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AFFECTIVE AND COGNITIVE ISSUES OF ENHANCING GRAMMATICAL COMPETENCE

This study presents the framework of mastering English grammar within a University curriculum. Fostering learners' grammatical competence is identified as a current target of grammar acquisition. The idea is emphasized that to achieve a target set the teacher has to take into account multiple factors, which might facilitate grammatical awareness of students. Specifically, enhancing grammatical competence can be efficacious provided that the teacher considers cognitive profiles of students and reckons in such affective determinants as individual mental and psychological differences of learners, their brain capacity, learning strategies, epistemic and

cognitive styles, sensory channels of perceiving input, and ways of processing information.

Keywords: *English grammar acquisition, grammatical competence, cognitive profiles of students, affective determinants, types of linguistic information, grammatical concepts.*

Introduction. This paper presents the results of a long-lasting research in the field of Bilingual Pedagogy, specifically, in the domain of teaching English grammar within a University curriculum. In particular, the study focuses on the factors that enhance a high level of students' grammatical com-

petence. A special emphasis is placed on reasonable ways of representing linguistic information, which can conduce the learners to conceptualize and internalize grammatical knowledge, and subsequently, adequately apply it in their own productive speech when exposed to real-life communicative settings.

Statement of the problem. With this in view, the article evolves around the process of turning explicit linguistic knowledge (WHAT-knowledge dealing with the theoretical understanding of the subject matter) into implicit (HOW-knowledge dealing with practical habits and skills). The idea is justified that this process tends to play an essential role in the acquisition of a foreign language (FL) since grammar not only lays the groundwork for effective communication but also develops learners' cognitive and grammatical habits and skills as the main constituents of their grammatical competence (GC).

Analysis of research and publications. A number of scholars addressed the issue of grammar acquisition and fostering students' GC, and considered it from various angles. Inter alia, they advanced the ideas of presenting grammar structures in illustrative situations (A. Hornby, 1979); regarding the level of subjects' affective filter (S. Krashen, 1981); introducing grammar one item at a time by quanta (Ye. Passov, 1991); conceptualizing grammar issues via guided discovery (O. Vovk, 2008; J. Scrivener, 2011); structuring linguistic information before presenting it (L. Chernovaty, 1999); employing inductive or deductive approach to teaching grammar (D. Nunan, 2005; H. Widodo, 2006); applying diversified models to raise learners' grammatical awareness (E. Gatbonton and N. Egoalowitz, 1988; L. Loschky, 1994; R. Carter and D. Nunan, 2001; Larsen-Freeman, 2003; O. Vovk, 2019). Despite multitudinous efforts of scholars to solve the problem of effective FL grammar acquisition and foster GC among University students, it remains at the core of many debated issues in the areas of bilingual education. Moreover, the continuous interest in multifaceted grammar matters still raises numerous controversies among academics.

This paper will first outline an integrated overview of GC as a target of teaching FL grammar, it will then go on to reveal the challenges, which FL trainees may encounter while obtaining GC, and finally, it will expose the reasonable ways of overcoming these challenges employing diverse types of linguistic material. One of the problems that learners may stumble over in a language course is the understanding, conceptualization and internalization of

grammar input. This problem tends to stem from the ineffective representation of grammar items. Accordingly, the ways of representing grammar structures with pertinent rationales are a key axis around which this study is formed.

Theoretical backgrounds. Based on the latest research, GC is looked upon as a constituent of linguistic competence. At the same time, GC also encompasses a set of components [3, p. 112]: knowledge of a FL as a system, its concepts, categories, and means of their expressions; an ability to conceptualize grammar input; skills to utilize grammar items appropriately and accurately in terms of registers, standards and usage in order to realize communicative intentions adequately to situations. With regard to foregoing, it deems plausible to assert that a high level of GC is conducive to effective communication, since improper grammar can negatively affect the meaning and clarity of an intended message.

