Linguadidactical Principles of Developing Lexicogrammatical Competences of the Students of Non-Philological Faculties

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Annotation: The article deals with the importance of developing lexicogrammatical competences of the students of non-philological faculties of the higher education and the issues of developing communicative skills of future specialists, and analyzes research findings and ideas of researchers associated with this process and ways of their elimination, as reflected in this article.

Key words: foreign language, specialist, non-philological education, competence, lexicogrammatical competence, linguadidactical principles, grammar, grammar mechanisms, accuracy, fluency, grammar case, speech patterns, grammar item, grammar skills, grammar exercises.

Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons.

Robert Lado wrote that language functions owing to the language skills. A person who knows a language perfectly uses a thousand and one grammar lexical,

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phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech.

It is clear that the term "grammar" has meant various things at various times and sometimes several things at one time. As Dr. Adam remarks, that, "The study of Grammar has been considered an object of great importance by the wisest men in all ages."[1] This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education.

Today we have a lot of methods and technologies of teaching languages. In accordance with the social conventions, participants in communication perform communicative functions (to socialize, to inform, to persuade, to elicit information, to manipulate behavior and opinions, to perform rituals, etc) and communicate roles (leader, informer, witness, participant, entertainer, etc). In order to perform these functions a student needs more than just the knowledge of the language.

Communication is the process of interpersonal interaction and requires the knowledge of social conventions, i. e. the knowledge of rules about proper ways to communicate with people. D. Hymes introduced the concept of communicative competence as the ability to use the language they are learning appropriately in a given social encounter[2].

The process of communication is characterized by communicative strategies of achieving a goal through communication. Success of communication depends very much on the knowledge of successful strategies chosen by the speakers.

Communicative competence encompasses the knowledge of how to use language in the real world, without which the rules of grammar would be

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[1] Preface to Latin and English Gram._, p. iii

[2] Hymes D. Models of the Interaction of Language and Social Setting.// Journal of Social Issues. 1967, 23 (2). -Pp.8-38; Hymes D. On Communicative Competence./ In Pride J.B., Holmes J. (eds.). Sociolinguistics: Selected Readings. -Harmondsworth: Penguin, 1972. -Pp.269-293.

useless. Communicative competence can be described as including grammar competence (knowledge of grammar rules, lexis and phonetics), pragmatic competence (knowledge of how to express a message), strategic competence (knowledge of how to express a message in a variety of circumstances), socio-cultural competence (knowledge of social etiquette, national mindset and values, etc.) This competence breaks down into the two major components of knowledge: knowledge of language and knowledge of how to achieve the goal of communication.

One important conclusion which researchers have reached is that the grammar of spoken English is by no means inferior to that of written English; and it is not the case, as lay people may tend to think, that spoken English has no structure or less structure. The two forms simply have different structures.

In the same spirit, Halliday emphasizes that spoken and written language does not differ in their systematicity: each is equally highly organized, regular, and productive of coherent discourse. "Spoken and written languages do differ, however, in their preferred patterns of lexicogrammatical organization. Neither is more organized than the other, but they are organized in different ways."[3] Teaching foreign language grammar is conducted basing on the following principles.

1. Principle of developing grammar mechanisms. Teaching foreign language grammar is associated with developing grammar mechanisms. The grammar mechanism of the foreign language consists of three parts, as it was mentioned above skills, material and generalization.

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[3] Halliday, Michael A. K. "Spoken and written modes of meaning". In Rosalind Horowitz and S. Jay Samuels (eds.): *Comprehending Oral and Written Language.* San Diego: Academic Press, 1987 p 69-71.

Grammar skills have a special place among the automatized components of speech activity in acquisition of grammar mechanisms. Grammar skills are developed as reproductive and receptive skills of oral/written speech.

The acts of grammar skills are composed of generalizations appropriate to rules, i.e., they contain grammar abstractions.

Methods of developing grammar skill of foreign language is connected with peculiarities of speech activity and difficulties on interrelations of grammar structures of the native language, second language and foreign language are taken into consideration[4].

2.   Principle of communicative orientation: a) grammar skills are acquired in the content of kinds of speech activity; b) special grammar exercise is planned only in the initial stage of creating the skill.

3.   Principle of practical learning of grammar. It reveals learning grammar cases that are important and enough for oral and written speech.

4.   Principle of teaching grammar in speech situation. In teaching foreign language it is referred as situational approach (in American methodology *role playing*).

5.   Principle of conscious acquisition of grammar. Consciousness is aimed at directing attention of the pupil to definite language elements in the learned speech pattern (sentence).

6.   Principle of differentiated teaching grammar. Based on the assimilation of active and passive units they are sorted into reproductive and receptive speech. There are different acts for reproduction and reception.

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[4] J.J.Jalolov."Foreign language teaching methodology". 2012

According to V.S.Setlin the system of teaching foreign grammar consists of forming grammar skills, acquiring grammar material and learning generalization. In its turn it requires doing exercises aimed at forming skills and acquiring the material. In short exercises are means of overcoming difficulties in material, acts and generalizations. There are some samples of exercises aimed at teaching EL grammar:

1. To discover the studied grammar case in the perceived text.
2. To analyze the sentence grammatically.
3. To continue teacher's story using relevant grammar case.
4. To use freely grammar case in speech situation.
5. To make up conversation using the proper grammar case.
6. To use didactic handouts for grammar exercises (individual approach).
7. To translate the sentence (paragraph) that contains difficult grammar case, etc.

We have such a conclusion that the developing of lexicogrammatical competences of ESP students depends on training. Training is of great importance to realize the grammar item. As lexicogrammatical feature considers a typical form of spontaneous spoken language we must use several training exercises for developing accuracy and fluency in students' speech. We should provide the motivation for learning language, so encouraging students to communicate and remembering correction of errors in the early stages of a language course may foster the following negative aspects:

− students lose confidence when they have fear of making grammar mistakes
− students become reluctant to take risks: they only the say the information they know they can say

Student should realize the importance of using and learning FL for their future. Besides, the teacher must have a clear idea of the grammar of the language, its structure and usage; everything he/she teaches must be based on it; he/she should always be conscious of introducing or practicing some point of grammar.

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3. Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. − Oxford: Oxford University Press, 2000

4. http://www.sse-franchise.com/soapbox/200703/16/what-is-the-communicative-teaching-method/

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