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ICT in teaching English grammar: review

В настоящее время в обучении иностранным языкам преобладают методы, позволяющие организовать учебный процесс наиболее эффективно. К таким методам относят грамотное внедрение ИКТ в образовательный процесс, что позволяет разнообразить подачу языкового материала (в частности, грамматики), повысить мотивацию обучающихся и сформировать устойчивые языковые навыки.

Ключевые слова: обучение, ИКТ, английский язык, методы обучения, грамматический навык

At present, teaching foreign languages is implements methods that allow the teacher to arrange the educational process most effectively. These methods include the appropriate use of ICT in the educational process which allows diversifying the presentation of language material (in particular, grammar), increasing students' motivation and forming stable language skills.

Keywords: teaching, ICT, English language, teaching methods, grammatical skill

At present, vocabulary and grammar are perceived as fundamental levels in teaching a language. Vocabulary and grammar form a special link, knowledge of grammar and the ability to operate with lexical units provide the correct lexical and grammatical form of a foreign language statement.

Today, when teaching a foreign language, the emphasis is given to speech competence. This can be explained by the fact that the speech forms and fluency of speech are more important than language literacy. E. N. Solovova in her manual "Methods of teaching foreign languages" refers to the definition on the essence of a lexical skill (introduced by R. K. Minyar-Beloruchev) as "the ability to instantly call up a word standard from long-term memory depending on a specific speech task and include it in the speech succession" [3, p. 87]. According to E. I. Passov, "a lexical skill is a synthesized action for choosing a lexical unit adequately to the plan and its correct combination with others, performed in skill parameters, ensuring the situational use of this lexical unit and serving as one of the conditions for speech activity" [2, p. 276]. In general, we understand lexical skill as an ability to find a word or phrase in memory that corresponds to a communicative task, and also characterize this skill as automated, conditional, reproductive, self-sufficient and stable.

Grammar, like vocabulary, plays an important role in teaching foreign language speaking. Without grammar it is impossible to fully master a foreign language. Grammar skill includes grammatical meaning and grammatical structure. E. I. Passov defines grammatical skill as a synthesized action to choose a model that is adequate

to the speech task in a given situation, and to correctly formulate a speech unit of any level, performed in the parameters of skills and serving as one of the conditions for performing speech activity [2, p. 293].

E. I. Passov singles out the more frequent steps that make up the grammatical skill:

- “choosing a model that is adequate to the person’s speech intention in a given situation;
- forming speech units that fill the model in accordance with the norms of the given language and a certain time parameter” [2, p. 294].

Based on the types of speech activity, there are two grammatical skills: receptive and productive. The ability to recognize grammatical structure while reading or listening is a receptive grammatical skill. The speaker’s ability to choose a grammatical structure suitable for a speech task and to formulate it without violating all the rules and norms of the language is a productive grammatical skill. The grammatical form and the speech task must be related to each other. If such a connection is observed, then in the course of productive speech activity the grammatical structure that is necessary at the moment emerges in mind. If a grammatical productive skill is not formed, the student will have limited range of other language skills.

Deductive and inductive are the two main approaches to teaching grammar. Deduction is a way from theory to practice. According to this approach, the student must first learn and understand the rule and then learn how to use it in sentences. The inductive approach implies a transition from the particular to the general. In the inductive approach, the teacher presents examples of the use of a grammar rule, and students independently understand the rule. This approach forces the students to develop their own strategy for solving the task and to actively participate in the learning process. All modern methods of teaching grammar are based on the above approaches. We should note that the deductive and inductive approaches have both advantages and disadvantages.

The deductive approach advantages are: saving time; the rule explanation can be more accessible and simpler; the student can immediately go to practice. The disadvantages of this approach are seen as follows: the rule is explained in the native language; a long and tedious explanation of the rule deprives the student of any cognitive motivation; the teacher becomes the center of educational process which does not contribute to the involvement of students in the process of active learning and as a result the explanation is remembered worse.

The inductive approach advantages are listed as follows: the student learns to work independently; is motivated since he is an active participant in the learning process; develops the ability to recognize patterns and solve linguistic problems. The disadvantages of the inductive approach can be described as: it takes a lot of time and effort; can lead to the wrong understanding of the rule; it takes much time to prepare for the lesson on a teacher’s part.

Knowing the traditional approaches and methods of language teaching, the teacher should look for creative and innovative ways to achieve the goals of the lesson. The introduction of innovations shows that most of them are dedicated to the development of information technologies in the educational field [4, p. 244]. Depending on the chosen method and the exercises used, the student acquires motivation for the further use of grammatical structures in his foreign language communication.

The use of visualization in explaining grammar is achieved through the use of modern innovative technologies, which is an important educational basis. The teacher has the opportunity to explain the grammatical material in an accessible and visual way using different tables, diagrams, pictures and multimedia.

