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**Communicative method in the process of teaching grammar
during Ukrainian language as a foreign language classes**

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In the time of globalization, higher education in Ukraine is aimed at internationalization, in particular, the development strategy of Higher Educational Establishments involve the cooperation with consular institutions of foreign countries to attract foreign students and new partners for international educational and scientific projects. [2]. Domestic universities offer educational services on the international market, which contributes to the growth of the number of foreign students in higher education institutions of Ukraine. Accordingly, the problem of teaching Ukrainian as a foreign language becomes urgent, which requires scientific study, research and search for new solutions. Grammar study plays an important role in the process of learning a foreign language. The traditional foreign language lesson is often based on the fact that grammatical competencies, as well as the ability to speak grammatically correctly, can be acquired by studying the grammatical rules and norms of their application. However, this hypothesis is not supported in psycholinguistic research, rather the opposite – knowledge of grammar as a qualitatively different type of knowledge can not be identified with the ability to communicate grammatically correctly [5, p. 39]. There is no doubt that learning grammar rules is always an individual process. Assimilation of grammar involves grammatically correct command of both oral and written speech. Formerly, quite traditional methods have been used to explain grammatical material: audiolingual,

translation method, and others. In modern domestic and foreign researches [1; 3; 4; 5] the communicative method has been recommended to use in the process of learning a foreign language. The communicative method states that language learning is a model of the natural process of communication in this language. In this case, communicativeness is considered not as a methodological principle, but as a methodological principle, which determines, on the one hand, the methodological principles of teaching, and on the other – the choice of general scientific methods of cognition used to build the learning process. In the framework of the communicative method of learning, communicativeness ceases to be just a declaration, but becomes an explanatory principle of building the learning process [1, p. 17]. The German Methodist E. Chirner called the use of communicative situations in the process of communication as an important link on the path to grammatically correct speech. However, his followers are convinced that grammar should be taught communicatively, i.e. to learn to hear grammatical elements and communicate on the basis of grammatically correct sentences. The main thing here is to teach not so much grammar as grammatically correct speech. From the point of view of the communicative method, grammar should be understood not as a system of forms and rules, but as a system of actions that a person makes and uses in the process of communication.

Hence the goal of learning a foreign language grammar by communicative method:

- a) to form the communicative competence of students, ie to develop their ability to act in different life and professional situations;
- b) to stimulate the development of all four types of speech activity: listening, speaking, reading and writing [5].

The practice of teaching Ukrainian as a foreign language in Higher Educational Establishment shows that the use of a large number of creative tasks contributes to the effective mastering of grammar rules, as it motivates students to work independently. However, the main problem in explaining grammatical material is the

difference between knowledge of grammar and its application in practice. The explanation of grammatical material can be combined with the following creative tasks in the classroom: role-playing games, dramatization of educational material, creative approach to literary texts, description of pictures, organization of discussions and communicative situations. Communicative exercises promote the formation of students' skills that will allow them to participate in professional speech communication [3]. Thus, in the process of learning the grammar of the Ukrainian language as a foreign language, it is necessary to take into account the connection of grammatical material with the context of the communicative situation, which dictates the necessary criteria in teaching grammar for its practical use in speech.

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