

## TEACHING FOREIGN LANGUAGE GRAMMAR: INDUCTIVE METHOD

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**Abstract:** The article is dedicated to using inductive method as an innovative approach in grammar teaching process. The paper provides opinions of different scholars expressed in favor of inductive teaching grammar. The author puts an emphasis on the role of inductive learning pointing out that grammar rules are not learned directly, but are “discovered” by learners based on their language experience.

**Key words:** Innovative approach; Communicative competence; Inductive teaching; Foreign language grammar; Methodology

The methodology of teaching foreign languages is “a science that explores the goals, content, methods and means of teaching, as well as ways of teaching and upbringing on the material of a foreign language” [1; 7]. Historically, in the methodology of teaching foreign languages two functionally different methods have developed: general and specific methods. The general methodology, as a rule, is devoted to the study of the patterns and characteristics of the process of teaching a foreign language, regardless of what foreign language is in question. However, knowledge of the general laws of teaching foreign languages turns out to be insufficient when the teacher is faced with the specific features of a particular foreign language. Special methodology examines the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

Modern methodology of teaching foreign languages puts an emphasis on the improvement of learner's communicative competence which, in consequence, leads to wide implementation of communicative approach in language teaching process.

Within the framework of communicative teaching, we can distinguish following approaches:

- Explicit approach
- Implicit approach
- Differentiated approach

Considering separately the explicit approach to formation of communicative, particularly grammar competence, we can evolve two methods: inductive and deductive. Teachers actively use both the first and second methods, the choice depends on the purpose of teaching. The approaches have their advantages and a set of techniques that help achieve the goal. But the inductive method is considered to be the most productive. The inductive method is based on the transition from particular to general. This method allows students to formulate the rule themselves, relying on the phenomena with which they meet when studying foreign language.

Induction is “logical conclusion in the process of thinking from the particular to the general”<sup>11</sup>, a research method and a way of reasoning, in which the general conclusion is built on the basis of particular premises.

Within the framework of communicative learning, the inductive presentation of the material does not imply "guessing" the rule, but a full-fledged speech practice and is implemented through several stages. At the first stage, students are presented with authentic language material containing the desired grammatical structure, and are invited to discuss first the problems or situations expressed in these examples. At the next stage, the teacher sets the task to analyze the grammar of the presented samples and make suggestions on the use of the grammatical structure. Next, students read or listen to the text, observe the grammatical phenomenon in context. At the fourth stage, students formulate the rules for using the grammatical structure. At the fifth and final stage, there is a feedback from the teacher and a mutual check.

Frolova and Schukin in their book *Methodology of teaching foreign languages* suggest the formulation of speech task implementing inductive method in the following way:

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<sup>11</sup> Shashenkova E.A. Research activities (dictionary). M.: Perspective, 2010.

A teacher lets students read the examples and try to formulate a rule for using the Past Simple form, then determine how the forms of regular verbs in Past Simple are formed. Examples: I studied very hard yesterday.

The TV set worked very well last week.

We watched a film an hour ago.

Based on observation, students are expected to come to the following conclusion: “As you can see from the examples, Past Simple is used to refer to a specific action in the past. The affirmative form of the regular semantic verb in Past Simple is formed with the ending -ed for all persons and numbers ". [2; 149]

The formulation of the rule, if necessary, is corrected by the teacher. It is also possible to provide assistance to students in the form of hints, the use of visual aids, translation. Then exercises are offered to consolidate the grammatical phenomenon, which leads to the formation of grammatical skill.

Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. These methods have many features in common, besides the fact that they all qualify as inductive.

However, induction cannot be turned into a universal teaching method. In accordance with modern trends towards an increase in theoretical information in curricula and with the introduction into practice of the corresponding problem-type teaching methods, the role of other logical forms of presentation of educational material increases.

#### References:

1. Bunakov, N.F. (1953) *Selected pedagogical writings*.
2. Schukin, A.N., Frolova, G.M. (2015). *Methodology of teaching foreign languages*. M.: Academia.