THE SPECIFICS OF TEACHING ENGLISH GRAMMAR IN DISTANCE LEARNING

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INTRODUCTION

The prospects for the development of 21st-century high schools are shaped by the application of modern pedagogical and information technologies. This shift leads to a transformation in the approach to foreign language acquisition: from the concept of «learning a foreign language for life» to «being able and prepared to learn the language and culture throughout life.» Such a paradigm shift drives the modernization of education, which encompasses changes in educational goals, reduction of mandatory content volume, transformation of methods and technologies for mastering material at all levels of education, and the individualization of the learning process. Particularly noteworthy is the emergence of variable education systems, including the introduction of distance learning formats into the educational process.

Higher education is undergoing significant modernization, transitioning to a profile-oriented system. Society demands literate, mobile, and qualified professionals capable of communication at the international level, which necessitates proficiency in foreign languages. Consequently, this modernization impacts educational standards, curricula, and lesson plans. The primary goal of education becomes ensuring in-depth study of subjects within the profile cycle, creating conditions for differentiated content for high school students, and providing equal access to quality education tailored to students' abilities, interests, and needs. This modernization also extends to English language instruction as an integral educational component.

1. Goals and Objectives of Teaching English Grammar in Higher Education Institutions

It is well-known that the primary focus in foreign language acquisition today is on communicative orientation and the development of communicative competence. This is especially important when it comes to senior high school students. At the same time, the formation of communicative competence requires, alongside other competencies, the

development of linguistic competence, one key component of which is grammatical competence. Grammatical competence involves the formation and refinement of relevant grammatical skills, further development of cognitive grammatical abilities, and the systematization of previously studied grammatical material. In this context, independent learning activity by the student becomes a crucial component of the educational process.

The ability to communicate in an English-speaking environment is one of the primary objectives of English language education for graduates of general secondary education institutions. Undoubtedly, among all the key aspects of the language that students must practically master at school, the grammatical aspect is the most important, as language proficiency relies on the active and accurate use of lexical units.

Grammar holds paramount practical significance at all stages of learning, from primary to senior levels, as it underpins the development of oral and written communication skills. Particular attention is given to the systematization of grammar knowledge in senior high school.

On one hand, a range of grammatical phenomena and constructions at the senior and profile-oriented stages must be studied at a productive level. On the other hand, classroom practice demonstrates that very little time is allocated to grammar during lessons, and virtually no time is set aside for its revision. Unfortunately, many teachers still favor whole-class activities, leaving each student with no more than 1–2 minutes of real-time practice to apply their knowledge.

A potential solution to this challenge could be the integration of distance learning formats and distance learning models tailored to the objectives and tasks of language education.

The international community's interest in Ukraine, a country currently at war, has created a social demand for English-language training of Ukrainian citizens with a high level of intercultural communication skills. The development of intercultural communicative competence in students will enable them to communicate in English at the international level and enhance their future professional activities through the use of English-language resources and global knowledge. Intercultural communicative competence is closely tied to the development of students' speech and grammatical skills.

First and foremost, when exploring idiomatic speech, it is essential to clarify the general concept of «speech» within the context of the requirements outlined in the **Common European Framework of Reference for Languages (CEFR)**[1] 1. At the B1 level, a learner can understand most of what is said on general topics during reading, provided that the speakers avoid excessive use of idiomatic expressions and articulate clearly.

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[1] Загальноєвропейські рекомендації з мовної освіти : вивчення, викладання, оцінювання. Наук. ред. укр. вид,. С. Ю. Ніколаєва. Київ : Ленвіт, 2003. 273 с.

In dialogic speech, a learner can understand the majority of what is said if it pertains to their area of interest and if the speakers do not excessively use idiomatic expressions and employ them appropriately. Starting at the B2 level, students are capable of expressing themselves appropriately in language suited to specific situations and the individuals involved. They also develop the ability to manage variations in grammatical structures and speech, demonstrating a higher level of control over register and vocabulary usage.

