льтури й культурних традицій і розуміння культурних процесів інших народів стає обов'язковим елементом духовного становлення кожної особистості.

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ENGLISH GRAMMAR AS A MORE PURPOSEFUL
AND MORE MOTIVATING FOCUS FOR CLASSROOM LEARNING

For a long time, many students and teachers of English language have operated under a static conception of language centered on a limited view of grammar. In this limited view, grammar is seen as the heart of language and at the same time as production of correct sentences, based on a relatively formal and academic norm for written language. This article is based on a richer and more substantial conception of grammar. The polysystemic orientation implies that there is not in fact only one correct form of the grammar of a language but rather a range of options useful for different purposes and appropriate in different situations. From this point of view, grammar is not, a set structure but a flexible frame with interchangeable components that can be organized and manipulated in different ways. By manipulating linguistic components within a grammatical frame, speakers are able to produce a wide variety

of constructions to meet their own communicative needs and the requirements of different audiences and genres.

In this view, grammar is more a matter of selection than correction, grammar is a process of choosing forms and constructing language in response to communicative demands, it essentially involves the learner's creative response to context and circumstance. The view of grammar as a product of human experience and tradition is here superseded by a process-based conception in which grammar is seen as a dynamic shaping force in the ever-changing context and process of communication. As part of this creative process, in which the learner actively attempts to extract regularities from what the student hears or reads to produce a grammar with limited information, errors will occur. Given enough time and enough opportunities to communicate and to receive feedback on attempts at producing meaningful language, these errors will gradually diminish, as the learner continually reanalyzes, adjusts, and elaborates the mental grammar to bring it more into line with the grammatical system. To become skilled language users for whom performance is fluent and automatic learners need considerable practice over a considerable period of time.

In addition to its psychological aspect, grammar learning viewed as a process has a social aspect in that learning to use a language means learning to interact with Other communicators. As learners increase their interest in and their need to communicate with different individuals for different purposes, they require additional communicative resources. Where needs are minimal or artificial, so is the learner's grammatical system.

The grammar learning process is situated in the contexts of human meaning and human society. Thus, learners acquire additional grammatical resources and more knowledge of grammar as a way to express themselves more precisely as they intend, more deeply and creatively, and in more diverse types of discourse.

This article contains some creative ideas and general purpose activities that can be applied broadly in different areas of grammar. I would like to show some activities that can be adapted for different areas of grammar and they are intended to practice.

For examples, the aim of the activity is to identify errors in a text. This training is for editing students' own written work, so students try to catch errors in a paragraph read aloud by the teacher.

First, the teacher prepares a paragraph that contains several errors. These errors can be points that have just been taught (e.g., using the past tense instead of the present tense for low-level classes) or a mixture of different types of errors (e.g., vocabulary/ sentence structure for high-level classes).

Then the teacher asks the class to listen to the paragraph he is about to read aloud. The teacher tells the students that the paragraph contains several errors. Whenever the students hear an error in the story, they must raise their hands. The teacher will keep score on the board-one column for the students and one for the teacher. Then we begin reading the story. Try not to give the students any clues when you reach an error, that is, do not slow down, hesitate, or emphasize the errors. If the students identify an error, give the class a point. If they can correct the error, give them another point. If the students do not identity an error, give yourself a point.

The next exercise is a good lead-in to peer correction. Students can exchange some written work they have done and help each other identify errors. This exercise

gives students active practice in identifying errors and can help them focus their attention on particular aspects of a text. Which aspects to focus on depends on what the teacher wishes to emphasize in the paragraph that is used as the model for correction.

The aim of the following activity is to practice editing for grammar and usage errors, to raise consciousness about editing strategies and grammar rules by collaborating, to determine the best ways to correct sentences.

Students compete in teams to identify and correct errors from their written work. This game is best played on days you plan to return students' written work. The teacher chooses a number of faulty sentences from the students' written work that contain representative, problematic, or amusing errors in grammar, usage, or style. It's best to choose sentences with more than one error and in which the errors make the meaning of the sentence ambiguous. The teacher divides the class into two (or more) teams and have the teams arrange their chain in circles for discussion. Then the teacher writes one of the faulty sentences he has chosen on the board, leaving room for each team to write their alternative versions of it. Give students a time limit (2 or 3 minutes, perhaps longer for more difficult sentences) to discuss the sentence with their team members and to agree on an alternative. When the time limit is up, one student from each team writes their version on the board. The teacher evaluates the sentences to determine which is the «best» correction. Although you are the final judge, team members can be called upon to justify their decisions, especially in cases in which both sentences are correct but differ in style or meaning. The team whose sentence is judged the best is awarded a point. The value of this simple exercise is that it uses competition to get students interested in how they approach editing. The evaluation period at the end of each round often yields fruitful discussion about the best or most efficient ways to identify errors.

Based on the foregoing discussion, a central goal for grammar pedagogy will be for the learner to build up an understanding of the functions of that grammatical repertoire in various contexts of communication. For successful language use, the learner will also need to acquire the ability to apply various grammatical structures in responding to the demands of audience and communicational context. Language learners therefore need not only to be exposed to the structures and functions of communication but also to practice applying grammatical knowledge in real-lime contexts and to receive feedback on the effectiveness of their attempts to construct discourse that communicates their intentions.

When grammar is taught and practiced as a means of communication it becomes a more purposeful and a more motivating focus for classroom learning. As the purpose and realization of grammar become less artificial, the application of grammar in the classroom becomes more creative. In this way, the practice of grammar comes to represent a more essential kind of language activity.

Motivation and accessibility are provided by activities that place grammatical structures in real or realistic contexts, provide challenge and interest through gamelike features, promote choice , independence, creativity, realism, and feedback through pair and small-group work, incorporate humour or other highly motivating content.

The activities of this article offer language teachers the ideas to motivate learners' interest and sustain their attention in the long-term process of acquiring grammatical knowledge and skills in English. In this way, the use of the activities increase

the creativity and variety of skills of language teachers, helping to make grammar instruction a valuable and enjoyable enterprise for all concerned.

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ОСОБЛИВОСТІ ФОРМУВАННЯ НАУКОВОГО ДИСКУРСУ СТУДЕНТАМИ-МАГІСТРАМИ

До сучасної соціально-економічної ситуації, що характеризується інтеграцією в економіці, політиці, культурі, зростають вимоги щодо професійної підготовки фахівця, який має іншомовні навички і розвинені уміння представляти свої думки в фахових публікаціях. Проблема розвитку ціх навичок і умінь в рідній і іноземній мовах напряму пов'язана з викладанням іноземних мов у внз, а також підготовкою викладацького складу освітніх закладів. Аналіз праць лінгвістів (І. Бім, М. Китайгородської, В. Костомарова, В. Сафонової) висвітлює проблеми міжкультурної комунікації. У низці досліджень акцентується увага на поширення переліку мовних компетенцій, які включають наступні складові: спеціальні, культурологічні, етнічні (Є. Пассов, І. Зимня, М. Вятютєв, інші). Завдання, які сучасність ставить перед суспільством, проблема іншомовної наукової комунікації пов'язана з активізацією професійної підготовки педагогічних кадрів, а також формуванням у майбутніх вчителів наступних якостей: вмінь реалізовувати творчий потенціал, інноваційного мислення, дослідницької культури.

Метою даного дослідження є вивчення процесу формування у майбутніх викладачів іноземної мови умінь представлення наукової інформації переконування. Аргументування є головним способом реалізації цієї стратегії в науковому дискурсі.