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## GRAMMATICAL COMPETENCE FORMATION IN SENIOR PUPILS: AN INDUCTIVE APPROACH

The purpose of the article is to study the potential of the inductive approach in primary grammar, the stages of application of this approach and the development of its practical implementation. The following methods were used for the theoretical processing of the material: critical analysis of psychological and pedagogical literature and different points of view on the problem under study, study and generalisation of the best educational experience of using the inductive approach in teaching grammar. The scientific novelty of the work lies in the detailed description of the stages of implementation of the inductive approach and the description of a fragment of a set of exercises for the formation of grammatical competence using the inductive approach, which can be used in general secondary education institutions. The research analyses the key advantages and potential difficulties of the inductive approach. It is noted that induction promotes the development of students' autonomy, their research activities and improves the quality of long-term memorisation of grammatical rules. At the same time, the use of the inductive approach in teaching grammar requires time, high teacher qualification and may be less effective for beginners and in explaining complex grammatical phenomena. This suggests the need for a flexible combination of inductive and deductive elements depending on the learning objectives and learners' characteristics of the students. The article outlines in detail a step-by-step model of developing foreign language grammar skills based on the inductive approach. Four key stages are identified: Noticing, comprehension and formulation of grammatical rules (Rule Formation), training and automation (Automation), and application in speech (Transfer). The article presents a fragment of a set of exercises for the development of grammatical competence using the inductive approach. The authors conclude that the inductive approach is a promising strategy in teaching foreign language grammar to high school students, which can ensure not only students' literacy and grammatical correctness of their speech, but also the development of key analytical skills and communication skills.

**Key words:** guided discovery technique; comprehension; independent formulation of grammatical rules; communicative-activity approach.

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## ФОРМУВАННЯ ГРАМАТИЧНОЇ КОМПЕТЕНТНОСТІ В УЧНІВ СТАРШИХ КЛАСІВ: ІНДУКТИВНИЙ ПІДХІД

Метою статті є вивчення потенційних можливостей індуктивного підходу у початковій граматиці, етапності застосування даного підходу та розробці його практичного втілення. Для теоретичного опрацювання матеріалу були використані такі методи: критичний аналіз психолого-педагогічної літератури та різних точок зору на досліджувану проблему, вивчення й узагальнення передового освітнього досвіду застосування індуктивного підходу у навчанні граматики. Наукова новизна роботи полягає у детальній характеристиці етапів реалізації індуктивного підходу та описі фрагменту комплексу вправ для формування граматичної компетентності із застосуванням індуктивного підходу, які можуть знайти своє практичне застосування закладів загальної середньої освіти. У ході наукового дослідження проаналізовано ключові переваги та потенційні складнощі індуктивного підходу. Відзначено, що індукція сприяє розвитку автономії учнів, їхній дослідницькій діяльності та підвищує якість довготривалого запам'ятовування граматичних правил. Водночас, застосування індуктивного підходу у навчанні граматики потребує часу, високої кваліфікації вчителя та може бути менш ефективним для початківців та при поясненні складних граматичних явищ. Це свідчить про необхідність гнучкого поєднання індуктивних та дедуктивних елементів залежно від навчальних цілей та особливостей учнів. Детально окреслено поетапну модель формування іншомовних граматичних навичок на основі індуктивного підходу. Визначено чотири ключові етапи: ознайомлення (Noticing), осмислення та формулювання граматичного правила (RuleFormation), тренування та автоматизація (Automation), а також застосування у мовленні (Transfer). Наведено фрагмент комплексу вправ для формування граматичної компетентності із застосуванням індуктивного підходу. Автори роблять висновок, що індуктивний підхід є перспективною стратегією у навчанні іншомовної граматики старшокласників, здатною забезпечити не лише грамотність учнів, граматичну коректність їх мовлення, а й розвиток ключових аналітичних навичок та комунікативних умінь.

**Ключові слова:** техніка керованого відкриття; осмислення; самостійне формулювання граматичних правил; комунікативно-діяльнісний підхід.

**Relevance.** One of the components of foreign language communicative competence is grammatical competence, which ensures the accuracy and logical consistency of linguistic presentation of statements. An insufficient level of grammatical training can make it difficult to achieve the communicative goal, lead to errors in speech and negatively affect intercultural understanding. The relevance of the study of the inductive approach to teaching grammar to senior pupils is due to the need to improve methods and approaches to the formation of grammatical competence, adaptation to the needs of the modern educational space, which focuses on the development of students' skills important for life success in the 21st century. The latter include, in particular, the skills of critical thinking, analysing, comparing facts, and drawing conclusions.

