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THE SYSTEM OF TEXT EXERCISES AND TASKS
FOR THE FORMATION OF THE GRAMMATICAL COMPETENCE
OF FUTURE LANGUAGE TEACHERS

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The system of text exercises and tasks for the forming the grammatical competence of future language teachers

The article describes the system of exercises and tasks for the forming of the grammatical competence of future Ukrainian language and literature teachers. The author concludes that the modern method is trying to implement a paradigmatic synthesis of linguodidactic instrumentsin order to bring it in line with the needs of the educational space, which requires optimization of the teacher's work, a balanced approach to the choice and application of teaching methods. It is emphasized that the method of exercises is the optimal practical way of teaching grammar, which involves repeated actions to consolidate the theoretical knowledge and the forming of verbal (grammatical) and speech skills and abilities. On the basis of the study of scientific works of Ukrainian linguistic editions, the author comes to the conclusion that the formation of grammatical competence of future teachers of the Ukrainian language and literature will be effective provided if the system of exercises is implemented in the educational process based on the text-based approach. It has been determined that the system of exercises and tasks should be based on the formation of the main grammatical competence components (knowledge, activity and personality), according to which the significance of cognitive exercises (perspective-cognitive, analytical-synthetic, research), constructive exercises (reproduction, transformation of speech material, construction on a model, scheme, algorithm, plan, supplement, distribution, restoration, rebuilding, editing); communicative and creative exercises (discustive, situational, professional), which ensure the study of grammatical forms in accordance with the needs of real communication of future Ukrainian language and literature teachers as well as stimulate the text-making activity.

Key words: grammatical competence of future teachers of the Ukrainian language and literature, text based exercises, text based approach.

In the context of reforming the modern school education system, training of a teacher as a creative, initiative, responsible personality, who can think critically and

is capable of self-developmentbecomes relevant. Therefore, the system of formation of the grammatical competence of future teachers requires redefining as a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, and other personal qualities, which determines the ability of a person to successfully conduct professional and further educational activities [1].

Competent paradigm of higher education enhances the practical component of teaching grammar, and therefore it is important to choose the ways of activities performed by the teacher and students, the formation of a system of exercises and tasks based on a text based approach. The system of exercises and tasks for the study of the grammar of the Ukrainian language is substantiated in the scientific and methodological works by O. Bozhko, T. Hnatkovych, N. Golub, O. Goroshkina, S. Karaman, O. Karaman, O.Kapus, O.Kulik, T. Ladyzhenskaya , G. Mikhailovskaya, S. Omelchuk, M. Pentilyuk, V. Statovka and others. At the same time development of the system of exercises and tasks for the formation of the grammatical competence of future teachers of the Ukrainian language and literature has become necessary, which is based on the competence paradigm of learning and reflects the unity of the knowledge (deep knowledge of the grammatical level of the language system), activity (grammatical skills, skills to use grammatical knowledge in unusual situations) and personal (values, needs, motives) components.

The aim of the article is to highlight the system of exercises and tasks for formation of the grammatical competence of future teachers of the Ukrainian language and literature on a textual basis.

In scientific and methodological literature, the concept of "exercise" is interpreted differently:

• a repetitive action in order to acquire knowledge and develop language and speech skills [2, p. 55];

• implementation of educational tasksby students to consolidate theoretical knowledge and mastery of practical skills and abilities [3, p. 2];

• a practical way of learning, which is a special task that makes students multiuse (repeat)certain operational actions with the purpose of their assimilation,formation of skills and abilities, consolidation of knowledge [4, p. 31].

Based on the definitions given, in the article we interpret the method of exercises as a practical way of teaching grammar, which involves repeated actions to consolidate the theoretical knowledge and the formation of language (grammatical) and speech skills and abilities.

