

## РОЗДІЛ VIII. ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 811.111:378.016

DOI <https://doi.org/10.26661/2786-5622-2025-3-31>

### PECULIARITIES OF TEACHING ENGLISH GRAMMAR TO ENGINEERING STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS WITH DIFFERENT LEVELS OF LANGUAGE TRAINING

**Soloviova O. V.***PhD, Associate Professor,**Associate Professor at the Department of Languages and Humanities**LLC «Technical University «Metinvest Polytechnic»**Pivdenne Shosse, 80, Zaporizhzhia, Ukraine**[orcid.org/0000-0001-7321-0525](https://orcid.org/0000-0001-7321-0525)**[ovsolovyova6@gmail.com](mailto:ovsolovyova6@gmail.com)*

**Key words:** *communicative competence, grammar structures, English for specific purposes, pedagogy, substitution exercises.*

The article considers how to improve English proficiency through teaching English grammar to students at different language levels. Today we live in a world of fast and increasing competition where mastery, excellence and empowerment through education are the greatest demands. The role of an English teacher has undergone a dramatic change and the English teacher should cater to the educational needs of the students with a variety of learning options. Innovative methods should be used to make learning more enjoyable and effective. The biggest challenge for an English teacher is to make the lesson more attractive to learners and at the same time ensure that the students succeed in professional spheres. During studying English language in technical universities, misunderstanding of basic grammatical structures and inability to understand the structure of a sentence leads to the problems with translating technical texts, as well as to the problems with professional communication. The article suggests some possible ways to improve communication skills and develop students' creative, critical and analytical thinking in English through teaching grammar in a way appropriate to students' level of English. Students of engineering faculties of technical higher education institutions tend to be interested in technical topics even if they have little knowledge of their own specialisation, and technical topics also tend to bring up grammar that can be used in professional orientated speaking. There are big differences between the grammar constructions at different English levels. The paper also explores some teaching techniques that could be more effective in the teaching of grammar to engineering students at different English levels and thus maximize students' participation in the class.

## ОСОБЛИВОСТІ НАВЧАННЯ АНГЛІЙСЬКОЇ ГРАМАТИКИ СТУДЕНТІВ ІНЖЕНЕРНИХ СПЕЦІАЛЬНОСТЕЙ У ТЕХНІЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ З РІЗНИМИ РІВНЯМИ МОВНОЇ ПІДГОТОВКИ

**Соловйова О. В.**

*кандидат наук з державного управління, доцент,  
доцент кафедри мовних та гуманітарних дисциплін  
ТОВ «Технічний університет «Метінвест політехніка»  
вул. Південне шосе, 80, Запоріжжя, Україна  
orcid.org/0000-0001-7321-0525  
ovsolovyova6@gmail.com*

**Ключові слова:** англійська мова для спеціалізованих цілей, вправи на заміну, граматичні структури, комунікативна компетенція, педагогіка.

У статті розглядається, як покращити володіння англійською мовою через викладання граматики англійської мови студентам різного рівня володіння мовою. Сьогодні ми живемо у світі швидкої та зростаючої конкуренції, де майстерність, досконалість та розширення можливостей через освіту є найбільшими вимогами. Роль учителя англійської мови зазнала разючих змін, і вчитель англійської мови повинен задовольняти освітні потреби учнів за допомогою різноманітних варіантів навчання. Слід використовувати інноваційні методи, щоб зробити навчання більш приємним та ефективним. Найбільшим викликом для вчителя англійської мови є створення уроку, більш привабливого для учнів, і водночас забезпечення успіху учнів у професійній сфері. У процесі вивчення іноземної мови у вищих технічних навчальних закладах незнання основних граматичних явищ, нездатність зрозуміти структуру речення призводять до нездатності перекладати технічні тексти, а також до проблем зі спілкуванням. У статті пропонуються деякі можливі шляхи покращення комунікативних навичок та розвитку творчого, критичного та аналітичного мислення учнів англійською мовою шляхом викладання граматики у спосіб, що відповідає рівню володіння англійською мовою. Студенти інженерних факультетів технічних вищих навчальних закладів, як правило, цікавляться технічними темами, навіть якщо вони мають мало знань про свою спеціалізацію, а технічні теми напряму пов'язані з граматиною, яку можна використовувати в професійно орієнтованому говорінні. Існують деякі відмінності між програмою з граматики англійської мови для інженерів та деяких інших спеціальностей. У статті також досліджуються деякі методи викладання, які можуть бути ефективнішими у викладанні граматики студентам-інженерам із різним рівнем володіння англійською мовою для активізації участі студентів у заняттях.

