LINGUO-DIDACTIC FUNDAMENTALS OF GRAMMAR SKILLS MASTERING: THE STRUCTURE AND STAGES OF THE FORMATION OF A FOREIGN LANGUAGE GRAMMAR SKILL (ENGLISH AND CHINESE)

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Abstract: *Grammar skill is a component of the language competency that students must master as a result of receiving a basic general education. The methodology for the formation of each grammatical skill has its own specifics. The use of partitive expressions in English is the subject of frequent student mistakes. As part of the training, these categories are not given enough attention, they are not studied separately, but are included in the topics fractionally, which prevents the creation of an overall picture and the formation of grammatical skill. Textbooks do not give a classified system of counting words and partitive expressions, and skills automation exercises are present only in conjunction with the study of other grammatical topics, which does not allow focusing on working out the data of grammatical categories. The necessity for a methodological base for teaching partitive expressions in English, highlighting a separate topic devoted to the named grammatical categories and developing a set of exercises emphasises the relevance of the chosen topic. In general, the methods of forming a grammatical skill are well studied, but not specified for teaching counting words and partitive expressions, which means that they require further development. The aim of the paper is to study the methods of forming a grammatical skill and developing a set of exercises for the formation of a grammatical skill (based on the example of partitive expressions). As a result of the study, the concept and structure of the grammatical skill were studied, the stages of its formation were examined, the linguo-didactic fundamentals of teaching in both languages were identified, the process of selecting material for a set of exercises was described, a set of exercises for both languages was developed. As research methods, general scientific methods of analysis, synthesis and comparison were chosen, linguistic methods-descriptive, prescriptive and structural.*

Keywords: qualities of a grammatical skill, specificity of a grammatical phenomenon, linguo-didactic foundations of learning, grammatical constructions, groups of counting words.

One of the basic components of language acquisition is the development of a grammatical skill, with its help oral and written communication is provided. Grammar skill is knowledge of grammatical

phenomena and grammatical actions[1], i.e. conscious ability to choose a model that matches the speech situation, and the correct design of the speech unit. The main qualities of the grammatical skill methodologists include: automatism; error-free performance of language and speech actions; consciousness, which is characteristic only for the stage of introduction and primary consolidation of the grammatical phenomenon; low level of tension in the implementation of the linguistic and speech action, the indicator of which is the speed of the action; flexibility, which implies the ability to transfer the skill into different speech actions[2].

Based on the definition of grammatical skill, I.L. Bim[3] distinguishes two main goals in teaching grammar: first, to teach students to grammatically formulate their speech utterances, focusing on the content; secondly, to teach to recognise grammatical phenomena when reading and listening, paying attention to the extraction of essential information. All grammatical material is divided into two types: productive and receptive. Material assimilated productively is used in mastering speaking and writing; material assimilated receptively – while mastering listening and reading[4]. During the development of a productive skill, knowledge is formed about the form organisation and its use in specific situations. To form a receptive skill, it is necessary to recognise the signs that form grammatical phenomena. Mirolyubov[5] notes that productive grammatical material is less and included in the receptive.

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[1] A.A. Mirolyubov (ed.), *Methods of teaching foreign languages: traditions and modernity*, Titul, Obninsk, 2010.

[2] Y.N. Ganiyeva, A.R. Nurutdinova, "Cross-cultural communication in the system of the higher language education at the professional focused training (the analysis of factors)", in *Social Sciences*, 2016, no. 2, p. 65-73.

[3] I.L. Bim, *Methods of teaching foreign languages as a science and problems of a school textbook*, Russkiy Yazyk, Moscow, 1977.

[4] A.V. Alekseev, A.V. Lenets, "Directive abbreviations as a component of modern virtual communication (as exemplified in English and German languages)", in *Novosibirsk State Pedagogical University Bulletin*, 2017, vol. 7, no. 2, p. 98-110. Dana Shayakhmetova, Aigul Baituova, Kazyna Bekbenbetova, Dosbol Isla, Saule Yerzhanova, „The development of teacher's multicultural competence in the context of modern higher education," in *Astra Salvensis,* V (2017), no. 12, p. 280.

[5] *Ibidem*, 2010. Aleftina Golovchun, Beibitkul Karimova, Maira Zhunissova, Gulaim Ospankulova, Kuralay Mukhamadi, „Content And Language Integrated Learning In Terms Of Multilingualism: Kazakhstani Experience," in *Astra Salvensis,* V (2017), no. 12, p. 298.