At the C1 level, learners possess a broad lexical repertoire that allows them to overcome difficulties through paraphrasing. Their search for expressions or alternative strategies is barely noticeable, and they fluently use idiomatic expressions and colloquialisms.

The C2 level ensures full proficiency in using an extensive lexical and grammatical repertoire, including idiomatic expressions and colloquialisms. At this level, learners demonstrate an understanding of connotative meanings.

It should be noted that speech competence involves a strong command of the English language at the B1 level (for general education institutions) and the B2 level (for specialized schools with advanced foreign language studies). The B1 and B2 levels enable learners to become «independent users» which is the goal of developing senior school students' speech competence.

According to the foreign language curriculum[2], students must master two types of speech: oral (dialogic/monologic) and written. O. Selivanova defines dialogic speech as follows:

«Dialogic speech is a form of communication involving the direct exchange of messages between two (or, at most, three or four) participants. This type of speech is characterized by several features, primarily brevity, the use of paralinguistic means (gestures, facial expressions, etc.), intonation, and elliptical sentences, among others»[3].

One of the main objectives of education is to create conditions for the significant differentiation of the content of senior high school education. Differentiated learning involves taking into account the abilities, inclinations, and interests of students. As one of the key directions in the modernization of schools, differentiated learning affects the entire educational process, including the process of teaching English, and specifically the process of developing language competence. In this regard, the English language curriculum, within the context of implementing differentiated learning, should undergo a fundamental restructuring. Let's begin by examining the essence of the concept of «differentiation».

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[2] Бацевич Ф. С. Основи комунікативної лінгвістики: монографія. Київ : Академія, 2004. 343 с

[3] Селіванова О. О. Основи теорії мовної комунікації: Підручник. Черкаси: Чабаненко Ю. А., 2011. 350 с.

The concept of «differentiated learning» is still interpreted in various ways by many scholars. However, most scholars define differentiation as a form of organizing education in which the typological individual-psychological characteristics of students are taken into account, along with a special relationship between the teacher and the students. By typological individual-psychological characteristics, we mean features of students that allow them to be grouped into categories. For example, one researcher[4] defines a differentiated educational process as one in which typical individual differences among students are considered, and teaching within this process is referred to as differentiated learning. Accordingly, the following types of differentiation are distinguished: by abilities, by projected profession, and so on.

Researchers emphasize that the primary function of differentiated learning is to provide each student with the maximum possible conditions for harmonious development, based on the selection of educational content and the creation of favorable conditions in the social environment.

The mentioned approaches to the concept of "differentiated learning" can be summarized as follows:

–   by abilities, by profession, by interests;
–   by methods of organizing the learning process;
–   by ensuring conditions for personal development;
–   by levels (advanced or specialized profile).

In psychological and pedagogical research, the concept of differentiation is considered from the perspective of various approaches to classifying its types. Differentiation is divided into in-school and out-of-school differentiation, with in-school differentiation further subdivided into external and internal.

Many researchers view internal differentiation in the form of various methods, such as differentiated tasks, the dosage of teacher assistance to students, and group work with students based on the full mastery of knowledge model.

External differentiation, on the other hand, involves:

–   redistributing regular classes according to students' success levels and the nature of learning requirements;

–   organizing special classes and schools for teaching children with a deep interest and ability in a particular field of knowledge;

–   organizing student groups whose curriculum is adapted to their interests and needs;

⁴ Гриневич О. В., Григор'єва Т. Ю. Використання автентичного мультфільму як засобу розвитку вмінь інтерактивного спілкування на уроках англійської мови. III Всеукраїнська студентська наукова конференція «Виклики та перспективи іншомовної освіти у XXI столітті»: збірник матеріалів. Житомир, 2021. С. 26–29.

–   elective learning (either mandatory or voluntary), allowing for advanced study of compulsory subjects, studying additional subjects, or optional study of subjects.

We consider the entire spectrum of approaches, both to the concept of differentiation itself and its classification, in order to determine the optimal conditions for the successful development of grammatical competence in English language lessons. Therefore, summarizing the various viewpoints and approaches to the concept of «differentiated learning,» it can be noted that all researchers agree on the necessity of organizing a learning process in which students have the opportunity to fully develop their abilities and pursue their interests in the chosen field. In our case, this refers to mastering the English language, particularly its grammatical aspect.