Giving pre-eminence to GC as a sought-for target of FL grammar acquisition entrains elaborating theoretical premises on which this process may be grounded. These premises posit the necessity to take into account affective determinants, namely, students' individual mental and psychological differences, cognitive and epistemic styles, dominant hemispheres and sensory channels of perceiving input. Integrated together they make up learners' cognitive profiles upon which preferable ways of presenting and processing linguistic information is dependent. The aforementioned assumptions require cursory clarification to reveal how they manifest themselves in a University FL course.

Pursuant to S. Krashen, linguistic competence may be advanced when language is absorbed subconsciously and that the learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment [12, p. 71]. It implies that the effective acquisition of FL grammar needs reckoning in the factor of an affective filter.

An affective filter is a theoretical construct that attempts to explain the emotional variables associated with the success or failure of assimilating a FL. It is clear therefore that when the affective filter is high, individuals may experience stress, anxiety, and lack of self-confidence that may inhibit successful acquisition of language skills [20]. On this basis, it may be inferred that FL teachers must strategically organize their learners' environment and instruction in order to lower their affective filter in the classroom.

In particular, overemphasis on error correction, mocking at mistakes, being placed in awkward or high-risk environments may tend to increase the affective filter and retard language development. With regard to the aforementioned, it stands to reason to hypothesize that too sophisticated techniques of representing linguistic information may also increase the level of learners' affective filter, reciprocally, lower their self-confidence and bring about fear that they will be unable to understand the subject matter. In its turn, fear engenders inhibition in the cerebral cortex – that may slow down FL grammar acquisition, result in poor language production and hence, overall speech and cogitative performance of subjects.

In relation to the foregoing, yet the founder of Suggestopedia G. Lozanov (1978) indicated that it is out of fear that learners "do not use full mental powers" but set up "psychological barriers" because they are afraid that they will be limited in their ability to perform or that they will fail. The scholar believed therefore that negative thoughts of subjects about their learning ability have to be "de-suggested". Furthermore, G. Lozanov held the view that individuals are capable of learning "at rates many times greater than what we commonly assume to be the limits of human performance". He also asserted that most people do not make use of their brain capacity and hence, do not reach the learning ability they would be able to develop otherwise [15, p. 34–35].

To increase learners' *brain capacity* it seems reasonable to engage in the process of FL acquisition both hemispheres. Though they perform different functions (specifically, the right side of the brain is more artistic and creative whereas the left side is more academic and logical), they are mutually related due to the corpus callosum, which allows the two hemispheres to communicate with each other by transmitting messages back and forth between them [11]. The indications are therefore that their interplay in the learning process may appear advantageous for cognition in a language course. That is why the intent of fostering the two hemispheres to operate in tandem seems relevant, since mastering a FL can be significantly improved when both sides of the brain are involved in it.

With reference to the mentioned above, it is pertinent to bring to the forefront of this study the idea of embracing *multimodal learning*, which may significantly facilitate the perception and understanding of grammar items under study. Multimodal learning environments allow grammar items to be presented in more than one sensory

mode – visual, auditory, and kinesthetic. Multimedia enhancements in these environments include video and audio elements, images, recorded presentations, interactive audio-enhanced diagrams, simulations, and graphics to cater more efficaciously to various learning styles of students. Thus, multimedia can be employed to represent the content knowledge in ways that mesh with learning styles of subjects, which in turn, may appeal to their modal preferences [16, p. 311]. It would be appropriate to assume that on the one hand, learning styles are determined by students' sensory channels, and on the other hand, learning styles themselves determine harmonious learning strategies, chosen by the teacher in appliance with individual differences of learners.

In particular, P. Shah and E. Freedman (2003) assert that a number of benefits may emerge when using visualizations in learning environments, namely [19, p. 317]: (1) promoting learning by providing an external representation of information; (2) a deeper processing of information; (3) maintaining students' attention by making information more engaging and motivating. The major benefit of those, as identified by A. Picciano (2009), is that it "allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well" [17, p. 13]. Consequently, the advantages of multimodal learning are crucial to making complex informational stimuli easier to conceptualize, internalize and thereafter retain.