The standard of basic general education in a foreign language[6] presupposes the formation of skills for determining the signs of grammatical phenomena and their use in speech. Upon completion of basic general education, students should master the following productive skills: construction of grammatical forms and constructions; selection and use of grammatical constructions depending on the speech situation; timely change in the grammar of the utterance with a change in communicative intent; explanation of the meaning and translation of basic grammatical categories into the native language; formulation of a grammatical rule based on a schematic expression or tabular data; difference in the design of oral and written texts. Students should also master the following receptive skills: identification of grammatical structures in the flow of speech and explanation of semantic meaning[7]; recognition of grammatical phenomena (by formal signs); comparison of the meaning of grammatical constructions with contextual meaning; differentiation of similar in form grammatical phenomena; prediction of grammatical forms of a word; definition of a group of proposal members; identification of the structure of a simple sentence; identification of the structure of the compound sentence, the boundary of the associated sentences and turnovers; detection of logical, temporary, causal, composing and subordinate relationships and relationships between elements of sentences; establishing a connection between sentences within a paragraph or between simple sentences as part of a complex language based on binding agents[8].

When teaching grammar skills, one should rely on previously learned material, use visual aids, outline the rules briefly and easily, reflecting the specifics of the grammatical phenomenon, use the natural character of the language as a material without far-fetched situations, objectively select the amount of information, include various types of work to consolidate the skill[9]. The formation of grammar skills takes place

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[6] A.R. Nurutdinova, Z.R. Zakieva, A.E. Astafeva, E.I. Galiullina, E.V. Dmitrieva, "Awareness in acquisitive understanding of second language oral aspect: intercultural, socio-cultural and cross-cultural reflections", in *Xlinguae*, 2017, vol. 10, no. 4, p. 69-83.

[7] S.S. Isakova, "Semantic descriptions of proverbs and sayings with the component numbers (on the material of the Kazakh and French languages)", in *Voprosy Kognitivnoy Lingvistiki*, 2015, no. 2, p. 96-99.

[8] N.D. Galskova, N.I. Gez, Theor*y of teaching foreign languages. Linguo-didactics and methods*, Publishing House Academy, Moscow, 2006. Lyubov Alekseevna Krasnova, Viktor Yurievich Shurygin, „Development of teachers' information competency in higher education institution," in *Astra Salvensis,* V (2017), no. 12, p. 310.

[9] *Ibidem*, 2006.

in several stages. E.I. Passov[10] distinguishes the following stages: 1) the exposition, during which a teacher interests students in the study of grammatical material, shows its relevance; 2) the presentation of a new grammatical phenomenon (at this stage, a teacher uses the grammatical phenomenon, highlighting it, relying on the rule-instruction or allowing students to formulate it themselves); 3) automation, (during which the grammatical skill is being improved).

The automation stage is divided into stages. After perceiving the grammatical phenomenon, a student tries to imitate a teacher in reproducing the same speech pattern without structurally changing it (teacher: *I will go to the park* – student*: I will go to the park too*). This is the stage of imitation. Then a student substitutes various words into the given grammatical model (teacher: *I will go to the park* – student 1: *I will read a lot*; student 2: *I will play tennis*). This is the substitution stage. By changing the assimilated grammatical form for solving the communicative problem, the student goes through the transformation stage, in which the sentence can be transformed into other types of sentences (interrogative, negative). The final stage is reproduction. The speech nature of the tasks is important, where the student creates his own product according to the given situation using the studied grammatical phenomenon in various forms[11].

Linguo-didactic fundamentals of teaching counting words in Chinese

Counting words or classifiers are a large group of auxiliary words used to indicate the number of nouns and the multiplicity of a verb. Analogues of counting words for nouns in European languages are units of measure that are not allocated to a separate class of words. Classifiers can be used only with certain groups of words, but at the same time there is no "hard link"[12] between a particular noun and counting word. Since the counting word indicates various features of the noun, for example, respect, formality, the form of the subject, a group of people. When combined with a noun, counting words are used in accordance with the scheme: *quantity designation + counting word + noun.*

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[10] L.P. Krivshenko (ed.), *Pedagogy*, Prospect, Moscow, 2004.

[11] Arch Chinese learning system. Chinese measure words, 2019. Available at: https://www.archchinese.com/chinese_measure_words.html.

[12] V.A. Kurdyumov, *Chinese language course. Theoretical grammar*, Tsitadel-Treid, Moscow, 2005; X. Li, *Numeral classifiers in Chinese: the syntax-semantics interface*, Walter de Gruyter, Berlin, 2013.