**Statement of the problem.** The needs of the present make scientists pay attention to methods and approaches in teaching that are close to the natural process of language acquisition and encourage students to notice grammatical patterns independently from the context. The inductive approach to teaching grammar meets these characteristics. Despite the fact that researchers have extensively studied the advantages and disadvantages of using the inductive approach compared to the deductive approach to developing students' grammatical competence, applied issues, namely the methodology of implementing the inductive approach and the compilation of a set of exercises for developing grammatical skills based on this approach, are insufficiently developed.

**Research analysis.** Researchers have revealed the essence of the inductive approach to teaching grammar as one in which students do not receive a ready-made grammatical rule from the teacher but formulate it independently by analysing a number of language examples (Prince, Felder, 2006). Scholars associate this approach with the technique of guided discovery, where the teacher skilfully selects the appropriate context, organises discussions and guides students to derive the rule independently (Fodor, Hnatyk, Gusti, 2025)

S. Thornbury and P. Ur describe induction as "rule-discovery" and note that students who independently "discover" a rule not only remember it better, but also demonstrate significantly higher engagement in learning, autonomy and motivation, which is especially valuable for high school students (Thornbury, 1999; Ur, 2012)

In Ukrainian methodology, this approach is also known as intuitive-conscious or intuitive-imitative, as it involves moving from specific examples to generalisation, from practice to theory (Bigych, Borisko, 2013; Skliarenko, 2011; Yamshynska, Kryukova, Dukhanina, 2023). Thus, induction transforms grammar acquisition from passive memorisation into an active research process.

**The purpose of the article** is to study the potential capabilities of the inductive approach in the initial process, the stages of its application and to develop a practical implementation of this approach. To achieve the research goal, the following **tasks were set**: 1) to reveal the advantages and difficulties of using the inductive approach in teaching foreign language grammar, 2) to specify the stages of implementing the inductive approach, and 3) to describe a fragment of a set of exercises for developing grammatical competence using the inductive approach.

**Summary of the main material.** Studies by Ukrainian and foreign scholars point to a number of advantages of the inductive approach. For example, M. Prince and R. Felder note that in the inductive approach, the derivation of rules based on the analysis of examples stimulates active thinking of students (Prince, Felder, 2006). A study by Benitez-Correa, González-Torres, Ochoa-Guea, and Vargas-Saritama confirmed that the inductive approach promotes deeper learning of grammatical structures. Students who learned inductively were better able to transfer their knowledge to new, atypical situations and demonstrated higher long-term success (Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, Vargas-Saritama, 20015).

A. Albu'bi in his study of Jordanian students showed that the inductive approach was more effective for students with a higher level of preparation and motivation, which confirms the need to take into account the individual characteristics of students (Albu'bi, 2019).

K. Haight, K. Herron, and S. Cole demonstrated that guided induction provided better results in understanding and active use of grammatical structures in speech among college students in the United States compared to traditional deduction (Haight, Herron, Cole, 2019).

Based on their research, Z. Malla and N. Majeed Abbo demonstrated that the inductive approach promotes better long-term acquisition of grammatical structures and the development of analytical thinking, while the deductive approach provides

faster initial progress. The authors recommend a combination of both approaches, adapting them to the specific audience and learning material (Zubair Malla, Majeed Abbo, 2024).

On the bases of the study, D. Jean and D. Simard concluded that the advantage of one approach or another largely depends on the individual learning styles of the learners and, equally important, on the type of grammar material being taught (Jean, Simard, 2013).

According to M. Carceles, 'guided discovery' significantly increases interest in learning, makes lessons interactive and develops important research skills in high school students (Carceles, Maria, 2018).

B. Cynthia and C. Jebastine emphasise that this approach is especially effective for adolescents, as it harmoniously matches their natural cognitive style (Cynthia, Jebastine, 2021)

O. B. Bihych and N. K. Skliarenko argue that the inductive approach is organically combined with the communicative-activity approach. This ensures that grammar is learned not in isolation, but directly in the speech context, effectively preparing students for real-life communication and integrating grammatical knowledge into broader communication skills (Bigich & Borisko, 2013; Skliarenko, 2011).

Despite its many advantages, the inductive approach, like any other methodology, has certain limitations and disadvantages. For example, researchers note that induction usually requires more time to learn the material. This can be a challenge for students with low motivation or a weak language base, for whom this method may be too difficult or less effective (Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, Vargas-Saritama, 2019).

For complex or highly abstract grammatical phenomena, or those with many exceptions, a purely inductive approach can lead to incorrect or inaccurate rule formulation, especially if the examples are not optimally chosen. In such cases, it is advisable to combine induction with deduction (Carceles, Maria, 2018)

G. Jean and Simard point out that the effectiveness of the inductive approach may depend on the individual learning style of the learners: analytically oriented learners prefer induction, while "practitioners" may be better able to accept the deductive method (Jean, Simard, 2013).