Given this evidence, it can be inferred that employing their own individual mental resources, dominant hemispheres and sensory channels of perceiving input learners may develop strategies of performing communicative and cogitative activity in the course of knowing, which conform to their cognitive profiles. Inter alia, those strategies become apparent in corresponding *epistemic styles* (i.e. ways of knowing) of cognizing subjects – empirical (based on practical experience), rationalist (based on logical inferences and represented by conceptual schemes, models, categories, etc.), and metaphorical (based on a diversity of impressions and a combination of knowledge, personalized perception of reality and intuition). Via epistemic styles, learners perceive the world, process information and acquire knowledge [8, p. 137]. The idea of epistemic styles was introduced by J. Royce, who sees rationalism, empiricism, and metaphorism as higher order personality integrators, which are the primary determinants of individual differences in worldview. More specifically,

variations in epistemic style hierarchies and their corresponding cognitive profiles reflect variations in cognitive (i.e. both abilities and styles) strengths and weaknesses [18, p. 152].

Commonly, cognition is done through thought, experience, and the senses, respectively, the ways of cognition are mirrored in the consentaneous styles, which reveal themselves in various approaches to mastering a FL that the students choose to take. Epistemic styles may also be reflected in the manner of processing linguistic input that the instructor prefers to employ in the classroom in order to visualize the subject matter (e.g., charts, schemas, algorithms, models, metaphors, etc.). These types of linguistic information tend to conform to learners' epistemic styles. Reciprocally, they may turn out beneficial for each particular student while absorbing and assimilating linguistic knowledge.

Extending the aforementioned, epistemic styles can affect learners' mental representations, which are regarded both as a fixed form of structured knowledge and as a procedure implying cognitive activity for processing information [8, p. 98]. The indications are therefore that mental representations are concepts, entities that exist in the mind; their creation is the result of human activity; they depend on a new situation and on the activation of already existing concepts of acquired knowledge under definite conditions for specific purposes. Furthermore, concepts are basic units ("quanta") of mental resources, building blocks of thoughts that make up a conceptual system of an individual [14].

Findings. It is worthwhile at this stage to specify what concepts can be formed and/or activated in the minds of students in a language course. N. Boldyrev (2001) holds that the most fundamental concepts are encoded in language and become apparent in grammar. He also emphasizes that the most important part of conceptual information of different levels of complexity and abstraction is fixed in the overall structure of language in the form of grammatical concepts, which are reflected in grammatical forms, categories, and syntactical structures. Furthermore, the scholar groups grammatical concepts into three types: 1) elementary or one-dimensional; 2) bi-dimensional; 3) multi-dimensional [2, p. 43].

Elementary grammatical concepts do not cause ambiguity: in the English language they may be represented by verbs in the 3rd person singular in the Present Simple tense, e.g. *writes, goes, plays, has, simplifies*; adverbs, derived from adjectives, e.g. *quickly,*

fluently, correctly; plural nouns, e.g. *tomatoes, armies, glasses, knives, children, women*.

In contrast, bi-dimensional concepts are more composite in nature and have a complex cognitive rationale, for instance, grammatical number, which may fall into this category due to its cognitive basis that encompasses the notion of quantity and ways of its realization in language. More specifically, the use of grammar forms expressing number depends on such characteristics as countability – uncountability, discontinuity – continuity, collectiveness – non-collectiveness, etc. Commonly, in the English language plural nouns are formed with the help of the suffix *-(e)s*. However, there are unconventional ways to form plural nouns via [5, p. 41]: 1) the archaic suffix *-en* (*ox – oxen*); 2) the change of a root vowel (*tooth – teeth, goose – geese*); 3) the suffixes in the words of Greek and Latin origin (*corpus – corpora, symposium – symposia, phenomenon – phenomena, alumnus – alumni, thesis – theses*); 4) a formal concurrence of forms in the singular and in the plural (*sheep – sheep, deer – deer, buffalo – buffalo, fish – fish, fruit – fruit*). The latter case may cause ambiguity as the nouns *fish* and *fruit* can form a plural dually, e.g.: *fish* and *fishes*, *fruit* and *fruits*, which differ in meanings. Particularly, the plural form that has a marker signals about something of different kinds, e.g. [5, p. 113]: *Several fishes in the region have become extinct. You should eat three different fruits per day.* The plural form that has no marker means a certain quantity of some objects or species, e.g.: *There is not much fresh fruit available at this time of the year. There are five fish in the aquarium.*

