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*В статті определена актуальність реалізації технології тимбілдингу в умовах учредження загального середнього освіти для формування і розвитку команди педагогів; проаналізовані передумови виникнення і определена сутність тимбілдингу. Обозначена його цель и первостепенные задачи, определена роль руководителя учреждения общего среднего образования в процессе командообразования. Осуществлен анализ основных стадий развития тимбілдингу.*

**Ключевые слова:** коллектив, команда, командообразование, тимбілдинг, педагогический коллектив, учреждение общего среднего образования.

*The purpose of the article is to uncover the general principles of teambuilding technology in a general secondary education setting. The article determines the relevance of the implementation of team building technology in the conditions of the institution of general secondary education for the formation and development of a team of teaching staff; prerequisites have been analyzed and the essence of teambuilding has been determined. Its purpose and primary tasks are outlined, the role of the head of the general secondary education institution in the team building process is defined. The basic stages of teambuilding development are analyzed. In particular: formation and development of teamwork skills, team spirit formation and team formation. The introduction of team building in educational organizations is an effective way of activating the activities of the teaching staff. The formation of a team of teachers is an opportunity to qualitatively change the existing system of education, to build the most productive form of organizational interaction, to ensure the efficiency of activities and to increase the competitiveness of students. The practical importance of scientific results lies in the possibility of applying scientific provisions in the practical activity of directors of institutions of general secondary education; in the course of teaching the subjects "Theory and Management of Educational Organizations", "Management of Human Resources, Content of Work of Information Relationships in the Education System", "Fundamentals of Professional Formation of the Head (Manager) of the Educational Establishment", "Modern Management Technologies", "Modern Educational Technologies »In higher education institutions; while writing textbooks on the theory and practice of managing educational institutions; during the assistant management practice in educational institutions.*

**Key words:** team, team, team building, team building, pedagogical team, educational establishment.

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#### DYNAMISM OF THE NOTION OF GRAMMAR

*The article under consideration throws light upon the problem of dynamism of grammar. The article explains the role of the term "grammar" in linguistics. The spectrum and development of theoretical concepts and ideas for constructing a structural model of grammar are analyzed as a categorical system. It has been proved that dynamism of the notion grammar lies in the fact of constant development; forms and types of grammar are determined. This article outlines the main objectives of functional grammar, functional analysis approaches used in American and European linguistics in terms of potential theoretical basis for creating functional grammar and defines an optimal functional grammatical theory of the formation of functional grammar Ukrainian language.*

**Key words:** grammar, dynamism, development, linguistic notion, grammatical meaning, grammatical category.

**Formulation of the problem.** The main object of attention of (terminology), that is, a set of terms limited to a specific field of human researchers in modern domestic terminology is the terminology activity. This, in our view, allows us to consider the analysis and

properties of terminological sets one of the topical issues. It is quite noticeable that scientific works devoted to the study of linguistic terminology are much smaller than those devoted to the study of, for example, the technical or natural sciences, despite the fact that the philological sciences play almost the most important role in the development of language and thinking of each individual.

**Analysis of recent research.** Such lacunarity does not indicate a lack of theoretical studies of linguistic terminology: various aspects of this terminosphere have been studied by N. Moskalenko, M. Lesiuk, I. Vyhovanets, O. Medved, V. Zakharchin, and other Ukrainian researchers.

One of the problems that arises in this regard is, in our view, differences in the definition of the composition of particular scientific terminologies, including grammatical terminology. N. Moskalenko examines phonetic, morphological (including morpheme and word formation) and syntactic terminology within the limits of grammatical terminology [6]. Studying grammatical terminology, O. Medvedev uses the concepts of such sections as morphology and syntax [4]. V. Zakharchyn does not use the concept of "grammatical terminology" at all, conducting researches of linguistic terms of the late XIX - early XX centuries (refers to morphemic, morphological, punctuation, syntactic, word-forming, phonetic terms) [2].

The purpose of the proposed study is to determine the dynamic scope of the concept of "grammar".