**Formulation of the problem.** Teaching English to engineering students, the role of grammar in their English language curriculum and how to teach it – are the issues that need to be analyzed very seriously. Engineering students come with a very specific set of English language needs, and the same may be true for students studying other specialized courses such as hotel management, law, etc. Teaching grammar to these students can be a difficult task for various reasons. First, there is a danger of giving too much emphasis to English grammar. As a result, the course may turn into a grammar course, and the real requirements of the students, like to perform successfully communicative tasks in their

professional sphere may remain unmet. The general opinion is that English is not considered an integral part of engineering education, although proficiency in English is considered extremely important for engineering students and engineers in the modern world. Engineering students usually show less motivation to learn English compared to other subjects. This is a direct consequence of years of studying English courses that do not take into account their real needs. Teaching grammar with too much emphasis on form and structure, can affect their motivation. Exploring possible ways in which grammar can be taught appropriately is another challenge faced by the English teacher.

### Analysis of recent research and publications.

A literature review on teaching grammar in English language classrooms to engineering students of technical higher education institutions reveals a wide range of researches that highlight the importance of teaching different grammar structures according to different English levels of students. Berns, M. [2] studies functional approaches to language and language teaching. Jones, P. [8] researches the difference between traditional grammar and functional grammar. A study examining the impact of context grammar instruction was conducted by Jones, S., Myhill, D., and Bailey, T. [7]. New approaches to teaching English grammar to students are analyzed by Crystal, D. [3], Doff, A. [4], Giovanelli, M. [6], Macken-Horarik, M. and Sandiford, C. [10].

**Purpose of the article.** The purpose of the article is to analyze the importance of teaching grammar to engineering students and to explore the different ways in which grammar can be taught to engineering students with more effective results at levels of language preparation (A1–B2).

**Research results.** Most students say that getting a speaking skill is the most important for them in learning English, which is no surprise, considering how important it is for their future work in English. But it is impossible to get fluency in English speaking without having at least basic grammar knowledge appropriate to the level of English of the student.

The basic principle of teaching English to students of engineering faculties is to teach students grammar forms that are most commonly found in their professional sphere. Once we have determined what the students need, we need to find out what motivates the students to learn English grammar. This principle should be the main principle of teaching English to engineering students.

Most students want to learn grammar structures that will enable them to use English more effectively for different professional purposes. Students usually think that grammar is a repetition of the same grammar that they have learned in school. English at every level should definitely focus on enabling students to use English language to communicate effectively for various purposes, which may be academic, professional or social. The main focus at every level should be on activating the knowledge of grammar rules that they have acquired over the years and giving them the opportunity to use them to learn scientific concepts and processes. Students at every level should be taught the communicative use of English, not just the rules of grammar. Grammar is often taught as a fast-track version of what students have already learned in school.

Looking at the pedagogical aspect of teaching English grammar, everyone understands that it cannot be taught in isolation. In other words, teacher cannot focus on teaching grammar forms only through

isolated sentences. Furthermore, grammar should not be taught as a fast-track version of school grammar, where it is simply a repetition of what they already know or a test of how well they remember. Adult learners should be encouraged to apply their grammar knowledge in meaningful contexts.

Grammar should be seen as an area of language that needs to be developed together with other language skills, such as listening, speaking, reading and writing, without forgetting vocabulary.