The third group – multi-dimensional grammatical concepts – are even more complex in nature and are determined by pragmatics of communication. This group of concepts may be represented by the category of grammatical tense, which inter alia enclaps the notion of deictic perspective, that is the idea of real and grammatical time (the present, the past and the future), and the notion of the moment of speaking, which establishes correlation between real and grammatical time, e.g.: *The insurance inspector came. He said that they have evidence* (F. Scott Fitzgerald, *The Great Gatsby*). In the provided example, the Sequence of Tenses is not observed for various reasons: 1) the information correlates not only with a past moment but also with a moment of speaking; 2) the speaker emphasizes the importance of the delivered information. In the next instance, *Harry said*

that his wife **is** ill the Sequence of Tenses is violated because the information is significant for the speaker. In this case, the grammatical concept is motivated by pragmatics of communication.

The category of grammatical aspect, which expresses how an action, event, or state, denoted by a verb, extends over time, may also be assigned to the group of multi-dimensional concepts. This category is also complex in nature. On the one hand, it shows whether the aspect of an action is perfective or imperfective; on the other hand, it demonstrates whether an action is finite or non-finite [2, p. 44], e.g.: 1. *By the time the commandos **had smashed** through the entrance, the terrorist leader **had barricaded** himself in the bedroom* (E. Segal, *The Class*). In this instance in the subordinate clause, the verb *to smash* is used in the Past Perfect tense to underscore the fact of lost time. 2. *By the time he **had reached** the allegro of the third movement, he **was** too involved to be diffident* (E. Segal, *The Class*). In this example in the subordinate clause, the verb *to reach* is used in the Past Perfect tense to pinpoint the importance of the situation. It is believed that the intentional violation of grammatical rules attracts the reader's attention and facilitates the understanding of the psychological state of a character. This given, it may be inferred that multi-dimensional grammatical concepts imply interpreting extra-linguistic information via definite notions, which constitute the cognitive basis of grammatical concepts.

On the whole, the data seem to be strong to indicate that grammatical conceptualization is a gradual process, which involves progressing through various knowledge states, which correlate with the phases of language development of an individual. These knowledge states entail complexifying and activating grammatical concepts in the process of cognition.

It would be appropriate to assume that the activation of existing concepts in the mind of students may occur yet when they perceive grammatical input. It may be presented in a number of ways. In Bilingual Pedagogy, the ways of presenting grammar items are defined as *linguistic information* – a sort of linguistic stimuli, which reduce the degree of ambiguity (hence also the level of an affective filter) of learners in the actual situation and, accordingly, in their subsequent verbal behavior. Linguistic information may be conveyed by various means; their choice depends on how adequately they reveal and impart knowledge about the subject matter and raise students' grammatical awareness.

Methods. The efficiency of the proposed framework was proven in a research experiment adapted for University students majoring in Bilingual Pedagogy. The experiment was meant to expose how various types of linguistic information can advance grammatical conceptualization and awareness of learners in a language course. Before the experiment, it was stipulated that the language course would be based on the communicative-cognitive model designed by the author of this study: the model comprised such stages as [3, p. 111] (1) multi-modal perception of input, (2) its initial reproduction and (3) apperception, (4) incubation, (5) creative reproduction and (6) production. The pivotal tasks of the experiment were: to single out the criteria for evaluating the initial and acquired levels of students' GC; to devise pre-experimental and post-experimental assignments to objectively assess the acquired level of GC; to conduct pre-experimental testing aiming at determining the initial level of students' GC. The level of acquired GC was assessed in accordance with the set criteria, which corresponded to the syllabus of the English language for universities and the relevant curriculum. That enabled objectivity in determining a level of students' GC before and after the training. It also allowed identifying the appropriateness of the advanced hypothesis concerning grammatical conceptualization of learners. The results of the experiment confirmed the hypothesis and demonstrated positive dynamics in fostering GC of students.

