

Fodor, K.,
associate professor,
Department of Philology
Transcarpathian Hungarian
College of Higher Education named
after Ferenc Rakoczi II, Beregovo

УДК 811'276.6:378.147

DOI: <https://doi.org/10.64076/ihrc250811.01>

Hnatik, K.,
associate professor,
Department of Philology
Transcarpathian Hungarian
College of Higher Education named
after Ferenc Rakoczi II, Beregovo



THE FORMATION OF GRAMMATICAL SKILLS AS A FOUNDATION OF FOREIGN LANGUAGE COMMUNICATION IN HIGHER EDUCATION INSTITUTIONS

In the context of modern education, mastering a foreign language is considered a strategic necessity that opens access to intercultural communication and professional realization. Effective foreign language communication is based on combination of phonetic, lexical, and grammatical components, each of which plays an important role. The grammatical aspect deserves special attention, since without sufficient mastery of grammar, well-formed speech is not really possible.

At the early stages of foreign language learning in higher education institutions, a foundation of grammatically correct speech is laid. During this period, skills such as sentence construction, use of different grammatical categories, and understanding of syntactic structures are actively formed. As Murphy [6] points out, grammar is not just a set of rules but the basis of communicative competence that requires active student engagement in the speech process. However, entrance testing of first-year students indicates a low level of grammar proficiency [9]. Common difficulties include incorrect word order, challenges with forming questions, improper use of auxiliary verbs, incorrect application of prepositions, articles and tenses. These problems not only slow down the language learning process but also complicate the formation of sociocultural competence. Grammar is the foundation that allows students to convey meaning nuances accurately, respond appropriately in communicative situations, and adapt to the foreign language environment.

There are different approaches in modern foreign language teaching methodology for the formation of grammatical skills. One of them is the communicative approach

which involves teaching through speech activity in real or close-to-real situations. Hlotova [4] views grammar not as a static system of forms and rules, but as a system of actions performed by an individual during communication.

Larsen-Freeman [5] introduces the concept of grammaring, emphasizing that grammar is not a knowledge area but rather a process that involves the dynamic use of grammatical forms in speech. In her view, students must learn to apply grammatical structures meaningfully, accurately, and flexibly, depending on the communicative situation.

An additional interest is the holistic approach by Bolitho [2], who stresses the importance of understanding the function of grammatical constructions in specific contexts. This approach helps students develop a holistic view of language and fosters research skills, linguistic intuition, and critical thinking.

Another important method is the lexical approach, where grammar is seen in close connection with vocabulary. Andrusiak [1] emphasizes that grammatical phenomena should be studied within language material that makes it possible to form both lexical and grammatical competencies at the same time.

In the learning process, several types of grammar exercises are identified, such as language, semi-speech, and speech exercises. Language exercises usually do not have a communicative focus. These are substitution tasks, choosing the correct word form, etc. They are especially appropriate during the skill automatization stage, particularly for homework, with support from widely used resources like British Council or EnglishClub.

Semi-speech exercises combine grammatical accuracy with elements of communication, for instance, forming sentences based on personal experience or describing professional situations using relevant grammatical structures. These tasks prepare students for the next level of the full speech exercises. Speech exercises are the closest to natural language use. These include writing essays, discussing problems, and giving presentations, all of which allow students to apply their grammatical knowledge in real communicative tasks. The formation of grammatical skills among students requires moving away from rote memorization of rules and toward contextual, communication-oriented instruction. Grammar should not be studied as an isolated component but as a tool of effective speech that helps realize the communicative intentions of the student. Using semi-speech and speech exercises, implementing holistic and communicative approaches, and working with professionally-oriented texts create a favourable environment for the development of grammatical competence. This approach not only improves the students' language

proficiency but also motivates them to engage more deeply with the foreign language as a tool for professional growth [3, 7, 8, 10].

Grammar ensures the correct formulation of thoughts in speech. It performs both an educational function, helping to understand better the structure of the native language and a practical one, enabling students to construct grammatically correct utterances. In the process of learning a foreign language at higher education institutions, the formation of grammatical skills must be systematic, taking into account age-related development, the students' current language proficiency, and their professional needs.

References

1. Andrusiak, I. (2019). *The lexical approach to EFL teaching: methodological foundations and pedagogical implications. Suchasni doslidzhennia z inozemnoi filologii – Modern Research in Foreign Philology*, issue 17, pp. 281–292. [in English].
2. Bolitho, R. (2011). *Holistic Grammar Teaching. English Teaching Professional*, Vol. 73, pp. 4–8.
3. Evans, V., Dooley, J. & Edwards, L. (2015). *Upstream C1 Advanced. Student's Book*. Newbury: Express Publishing. [in English].
4. Hlotova, V. (2016). *Komunikatyvnyi metod vykladannia anhliiskoi movy: perspektyvy rozvytku [Communicative method of teaching English: prospects for development]. Studia Methodological*, issue 42, pp. 93–97. [in Ukrainian].
5. Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Gramming*. Boston, MA: Heinle ELT.
6. Murphy, R. (2012). *English Grammar in Use*. 4th ed. Cambridge: Cambridge University Press.
7. Pavlishcheva, Ya. (2021). *Zasoby efektyvnoho rozvytku komunikatyvnykh navychok na zaniattiakh z inozemnoi movy [Means of effective development of communication skills in foreign language classes]. Molodyi Vchenyi – Young Scientist*, issue 9 (97), pp. 340–344. [in Ukrainian].
8. Shechter, D. A. (2018). *Overcoming the Grammar Barrier in Foreign Language Learning: The Role of Television Series. Journal of Language and Education*, Vol. 4 (2), pp. 92–104.
9. Tarnopolskyi, O. B. & Kabanov, M. R. (2019). *Metodyka vykladannia inozemnykh mov ta ikh aspektiv u vyshchii shkoli [Methods of teaching foreign languages and their aspects in higher education]*. Dnipro: Universytet imeni Alfreda Nobelia. [in Ukrainian].
10. Wilkinson, P. & Edwards-Groves, J. (2014). *Changing Practices, Changing Education*. eBook.