

університетській бібліотеці).

Пацієнт лежить у іншій палаті (у нашій лікарні, у шостому кабінеті).

Студенти були в анатомічному музеї (у новому корпусі, у драматичному театрі, у цій аптеці).

Отже, на прикладі форм місцевого відмінка ми показали, що успішне засвоєння категорії відмінка починається до вивчення відповідної теми.

Karpets L., Sorokina J.

COMMUNICATIVE METHOD IN ENGLISH LANGUAGE TEACHING

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas: words and rules, appropriacy, cohesion and coherence, use of communication strategies. The aim of communicative language teaching and the communicative approach is communicative competence. Testing communicative competence is challenging. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarising, which combines listening and writing competencies.

The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted

‘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.

Karasyova Ye. V.

MULTIMEDIA TECHNOLOGIES WHILE TEACHING A FOREIGN LANGUAGE