According to S. Omelchuk, we call an educational taska specially created educational situation that contains certain information and a hidden (unexpressed) question that mustbe answered [5, p. 250]. Traditionally, in the linguodidactics, the following structural components of educational tasks are distinguished: an instruction to carry out a certain action; indication of an object of action to be performed; the relationship between an instruction to carry out a certain action and a specified object of action, which potentially includes the method of finding the required [6, p. 11]

There are different approaches to the classification of educational exercises in modern linguodidactics.In the dictionary and guide of Ukrainian linguodidactics the classification of training exercises is represented on the basis of the following criteria:

• according to the level of learning - reproductive, constructive, analytical, creative;

• according to the didactic purpose, the degree of independence and creativity – preparatory, introductory, training, final, exemplary, constructive, creative;

• according to the nature of speech operations - the division of the speech stream into structural components, the completion of the structure of linguistic units, the expansion and completion of statements, the replacement of individual elements, the restructuring and construction of linguistic units of all levels, editing, translation;

• according to the nature of mental activity – analytical, synthetic, for comparison, proof;

• according to the type of educational work – preparatory and communicative;

• according to the stage of speech skills formation – language-analytical, constructive-speech, communicative, preparatory to speech, speech tasks;

• according to the way of skills and competences formation – imitational, reproductive, operative, productive, creative;

• according to the form of conducting – oral and written;

• according to the nature of the content of the learning material – verbal, speech and communicative;

• according to the content - phonetic, lexical, grammatical, stylistic;

• according to the place of performance – for classroom and independent work [2].

Among the classifications of exercises it is worth singling out those that allow to implement the text based approach in teaching grammar of the Ukrainian language. Relying on different criteria, researchers distinguish the following types of exercises:

• in accordance with the operations that provide text-making – lexical-semantic, logical-structural, analytical, productive (N.Golub);

• according to the criteria of cognition and creativity – analytical, associative, cognitive-developing, innovative (O. Goroshkina);

• according to the degree of productivity and independence of speech activity - analytical, reproductive, constructive, productive and creative (O. Kulik);

• according to the correlation of actions on ready and created text – analytical,based on the completed text, analytical and speech aimed at the transformation of linguistic material, aimed at the creation of their own text (T. Ladyzhenskaya);

• according tothe stages of speech creation – precommunicative, communicative, postcommunicative (T. Symonenko).

It is worth distinguishing the classification developed by O.Bozhko [2], which offers a three-component competency-oriented system of exercises on a text basis:

1. Analytical and qualifying exercises based on the finished text, which are aimed at update of the acquired knowledge, learning new information about the text; identification, qualification, differentiation, analysis, observation of language and speech objects.

2. Reproductive and constructive exercises, which involve reproduction, transformation of language and speech material, and are based on construction (by model, scheme, algorithm, plan), addition, distribution, restoration, rebuilding, editing of texts.

3. Creative exercises that include the creation of primary texts with an increased degree of independence of text-creation activity [6, p. 105].

In the context of our study, we consider relevant the system of grammar exercises forphilology students, developed by O. Popova [8]. The researcher highlights:

▪ text-based exercises (pre-text, text, post-text) that facilitate the development of practical skills for compliance with grammatical norms;

▪ cognitive exercises (for matching and comparison, abstraction, classification, analysis, etc.) that stimulate the active thinking of students;

▪ communicative exercises (reproductive, respondent, descriptive, compositional, initiative, debatable, situational) that provide the study of grammatical forms and syntactic structures in accordance with the needs of real communication;

▪ professionally-oriented exercises and tasks, created on the basis of psychological,pedagogical, methodological, scientific and educational professional texts, which provide imitation of speech situations typical for professional communication, and ensure the development of the skills ofgrammatical normscompliance as a component of professional speech competence;

▪ mnemonic exercises, which supposevoluntary and involuntary memorization of usage of frequently violated grammatical forms, facilitate the revitalization of acquired norms, overcoming grammatical abnormalities in speech of students [8].

Taking as a basis the classification of exercises developed by the researchers, as well as the tasks of competence training, we consider the following types of exercises to be the best in the process of formation of the grammatical competence of future teachers of the Ukrainian language and literature on the basis of the text based approach:

▪ cognitive (perspective-cognitive, analytical-synthetic, investigative) that stimulates the active thinking of students, cognitive actions and operations, and contribute to the intellectual development of students in the process of grammar learning;

▪ constructive, which involve reproduction, transformation of language and speech material, and are based on construction (by model, scheme, algorithm, plan), addition, distribution, restoration, rebuilding, editing of texts;

▪ communicative and creative (discussional, situational, professionally orientated) that provide study of grammatical forms in accordance with the needs of real communication of future teachers of the Ukrainian language and literature, and also stimulates the independence of the text based activity.