**Results of investigation.** The term "grammar", as well as many other linguistic terms, is of Greek origin. The Greek term grammar is derived from the word *gramma* - "letter, spelling"; it was originally used in the sense of "the art of writing and reading." In modern linguistics, the term "grammar" is used in various meanings. Usually, they are designated a specific area of the language system, often called the grammatical structure of the language, and the section of linguistics, which studies the given area of the language system.

In addition to these definitions, the term "grammar" sometimes stands out especially for its meaning in relation to certain elements of the grammatical system, for example, in phrases such as "grammar of the name", "grammar of the verb", "grammar of the infinitive", etc.

The term "grammar" is often referred to as a book that contains a description of the grammatical structure of a language or sets out the basics of any language as a whole. In some explanatory dictionaries, the latter is regarded as a distinct shade of one of the two main meanings.

Depending on the goals and tasks set by grammar science, scientific (theoretical or general) grammar and school grammar (educational, practical) are different. The purpose of scientific grammar is the in-depth study and description of the grammatical structure of an individual language or different languages on the basis of modern linguistic theory, the latest achievements of linguistic science. Scientific grammar is usually normative, it sets the literary standards for the use of grammatical forms of words, the construction of syntactic constructions. Normative scientific grammar, which has received the approval of the main scientific organization of the country is called academic. The school is called the grammar taught at school, "teaches elementary grammatical information along with the spelling and punctuation rules in an enlightened tradition." The main difference between scientific and school grammar is that the former "studies comprehensively all the units and categories of grammatical structure of language", while the latter "studies the basic (basic, typical) properties of grammatical structure of a particular language." It should be noted that the question of the correlation of scientific and school grammar by scientists is solved differently.

Grammar operates with scientific abstractions that reflect the generalized linguistic essence of its semantics. The grammatical units are morpheme, word, word form, syntactic construction (word combination, sentence). The degree of abstraction and the nature of the manifestation of paradigmatic and syntagmatic relations units of grammatical level are different. An expression of varying degrees of abstraction is morpheme and morph as concrete identification of a morpheme in a word or word in the aggregate of its word forms and specific presentation of a word form of a specific function at a syntactic level. The highest degree of abstraction is inherent in syntactic construction as an invariant model (scheme) of constructing a phrase, simple or complex sentence.

The structural model is implemented in specific syntactic constructions.

A word in grammar, on the one hand, is regarded as a morphological unit that is part of a particular part of a language with a system of word forms, grammatical meanings and means of expression inherent in this class. On the other hand, the word-form, like the unchanging full-meaning word, is a syntactic unit that acts as a member of a sentence or performs a function of conversion or an official role in expressing the semantics of a sentence. The word is associated with all the structural elements of the language, but its categorical meaning determines the functions in the sentence. A dictionary of a particular language is related to its grammar. The content of a sentence (sentence) consists of lexical meanings of words and their structural meanings, or grammatical meanings that can express parts of the language according to the rules of the corresponding grammar. So central to grammar is the doctrine of grammatical meanings, ways and means of their expression, grammatical forms and grammatical categories.

Modern grammar theory develops traditional fundamental ideas of thinking and linguistic categorization in the direction of in-depth study of the semantic-functional aspect of multilevel language structure. In particular, the categorical approach to the study of the grammatical structure of the language led to the selection in functional grammar as a variety of its category in grammar, the main task of which is the functional qualification of grammatical units and categories.

Scientific grammar can be formal (passive, listener grammar) and functional (active, grammar says). Formal grammar is based on the description of the grammatical structure of language grammatical forms, their classification but with different features; the description is in the direction from form to value. Formal grammar is focused on the listener, who sensually perceives a form, a materially expressed grammatical unit, and through it learns the corresponding grammatical meaning. In functional grammar, on the contrary, the basis of the description of the grammatical structure are grouped in a certain way grammatical values, functions of different grammatical units; the description goes from a value, from a function to a form, to a specific unit that expresses a particular value that performs a function. Functional grammar is focused on the speaker, who chooses from the available arsenal the necessary grammatical meaning and communicates it to the listeners using the appropriate formal means.

It should be noted that the purely theoretical concept of "terminology" is interpreted quite clearly.

Analysis of the above definitions allows us to argue that the scope of the term "terminology" is compared with terms such as "science", "technology", "production", combined with their functions with such phenomena of social practice as "profession", "social and political life". However, such combinations do not allow definitively to reveal the essence of the features of the terminology, which leads to a certain impossibility of practical use of the terminological apparatus.

