exercises differ in methodology, which are based on different factors.

- Receptive-reproductive by purpose**
- Linguistic-speech according to the sequence of formation of abilities and skills**
- According to the form of performance: oral-written, translation-non translation, programmed- non programmed, individual-group.**
- According to the place of performance: classroom, laboratory, home.**

The basis of the formation of verbal ability is the performance of many exercises of communication value.

Exercises of this type, always having a speech stimulus, reflect the natural conditions of communication.

Communicability of exercises is ensured.

- **With educational events**
- **By choosing the language material according to the situation**
- **With precise wording of tasks**

2. A study, analysis and summary of the effectiveness of grammar teaching in the 10th grade through the use of experimental teaching and research methods.

The task of every modern school is to provide students with quality and affordable education, regardless of whether it is about learning a native language or a foreign language.

It is the task of both secondary and high schools so that students have a basic knowledge base, as well as being able to speak a foreign language.

Present Simple (Simple Present) and Present Continuous (Present Continuous) tense forms belong to the group of English present tenses, In other words, the actions described by them are taking place in the present, which is what unites them.

English is rich in tenses. Some tenses are difficult to understand because of the grammatical peculiarities and differences of the languages, others not so much because the comparisons are applicable. Present Simple (Simple Present) and Present Continuous (Present Continuous) pairs are quite simple, but have nuances that are sometimes difficult for students to grasp .

In order to find out how effective the Present Continuous and Present Simple forms were mastered by the students, what are the main mistakes they make and what is the degree of formation of the mechanisms of using the given material, we conducted a research work with 14 students of the 10th grade of 62 High school.

Before the test, the Present Continuous tense was explained to the students, which was reinforced by the reproduction and comprehension exercises present in the textbook. A 15-minute test task was then given, which also included the Present tense (see appendix 1). In testing tasks students should choose the correct one from the options given in brackets. The first refers to

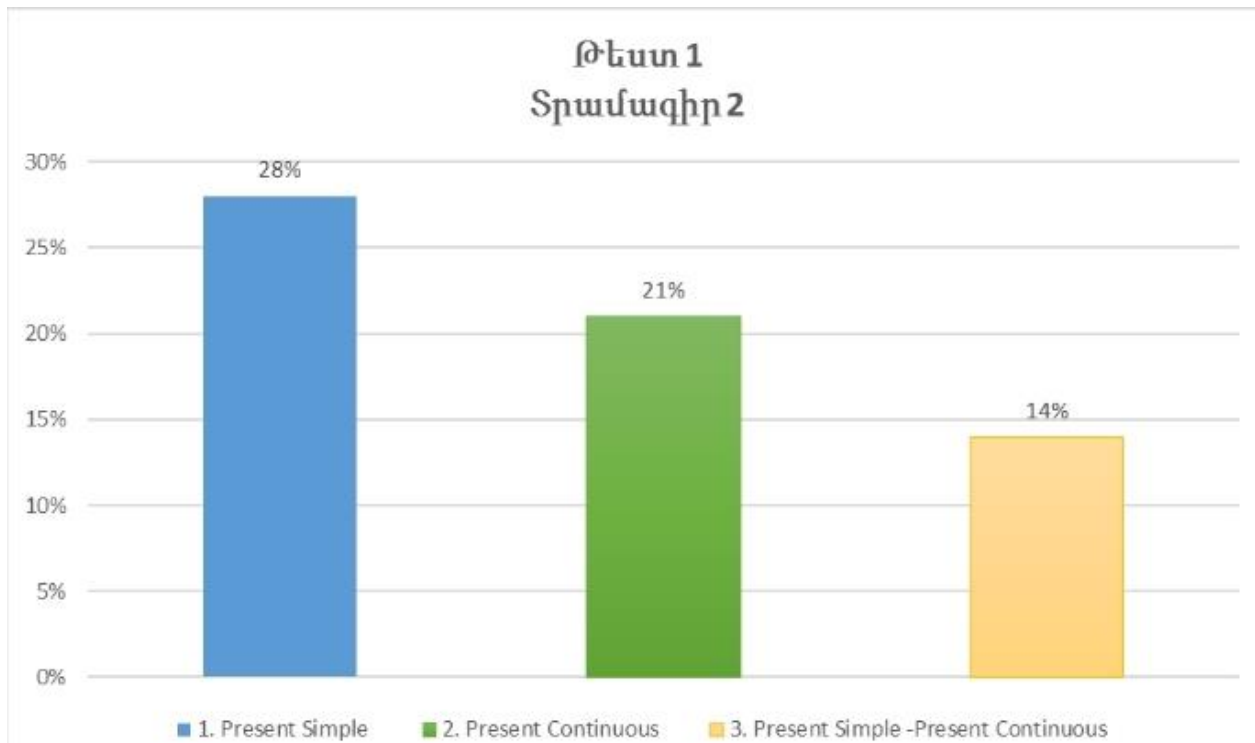
the Present tense, the second to the Present Continuous and the third to the mixed type. Total number of sentences: 13. As a result, 9 out of 14 students wrote flawlessly, 5 made mistakes.