When to introduce certain English grammar structures at a certain level is a very vital question among English teachers. It should be as functional as possible, not too complicated. Let's analyze what grammar structures should be introduced at different levels of English preparation (from A1 to B2).

- Grammar structures at A1 level:

Personal pronouns – simple words that are great tools for building the first sentences.

Possessive adjectives and possessive pronouns – this grammatical area is vital for progressing in conversations about personal topics like relatives, occupation, interests, and more.

Have got – offers a helpful substitute before learners encounter Present Simple question structures. The instructor can give a short explanation highlighting the contrast between «Do you have?» and «Have you got?».

This / That vs. These / Those – practical for identifying and describing environments and items.

Quantitative and ordinal numerals – necessary to indicate quantity or order.

Prepositions of time and place – it is necessary to start working with prepositions from the very beginning.

to be (for the present) – the first grammatical structure that allows students to make the first simple sentences and questions on different topics.

Present Simple (I, you, we, they, he, she, it) – affirmative sentences, questions and negative sentences. Students can use to discuss routines and habits.

Countable / Uncountable Nouns, Quantifiers – students should be taught to see the difference between countable and uncountable nouns.

The Imperative Mood – is one of the most useful topics for basic users, as it allows them to ask for something or give commands.

I'd like / Would you like? – A useful phrase to teach students the opportunity to express their wishes.

Modal verbs (can / can't for solution and ability) – allow students to express their abilities and ask or give permission.

Past Simple – provides a complex idea of how to talk about past experiences.

Future Simple – students gain an idea of how to talk about a shared future or decisions that are made on the spot.

Present Perfect – students learn to talk about results / lack of results, experiences, etc.

- Grammar structures at A2 level:

Modal verbs (need to, ought to, be required to, be able to) – a key grammatical topic that addresses fundamental beginner-level tasks such as talking about abilities, offering advice, outlining duties, and more.

Conditional Type 1 – students try to understand conditional sentences.

Past Continuous (+ Past Simple Revision) – at this stage students should know the Past Simple, so after introducing the Past Continuous teacher can focus on tracking the continued aspect.

used to – helps students express former routines or behaviors that no longer occur.

Gerund – students are exposed to a wide variety of common words and phrases after which the gerund is used.

Future: to be going to vs Present Continuous for future – students learn to see the difference between shared plans and intentions and fixed future arrangements.

Passive (Present Simple and Past Simple) – students learn the passive voice for the main tenses.

Teaching these basic grammar structures at A1–A2 levels gives students confidence in basic sentence structures. Effective methods to present these grammar structures are the following:

Total Physical Response – use of physical movements to reinforce grammar (e.g. commands like «stand up», «sit down»).

Grammar through songs – reinforcing structures such as the present simple or prepositions with catchy melodies.

Visual aids and real-life examples – use of flashcards, diagrams and real objects to demonstrate grammatical points.

Substitution exercises – students practice to change parts of sentences to reinforce structure.

Error-tolerant environment – students focus on communication rather than accuracy to develop fluency.

Now let's see what grammar structures should be taught at levels B1–B2.

- Grammar structures for B1 level:

Narrative tenses (repeating Past Simple and Past Continuous, presenting Past Perfect) – students repeat the Past Simple and Past Continuous, and compare their use with the Past Perfect, which is new to them at this stage.

Future forms (Present Continuous, to be going to, repeating Future Simple) – students are ready to combine all their knowledge of future structures and try to choose between them.

Will and going to for prediction – teacher should explain how both structures can be used for predictions.

Present Perfect vs Present Perfect Continuous – Present Perfect Continuous can be introduced at this stage. Students should also be able to compare it to the Present Perfect which they are already familiar with.

Gerund / Infinitive / Bare Infinitive – enable students to expand their understanding of widely used English patterns.

Indirect speech (range of tenses) – background knowledge of some tenses allows students to talk about different types of speech at this stage.

- Grammar structures for B2 level:

Relative clauses – this topic is another step in building complex sentences. Although students are certainly partially familiar with this topic, it is important to introduce all the features of the topic and especially the punctuation part.