It is known that the development of grammatical teachings was influenced by the ancient grammatical tradition. The term "grammar", which came from the adjective *gram* (letter, letter), meant the science of letters. Accordingly, the word *grammar* initially meant the science of letters. Even before the emergence of grammar as a separate area of knowledge, it was divided into four main parts, "arranged" for the convenience and expediency of studying a literary text (most often a poetic one): correction - reading - explanation - interpretation. With the emergence of the Alexandrian School, grammar was raised to another stage: the doctrines of parts of language were developed, the morphology was first created, which contained detailed classifications of individual grammatical word types depending on the functions performed in words [7].

Ancient understanding of grammar as an area of philological knowledge, in particular the separation of morphology into its main section, in many respects defined the development of the grammatical tradition in the initial stages.

In the sixteenth and first half of the nineteenth century, proper grammar was gradually (consistently) defined as a science that teaches to speak and spell correctly, also emphasized its great importance.

The grammars of this period usually consisted of the following parts:

- 1) spelling (phonetic-spelling distribution);
- 2) etymology (the doctrine of parts of speech, morphology);
- 3) the syntax, which included the rules of the "eight-part word," the doctrine of paths and figures;
- 4) prosody .

It can be argued that the national grammar doctrine at different stages of its development in its essence was a conglomerate of different philological knowledge, and, accordingly, concepts and terms. Thus, the grammatical terminology at this time included the terms phonetics, spelling, morphology, morphemic, word-formation, syntax, and some other philological disciplines.

Among the definitions of the concept of grammar of the later period (in particular, the second half of the nineteenth century one can be distinguished as follows: the science of "forms of language" proposed by E. Tymchenko [11], "the collection of laws in any language".

Submitted interpretations of grammar affect the perceptions of the constituent sections of grammar. E. Tymchenko distinguishes three parts of grammar: phonetics, morphology (with division into word formation and word change) and syntax; M. Osadets defines phonology (phonetics), word formation, phrase (word-change) word-composition.

This leads to the fact that from the second half of the nineteenth century. in grammar, more attention was paid to the sounds of the language, in connection with which a new section of grammar - phonetics, was gradually distinguished word formation (the doctrine of the structure of words). It should be noted that for each of the grammars of the second half of the nineteenth century. - beginning of the twentieth century. there was a division of morphology into two parts - word-formation and "word-change"; moreover, spelling and prosody were gradually removed from grammatical teaching.

The further development of linguistics has led to a narrowing of grammatical knowledge, resulting in the addition of new terminology to the terminology. The volume of grammatical terminology has significantly narrowed, including the following groups: philological (literary) and some linguistic (punctuation, spelling).

From the 1920's. grammatical doctrine is understood as a separate science, which has its own subject: "The grammar is the science of the structure of language, that is, the science of ways of creating words and grammatical forms and ways of translating words into sentences" [3].

The national scientific tradition of these years has established itself as the unity of morphology (with the preservation of the pre-processed division into word formation and word translation) and syntax.

This period is marked by the withdrawal of certain

terminological groups, primarily phonetic, beyond the limits of Ukrainian grammatical terminology.

From the second half of the twentieth century. central to morphology began to take up the question of the theory of parts of speech, but the doctrine of the structure and creation of words (morpheme and word formation) gradually developed into separate disciplines with their terminological apparatus. Such processes lasted until the end of the first half of the 1980s. Scientists' attention was also drawn to the development of syntactic units (sentences, phrases), their hierarchy.

What is also important at this time is that morphemic and word-forming terminology are distinguished into separate terminological systems that operate beyond grammatical.

