the project will contain and how he will present it. A student feels himself in a different capacity, he knows that he can express his thoughts, and this in turn increases the motivation for learning and the growth of communicative competence.

Role-playing also motivates to the speech exposure. An active game allows to simulate situations of real communication used by the freedom and spontaneity of speech and non-speech behavior of the characters. It assumes the presence of a certain number of characters, as well as a game problem situation in which the participants act out in the game. During the game, each participant organizes his behavior depending on the behavior of partners and his communicative goal. The result of the game should be the resolution of the conflict. Similar types of activity could be useful for language university students as well as for high school students.

Debate and discussion are valuable learning activities in developing students' communicative argumentative skills. Contemporary textbooks such as "Eyes Open", "Excel" and "Solution" using by teachers in educational institutions include debatable and discussible exercises with worthy topics and suitable for the age required. Such types of student's books were developed to meet the requirements of the renewal educational program.

Although the implementation of new standards of updated curriculum is still continuing, the results show that a fair number of learners fluent at English quite increased at school as well as in higher educational institutions, thereby proving the efficiency of it.

Moreover, the survey made by the group of regional teachers of our country shows that more than 56% of students learn the language to find a well-paid job or rather to cover employment requirements locally or abroad. Meanwhile 40% of them want to build self-confidence or self-esteem, 7 % of Youth opted for broadening their scope of mind and wish to know another foreign language. The statistics furnishes a convincing proof that communicative competence could form intellectual and multilingual citizen of our country.

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INDUCTIVE METHOD TO TEACH GRAMMAR BASED ON APPLYING PRINCIPLES OF BLOOM'S TAXONOMY

Ashir Anel Askarkyzy
ashirova_anel@mail.ru
a 1-year master student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Scientific supervisor – A. Aldaberdikyzy

In terms of foreign language teaching, mastering students' language proficiency is closely connected with the development of four fundamental skills: speaking, listening, reading, and writing. Among of all mentioned skills, grammar is considered as an integral component of foreign language learning since it defines the core and entire system of the target language structure [1]. Grammar is more profound term than a set of rules of the target language. Students' communicative skills in the target language depend on their abilities to form the thoughts and oral speech in grammatically correct forms. Therefore, this research highlights the significance of the formation students' grammatical competence proposing it as fifth language skill [2].

Despite of the variety of methods for development of students' grammar skills, grammar instruction is still a challenging task for both teachers and students as well. Thus, this research aims to identify the essence of the teachers' uneasiness in grammar instruction and to develop a strategy in order to facilitate learning process.

For the deeper understanding of the challenges teachers face in grammar instruction, we have conducted initially online survey due to Google forms about teaching grammar among L.N. Gumilyov ENU master students of the first year. The survey has been done during the fall semester for 38 students. All participants of the survey are practicing teachers. The purpose of the investigation is to reveal the main barriers in grammar instruction hindering the development of students' competence and to propose optimal strategy for successful grammar instruction.

Firstly, our investigation aims to elicit teachers' attitude on grammar instruction. Initially, Diagram 1 illustrates two perspectives on grammar instruction among survey participants. 73.8% of the participants consider grammar as students' awareness of correct grammar structures. They prefer to assign grammar instruction as a separate part of the lesson curriculum giving the lectures and explaining the sets of rules. On the contrary, 21.2% immerse grammar in other classroom activities, giving students an opportunity to explore the grammatical material independently, while 5% of the rest participants' instruction of grammar is limited only in correction of students' mistakes when it is necessary.