A valid question arises: «What is differentiation in relation to working with grammatical material?» We believe that this refers to:

1.   in-depth study of grammatical material, allowing students to develop their abilities (in addition to the core material) – level differentiation,

2.   study of grammatical material according to the specifics of the chosen profile specialization – profile differentiation.

Thus, on one hand, we take into account the interests of those who wish to continue studying English in greater depth within the general profile orientation, and on the other hand, we provide the opportunity to choose a specialization for those who purposefully select the philological profile as their future profession. Based on this, differentiation of grammatical material involves its selection according to the requirements of the profile, the specifics of its specializations, and the interests and knowledge levels of the learners.

A comparison of the content of grammatical material in textbooks for general education schools and schools with an advanced study of English, with the grammatical material prescribed in textbooks for specialized education, is very important. After analyzing the textbooks, it becomes clear that nearly all grammatical material is covered by the first year, and at the senior level, only certain topics that present the greatest difficulties are repeated. Based on the results obtained and the learning concept, the essence of differentiating the teaching of grammar to high school students seems to be providing students with the following conditions:

1.   Revision of grammatical material required by the curriculum;

2.   Review and in-depth study of the material;

3.   Study of grammatical material according to one of the profile specializations mentioned above, i.e., selecting grammar that aligns with philological orientation, intercultural communication, translation studies, journalism, linguistics, and general pedagogy;

4.   Reinforcement of grammatical rules not designated for review, if necessary.

Thus, based on the scheme and structure of grammar teaching, it can be conditionally divided into four points.

The first is represented by the basic material for revision, the second by in-depth study of individual grammatical topics, the third by profile-oriented material, and finally, the fourth by practical or elective material, where the student can choose the area of grammar that interests them the most.

However, it should not be forgotten that the study of the grammatical aspect remains only a part of the entire process of learning English. The process of learning English can only be effective with a skillful combination of all types of activities and aspects of learning, including the selection of appropriate teaching methods, particularly in teaching grammar. Therefore, it is impossible to talk only about the differentiation of grammatical material without considering other, equally important components of communicative competence (lexical, phonetic, orthographic aspects).

In our study, we define the optimal ways to organize successful grammar teaching through activities such as reading and written speech, incorporating new pedagogical and information technologies into the learning process. The need to explore new ways of organizing the educational process is determined by the essence of the concept of differentiation, which we discussed earlier. Grouping students according to their level of knowledge, interests, and abilities is a necessary condition for the implementation of the teaching concept.

In our opinion, one of the ways to address the studied issue is the introduction of distance learning into the traditional educational process. The use of distance learning in the process of teaching English in general, and improving grammar skills and abilities with its help, in particular, highlights the specificity of the subject of English and provides additional practice for students during lessons.

Therefore, in the next section, we will examine the main principles of distance learning, models of distance education, the peculiarities of profile education in a distance learning format, models of profile education, and will justify the inclusion of the model of integrating in-person and distance learning as one of the optimal options for teaching grammar at higher education institutions in our study.

2. Specifics of Teaching English Grammar
in Distance Learning Format

The previous section was dedicated to outlining the goals and objectives of teaching English as a specialized subject, as well as defining the goals and objectives of teaching English grammar in senior classes. Based on the conclusions drawn, the necessity of introducing new forms of teaching into the learning process was highlighted, among which we identified distance learning. In this regard, there arises a need to define the specifics of teaching in the distance learning format.

First of all, it is appropriate to consider the teaching models, their interconnection with the distance learning format, and the models of distance education. Finally, we should focus on the specifics of implementing distance learning in the process of teaching the grammatical aspect.

Two options, or models, of organizing teaching can be distinguished:
1)   the internal school model;
2)   the network-based organization model.

Each of these models has its internal distinctions.