Vocabulary and grammar are the most important layer in the system of linguistic means in any language. The formation of lexical and grammatical skills is an important task in teaching a foreign language. Automation, independence, stability, reproduction, conditionality – this is all a set of skills of the foreign language vocabulary and grammar being studied. We conclude that the formation of lexical and grammatical skills of the studied foreign language is carried out in three stages: familiarization, training and speech practice. Lexico-grammatical skills are the total sum of skills and abilities of the vocabulary and grammar under studied and the rules for their appropriate use in the process of real communication.

There are many discussions about how a modern foreign language lesson should be composed, the purpose of which is the formation of lexical and grammatical skills. But almost everyone agrees that a lesson using ICT is more effective, is characterized by high quality and aimed at practical results. New material is presented clearly, it is accessible and interesting. ICT is successfully used at every stage of the language competence formation on the lexical and grammar levels. Schemes, tables and pictures help to better understand and remember the presented linguistic material. At the training stage, a variety of interactive exercises are created, with the help of which the skill of using new lexical units and grammatical structures is automated. The regulation of lexical and grammatical skills formation and the practical use of the acquired knowledge in speech take place at the stage of speech practice. Thus, ICT is becoming an indispensable part of the foreign language lesson.

The most effective form of education, as we see it, is such a form when learning process is closely connected with the student's activity. The use of ICT in foreign language lessons is one of the types of such an arrangement of the educational process. When teaching grammar it is especially important to use tests with questions and tasks of various types, and simulators using which will contribute to the formation of stable grammatical skills. As an example of ICT use in teaching English grammar, we list the following types of exercises:

- imitation exercises – these are exercises where repetition is performed without changing the given grammatical structure which can be introduced in the form of listening to and repeating new grammatical structures according to the model,

copying the text or its fragment with emphasis on the grammatical form / structure under study. The students are to listen and watch the video; recognize grammatical constructions; correctly pronounce the structure under study; record examples of the structure practical use.

Imitation exercises which involve speaking mostly undivided material are followed by substitution exercises, the purpose of which is to dismember and transform it;

- substitution exercises are those that are used to reinforce a grammatical skill by developing automation in the use of a grammatical structure in similar speech situations. This type of exercise is especially responsible for the formation of the skill flexibility, here the whole variety of forms inherent in the grammatical structure is mastered through various transformations, paraphrasing, addition and expansion. As part of this exercise, students should familiarize themselves with the task which consists in looking at the picture and filling in the gaps with the necessary grammatical forms;

- transformational exercises provide an opportunity to form the skills of combining, replacing, reducing or expanding the grammatical structures under study in speech. With their help one can learn to vary the content of the message in certain models depending on the changing situation, to compare and contrast the structure being studied with those previously learnt, to compose entire statements with new content from separate previously learnt parts. The choice of the exercise type depends on the specific task;

- adding exercise. The result of performing this type of exercise will be the speed of response to the proposed situation and the improvement in the use of grammatical structures in specific linguistic conditions. Another goal is to develop skills of new grammatical structures independent use;

- constructive exercises contribute to the formation of automatic skills in the use of certain forms, i.e. over time, students stop thinking about how to say it correctly and begin using grammatical constructions operating on them at a subconscious level. The basic requirement is to be able to make up sentences from words.

Modern ICT make it possible to simplify and diversify the educational process [1, p. 118]. Thus, we come to the conclusion that the competent use of ICT tools in terms of a foreign language lesson contributes to a more active and meaningful mastering of the material which ensures the formation of stable language skills.

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Образовательный потенциал искусственного интеллекта (на примере обучения иностранным языкам)

Статья посвящена перспективам применения технологий искусственного интеллекта в системе образования. Автор рассматривает и анализирует направления использования искусственного интеллекта в преподавании и обучении иностранному языку. В статье описываются некоторые направления работы с применением средств искусственного интеллекта, которые могут повысить мотивацию обучающихся и эффективность изучения иностранных языков. Рассматривается использование чат-ботов при изучении иностранных языков в рамках контекстной коммуникации.

Ключевые слова: искусственный интеллект, образовательные технологии, обучение, чат-боты, платформа FluentU, иностранный язык

В настоящее время освоение цифровых навыков и приобретение опыта использования базовых технологий неразрывно связаны со значимостью обучения на протяжении всей жизни. Особую актуальность приобретает повышение уровня цифровой компетентности всех субъектов образования [1]. Перспективы более широкого применения искусственного интеллекта (ИИ) в преподавании и обучении рассматриваются сегодня как настоящая технологическая революция, которая кардинально изменит структуру высшего образования, так как оно является важнейшим фактором формирования и определения содержания современного общественного сознания.

Проблемы воздействия ИИ на образовательный процесс в ходе обучения иностранным языкам нашли отражение в большом количестве российских и зарубежных исследований. По определению Р. С. Исламова, искусственный интеллект – это совокупность программных и аппаратных средств для реализации конечной цели, а именно сопоставление их работы с интеллектуальной деятельностью человека; идеальный ИИ решает задачи так, как это делает человек [3]. По мнению отечественных специалистов, ИИ в современном научно-общественном дискурсе предполагает выполнение следующих функций в обра-