

FORMATION OF GRAMMATICAL COMPETENCE IN TRAINING FUTURE TRANSLATORS

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The article deals with problems of the formation of grammatical competence as an important component of foreign language communicative competence of future translators. This competence is implemented primarily through the development of skills and abilities in the major types of speech activity, covering reception, production, interaction and mediation. Grammatical competence of translator is defined as the knowledge and ability to use the grammatical resources of language. A comparison of the benefits of mastering grammar in communicative contexts and formal teaching of grammar is made. The levels of formation of grammatical correctness in accordance with the European requirements for language education are submitted. The need to study grammar in practical use is emphasized. The formation of grammatical competence grammar is viewed not withdrawn from the context, and integrated in the communicative situation or communicative context. That can promote successful communication. The features of the work of future translators over grammatical errors are described. Means of forming grammatical competence of future translators are provided. Grammatical competence may be formed by the conscious assimilation of regulations or in combination with semantic and situational characteristics of communicative interaction. It is advisable to form grammatical competence based on text grammar.

Key words: *grammatical competence, communication, methods, foreign language, student.*

Statement of the problem. Learning foreign languages on the background of globalization processes is becoming increasingly important in the training of future professionals; particularly those successful professional activities directly

dependent on the formation of their foreign language communicative competence – linguists, language teachers, translators. The question of formation of the appropriate competences arises, in particular, formation of grammatical competence. Recently, the advantages and disadvantages of formal teaching of grammar in the context of promoting the study of languages are discussed. However, most researchers in the field of applied linguistics consider functional use of grammar in communicative contexts as necessary condition for language learning.

The purpose of the article is to consider the formation of grammatical competence of future translators in the course of their training.

Analysis of research and publications. Various aspects of foreign language competence formation of linguists and translators have been the subject of research of N.Borysko, T.Kyyak, L.Nahirny, S.Nikolayeva and other. The question of learning grammar was studied by L.Volkov, E.Paly, T.Stechenko and other, the formation of grammatical competence of future philologists by V.Osidak (English) and D.Rusnak (French). However, the question of the formation of grammatical competence of translators and interpreters requires detailed study.

The main material. Most researchers understand the concept of "grammatical competence" as knowledge of the language grammatical means and the ability to apply it. J. van Ek generally reduces linguistic competence to grammatical competence, interpreting it as "the ability to produce and interpret statements that meet certain grammatical rules and meanings" [5, p. 39].

Thus, the grammatical competence of the translator can be defined as the knowledge and ability to use grammatical resources of language.

It should be noted that despite the recent trend towards teaching of communicative competence, teaching grammar in the course of studying foreign languages at universities is mainly traditionally built: progression on formal linguistic categories, description and explanation of linguistic phenomena by teacher, learning and practice the rules through exercises and translation.

Under the provisions of "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" formal grammar can be seen as a set of principles that govern the amount of elements and arrange it in a meaningful and complete series (sentence). Grammatical competence is the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with these principles (which is the opposite of learning and reproduction as stable formulas). The grammar of any language in this context is very complex and far from being able to have complete certainty or completeness. There are a number of relevant theories and models for the organization of words in a sentence [1, p. 167].

The "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" gives the scale of grammatical correctness. Using it, students can examine and identify:

- what grammatical theory they base their work at;
- which grammatical elements, categories, classes, structures, processes and relations will be required by the students, what they need to learn and use.

The study of grammar should be aimed at the student, to consider his wishes, needs and goals, as well as the tradition of learning and their own language, because contrastive dimension, understood as the conscious perception of similarities and differences between languages, contributes to language learning [8, p. 885].

The study of grammar should not be the ultimate end in itself, but also must meet its role in the actual use of language, that is to be a tool that contributes to successful communication. So, it is rationally to represent the grammar to future translators not divorced from the context, but in particular communicative situation or communicative context. Therefore, we consider it appropriate to examine the formation of grammatical competence of future translators from a functional point of view in communicative speech activity.

From this perspective, it is advisable to turn to the methodological principles of "Framework Programme of the German language for professional

communication for universities in Ukraine", that is the basis for planning and organizing learning German, oriented to the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment". The program is aimed at practical interdisciplinary and professional guidance classes in German, the focus is a student. It's essential purpose is orientation of the learning process on the formation and development of basic skills and knowledge in social and professional communication, i.e. foreign language communicative competence.

Foreign language communicative competence is a set of skills, abilities and knowledge that allows to learn, to work and to communicate in a multicultural society and to achieve understanding and interaction with representatives of other cultures in equitable dialogue [3].