It should be noted that such a division of exercises is a littleconditional, sinceeach type of exercises complements and reinforces other teaching methods in the formation of the grammatical competence of future teachers of the Ukrainian language and literature.

We consider the usage of cognitive exercises on a textual basis optimal in the formation of the knowledge component of the grammatical competence of future teachers of the Ukrainian language and literature.

According to the levels of a cognitive sphere S.Omelchuk distinguishes the following types of cognitive tasks with corresponding verbs in the formulation of the task indicating the purpose of the activity, the result of the intellectual action:

▪ a task of perspective-cognitive nature aimed at the formation of knowledge (identify, remember, write down, name, recall, formulate) and understanding (to find out, explain, describe);

- a task of the analytical-synthetic nature aimed at the application (select, write out, select, find), analysis (substitute, group, compare, analyze, transform), synthesis (restore, distribute, compile, create);
- a task of the research nature aimed atthe development of the skills to evaluate information (to argue, prove, investigate, make conclusions, substantiate, think, summarize) [5].

In formation of the grammatical competence of future teachers of the Ukrainian language and literature, cognitive exercises and tasks are given an important role as they enable the development of cognitive skills, analytical thinking, and stimulate students to research. Doing such exercises contributes to the systematization of grammatical knowledge, the formation of grammatical concepts, deep awareness of the peculiarities of the language system functioning.

An important role in the process of implementing cognitive exercises on a textual basis is given to the linguistic educational texts, which enable not only to work withlanguage material, but also to form a knowledge component of the grammatical competence of future teachers of the Ukrainian language and literature. Here are examples of such texts and cognitive exercises for them.

Task. Read the text, clarify the concepts of "lexical meaning", "grammatical meaning". Writeout the adjectives, define their grammatical forms, lexical and semantic classes.

Граматичні і лексичні значення

Лексичні значення цілком закономірно можна вважати позамовними, оскільки вони співвідносять ті чи інші звукові комплекси з предметами і явищами позамовної дійсності. Граматичні значення складають внутрішньомовний вимір. Такий статус мотивується тим, що вони пов'язані перш за все з парадигматичними і синтагматичними відношеннями між одиницями, що є основними з-поміж усього загалу внутрішньомовних відношень. Це фундаментальна різниця між граматичними і лексичними значеннями, хоча останні можуть вступати у семантико-парадигматичні відношення, утворюючи різноманітні еквіполентні, привативні опозиції та ін. Але це зовсім інший вимір таких відношень. Не менш важливим постає узагальнювальний статус граматичних значень, оскільки те чи інше граматичне значення притаманне цілому класу слів. Так, кожне зі слів типу *зелений, синій,*

металевий, ведмежий характеризується власним індивідуальним значенням, у граматичному плані їм притаманне спільне категорійне значення прикметникової ознаки. Диференційною ознакою граматичного значення постає обов'язковість, оскільки завдяки його вияву структурується відповідне висловлення. Граматичні значення у мові характеризуються спільним інвентарем вираження – граматичними формами, тому що для власного існування граматичні значення повинні бути прив'язані до певних елементів мовної форми (набору фонем, ритміко-інтонаційного малюнку тощо).

У своєму вимірі граматична категорія об'єднує два і більше **рівнорядних / рівнорядніграматичних / граматичні** значення з власними формами вираження. <u>У силу</u> цього сформувалася теза, що про граматичну категорію можна говорити тільки в тому разі, коли наявні протиставлені ряди форм (форма однини і форма множини в категорії числа у слов'янських, германських та інших мовах та ін.). Тому цілком мотивованим постає тлумачення граматики як науки про форми. Підтвердженням цього може бути думка іспанського вченого Франциско Санчеса, автора однієї з перших універсальних граматик, який констатував, що справжнім граматистом є той, «хто в книгах Цицерона або Вергілія розуміє, яке слово є ім'ям, а яка – дієсловом і все інше, що належить тільки до граматики, хоча й смислу слів він би не зрозумів» (За А.Загнітком).

II Find and write down the interpretation of the concepts of "lexical meaning", "grammatical meaning" by different scholars.