The model of internal university profiling involves the implementation of a single profile at the university, for example, philological, or several profiles of study (for example, economic and philological). It is worth noting that this model can also be applied to schools, which are generally not oriented towards specific profiles but can offer students the opportunity to study according to individual profile programs by increasing the number of elective courses. It can be assumed that this model could include schools with an in-depth study of subjects from a specific cycle: humanities, philology, social-economic, aesthetic, etc., as they have the ability to offer a sufficient selection of elective courses from various subjects by allocating additional hours from the basic component. These courses may be aimed at both deepening and expanding knowledge in subjects of the cycle and in basic subjects that are not studied in depth.

Thus, in addition to single-profile and multi-profile institutions, this model can also include universities that are not oriented towards specific profiles but can provide students with individual educational programs by offering profile and elective courses through an increase in elective courses.

The networked organization model focuses on advanced student learning by involving and utilizing educational resources from other educational institutions. These institutions may include not only other schools but also secondary vocational and higher educational institutions. This is especially important if students, after choosing a particular level, can also choose a higher educational institution (HEI) immediately.

This model also has variants of organizing education.

The first variant involves uniting several general educational institutions (schools) around one of the strongest schools in terms of material and staffing resources. This acts as a «resource center» for a group of universities. Each institution independently ensures the teaching of basic general education subjects and part of advanced learning (for example, the profile subject «English language»). For example, the subject «Literature» may not be specifically developed in this school. In this case, the «resource center» steps in to handle the rest of the preparation. Students also gain additional opportunities to expand their knowledge of the subject or subjects.

The second variant involves uniting the school with educational institutions of other types, such as institutions for additional, higher,

secondary, and initial vocational education, as well as educational resources like distance courses, correspondence schools, small academies at higher education institutions, vocational education institutions, etc. In this case, students are given the right to choose whether to obtain education at their own high school or at the cooperating educational structures.

Thus, the above can be interpreted as follows: it is necessary to provide students with the opportunity to gain not only advanced knowledge of the English language but also basic knowledge in philology. The goal is to try to organize the learning process in such a way that the student can improve their skills in another specialization of the profile depending on their interests and level. This involves the possible organization of English language learning, but not as a profile subject, rather as an addition to the main course (for example, an English language course for future lawyers, where the specific grammatical material and lexical structures used can be discussed in relation to the specifics and content of the main course).

Obviously, this can only be realized by introducing a distance learning format into the educational process, which naturally fits into the model of networked learning organization. In any case, it can be confidently said that the implementation of the concept of profile education can be more successful with the introduction of distance learning into the educational process. Otherwise, organizing the learning process taking into account individual characteristics, preferences, and knowledge levels, as well as students working on an individual trajectory, becomes impossible. This is to say, implementing a personalized approach to learning.

There is still debate about what distance learning is: an independent form of learning or a new technology? The goal of our work is not to prove any particular viewpoint. What is indisputable is that distance learning is an independent new form of education with its own system of tools, methods, ways of teaching, and interaction between the teacher and students.

Despite the existence of various classifications of distance learning models, we base our approach on the classification developed by the Support for Distance English Language Education in Ukrainian Schools Program, which identifies the following models of distance learning:

1. Integration of face-to-face and distance learning forms
2. Networked learning: autonomous distance learning course; information and educational environment (virtual school, department, university)
3. Model of integration of the Internet and case-based technology
4. Learning process based on video communication: computer video conferences, interactive television.

Each of these models has its own specifics. We will try to explain the essence of each of them and justify the choice of the model for integrating face-to-face and distance learning forms. Let us begin with the fourth model.

The model of interactive television and computer video conferences involves conducting lessons using video equipment. This means that certain skills in working with the audience through the camera lens are expected. Even in the most technologically equipped modern school, preparing for such lessons requires significant time, didactic and methodological competence from the teacher planning the lesson, as well as the readiness of students to engage in such activities, both on the teacher's and the students' side. Unfortunately, the current situation in schools is such that not only is the necessary technical equipment often absent, but there is also a clear lack of trained teachers who are real specialists in their field. Therefore, talking about the widespread use of this model in the learning process is also not possible, although, for the sake of fairness, it should be noted that some rural schools, quite distant from the centers, have experience with this type of lesson organization.