moreover

Առաջադրանքի համարը	Աշակերտների ընդհանուր թիվը	ճիշտ պատասխան ընդհանուր թիվ	Սխալ պատասխան	Չի պատասխանել	Սխալներն արտահայտված տոկոսներով
1. Present Simple	14	10	4	0	28%
2. Present Continuous	14	11	3		21%
3. Present Simple - Present Continuous	14	12	2		14%

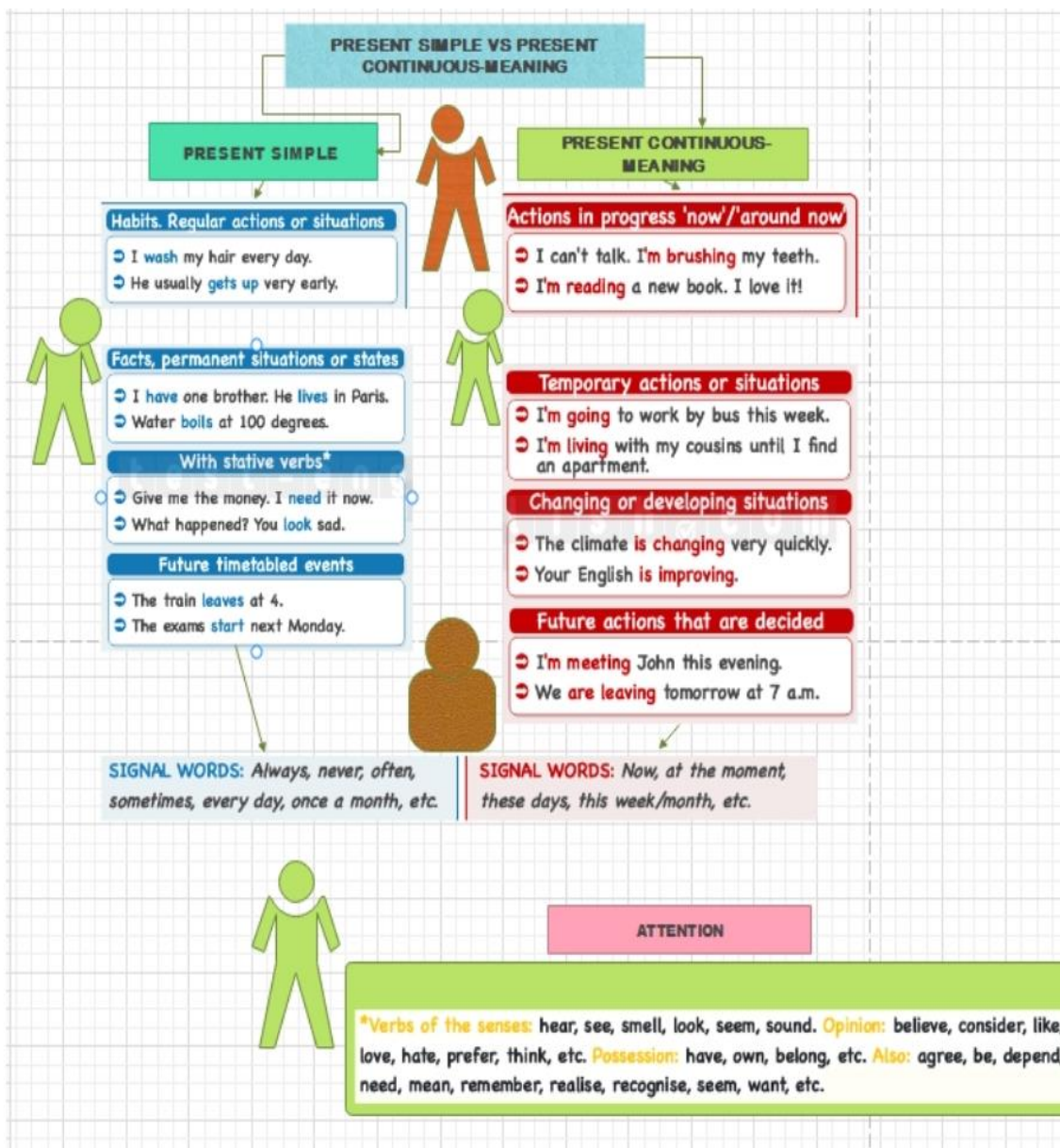
The percentage of errors in each task is



As can be seen from the results of the first test, which was conducted with 14 students, 9 students performed the work perfectly, that is, 64 percent, the other 5, 36 percent have errors. According to the second chart, it is clearly seen that 28 percent of the errors are related to the use of the Present Simple tense, 21 percent confused the Present Continuous and 14 percent confused the tenses.

For more efficient assimilation and to avoid further mistakes, we recommend the use of diagrams highlighting the main differences between Present Simple and Present Continuous.