III Find out the concepts of "equipollentopposition", "privative opposition" in semanticand paradigmatic relations.

IV. Is it possible to replace the underlined phrase with other, more relevant ones?

After complition ofcognitive exercises and tasks, students' understanding of theoreticalgrammar material of the Ukrainian language, the main grammatical concepts, it is appropriate to offer students constructive exercises that contribute to the formation of the activity component of grammatical competence - grammatical skills and skills.

Constructive exercises on a textual basis involve the transformation of language and speech material, and are based on the construction of texts by model, scheme, algorithm, plan, supplement, distribution, restoration, rebuilding, editing. In the formulation of the conditions of the constructive tasks, the following verbs prevail: insert, group, combine, supplement, rebuild, modify, translate, edit, create

(for example, infographics, schema, text based table), replace (for example, some grammatical units with others). The main function of constructive exercises - the formation of grammatical skills with the transition to skills.

For example, you can continue constructive work with the above text, giving the students the following tasks:

Task. Create infographics based on the given text about the distinction of lexical and grammatical meaning.

Task. Rebuild the text so that it is perceived by students of a general education institution. Compare morphological and syntactic features in the original and transformed text.

Depending on the type of the task, constructive work can be organized with different texts: linguistic (create infographic on the basis of the text; adapt the text for perception by pupils ofa general educational institution; rewrite the text, using the other style of speech, selecting the appropriate grammar means), psychological and pedagogical (rewrite the text, using the other style of speech, selecting appropriate grammatical means), didactic (translate into Ukrainian, paying attention to the correct use of grammatical constructions), ethnopedagogical, educational(edit the text in accordance with the grammatical norms of the modern Ukrainian literary language; insert the missing letters; put the selected words in the correct grammatical form; complete the text with certain grammatical units, etc.).

Communication and creative exercises makepossiblethecombining of the activity aspect (grammatical skills and abilities) with the personal (values, needs, motives) component of the formation of grammatical competence.

The tasks of this level include speech activity of a creative nature, reveal the ability to effectively combine knowledge, create new verbal constructions, relying, at the same time, on the learned grammatical rules.

In the formulation of communicativeand creative tasks, the following phrases prevail: create your own option, combine, plan, summarize, create a text (by scheme, table, infographic, video material), express your own opinion, create a statement of

the corresponding style, genre, give recommendations, give arguments, convince in the necessity, express critical remarks, summarize, etc.

Communicative and creative exercises for the formation of grammatical competence include the basic stages of thespeech skills formation: the formation of skills to build and use grammar tools in speech (oral and written); development of the ability to select the appropriate linguistic material necessary to express a certain content of the statement; the formation of the ability to independently produce individual communicative units in accordance with the communicative situation [9].

It should be noted that it is appropriate to combine the types of exercises in the process of working with one text, directing pretext tasks mainly on cognitive activity, and post-text - on constructive, communicative and creative:

Task. I. Write out the adjectives together with the nouns, and determine their grammatical meanings.

Марія Омелянівна Ленерт облюбувала собі літературний псевдонім Марійки Підгірянки, з яким вона увійшла у велику літературу. Облюбувала не випадково, бо народилася на мальовничому Прикарпатті, у сім'ї лісника. Любов до рідної природи, чарівного краю, колискових пісень і материнської мови пронесла поетеса через усе своє життя.

Дівчина вже з дитинства залюбки займалася самоосвітою, в цьому їй допомагав батько, а дідусева бібліотека була справжнім «університетом» в її житті. Вона залюбки читала і від цього мала духовну насолоду. Може, тому вже в 13 років дівчинка сама пробує свої поетичні сили. Про це пізніше вона з гордістю зізнавалася: «Я самоук, несміле дитя Підгір'я. Списувала, що мені старі ліси розказували. Та не знаю, чи добре розуміла смерекову мову… А писала, бо чула душевну потребу…» (За «Українським історичним календарем» 1996р.)

II. Долучіться до онлайнової дискусії з теми: «Чи потрібна вища освіта для досягнення успіху».

II Join the online discussion on the topic "Do you need higher education to succeed?"

The main function of communicative and creative exercises is the formation and establishment ofgeneral speech and grammar skills, and, with their help, the skills of proper speech, the creation of communicative conditions close to the professional activity of the future teacher of the Ukrainian language and literature, the

formation of the ability to create coherent professional expressions based on the norms of the modern Ukrainian literary language.