One of the current realities of modern English language teaching methodology is the focus on active independent work of students, creating conditions for their self-education and self-development. This is largely associated with the forced distance and blended learning formats for today's students.

The model of integration of the Internet and case technologies is, by definition, more suitable for university students rather than schoolchildren, as it involves independent work with large volumes of information (e.g., lectures), which, in turn, indicates the development of independent work skills and the awareness of the necessity to complete various tasks both independently and in groups. It should be noted that students up grade have not yet developed these skills, and they need to learn how to work with different types of information across various media. Therefore, the proposed model is not suitable for the general education process.

Network learning primarily supports the educational process for those who cannot attend in-person classes but remain active participants in the learning process through constant systematic contact with the instructor and other students. This type of learning is necessary when there are difficulties in providing quality in-person education to students. For example, when students or adults wish to enhance their professional skills or acquire a new profession but cannot attend courses due to their geographical distance. Network learning involves the creation of autonomous online courses, typically focused on mastering a single subject. This model is not ideal for organizing the educational process in schools, as the core of school education is the classroom-based system with mandatory attendance. However, such learning may be appropriate for certain categories of students who, while still enrolled in the school, are forced to study at home for various reasons.

The model of integration of in-person and distance learning, by its very definition, involves a planning approach where the traditional classroom-based system and the distance learning system coexist in a constant

interconnection. This model can be adopted under the condition that learners are able to attend in-person classes (in our case, university lectures), and that the school has the capacity to organize a specific profile or elective course. In this case, the profile can be diversified in the form of separate modules. It follows that this model can be well-suited for profile-based education in senior grades of school. With regard to higher education, the implementation of this model involves offering various specialized courses and utilizing distance learning courses to deepen knowledge, fill knowledge gaps, etc.

The integration of distance learning into the educational process provides students with a real opportunity and conditions for a more precise choice of future academic direction and effective preparation for the relevant higher education institution through the organization of various forms of educational activities, among which, within the concept of profile-based learning, alongside elective courses and external studies, distance learning courses are also emphasized.[5]

When conducting lessons under the model of integrating in-person and distance learning, each senior student can not only gain the opportunity to study English, taking into account the specifics of one of the profile directions, but also work on grammar material following an individualized learning path. This allows students to complete tasks for revision, reinforcement of previously learned material, or undertake additional tasks in a more in-depth manner, as needed. It is well known that preparation for this practice is a long, labor-intensive, and sometimes tedious process (for example, working through grammatical rules and constructions). Every teacher knows how much time is needed to work on a particular grammatical phenomenon in order to develop an automatic use of it in speech. Even more time is required to activate the rule in language, to learn not just to use it thoughtlessly, but to use it appropriately for the communication situation, taking into account the specifics of the chosen specialization. In our view, this problem is addressed through the integration of distance courses into the educational process, which become an integral part of learning the specialized subject.

The relationship between the two forms of learning, traditional classroom-based and distance learning, has its own characteristic features. These features can be highlighted by considering factors such as the psychological characteristics of senior school age, the level of teachers' readiness to conduct such types of teaching, and organizational and administrative aspects.

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[5] Ніколаєва С. Ю. Сучасні технології навчання іноземних мов і культур у загальноосвітніх і вищих навчальних закладах : кол. монографія / за ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2015. 444 с.

Here, we will formulate the main questions that arise when organizing specialized education in a distance learning format according to the integration model we have chosen. These are:

1.   Selection of the instructional and methodological package.

2.   Selection of types of activities, based on the subject's specifics, for both classroom and distance learning formats.

3.   Selection of the content for classroom and distance learning (depending on the learning objectives).

4.   Selection of pedagogical and informational technologies.

5.   Selection of the organization of control for the activities to be studied at a distance.

6.   Selection of methods for organizing teacher-student and student-student interaction during both classroom and distance work.

7.   Organization of a preparatory course for teachers to master the methodology of integrating classroom and distance learning formats.