The counting word is also put: after the ordinal number (*第三个学生* – third student, *第四本书* – fourth book); after the demonstrative pronouns 这 and 那(for example: *这把椅子* – this chair, *那匹马* – that horse); after interrogative pronouns (*你喜欢哪部电影?* – What movie do you like?); after the word 每 (for example: *每个星期五我去打保龄球* – Every Friday I go to play bowling); after the interrogative pronoun 几 (for example: *办理有几个留学生?* – How many foreign students are in the study group?). 几 also acts as an indefinite pronoun and translates as "several" (*办理有几个留学生* – There are several foreign students in the study group). In both cases, 几 is used before the counting word.

The counting word may be omitted in the following cases: in colloquial speech when using the numeral "one" (*你去趟他家吧* – Go to his house); as part of the terms (*四面体* – tetrahedron, *二极管* – diode); with nouns that are in an "intermediate" state between the counting word (measure) and a noun that indicates time, age, money (*一年* – one year, *他十二岁* – He is 12 years old, *三十五元* – 35 yuan).

If the sentence refers to a single person or subject, it becomes possible to use a counting word with a noun without using a numeral: 1) *他是个学生* – He is a student; 2) *远处有个狗叫了几声*[書] – In the distance a dog yelped several times[13]. Counting words depending on compatibility with groups of nouns can be divided into groups[14]: individual counting words: divided into counting words for animated nouns (*个, 名, 位*) and counting words for objects, animals and other nouns (*张, 所, 把, 辆, 间, 本, 只*); collective counting words for groups of people, objects, animals (*组, 套, 对, 筐, 串*); units: divided into traditional Chinese (*寸, 斤, 钱*) and metric (*公里, 厘米, 克*); counting words for uncountable noun

[13] V.I. Gorelov, *Grammar of the Chinese language*, Prosveschenie, Moscow, 1982.
[14] V.A. Kurdyumov, *Chinese language course. Theoretical grammar*, Tsitadel-Treid, Moscow, 2005.

type of liquids (杯, 盘, 摊); counting words indicating the type or type (种, 路); counting words indicating shares (成, 分); counting words indicating an approximate small amount (点, 些).

The counting word can also stand in front of the verb and determine the multiplicity of action. When combined with a verb, counting words are used in accordance with the scheme: *verb + numeral + multiplicity + object (noun)*. If the object to which the action is directed is expressed by a personal pronoun, then the counting words are used in accordance with the scheme: *verb + personal pronoun + numeral + multiplicity*. The verb or noun can act as an indicator of multiplicity. In another classification, counting words are divided into two groups, in accordance with the part of speech with which they are combined: counting words for nouns (个, 张, 辆, 间, 本, 只); counting words for verbs (顿, 阵, 遍, 番). The use of counting words varies in different dialects of the Chinese language[15], which is reflected in official speech in Hong Kong, Taiwan and other provinces of China. For example, in the Cantonese dialect, it is not customary to use counting words that are common in the Beijing dialect (putonghua): 棵 树 – one tree, 艘军舰 – one warship).

Linguo-didactic fundamentals of teaching partial expressions in English

Partitive expressions are a form of determinants or defining words, which consists of a countable noun and a preposition *of*. A countable noun in a partitive expression defines an object or quantity by which a defined word can be counted. Other types of determinants are distinguished – articles, demonstrative determinants, possessive, nouns – determinants, quantifiers, quantitative and ordinal numbers, factors, fractions. All determinants are divided into three groups in accordance with the sequence of use in the phrase: pre-determinants, central determinants and post-determinants. Partitive expressions refer to post-determinants, since they follow other types of determinants. Partitive expressions can be used before other post-determinants and adjectives that define a noun[16].

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[15] Zh. Jing, *Practicing HSK grammar*, Sinolingua, Beijing, 2008.
[16] R. Cowan, *The teacher's grammar of English*, Cambridge University Press, Cambridge, 2008; N.A. Demina, *Methods of teaching practical Chinese*, Vostochnaya Literatura, Moscow,

Partitive expressions are divided into *mass* (collective) and *count* (countable). The type of partitive expression is determined by the noun with which the partial expression is used. Mass partitives (collective partitive expressions) are used with uncountable nouns, count partitives (countable partitive expressions) are used with countable nouns. Mass partitives perform the function of measuring the number of uncountable nouns. They can form the plural: *three strips of land, some heaps of junk*.