P. Ur and N.K. Skliarenko emphasise that the inductive approach requires high teacher training. The teacher should be able to select relevant material, organise work, guide discussions and anticipate possible difficulties of students. In addition, not all grammatical phenomena lend themselves equally well to inductive analysis, so it is often optimal to use both approaches in combination (Ur, 2012; Skliarenko, 2011)

The development of grammatical competence in high school students is a complex process that requires systematic application and includes gradual complication of tasks and the use of various types of exercises. Modern methodological studies recognise the following stages of grammar skills development as key: acquaintance, comprehension and formulation of the rule, training and automation, and

application in speech (Bigych & Borysko, 2013; Skliarenko, 2011; Zmiiivska & Dovhaliuk, 2020).

Let us describe how these stages take place using an inductive approach.

1. The stage of familiarisation with grammatical structure (*Presentation / Noticing*). The aim of the initial stage is not to passively accept a ready-made rule, but to create conditions in which students actively 'discover' linguistic patterns themselves. The teacher offers students material where the new grammatical form is presented in an authentic context. This allows them to see how the rule works, rather than memorising its abstract form. Through observation and analysis, learners independently find patterns of use of the language unit (Bigich & Borisko, 2013; Darussalam & Fahrinawati, 2023).

Typical exercises at this stage focus on active observation and analysis:

- Write out all the sentences from the given text that contain a new grammatical form for further analysis.

- Identify common features in the structure and use of these sentences that lead to initial hypotheses about the rule.

- Answer problematic questions that lead to the independent derivation of the rule: "What do these sentences have in common? What rule can be derived from these examples?" (Larsen-Freeman, 2015).

2. *Understanding and Rule Formation*. After the acquaintance stage, where students have collected and analysed language facts, comes the deep comprehension stage. At this stage, there is a transition from scattered observations to a clear understanding of the grammatical system. Students actively work with the language material: they compare examples and come up with their own hypotheses about the rules. This work is often organised in pairs or small groups, which stimulates lively discussion and mutual learning. The teacher acts only as an assistant, providing minimal assistance and guiding students' thoughts, but never imposing a ready-made solution (Ur, 2012). This approach not only develops analytical and critical thinking, but also builds the skills of independent work with language material, which is extremely important for further learning.

Typical exercises for this stage promote reflection and systematisation of knowledge:

- Create your own rule formulation based on the analysed examples. This can be a table, diagram or textual explanation.

- Compare your own formulated rules with those of your classmates, which allows you to clarify and supplement them.

- Look for exceptional or special cases of rule use, which deepens the understanding of the language system (Thornbury, 1999).

3. The stage of practice and automation (*Practice / Automation*). This stage is an intermediate one between conscious understanding of the rule and its free use in speech. Its goal is to gradually consolidate the grammatical structure and move it from a group of conscious operations to automated skills. The exercises at this stage are

varied and involve a gradual transition from fully controlled (where the choice is limited) to semi-controlled (which allow some variation) (Bigich & Borisko, 2013). It is important that students do not just mechanically perform tasks, but apply the rules they have 'discovered' themselves, understanding their function.

Typical exercises that support automation include:

- Gap-filling exercises that require students to choose the correct form from several options or to complete the sentences themselves.
- Transformation exercises, such as transforming affirmative sentences into negative or interrogative ones, which trains flexibility in the use of structure (Ur, 2012).
- Reproduction of dialogues or short texts with targeted use of the new grammatical structure.
- Find the Error: students correct grammatical errors in the proposed sentences or short texts, which develops their sensitivity to correct speech (Skliarenko, 2011, p. 19).

4. The *Production/Transfer* stage is the final stage in the development of grammatical skills. Its key goal is to ensure that learners use the learnt grammatical structure fluently, spontaneously and correctly in real-life communication situations, both in spoken and written language. At this stage, the focus of learners' attention shifts from the form to the content of the message and the success of the communication in general (Zhong & Wakat, 2023). Tasks should be as authentic as possible and encourage learners to integrate all their acquired language knowledge and skills.