Consequently, the proposed system of exercises based on the text based approach is constructed taking into account the components of grammatical competence: the knowledge component is formed through cognitive exercises; activity – through constructive and communicative-creative exercises; personal – through communicative-creative exercises and the content aspect of professionally oriented texts. We believe that the developed system of exercises and tasks based on the text based approach will increase the efficiency of the process of grammatical competence formation of future teachers of the Ukrainian language and literature. We see the prospects for further research in the study of lingodidactic conditions for the formation of the grammatical competence of future teachers of the Ukrainian language and literature on the basis of the text based approach.

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Горохова Т. О.

Система текстових вправ і завдань для формування граматичної компетентності майбутніх учителів-словесників

У статті висвітлено систему вправ і завдань для формування граматичної компетентності майбутніх учителів української мови і літератури. Автор доходить висновку, що сучаснаметодика намагається здійснити парадигмальний синтез лінгводидактичногоінструментарію, привести його у відповідність до потреб освітнього простору,що потребує оптимізації діяльності викладача вишу, виваженого підходу довибору і застосування методів навчання. Акцентовано, що метод вправ є оптимальним практичним способом навчання граматики, що передбачає повторюване виконання дій для закріплення теоретичних знань та формування мовних (граматичних) та мовленнєвих умінь і навичок. На основівивчення наукових праць українських лінгводидактів автор доходить висновку,що формування граматичної компетентності майбутніх учителів української мови і літератури буде ефективним за умови впровадження в освітній процес системи вправ на засадах текстоцентричного підходу. Визначено, що система вправ і завдань має спиратися на формування основних компонентів граматичної компетентності

(знаннєвого, діяльнісного та особистісного), відповідно до чого наголошено на значущості когнітивних вправ(перспективно-пізнавальних, аналітико-синтетичних, дослідницьких), конструктивних вправ (відтворення, перетворення мовного й мовленнєвого матеріалу, побудова за зразком, схемою, алгоритмом, планом, доповнення, поширення, відновлення, перебудова, редагуванняі текстів); комунікативно-творчих вправ (дискутивні, ситуативні, професійно зорієнтовані), які забезпечують вивчення граматичних форм відповідно до потреб реальної комунікації майбутніх учителів української мови і літератури, а також стимулюють до самостійності текстотвірної діяльності.

Ключові слова: граматична компетентність майбутніх учителів української мови і літератури, вправи на текстовій основі, текстоцентричний підхід.

Горохова Т. А.
Система текстовых упражнений и заданий для формирования грамматической компетентности будущих учителей словесности

В статье представлена система упражнений и заданий для формирования грамматической компетентности будущих учителей украинского языка и литературы. Автор приходит к выводу, что современная методика пытается осуществить парадигмальный синтез лингводидактического инструментария, привести его в соответствие к потребностям образовательного пространства, что требует оптимизации деятельности преподавателя вуза, взвешенного подхода к выбору и применению методов обучения. Акцентировано, что метод упражнений является оптимальным практическим способом обучения грамматики, предусматривает повторяющееся выполнение действий для закрепления теоретических знаний и формирования языковых (грамматических) и речевых умений и навыков. На основе изучения научных трудов украинских лингводидактов автор приходит к выводу, что формирование грамматической компетентности будущих учителей украинского языка и литературы будет эффективным при условии внедрения в образовательный процесс системы упражнений на основе текстоцентрического подхода. Определено, что система упражнений и заданий должна опираться на формирование основных компонентов грамматической компетентности, в соответствии с чем отмечена значимость когнитивных упражнений (перспективно-познавательных, аналитико-синтетических, исследовательских), конструктивных упражнений (воспроизведение, преобразование речевого материала, построение по образцу, схеме, алгоритму, плану, дополнения, распространения, восстановление, перестройка, редактирование текстов), коммуникативно-творческих упражнений (дискуссионные, ситуативные, профессионально ориентированные), которые обеспечивают изучение грамматических форм в соответствии с потребностями реальной коммуникации будущих учителей украинского языка и литературы, а также стимулируют к самостоятельности текстотворческой деятельности.

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