Grammar is acompetence Grammar is askill
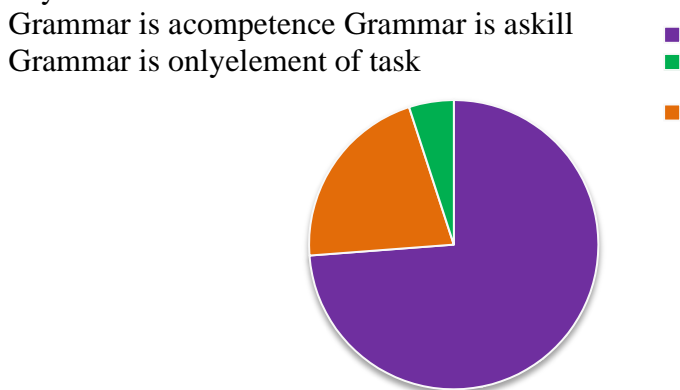Grammar is onlyelement of task

Diagram 1. Teachers' perception of grammar instruction

Secondly, our investigation has revealed that the main obstacles of grammar instruction are students' negative attitude and their lack of motivation to learn by heart grammar rules. Based on the obtain results, it is can be concluded that the most significant concerns of teaching grammar is the lack of visible results of the instruction. The results are presented in Diagram 2.

The lack of students'engagement
Minor results of grammar instruction Negative perception of students
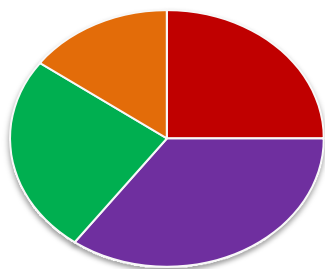The lack of experiencein teaching grammar
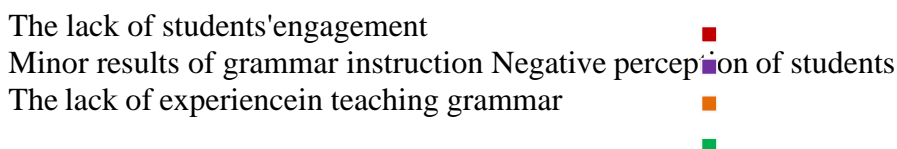
Diagram 2. Obstacles of grammar instruction

Thirdly, after analyzing the challenges of teaching grammar, we have asked the participants to point out the main purposes of grammar instruction in the classroom. Diagram 3 sums the most frequent answers up. Providing comparative analysis of models for grammar instruction, one should admit that high level of mastering foreign language grammar skills requires the ability to implement theoretical knowledge and grammar awareness in spontaneous speech. Nevertheless, even being aware of complex grammar structures, students hesitate to apply grammar competence on practice.

Students remember the learned material for a longtime ■
Students can use target grammar structure inspeaking ■
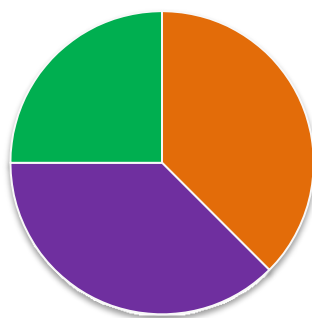Students are engaged in grammar lessons ■

Diagram 3. The goals of grammar instruction

Analyzing the data of Diagram 3, the effectiveness of grammar instruction method is determined by the level of students' engagement in the learning process and memorization of learned materials. The results of the survey determined the criteria of effectiveness of the approaches to teach grammar. Based on the obtain results, it is can be seen the following requirements for the methods of grammar instruction:

method facilitates students' memorization of grammar structures evoking their long-term memory;

method has a positive effect on the development of students' speaking skills;

method encourage students to participate in learning grammar actively.

Analyzing the results of the survey, one should admit that methods that equate grammar only with linguistic forms are unduly limited in results of the instruction. The aim of teaching grammar goes beyond the simple absorbing of correct structures and rules. It is about teaching students how to apply their knowledge on practice making the learning process meaningful [3]. This research proposes implementation of inductive methods of teaching grammar based on Bloom's Taxonomy as technique of evoking students' cognitive skills.

