

‘standard’ in English language teaching.

Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. In essence, it considers using the language to be just as important as actually *learning* the language.

This method has various characteristics that distinguish it from previous methods: understanding occurs through active student interaction in the foreign language; teaching occurs by using authentic English texts; students not only learn the second language but they also learn strategies for understanding; importance is given to learners’ personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons; using the new language in unrehearsed contexts creates learning opportunities outside the classroom.

Learning a language is interactive, co-operative, learner-centered and content-based, but the approach does not mean that learning a second language involves just ‘conversation’. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression). These 5 broad functions are then delivered by the teacher in the classroom using the ‘3 Ps’ teaching model, which stand for Presentation, Practice and Production.

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MULTIMEDIA TECHNOLOGIES WHILE TEACHING A FOREIGN LANGUAGE

The usage of multimedia devices is very important question nowadays. Projects, automatized teaching systems, video tapes can be analyzed in computer room of our department. Each teacher of our department has a folder with the number of the group, course, speciality, and the necessary material for presentations etc. The main part of the lesson is devoted to the games, in which the students are given life situations and cases, with which they will meet in their future. During the lessons we follow the method of projects, and the global task should be. Studying a foreign language allows students to receive more profound knowledge on each stage of the program. Our teachers support the principle of motivation and self-analyses.

A particular advantage has an interactive board for learning foreign languages. We can prepare themed texts, train and screen exercises, see illustrations. Audio and video materials serve as a support for the introduction or intensification of the lesson material, repetition and consolidation of speech patterns and grammatical structures, improving the skills of reading and perception of foreign speech at the hearing, control and self-knowledge.

Using the interactive whiteboard ensures continuity, completeness and consistency of the logical flow of the material in the study of linguistic aspects and improving the skills of students as well as in the formation of social competence for the presentation of regional geographic material in geography, culture, history and traditions of the countries studied language.

The teachers of our department use video what promotes the development of various aspects of mental activity and students' attention, and memory. Using various video materials the information has a positive effect on developing English vocabulary. Another plus is the power of video impressions and emotions that create a student's attitude to English

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ICT USE WHEN TEACHING ENGLISH

Nowadays, when the education of Ukraine is in the stage of its development, the higher school tries to create all necessary conditions to fulfill the leading task of our Ministry of education – to create highly qualified specialists, able quickly to