Typical exercises that promote fluency cover a wide range of communication tasks:

- Creating your own dialogues or mini-stories with natural use of the new grammatical structure.
- Role-playing games, where learners are immersed in certain situations and have to apply the target grammar to achieve a communicative goal (Bigich & Borisko, 2013).
- Writing short essays or letters where the learnt grammatical structure is integrated into a coherent text (Skliarenko, 2011).
- Discussions or debates on topical issues that require the active use of targeted structures to express and justify one's opinion (Council of Europe, 2018).
- My Future Profession project: Students prepare and present a project in which they talk about their professional plans, dreams and hopes, actively using future tenses, conditional clauses and modal verbs. This allows for a seamless integration of the learnt grammar into a personally relevant context (Council of Europe, 2018).
- Use of digital tools: Modern online platforms (e.g. Quizlet, LearningApps, British Council resources), interactive maps (iMap) and augmented reality (AR) offer a wide range of interactive games and exercises that allow learners to practice grammatical structures in a fun and dynamic way and receive instant feedback (Godwin-Jones, 2018).

It is also worth emphasising the need to combine the inductive approach with communicative tasks, project activities and the active use of authentic materials (film clips, songs, articles). Such integration meets the modern requirements for the development of foreign language communicative competence, ensuring not only grammatical correctness but also functional relevance of speech (Council of Europe, 2018).

Here is a demonstrative fragment of a set of exercises for teaching the grammatical structure of the Present Perfect using an inductive approach.

*Stage 1. Observation and analysis*

*Exercise 1*

*Aims:* To recognise the grammatical structure of the Present Perfect in the context of a dialogue.

*Type:* Receptive / Non-communicative.

*Instruction 1:* “Listen to and read the dialogue. Pay attention to the phrases in bold. What do you think they mean and when are they used?” Then the teacher asks questions:

*Instruction 2:* “What have you noticed in the sentences in italics? What do these sentences describe?” After discussing students' responses, the teacher focuses on the fact that these are sentences that describe an experience or recent action.

A: “No, Tom. Have you seen the new film yet?”

B: “No, I haven't. But I have read a lot of positive reviews”

A: “I have already watched it. It's fantastic!”

*Instructions 3:*

1. Which word appears in each of the highlighted sentences?
2. What is the significance of these sentences in the dialogue?
3. How does the form Have you seen differ from I have read?

*Exercise 2*

*Aim:* To match a situation with a sentence in the Present Perfect to understand its functional meaning.

*Type:* Receptive and analytical / conditional communicative

*Instructions:* “Match the beginning and the end of the sentences. Answer the questions: Why did you connect these parts in such a way? What clues in the second part of the sentence helped you?”

1. She has just finished ...
2. They have bought ...
3. He has never been ...
4. I have lost ...
  - a. ... my keys. I can't find them.
  - b. ... a new car.
  - c. ... her homework. Now she can relax.
  - d. ... to the USA.

*Exercise 3.*

*Aim:* To identify common features in the structure of sentences and formulate a grammatical rule.

*Type:* Receptive / Non-communicative, analysis.

*Instruction 1:* “Read the sentences and pay attention to the words in italics. What do they have in common? How is this form constructed?”

*Description:* Using leading questions, the teacher leads the students to realise that the Present Perfect is formed with the help of the auxiliary verb have/has and the third form of the main verb. Students write the rule in their notebooks.

*I have been to London.*

*She has visited her grandmother.*

*They have bought a new house.*

*He has done his work.*

*You have found your keys.*

*Instruction 2:* “Answer the questions: What auxiliary verb is used in these sentences?”

- 1) How does this verb change depending on the person?
- 2) What is the form of the main verb (been, visited, bought, done, found)?
- 3) Try to formulate a rule for the formation of the Present Perfect.

**Conclusions and Prospects for Further Research.** The inductive approach to teaching grammar is an effective approach to the formation of grammatical competence, which promotes the development of learners' autonomy, analytical thinking, research and communication skills, and improves the quality of long-term memorisation of grammatical rules. At the same time, the inductive approach to teaching grammar takes time, requires high teacher qualifications, and may be less effective for beginners or complex grammatical phenomena. This suggests the need for a flexible combination of inductive and deductive elements depending on the learning objectives and learners' characteristics. The development of high school students' grammar skills based on the inductive approach is a structured process that includes the stages of Noticing, comprehension and rule formation, training and automation, and application in speech. This sequence, based on the principles of induction, allows students not only to memorise grammatical rules, but also to identify them on their own, to understand the logic of the language system and to apply them fluently in their speech activities. The use of a variety of exercises adapted to each stage ensures a deep and lasting mastery of grammatical material. The combination of induction with elements of the communicative approach helps to transform grammar learning from a formal process into a meaningful process of learning and using language in real life communication. The study has shown that the inductive approach is a promising strategy in teaching foreign language grammar to high school students, capable of ensuring not only students' literacy, but also the development of key analytical skills and communication abilities. Further prospects for the study lie in the practical implementation of the developed set of exercises for the formation of grammatical competence based on the inductive approach and the analysis of the results obtained.



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