Inductive method of teaching grammar refers to the example-based teaching that focuses on students' examining of grammar application from the given examples instead of absorbing the ready-

made materials and teachers' explanations. In comparison with deductive methods that assumes moving from the general explanations to examples, inductive methods make instruction more meaningful and memorable for students, since it makes learning an interactive and motivational process [4]. Bloom's Taxonomy is the fundamental hierarchy of high-order thinking skills that are widely used in teaching to develop students' cognitive skills. The model is based on the following categories of thinking: knowledge, comprehension, application, analysis synthesis, and evaluation [5]. This study accepts Bloom's taxonomy as the foundation of students' comprehension of grammar, since it correlates with the inductive methods by training learners' attention to details. Image 1 demonstrates the scheme of the proposed inductive grammar instruction based on the Bloom's Taxonomy. The illustrated methodology includes 3 steps: remembering, understanding, and applying.
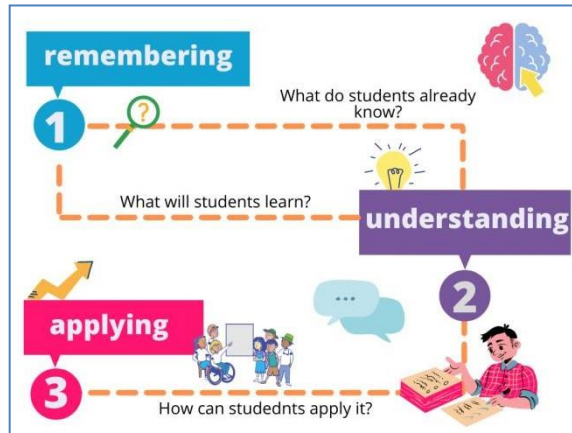

Image 1. Inductive grammar instruction based on Bloom's Taxonomy

Remembering (pre-test and warm-up):
On the first step teachers' task is to address students' previous knowledge about the target topic. When the teacher highlights students' backgrounds, the new material seems easier to learn and less stressful. For example, teachers may give students a task to underline adverbs in the given authentic texts. It is a great way to evaluate students' previous knowledge and use simple tasks as motivational and warming up tools.

Understanding (analysis of the given examples and rules formation):
Teacher illustrates examples of rules implementation on the basis of graphics, organizers, comics, or videos. Students develop their abilities to recognize grammar construction and demonstrate their understanding. Teacher may ask learners to create their own organizers or to draw the conclusion on the basis of given examples. Moreover, students may be involved in group project-work to sum up the learning materials. Teachers assign students a task to create quizzes in digital or written format. Students activate long-term memory in order to organize the test question.

Image 2. Interactive quiz Comparative Adjectives

Applying (speaking):

In the last stage, students practice the learned materials. Since the main requirement of successful grammar instruction assumes students' ability to use theoretical knowledge on practice, we recommend to implement grammar construction in speaking or writing activities in order to boost students' comprehension. Digital or boar games are engaging ways to evaluate students' grammar competence in less stressful way. It is often in the case, when students hesitate to speak in front of the classroom or demonstrate low score in test results because they are too nervous during the exam. Games help to solve the problems of students' anxiety and low level of motivation to participate in grammar lessons.
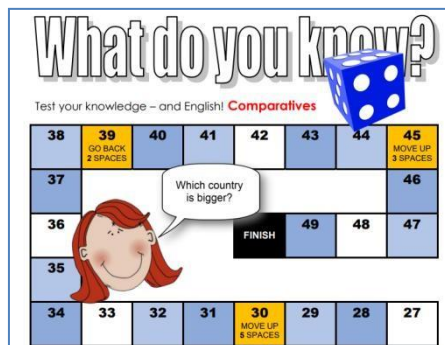

Image 3. Examples of digital and board games for grammar instruction

To conclude, nowadays, learning grammar by simple memorization is not effective. Students tend to recognize and understand grammatical rules when lessons are more interactive. Theoretical and practical significance of the research lay in the fact that it investigates the main barriers in grammar instruction and provides a solution on the basis of inductive methods of teaching and Bloom's taxonomy. Inductive methods of grammar instruction strive to motivate students to learn how to apply grammar rules on practice. Therefore, teaching grammar inductively is a dynamic process that differs from simple memorization the set of grammar rules. The major advantage of inductive method is making grammar instruction more meaningful and memorable for students since they have to discover the rules by themselves. Consequently, based on the previous consideration of inductive method, we highlight the effectiveness of its implementation in teaching grammar.

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