In this paper, I will illuminate and illustrate the most prominent types of linguistic information, which significantly raised grammatical conceptualization and awareness of students and fostered their GC.

SPEECH PATTERN – a typical speech unit, which serves as a basis for making analogous speech units with the same design [1, p. 298]. It is maintained that a speech pattern automatically launches the mechanism of analogy enhancing learners to construct similar meaningful units. This can be accounted for by the fact that a speech pattern implicitly contains a precept for constructing a phrase or sentence with the identical framework. For instance, the teacher sets a communicative task to students: *Inform your peer what New Year resolutions your group-mates made. Follow the given pattern: X **promised** that he/she **would start/stop ... doing** smth.* The students construct their own sentences following the given pattern:

Student₁: Ann promised that she would start jogging.

Student₂: Peter promised that he would quit smoking.

Student₃: Val promised that she would take up learning Japanese.

MODEL – a representation of a studied grammar structure in terms of a drawing or a sign formula, which reproduces the properties and relations between the elements of a modeled structure, thereby, facilitating the process of obtaining knowledge about it [1, p. 159]. Such a model is easy to understand; it provides instantaneous perception of the grammar structure, and it does not require special efforts to memorize it. In addition, a model is dynamic, i.e. it can perform structural transformations that lead to a change in the meaning of a sentence, for example, making it interrogative or negative. The first instance of the model will be symbolized in terms of a drawing (Fig. 1):

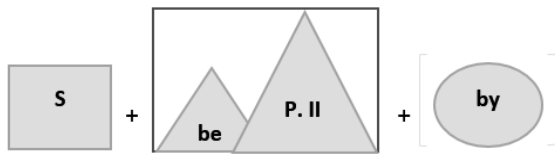


Figure 1. Graphic model of Passive Voice in the English language

Symbol 1 in the provided model denotes the first component of the passive structure (the Subject), symbol 2 indicates the second component (the Predicate comprising two parts – the auxiliary verb *to be* and *Participle II* of the main verb), symbol 3 designates the third component (its being in parentheses signifies its optional character).

The second instance of the model will be visualized in terms of a symbol formula (Fig. 2):

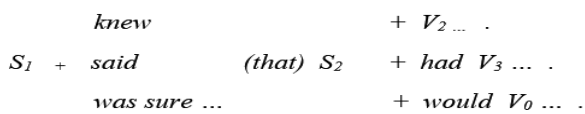


Figure 2. Symbol model of the Sequence of Tenses

The presented model signifies that the Past tense used in the predicate of the principal clause of a complex sentence determines the Past tense of the predicate in the subordinate clause. The choice of tenses in the subordinate clause is governed by simultaneousness, priority or posteriority of its action with/to the action in the principal clause.

SCHEME – a conventional graphic depiction of a grammar phenomenon [1, p. 64]. Normally, a scheme falls into two groups: linguistic or static, and speech or dynamic. When a scheme represents a grammar item as a phenomenon, it is regarded as linguistic and static; when the object of schematization

is a grammatical action, a scheme is viewed as speech and dynamic. The instance below illustrates a linguistic scheme (Fig. 3).