Adjective Intensifiers – students learn to express different levels of their emotions using intensifiers.

Future Tenses (Future Perfect, Future Continuous) – it is recommended to introduce new future tenses.

Used to / get used to / would – students learn the difference between the use and meaning of structures.

Past Modals – it is expected that students will start working with past modals and will be able to see the difference between different past tense structures.

Mixed Conditional Sentences – this topic is a logical step after completing basic Conditionals at previous levels.

When teaching students at this level of proficiency, the teacher should expand grammatical range and accuracy, especially in writing and more complex professional language. Effective methods for this are the following:

Task-Based Learning – use real-world tasks (e.g., planning a trip) that require specific grammar.

Inductive Grammar Teaching – students learn about the rules through examples before formal explanation.

Contextualized Grammar Practice – use of short stories, dialogues, or articles to emphasize grammar.

Peer Teaching and Correction – teacher should encourage collaborative learning and self-awareness.

Error Analysis – use of the most common errors as learning opportunities.

After analyzing all grammar structures at levels A1–B2 of language knowledge and some methods to teach them, the universal strategies at all levels can be:

Spiral curriculum – review of grammar structures with increasing difficulty.

Form – Meaning – Use structure – teach not only the rule, but also when and why it is used.

Technology integration – use of apps, games, and platforms such as Kahoot, Quizlet, or Grammarly.

Formative assessment – use tests, journals, and reflections to track the progress.

### Conclusions and prospects of further studies.

The results of this study highlight that spoken fluency remains a central concern for engineering students in their pursuit of English language mastery, particularly due to its significance in future professional contexts. However, speaking competence cannot be developed independently of grammatical knowledge. The instructional principle of prioritizing grammar structures commonly found in engineering contexts supports a more targeted and meaningful learning experience. Rather than approaching grammar as a repetition of school-level content, teachers should frame it as a communicative tool tailored to academic, professional, and social settings. The pedagogical shift from isolated grammar instruction toward contextualized, integrated methods demonstrates clear advantages: greater student motivation, increased attention, and enhanced functionality across language skills. Effective teaching strategies,

such as contextual games, task-based activities, and inductive learning, foster active engagement and fluency, particularly when supported by a tolerant learning environment that prioritizes communication over error elimination.

Future research may consider the following directions: examination of the long-term effects of contextual grammar instruction on students' academic progression and workplace; exploration of how grammar teaching methodologies vary across engineering subfields and global educational settings, providing insight into best practices and learner responsiveness; investigation of the impact of Artificial intelligence-driven tools, gamification platforms, and immersive learning technologies on grammar acquisition and usage. All these can enrich current understanding and contribute to more innovative, learner-centered grammar pedagogy that correlates with the evolving demands of global engineering education.

### REFERENCES

1. Allen, W. (1995). *Living English Structure*. London: Longman.
2. Ballin, W. *Perfect your English: The Easy Way*. Hertfordshire: Prentice Hall International Ltd.
3. Berns, M. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon & M.S. Berns (Eds.), *Initiatives in communicative language teaching. A book of readings*. Reading, PA: Addison-Wesley, 3–21.
4. Crystal, D. (2004). *Rediscover Grammar*. London: Longman.
5. Doff, A. (2000). *Teach English: A Training Course for Teachers (14th ed.)*. Cambridge: Cambridge University Press.
6. Dudley-Evans, T. and St. John, M. (1998). *Developments in ESP: A multidisciplinary Approach*. Cambridge: Cambridge University Press.
7. Giovanelli, M. (2014). *Teaching Grammar, Structure and Meaning*. London: Routledge.
8. Jones, S., Myhill, D., Bailey, T. (2013). Grammar for Writing? An Investigation into the Effect of Contextualised Grammar Teaching on Student Writing. *Reading and Writing* 26 (8), 1241–1263.
9. Jones, P. (2010). From Traditional Grammar to Functional Grammar: Bridging the Divide. *Special Issue of NALDIC Quarterly, Reading*, 6–15.
10. Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching*. Oxford University Press.
11. Macken-Horarik, M., Sandiford, C. (2015). New Ways of Working 'With Grammar in Mind' in School English: Insights from Systemic Functional Grammatics. *Linguistics and Education*, 31, 145–158.
12. Tharu, J. (2006). A second look at English as a window on the world that has changed. *Communication Curriculum in Higher Communication: Challenges & Opportunities*.
13. Thornbury, S. (1999). *How to Teach Grammar*. Harlow, Essex: Pearson Education Limited.