This competence is implemented primarily through the development of skills and abilities in the major types of speech activity, covering reception, production, interaction and mediation, and implemented in both written and orally [1].

Developing communicative competence in a foreign language provides students with the opportunity:

- to improve their skills in reading, listening, writing and speaking to produce skills to work with texts of different types from all information sources based on already acquired knowledge about the world; to seize, to analyze and to organize, to select and to transmit information;
- to form an opinion based on the obtained information, to justify it and to give the necessary explanations;
- to recognize the intentions of messages that meet certain varieties of texts with their grammatical structure and rules, to understand and to transfer it to appropriate situations [3, p.10].

Linguistic competence includes the following components:

- phonetics, phonology: spelling, orthography;
- grammar: morphology, syntax;
- lexis: vocabulary, lexical relations, derivation / neology;
- discourse: language rules of text structure.

In evaluating the formation of foreign language communicative competence in addition to content, coherence, lexical adequacy, sufficiency phonetic rules, the grammatical correctness (compliance with the rules of spelling and punctuation, correct use of different grammatical structures) is also taken into account.

Thus, the study of grammar and the formation of grammatical competence must be logical and important part of the process of forming foreign language communicative competence of future translators.

Grammatical competence is manifested in the speaker's ability to produce and understand sentences and texts.

Working with grammar should not be a separate purpose, and linked to the practical use of language as an aid to successful communication. Therefore, the formation of grammatical competence grammar is not considered withdrawn from the context, and embedded in the communicative situation or communicative context.

Formation of grammatical competence of future translators is based on the description of the grammatical organization of the language, which includes: elements (morphemes – roots and affixes, words); categories (number, case, gender, concreteness / abstractness, active / passive voice, grammatical tenses); classes (declination, conjugation, open word classes – nouns, verbs, adjectives, adverbs, closed word classes (such grammatical elements as articles, pronouns); structures (composite words and complex expressions; phrases – nominal, verbal, etc.; components of the sentence – principal clause, subordinate clause, independent clause; sentences – simple, compound, complex), processes (nominalization, ablaut, transposition, transformation), relations (control, congruence, valence).

Knowing about parts of speech and grammatical patterns knowledge is acquired by analyzing word order that occurs implicitly and automatically, i.e. the knowledge of words in combinations of words and phrases. Students memorize phrases, parts of sentences and sentences; parse (unconsciously and automatically)

is conducted later. However, a very large number for each syntagmatic grammatical phenomena should be acquired for this implicit analysis.

Thus, grammatical competence can be formed by conscious perception of expressing language as remembering clearly perceived syntagmas related to semantic and situational characteristics of communicative interaction. But it can also be understood abstractly – as the conscious perception of patterns and rules.

However, one of the competencies cannot be singled out in the practice of learning a foreign language. However, a number of tools to perform targeted methodological influence on its formation and development can be defined. In particular, it is advisable to form grammatical competence based on the grammar of text.

It should be taken into account that the development of oral grammatical competence is positively affected by teaching writing.

Formation of grammatical competence is possible with the use of an inductive approach, particularly in the process of reading, that simultaneously contributes to the awakening of interest in the study of grammar and, consequently, to more effective learning. In addition, students learn the tools that will help them discuss grammatical phenomena.

The advantage of this approach is the authenticity and relevance of the classes. While it is possible to avoid the unwanted elements of the educational process, namely demotivation of students. Indeed, a significant disadvantage of traditional grammar exercises is a lot of errors that discourages students, especially with poor knowledge.

This suggests that linguistic phenomena are presented and discussed in their natural environment. In particular grammatical phenomena such as the use of articles, forward pronominalization, subjunctive mood, passive voice, constituents of clause, are perceived true only at the level of discourse or text.

It should be noted that special attention should be given to work on grammatical errors. Thus the immediate correction of errors in the study of language norms, by grammar exercises are appropriate and useful, but during the

production of content is inappropriate because it may interfere with communication activities of the student. An effective means is also encouraging students to identify and correct grammatical errors.

Confirmation of this view is found in the proposal of Brinittser M., Dumm F. They offer a method of studying grammar based on actantial model as the basis of grammar of sentence and text. Grammatical competence is considered in this case as owning the students basic grammatical structures needed to understand each other in the language of communication on the topics studied. In this case grammar is given supporting role [4].

Conclusion. Formation of grammatical competence is an essential component to fostering foreign language communicative competence of future translators and interpreters. Grammatical competence may be formed by the conscious study of patterns and rules or in conjunction with semantic and situational characteristics of communicative interaction.

Prospects for future research may be associated with the development of means of forming grammatical competence of future translators and interpreters and test their effectiveness.

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