Some partitive expressions are general in nature (*general partitives*). They can be applied to a group of different nouns united by a common criterion. For example, galloon/litre of can be applied to fluid nouns, or *ton/gram/pound* of act as units of weight. Meanwhile, partitive expressions applicable, for example, to food, are more specific (*typical or specific partitives*). They can only define a narrow circle of nouns. Consider servings of baked foods such as *cake, pizza, pie*. Only the slice of expression is used to measure them. Most often, specific partitive expressions include *count partitives*. The group of partitive expressions, which are especially difficult for students, consists of limited partitive expressions (*restricted partitives*). Partitive expressions of this group are applicable only to one collective or countable noun, or to a small group of such nouns. For example, the determinant loaf is only suitable for describing bread. In examples of limited partitive expressions, one can also trace a certain number of metaphorical idioms or clichés: *pang of hunger/guilt, torrent of abuse, scrap of difference, article of faith, peal of laughter/bells, glimmer of hope/life, stroke of luck*[17]. Peculiarities of using partitive expressions include skipping the partitive expression along with the preposition of in colloquial speech with uncountable nouns such as co*ffee, tea, hot chocolate*. Also, most partitive expressions can be used metaphorically. In this case, the rules are violated to create an artistic medium. For example, *a stack of work, a slice of responsibility, a cloud of confusion, a grain of humility, a pile of/stack of trouble, problems, money, arguments, torrent of abuse, a glimmer of hope, a scrap of evidence.*

Selection of material for enhancing grammar skills
in Chinese and English

2006; N.V. Du, K.B. Lozovskaya, *Chinese language: phonetics, hieroglyphics, oral topics: beginner level*, Publishing House of the Ural University, Yekaterinburg, 2016.
[17] ELT concourse teacher training. Classifiers, partitives, collectives and assemblages, 2019. Available at:
https://www.eltconcourse.com/training/inservice/lexicogrammar/classifiers_partitives.html; V.C. Kukushin, *Theory and methodology of teaching*, Phenix, Rostov-on-Don, 2005.

At the initial stages of learning any language, great importance should be attached to the selection of language material. The study of grammar is associated with the demonstration of its functions in language and speech, therefore, the object of selection are grammatical forms and constructions, they form the grammatical minimum. The grammatical minimum is a material feasible for assimilation and sufficient to perform communicative tasks. Grammar material can be ordered into a system. N.D. Galskova and N.I. Gez[18] believe that the basis of systematisation may be communicative-functional signs. They distinguish the following grammatical means: descriptions of concepts, phenomena, objects; expression of quantity; comparisons; expressions of narrative actions when generating a text; expressions of temporary, causal, logical and other relationships; expressions of the way of action, characteristics of actions; expressions of modality; expressions of logical-semantic connection; expressions of spatial and conditional relationships; expressions of requests, suggestions, advice, etc.; expressions of the purpose of the action.

It has already been about the division of grammatical material into productive and receptive. For each type of material, its sources will be selected: for productive – samples of colloquial speech, literature containing examples of oral speech (dialogues, monologues, polylogues); for the productive – literary sources of book-writing style. When selecting grammatical material, the basic principles must be taken into account. The first principle is frequency, which is divided into absolute and relative. Absolute frequency is an indicator of the amount of use of a given grammatical phenomenon in selected sources. N.D. Galskova and N.I. Gez[19] suggested taking into account prevalence, i.e. the number of sources in which the grammatical phenomenon occurred at least once. This principle is general for the selection of both productive and receptive grammatical material. The principles of selection of productive material include:

– the stability coefficient – a combination of the frequency and prevalence of the use of this grammatical phenomenon. The principle takes into account not only how often the phenomenon occurs, but also in how many sources;

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[18] N.D. Galskova, N.I. Gez, Theor*y of teaching foreign languages. Linguo-didactics and methods*, Publishing House Academy, Moscow, 2006.
[19] N.D. Galskova, N.I. Gez, Theor*y of teaching foreign languages. Linguo-didactics and methods*, Publishing House Academy, Moscow, 2006.

– the principle of exemplariness – the material is selected so that analogies can be formed on its basis. For example, when studying the degrees of comparison of adjectives, monosyllabic adjectives are chosen that serve as standards for the formation of others. Adjectives that form degrees of comparison by exception are memorised separately;

– the principle of eliminating synonymous phenomena – only one grammatical phenomenon from the synonymous series is included in the grammatical minimum. So, the construct *modal verb + infinitive* will be included in the productive grammatical minimum, and the *have to + infinitive* construct will not be included;

– the principle of eliminating counter-associations – in a group united by one form, it is necessary to identify one or another differentiating feature for a given group of words. For example, the words 酒, 茶, 咖啡, 开水, 冷饮, 凉水, 牛奶, 啤酒, 汽水, 水, 饮料 are combined into one group, since only the counting word 杯 (*bēi*) can be used with them. For this group, a differentiating feature was identified – the designation of liquids.