Дата першого надходження рукопису до видання: 21.08.2025

Дата прийнятого до друку рукопису після рецензування: 17.09.2025

Дата публікації: 20.10.2025

## РОЗДІЛ ІХ. ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ В ОСВІТІ

УДК 378.147.091.33:004.9]:62-051

DOI <https://doi.org/10.26661/2786-5622-2025-3-32>

### ФОРМУВАННЯ ІНФОРМАЦІЙНО-ЦИФРОВОЇ ГОТОВНОСТІ ВЧИТЕЛЯ ТЕХНОЛОГІЙ ЗАСОБАМИ ЦИФРОВИХ ОСВІТНІХ РЕСУРСІВ

**Невмержицька О. В.**

*доктор педагогічних наук, професор,  
професор кафедри загальної педагогіки та дошкільної освіти  
Дрогобицький державний педагогічний університет імені Івана Франка  
вул. Івана Франка, 24, Дрогобич, Львівська область, Україна  
[orcid.org/0000-0002-9911-9735](https://orcid.org/0000-0002-9911-9735)  
[olena\\_nevm@dspu.edu.ua](mailto:olena_nevm@dspu.edu.ua)*

**Пагута М. В.**

*кандидат педагогічних наук, доцент,  
доцент кафедри технологічної та професійної освіти  
Дрогобицький державний педагогічний університет імені Івана Франка  
вул. Івана Франка, 24, Дрогобич, Львівська область, Україна  
[orcid.org/0000-0003-2305-9390](https://orcid.org/0000-0003-2305-9390)  
[miroslav06@dspu.edu.ua](mailto:miroslav06@dspu.edu.ua)*

**Ключові слова:** *учитель технологій, готовність, професійна діяльність, професійна підготовка, цифрові освітні ресурси, цифрові технології.*

У статті досліджено сутність поняття «інформаційно-цифрова готовність» учителя технологій, схарактеризовано її структуру та особливості формування засобами цифрових освітніх ресурсів. Інформаційно-цифрову готовність учителя технологій доцільно розглядати як інтегральну характеристику педагога, що визначає здатність до безпечного та ефективного використання цифрових технологій та цифрових освітніх ресурсів для розв'язання професійно орієнтованих завдань в умовах віртуальної комунікації та мережевої взаємодії між усіма учасниками освітнього процесу. Структура інформаційно-цифрової готовності вчителя технологій визначається педагогічними особливостями роботи у цифровому освітньому просторі. До основних структурних компонентів інформаційно-цифрової готовності належать інформаційна грамотність, комп'ютерна грамотність, медіаграмотність, комунікаційна грамотність, технологічна грамотність.

Важливими умовами формування інформаційно-цифрової готовності майбутнього вчителя технологій є створення відповідного цифрового освітнього середовища, а також системне застосування сучасних цифрових освітніх ресурсів у процесі навчання професійно орієнтованих дисциплін. Використання дидактичних можливостей різних видів цифрових освітніх ресурсів забезпечує візуалізацію навчальних відомостей, доступ до різних видів інформації, комп'ютерне моделювання об'єктів (процесів, явищ) пізнання, використання віртуальної і доповненої реальності, STEM-технологій та ін. У професійній підготовці майбутніх учителів технологій можуть успішно використовуватися такі види цифрових освітніх ресурсів: електронні бібліотеки, електронні наочні посібники, електронні енциклопедії, репетитори-тренажери, мультимедійні