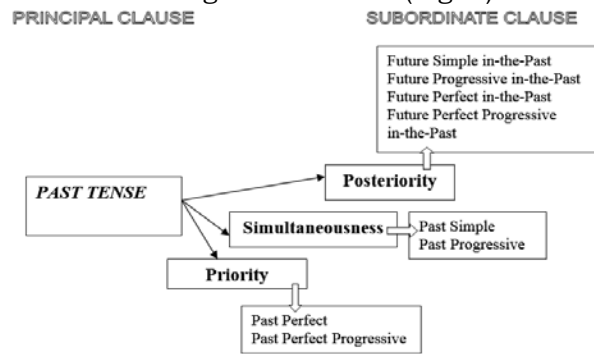


Figure 3. Linguistic scheme of the Sequence of Tenses

It is clear therefore that a rational combination of the dynamic and the static scheme may appear efficacious in the acquisition of FL grammar. Fig. 4 illustrates this assertion [22, p. 10].

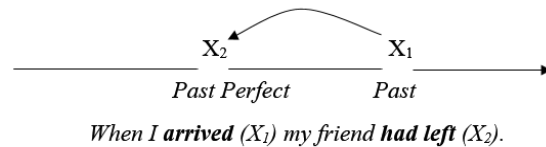


Figure 4. Static and dynamic scheme of the Past Perfect tense

RULE – information about a studied grammar structure and a set of explicit regulations governing a procedure of operating with this structure [1, p. 233]. Typically, FL Pedagogy distinguishes between descriptive rules and rules-precepts. Specifically, descriptive rules are theoretical information about a studied grammar phenomenon, whereas rules-precepts are unstructions or recommendations that explicitly indicate what actions should be performed to achieve a specific goal; they may be considered as direct guidance to action, which takes into account the nature of a studied grammar structure. Rules-precepts have a dynamic character, e.g.: *to convey the past action preceding another past action (expressed by the predicate of the principal clause) use the Past Perfect tense: Nobody **knew** that Mary **had gone** away.*

ALGORITHM – a sequence of operations to be followed in problem solving, which necessarily ensures its correct solution [9, p. 167]. In appliance with the objectives of a learning process, algorithms fall into receptive and productive types. A receptive algorithm is a set of instructions that determine an order of identification of a minimum of attributes sufficient for recognizing a particular grammar structure. In contrast, a productive algorithm is a set of precepts targeted at transition from

information to be transmitted to linguistic phenomena that can transmit it. Such algorithms contain precepts that determine the order of operations necessary to perform a specific grammatical action [4, p. 78], e.g.: 1) use **should have + a past participle** when it is too bad that something did not happen; 2) use **shouldn't have + a past**

participle when it is too bad that something happened [10, p. 125].

The instance below (Fig. 5) demonstrates a sequence of operations, which ensure a correct performance of a speech action [4, p. 79].

