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COMMUNICATIVE APPROACH IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Nowadays English language teaching reforms have been carried out in schools. Some teaching reforms have become successful but there are still some problems to be solved. The students who have had several years of training in English are still unable to actually use the language. For example, the students can't understand what the teachers have said and therefore they can't express themselves – their ability to listen and to speak is not up to standard. They can't communicate with others in English and what they have learned is only used in examination. Many people believe that this situation exists because the teachers do not do their job properly. Actually, many teachers ignore the importance of the students' ability to listen and to speak. Now the teachers have been faced with the need to solve these problems.

English teaching reform is carried out on a nation-wide scale, so how do we evaluate it? It seems that some students have got high marks in examination but their listening and speaking skills are poor. They cannot communicate using what they have learned. Secondary school students have taken years to master the essentials of English and still are not able to speak the language adequately in many cases. Actually, the students' linguistic ability is incomplete.

Communicative Language Teaching (CLT), also known as *the Communicative Approach*, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although CLT is not so much a method on its own as it is an approach.

In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for the assessment of language instruction. Dogmatic language teaching shares a philosophy with TBL, although differs in approach. Dogma is a communicative approach to language teaching as it encourages teaching without published textbooks and instead focuses on conversational communication among the students and the teacher [3].

Investigating the western educational approach to foreign languages, we can find that the teachers never divide the four abilities in their teaching. They always put the training students' speaking ability first. They drill the students' listening ability in the whole communicative process. So, our teachers are faced with the problem of changing our teaching methods to improve the students' ability to listen and to speak [1].

The PPP Approach to Communicative Language Teaching

"PPP" (or the "3P's") stands for *Presentation, Practice* and *Production* – a common approach to communicative language teaching that works through the sequential progression of its three stages.

Presentation represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation". This demands the target language to be learned and can be achieved through using pictures, dialogs, imagination or actual "classroom situations". The teacher checks to see that the students understand the nature of the situation, then builds the "concept" underlying the target language to be learned using small chunks of language that the students already know. Having understood the concept, students are then given the language "model" and practice using choral drills to learn the target language's forms of statement, answer and question. This is a very teacher-orientated stage where error correction is important.

Practice usually begins with what is termed "mechanical practice" – open and closed pair work. Students gradually move into a more "communicative practice" involving procedures like information gap activities, dialogue creation and controlled role plays. Practice is seen as the frequency device to create familiarity and confidence with the new language, along with a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more student-centred.

Production is seen as the culmination of the language learning processes, whereby the students have started to become independent *users* of the language rather than just *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

The PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or inexperienced teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom. It has also been criticized considerably for the very characteristic that makes it the easiest method for "beginner" teachers, that is, it is far too teacher-oriented and overcontrolled [4].

Types of Learning Associated with the CLT Approach

Interactive Learning

This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

Student-centred Learning

This kind of instruction involves the giving over of some "power" in the language learning process to the students themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

Co-operative Learning

This concept stresses the "team" nature of the classroom and emphasizes *co-operation* as opposed to *competition*. Students share information and help and achieve their learning goals as a group.

Content-based Learning

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness.

An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

Task-based Learning

This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task itself must have a clear objective, appropriate content, a working/application procedure and a set range of outcomes [5].

Often, the Communicative Approach is deemed a success if the teacher understands the student. However, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their native language. Native speakers of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly [2].

Out of the many approaches and methodologies available to the language teacher, the Communicative Approach has proven one of the most successful in providing confident students, who are able to make themselves effectively understood in the shortest possible time. It is therefore the teacher's responsibility to create situations which are likely to promote communication, and provide an authentic background for language learning.

The Communicative Approach initially prioritizes communicative competence over accurate grammar. Grammar is hidden within the body of a lesson and highlighted and focused upon once the context has been set. Let your students communicate first – build on their accuracy after. For example, do not start by frightening your adult students off with: "Today we are going to learn about the Present Perfect Simple", instead just say: "Today we are going to learn how to do a job interview in English". It is important to remember that as individuals most of us do not learn a language in order to communicate. First we try to communicate, and in doing so, we learn. Methods of teaching foreign languages via communicative approach are efficient, they are still to discover, develop and to implement in classes to the biggest extent.

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ВИКОРИСТАННЯ ON-LINE РЕСУРСІВ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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Питання застосування on-line ресурсів та інформаційних технологій у навчальному процесі є актуальним, а також стало предметом дослідження багатьох вітчизняних і закордонних науковців. Чимало дослідників розглядають переваги та недоліки застосування Інтернет-технологій у процесі вивчення іноземних мов, використання різноманітних Інтернет-ресурсів для розвитку навичок говоріння, читання, аудіювання та письма. Як зазначає Болтак І. С., методика використання комп'ютерів у навчанні іноземної мови виявилася перспективним напрямком [3]. Ми погоджуємось з думкою автора про те, що традиційні форми контролю навчальної діяльності (усне опитування, тестування та інші) не завжди оперативні та точні. Комп'ютеризоване навчання (або ж навчання з його елементами), особливо за допомогою on-line ресурсів, дозволяє контролювати навчальну діяльність студента з високою точністю і об'єктивністю, здійснюючи постійний зворотний зв'язок [3]. Інші дослідники (Коноплева І. С., Чубова А. П., Шампанер Г.) виділяють такі