Thus, it can be said that the specificity of specialized education in a distance learning format lies in a fundamentally new form of organizing the educational process, which requires approaches different from the traditional ones for its implementation. It becomes evident that the integration model is suitable for studying various subjects, as the questions formulated above can be viewed as universal and specified depending on the profile and discipline, including the study of English grammar.

Grammar ensures the development of both oral and written communication. In this regard, its practical significance can be considered paramount. The integration model we have chosen can provide favorable conditions for greater differentiation of grammatical material, which will contribute to its in-depth study by shifting time-consuming activities (such as skill automation, material consolidation, and review of previously learned content) to the distance learning format, thus freeing up time in the classroom for direct practice of dialogic and monologic skills and abilities.

On the other hand, the proposed model will allow grammar teaching in senior grades to align with the entire process of learning English in a philological profile, providing students with the opportunity to choose a specialization according to their abilities and interests (translation, linguistics, journalism, intercultural communication, general education orientation). In modern teaching concepts[6], a foreign language is viewed as a reflection of a nation's culture, as the acquisition of a foreign culture, and as the assimilation of the world's spiritual values reflected in the culture of the country. This goal is pursued by linguoculturology, which investigates the selection and methods of presenting information about the country

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[6] Концепція «Нова українська школа» ухвалена рішенням колегії МОН 27/10/2016 URL: https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainskashkola-compressed.pdf (Дата звернення: 09.12.2024).

whose language is being studied, with the aim of ensuring practical proficiency in that language. Linguoculturology is an aspect of foreign language teaching methodology that reflects the national-cultural component of the language material. Studying the linguocultural aspect without knowledge of grammar is impossible.

CONCLUSIONS

Differentiation of the educational process is one of the key concepts in teaching aimed at implementing a learner-centered paradigm of education. It affects the entire process of teaching English in senior school classes, including the development of linguistic competence (its grammatical component), and requires the search for new approaches to its organization. The specificity of the English language subject lies in providing practice to every student in the class, which is practically impossible when maintaining the traditional class-based system due to the labor-intensive nature of activities such as the formation of grammatical skills, their activation, and refinement.

The use of distance learning in the process of enhancing grammatical skills reflects the specificity of the English language subject by providing additional practice to students during school lessons through the transfer of time-consuming tasks related to practicing and refining grammatical skills to a distance format. Teaching the grammatical aspect in a distance learning format should be an integral part of the entire English language learning process and contribute to the successful formation of students' communicative competence. Profile-based teaching of the grammatical aspect in a distance learning format, according to the chosen integration model, requires addressing the following tasks:

– selection of the educational and methodological package;
– selection of types of activities for both face-to-face and distance learning formats;
– selection of content for both face-to-face and distance learning;
– selection of pedagogical and informational technologies for the learning process;
– selection of control organization for activities taken for distance learning;
– selection of methods for organizing interaction between teacher-student and student-student during face-to-face and distance work;
– organization of a preparatory course for teachers on working with the integration of face-to-face and distance learning formats.

The choice of a networked model for teaching grammar in senior school classes, with the integration of face-to-face and distance learning formats, is determined by the psychological features of older school-age students, the psychological and linguistic features of learning the grammatical aspect, and the methodological peculiarities of organizing the teaching of the grammatical aspect.

SUMMARY

The implementation of a learner-centered educational paradigm modernizes the entire process of teaching English, with the concept of differentiated instruction taking center stage. The organization of the process of developing communicative competence undergoes significant changes through new approaches to teaching, among which we see the introduction of distance learning methods.

The model of integrating face-to-face and distance learning creates favorable conditions for the differentiation of grammatical material. Its integration into the educational process is one of the new approaches to organizing English language instruction in light of the learner-centered approach.

The psychological characteristics of older students are reflected in their desire for independence, with a dominant focus on written rather than spoken communication. Therefore, preference is given to the network-based variant of the integration model, i.e., the activation of independent work in a distance learning format.

Distance learning of grammatical material creates favorable conditions for combining theory with practice, as students are given the opportunity to work according to an individualized program and choose specializations that interest them.

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