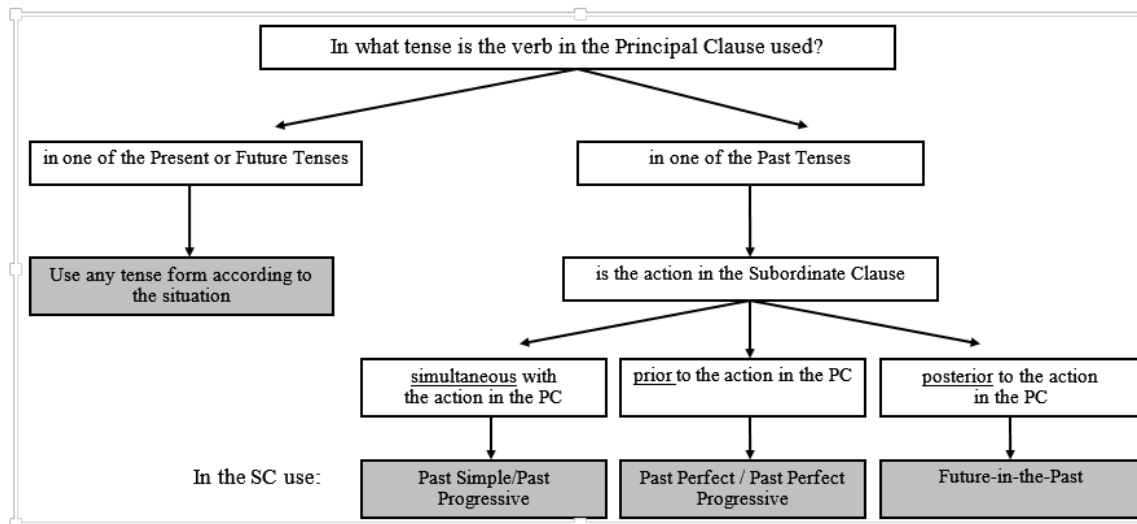


Figure 5. Algorithm of the usage of the Sequence of Tenses

ILLUSTRATIVE CHART – a visual aid that colligates grammar phenomena [1, p. 350]. Commonly, a chart is reckoned both as an indicative basis of an action, and as systematization of previously acquired knowledge, which allows tracing the link between all elements of the studied grammar items that lead to bringing segmental information into a system. Realizing the main functions of visual aids (such as cognitive, generalizing,

instructional, controlling and compensatory) illustrative charts induce students' attention, and foster better comprehension and assimilation of linguistic material. Depending on the aims of presenting grammatical information illustrative charts may fall into linguistic or static and speech or dynamic. Below there is an instance of a static chart (Table 1).

Table 1

		Present	Past	Future
Simple	active	writes	wrote	will write
	passive	is written	was written	will be written
Progressive	active	is writing	was writing	will be writing
	passive	is being written	was being written	–
Perfect	active	have written	had written	will have written
	passive	have been written	had been written	will have been written
Perfect Progressive	active	have been writing	had been writing	will have been writing
	passive	–	–	–

CONCEPTUAL METAPHOR – in an extended sense, it is a cognitive process, a strategy of processing information and a form of conceptualization, which creates new concepts, without which it would be impossible to obtain new knowledge.

Conceptual metaphor refers to the understanding of one idea in terms of another; hence, it corresponds to the ability of an individual to capture a similarity between objects. Among numerous functions of conceptual metaphor, a cognitive and a communicative function are prioritized. This is done for the following reasons (1) to

enhance the formation of concepts and their clarification in the mind (a cognitive function); (2) to ensure the actualization of existing concepts and their rhematization in the mental and speech process (a communicative function) [6, p. 4; 7, p. 15]. The disposed information allows presuming that conceptual metaphor itself does not create concepts of a particular type, but by analogy, it forms, clarifies and expresses one concept via another. Moreover, it helps a concept to emerge in the mind and be designated in speech. Respectively, conceptual information encoded in metaphor

can be symbolized verbally and graphically, in terms of drawings, schemes, frames, etc. The instance below illustrates verbal visualization of conceptual metaphor [14, p. 4–5]: *Irregular verbs are creative. They design their own fancy clothes. They never wear those dull uniforms! Irregular verbs are true artists!* Presumably, the learners may

conceptualize this metaphor in the following way: *Verbs can be looked upon as persons. Their affixes are articles of clothing. Regular forms are uniforms. Irregularity is rebelliousness. Irregularity is creativity.*

The example that follows exemplifies graphical symbolization of conceptual metaphor [4, p. 89] (Fig. 6):