Diagram 1



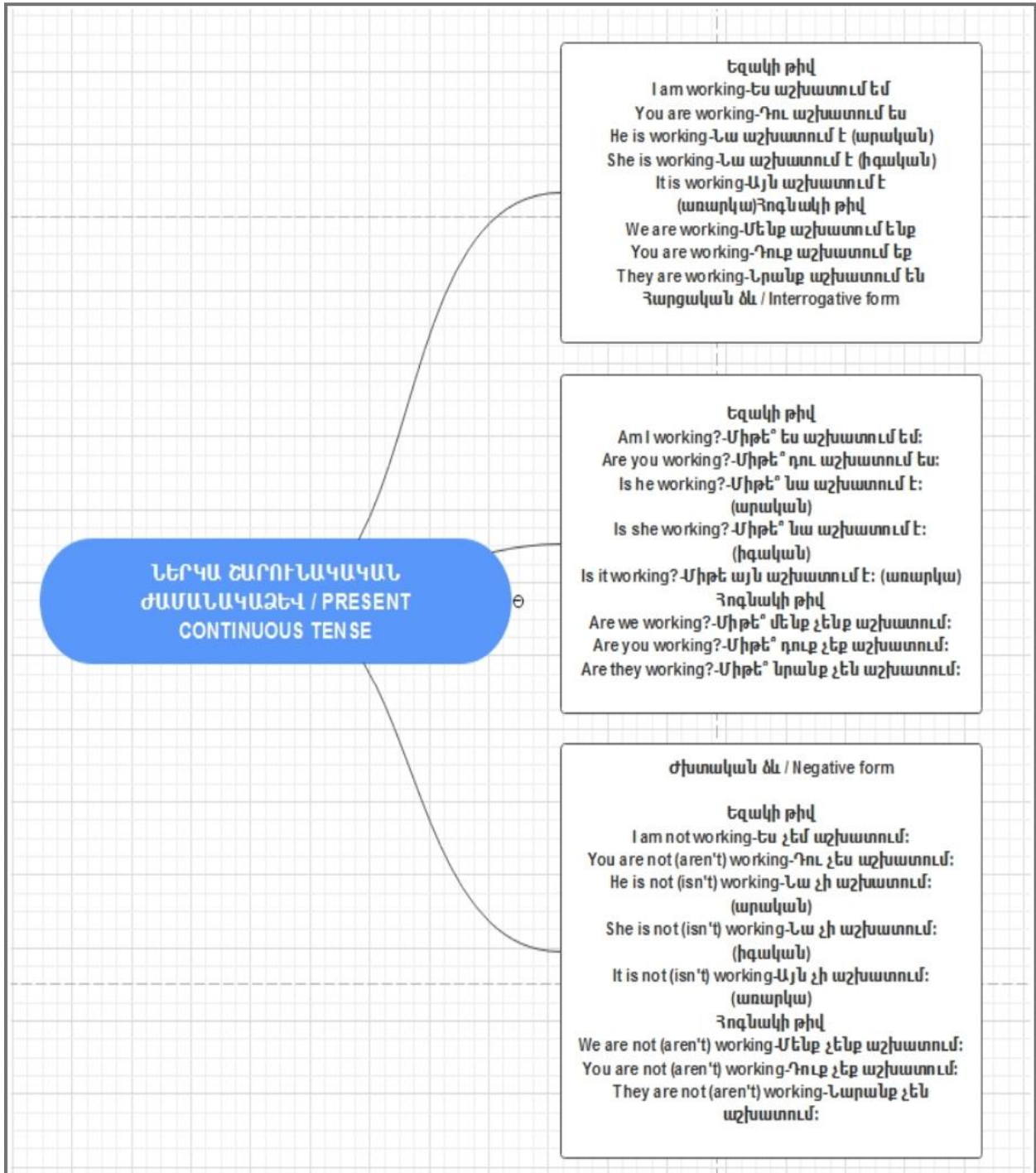


Diagram 2



Diagram 3

Conclusions

Thus, summarizing the research work carried out by us, we came to the following conclusions.

- English grammar plays an important role in the development of students' verbal abilities.
- 1. Reproductive and perceptive exercises are important in the process of effective assimilation and strengthening of grammar.
- 2. Present and Present Continuous tenses.
 - a. Formation and features of use in English
 - b. Studies of ways of introduction and reinforcement in RA schools showed that.
- 3. Learners have certain difficulties in using English Present Simple and Present Continuous tenses.
 - The main difficulties are due to failure to master the application features of tenses, resulting in confusion.
 - There are also problems in the use of first and second person verb forms when it comes to nominal enumeration.
 - Most of the students are familiar with the Present Simple tense and adverbial conjunctions, which contributed to the effective writing of the given sentences.
 - The qualitative analysis of the testing results allows us to conclude that the errors were mainly due to:
 - With a weak sense of language,
 - With mechanical memorization
 - Through the use of exercises and non-satisfactory diagrams that promote the practical application of grammatical knowledge and meaningful memorization.

- **We recommend the use of diagrams in the grammar teaching process, combined with the necessary exercise packages, which will promote meaningful acquisition and written and oral use.**

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