

Викладачі, які використовують діалогові журнали, повинні враховувати баланс між спрямуванням студентів та уникненням їх перевантаження. Відповіді викладачів мають заохочувати до розмови, а не домінувати в ній [4, с. 309].

Отже, такі письмові діалоги, окрім розвитку вмінь та формування компетентності у письмі іноземною мовою, також можуть забезпечити психологічну підтримку студентам, які стикаються зі складними емоціями або особистими викликами в умовах війни в Україні.

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DEVELOPING PRE-SERVICE ENGLISH TEACHERS' GRAMMATICAL AWARENESS WITHIN INDEPENDENT WORK

The issue of developing grammatical awareness of pre-service English teachers is predetermined by students' individual work while learning grammar. The importance of our research lies in investigating ways to raise the grammatical awareness of pre-service English teachers and organize an effective process of teaching grammar.

Grammatical awareness is a part of the individual's language awareness and a component of grammatical competence [2, p. 240; 3, p. 68]. It refers to the student's ability to analyze the grammatical structures of a specific language and consciously recognize them while listening, speaking, reading, and writing. Grammatical awareness presupposes the ability to understand and analyze the ways of forming grammatical structures, norms and features of their functioning and production in the process of communication, as well as how to use them to render appropriate communicative intentions [2, p. 240; 7, p. 390]. Grammatical awareness is regarded as part of a student's reflection on the learning process, his/her awareness of learning style and ways of acquiring foreign language grammatical competence [2, p. 240].

The development of a student's grammatical awareness is determined by the level of the student's autonomy and the ability to carry out independent work on mastering grammatical issues [1, p. 64]. M. Pawlak [5] states that grammatical awareness is developed through monitoring and self-assessment of the process of grammar acquisition by students in order to find and predict difficulties arising within learning grammar [5, p. 12].

Based on the theoretical survey, we treat the independent work of pre-service teachers on developing foreign language grammatical competence as an organized and student-controlled educational activity for acquiring grammatical competence and developing autonomy under the conditions of externally mediated teacher management [1, p. 62]. The elaboration of appropriate independent work activities is based on the analysis of the stages of the process of grammatical awareness development.

While investigating productive grammatical competence, we distinguished the preparatory stage, the stereotypical stage and the variational stage of developing grammatical competence [3, p. 69]. Since grammatical awareness is a component of grammatical competence, its development undergoes the same stages.

In developing our exercises, we adhered to the concept of consciousness-raising developed by R. Ellis [4]. Consciousness-raising aims to make learners aware of specific linguistic features present in the target language [4, p. 85]. Additionally, we considered the theory of processing instruction and the concept of structured input represented by VanPatten [6]. This type of instruction provides strategies to help learners focus on relevant grammatical features in the input and encourages accurate form-meaning associations, ultimately leading to improved comprehension and learning outcomes. [6, p. 438].

Consequently, based on this theoretical background, we provided the subsystem of exercises for developing grammatical awareness within independent work that consists of three groups [3, p. 70]. Each group represents a stage in the development of grammatical awareness.

The first example presents an activity of the first group designed to help pre-service English teachers develop their grammatical awareness through independent work. The objective of this exercise is to identify tense forms and differentiate between the usage of the Future Simple Tense, "be going to," and the Present Continuous Tense.

Example 1.

Instruction: Read the sentences and identify which shows that something will happen in the future, plans and intentions, or fixed arrangements. Tick the correct answer. Explain your choice.

	In the future	Plans and intentions	Arrangements
She will call you later to discuss the project	✓		
I'm going to start a new fitness program next week.		✓	
She is flying to New York on Friday.			✓
She's going to bake a cake for her sister's birthday.			
They will understand your point of view eventually.			

We're going to spend the weekend by the lake.			
They are having a family dinner this evening.			
They are going to renovate their house this winter.			
He will help you with your assignment.			
We are meeting the clients at 10 a.m. tomorrow.			

The second example illustrates an activity of the second group of exercises conducted at the stereotypical stage. It provides practice in using the Future Simple Tense, "be going to," and the Present Continuous Tense to convey future meanings.

Example 2.

Instruction: a) Sue is a foreign language teacher. Using the information in the table talk about:

- what Sue is going to do to start her language school
- Sue's arrangements for the next week
- Sue's hopes and expectations for the future

Use The Future Simple Tense, "be going to", and The Present Continuous Tense.

Plans (intentions)	Arrangements for the next week	Hopes and expectations for the future
choose a name for the language school	meet with a graphic designer	her language school / become popular
find a suitable location	have an appointment with a realtor	innovative teaching methods / make learning enjoyable and effective
to design a curriculum	visit a bank to open a business account	her language school / grow and gain a strong reputation
develop interactive learning materials	attend a seminar about managing small businesses	expand her school
hire experienced teachers	interview candidates for teaching positions	open additional branches

b) Make up a rule to explain when The Future Simple Tense, "be going to", and The Present Continuous Tense are used.

The third example is the exercise of the third group. It focuses on automatizing the usage of the Future Simple Tense, "be going to," and the Present Continuous Tense at the text level.

Example 3.

Instruction: a) Write a letter to your friend about your plans and arrangements for an exciting upcoming weekend. Include:

- arrangements you have already planned.
- intentions or things you are planning to do.
- predictions or decisions made at the moment of writing.

Use The Future Simple Tense, “be going to”, and The Present Continuous Tense. Write at least 120 words.

b) Analyze the use of tenses. Think over the difficulties and their causes after writing the letter.

Thus, we may conclude that the development of grammatical awareness within independent work undergoes the preparatory, stereotypical and variational stages. The exercises for developing grammatical awareness should represent structured input and tasks for reflection on the patterns and functions of grammatical structures.

The issue for further consideration is the elaboration of tasks for developing reflection on mastering English grammar.

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