The principles of selection of receptive material include: 1) the principle of stability – takes into account the frequency and prevalence in the sources of book-writing style. In this case, the relative frequency is of particular importance; 2) the principle of polysemy – grammar material will include several of the most common meanings of polysemantic forms. It is well known that Present Perfect has several uses. In terms of prevalence, Present Perfect is included in the minimum value of the completed action associated with the real result. In parallel with the mastery of grammar skills, new vocabulary and speech patterns are mastered. When selecting grammatical topics, it is necessary to take into account the lexical minimum and the selected speech samples, as well as the recommended subject content of the program[20].

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[20] O.A. Maslovets, *Methods of teaching the Chinese language in high school*, Publishing House of Berdyans State Pedagogical University, Blagoveshchensk, 2012; I.A. Moshchenko, A.A. Ostrogskaya, E.M. Sorokina, *Chinese grammar in tables*, VNK Publishing House, Moscow, 2018; E.N. Solovova, *Methods of teaching foreign languages: a basic course of lectures*, Prosveschenie, Moscow, 2006; V.A. Tsybaneva, Improving grammatical competence at the middle stage of teaching English as a second foreign language (using the example of UMK options), 2019. Available at: http://iyazyki.prosv.ru/2019/11/gramm-kompetenciya-angliyskiy-umk-options/#more-32691; A.R. Nurutdinova, E.V. Dmitrieva, E.A. Nelyubina, L.R. Nurova, K.R. Wagner, "The interactive education in teaching languages: microblogging as the way to improve postgraduate students' communicative interaction in English", in *Xlinguae*, 2018, vol. 11, no. 2, p. 120-135.

Thus, the concept and structure of grammatical skill were studied. Based on the definition, two goals of studying grammar were presented. Grammar skills are divided into productive and receptive. The importance of the speech nature of tasks in which the student uses the grammatical phenomenon in a given situation is emphasised. The stages of grammatical skill formation were considered: exposition, presentation of a new grammatical phenomenon, automation. The latter is divided into stages: imitation, substitution, transformation, reproduction. The linguo-didactic foundations of teaching counting words in Chinese have been identified. Counting words are auxiliary words used to indicate the number of nouns and the multiplicity of a verb. Cases and features of the use of counting words were studied. The classification of counting words is given, in which the groups are distinguished: individual counting words, collective counting words, units of measure, counting words for an uncountable noun type of liquids, an indication of type or type, an indication of fractions, an indication of an approximate amount. Linguo-didactic foundations of teaching partitive expressions in the English language were revealed. Partitive expressions – a kind of defining words, which consists of a countable noun and a preposition of. The features of the use of partitive expressions were studied. A classification is given in which partitive expressions are divided into general, restricted, bounded. The process of selecting material for a set of exercises was described. The signs of systematisation of the grammatical minimum were given. The principles of selection of receptive material were stated: the principle of stability, the principle of polysemy, and also the productive: the stability coefficient, the principle of exemplariness, the principle of eliminating synonymous phenomena, the principle of eliminating counter-associations, the general principle is frequency. It was concluded that with the development of grammatical skills, new vocabulary and speech patterns are mastered.

Thus, the object of study – the methodology for the formation of grammar skills in Chinese and English – has been studied quite extensively. However, a number of methodological issues related to the training of grammatical skills and the development of speech skills remain poorly developed. Including the issues of teaching counting words in Chinese and partitive expressions in English are not addressed as separate topics in the theory of teaching methods. The aim of this paper was to study the methods of forming a grammatical skill and to develop a set of exercises for the formation of a grammatical skill. It was concluded that the grammatical skill goes through several stages on the path of automation, has characteristic features and is based on the theoretical basis

of grammatical phenomena. Exercise as a method of forming a grammatical skill is productive only if certain conditions are met (for example, correctly selected material of exercises) and the sequence of actions that form the developed skill. As a result of the study, results of theoretical and practical significance were achieved.

The studied concepts and the structure of the grammatical skill determined the goals of studying grammar, and therefore the subsequent results of the formation of the grammatical skill. The considered stages of the formation of the grammatical skill contributed to a thorough and detailed study of the system of exercises, in accordance with the sequence of fixing the grammatical skill. The revealed linguo-didactic foundations of teaching in both languages laid the theoretical basis for grammatical phenomena, which was used in the process of compiling material for a set of exercises. The described process of selecting material for a set of exercises determined the significance of the considered grammatical phenomena in languages for compiling a grammatical minimum. The principles of material selection governed the further process of compiling a system of exercises. Also identified topics served as the basis for the lexical component of the complex exercises.