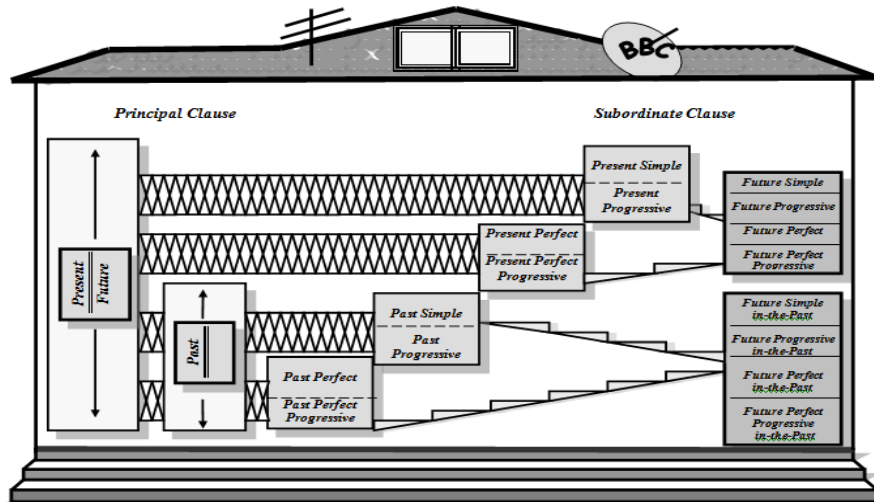


Figure 6. Conceptual metaphor of the Sequence of Tenses

The illustrated conceptual metaphor of the *Grammar House* allows making the following inferences and generalizations: the Sequence of Tenses in the English language is employed in complex sentences, which comprise the main and the subordinate clause. Grammatical tenses constitute an interdependent hierarchy with four 'floors': each 'floor' is subordinated to the antecedent and the succedent 'floor'. Grammatical tenses fall into two basic groups: the Present/Future tenses and the Past tenses. The Present/Future tenses (in the principal clause) can ascend all four "floors" of the "house", that is, they harmonize with all tenses (in the subordinate clause). In contrast, the Past tenses (in the principal clause) can ascend only two "floors" of the "house", that is, they only harmonize with the Past and Future-in-the-Past tenses (in the subordinate clause), and cannot be in harmony with the Present/Future tenses.

Conclusion. Considering the foregoing, it is plausible to posit that University students can benefit from integration of all types of linguistic information in the process of grammar acquisition, which will appear conducive to a deeper understanding of the subject matter, acquiring new knowledge, and forming grammatical concepts in the minds of cognizing subjects.

On balance, rational organization of linguistic information in a FL course requires taking into account individual differences of students, their mental resources and representational capacities, epistemic and learning styles, dominant sensory channels

and hemispheres, which will have a positive impact on the understanding and assimilation of studied grammatical items, and consequently, will enhance learners' GC.

Prospects for further research. This article contributes to the understanding of how a teaching and learning process of FL grammar acquisition within a University curriculum may be organized. It also offers several insights into the effective representation of grammar phenomena. It is far being conclusive and provides implications for further research into the ways of developing GC.

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АФЕКТИВНІ І КОГНІТИВНІ АСПЕКТИ ФОРМУВАННЯ ГРАМАТИЧНОЇ КОМПЕТЕНЦІЇ

Анотація. У статті представлений сучасний погляд на навчання іноземної граматики студентів філологічного спрямування ЗВО в аспекті комунікативно-когнітивної парадигми. Метою оволодіння практичною граматиною визначено формування граматичної компетенції суб'єктів пізнання. Для досягнення означеної мети пропонується брати до уваги психологічний профіль студентів, зокрема, їхні індивідуальні психічні й розумові особливості, навчальні й епістемологічні стилі, домінуючі сенсорні канали, стилі опрацювання інформації тощо.

Підкреслюється також необхідність створення позитивного освітнього середовища для зниження афективного фільтру та підвищення ментальних ресурсів студентів.

Акцентується значення мультимодального й полісенсорного навчання. Наголошується, що усвідомлення граматичних явищ передбачає граматичну концептуалізацію, яка означає формування знанневого простору студентів, базовими складниками якої є граматичні концепти різної складності та інформа-

ційної насиченості. Граматична концептуалізація є поступовим процесом, який корелює з фазами мовного розвитку суб'єктів навчання, що, своєю чергою передбачає різномічне оброблення сприйнятої навчальної інформації. Серед найефективніших типів представлення нових граматичних явищ вирізняються мовленнєвий зразок, схему, модель, правило-інструкцію, ілюстративну таблицю, алгоритм і концептуальну метафору.

Зазначається, що граматична концептуалізація починається вже на етапі введення нового матеріалу і триває під час його опрацювання, що активує сформовані та сприяє утворенню нових граматичних концептів.

Ключові слова: оволодіння граматиною англійської мови; граматична компетенція; когнітивний профіль студентів; афективні детермінанти; типи мовної інформації; граматичні концепти.

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