The processes that take place at the present stage of the development of linguistics (since the second half of the 80-ies of the twentieth century) have established the division of the grammatical system of language. The authors of the Dictionary of Linguistic Terms D. Hanych and I. Oliynyk note that "grammar as a science of the grammatical structure of language, its laws includes morphology and syntax" [1], in addition, the leading role is played by syntax. I. The pupil gives this definition of the term "grammar" - a "section of linguistics that studies the grammatical structure of language," whose subsystems are morphology, syntax, and word creation, adding that "recently, word formation is separated into a separate language subsystem and taken away from its place "[12]. In giving his interpretation of the term "grammar", O. Selivanov also defines it as "a section of linguistics that studies the part-linguistic differentiation of language, its categorical nature, the patterns of word-and-word formation, the ways of communicating words in a sentence, the grammatical structure and the functional nature of sentences and phrases that is combines two linguistic disciplines: morphology and syntax "[12]. Thus, today, grammar consists of two sections - syntax and morphology.

Thus, the study of the historical changes in the volume of the concept of grammar has revealed two opposite tendencies in this dynamics: on the one hand, this is a replenishment of the term set by new nominations, on the other - the withdrawal of certain groups of terms.

**Conclusions.** Using the term "grammar" in the meaning of the doctrine of grammatical order, the term is often accompanied by comparative turns: "as a science", "as linguistic science", "as a section of linguistics", "as a doctrine of the language". The study of the historical changes in the volume of the notion of grammar has revealed two opposite tendencies in this dynamics: on the one hand, this is a replenishment of the term set by new nominations, on the other - the withdrawal of certain groups of terms.

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*В статье проанализированы спектр теоретических концепций и идей построения структурной модели грамматики как категорийной системы. Определены динамичность объема понятия "грамматика". Авторами охарактеризованы состав грамматической терминологии на разных этапах ее развития, выявлены тенденции формирования грамматической мысли как совокупности лингвистических концепций. Доказано, что античное понимание грамматики как отрасли филологических знаний, в частности выделение морфологии в ее основной раздел, во многих чертах определило развитие грамматической традиции на начальных этапах. Широкое понимание грамматики заключается в устойчивости и единства ее основных компонентов, а именно морфологии и синтаксиса. Проведенное исследование исторических изменений объема понятия грамматика позволяет выделить две противоположные тенденции в этой динамике: с одной стороны, это пополнение терминологической совокупности новыми номинациями, с другой - выведение отдельных групп сроков за пределы грамматики.*

**Ключевые слова:** динамичность, грамматическая категория, дефиниция понятия, строение языка, лингвистика.

*У статті проаналізовано спектр теоретичних концепцій та ідей побудови структурної моделі граматики як категорійної системи. Визначено динамічність обсягу поняття "граматика". Авторами охарактеризовано склад граматичної термінології на різних етапах її розвитку, виявлено тенденції формування граматичної думки як сукупності лінгвістичних концепцій. Досліджено, що античне розуміння граматики як галузі філологічних знань, зокрема виділення морфології в її основний розділ, у багатьох рисах визначило розвиток граматичної традиції на початкових етапах. Широке розуміння граматики полягає в усталеності та єдності її основних компонентів, а саме морфології та синтаксису. Проведене дослідження історичних змін обсягу поняття граматики дозволяє виокремити дві протилежні тенденції у цій динаміці: з одного боку, це поповнення термінологічної сукупності новими номінаціями, з іншого – виведення окремих груп термінів за межі граматики. Можна стверджувати, що сучасне граматичне вчення на різних етапах свого розвитку за своєю суттю становило конгломерат різних філологічних знань, і, відповідно, понять і термінів. Таким чином, до складу граматичної термінології у цей час входять терміни фонетики, орфографії, морфології, морфеміки, словотвору, синтаксису, деяких інших філологічних дисциплін. Схарактеризовано різні концептуальні напрями досліджень граматичного ладу мови, встановлено сучасні тенденції щодо вирішення проблеми неоднозначності терміна "граматика" в сучасній мовознавчій думці. Подальший розвиток мовознавства призвів до звуження граматичного знання, внаслідок чого склад граматичної термінології поповнився новими номінаціями. Враховуючи вище згадане можна дійти висновку, що граматики - розділ мовознавства, що вивчає частиномовну диференціацію мови, її категорійну природу, закономірності словозміни й формотворення, способи зв'язку слів у реченні, граматичну будову та функціональну природу речень і словосполучень, тобто об'єднує дві лінгвістичні дисципліни: морфологію й синтаксис.*

**Ключові слова:** динамічність, граматична категорія, дефініція поняття, будова мови, лінгвістика.



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