• a fairy tale plays a very important role at the beginning of learning a foreign language, when the motivation to learning is very high, it is a great means of maintaining interest in the subject in learning the phonetic, lexical or grammatical aspect of a foreign language;

• the fairy tale in its best images reveals to the child the world, the essence of human relations, human feelings – kindness, respect, compassion, society, justice, sensitivity, mutual understanding, and thus carries a rich moral potential; gives children a bright, diverse image of the world, developing the child's outlook;

• the effectiveness of the use of fairy tales in teaching speech depends on the rational organization of the lesson structure;

• a fairy tale contributes to the formation of linguistic, socio-cultural and general educational competence of students;

• a fairy tale can be used at different stages of an English lesson, carefully choosing ways to work with it so that the lesson achieves its goal.

Thus, the use of fairy tales in the study of English provides many opportunities: the creation of stimulating situations in English lessons; use of visualization tools; implementation of the principle of individual approach to each student; ensuring conditions of control; creating conditions for the development of self-control skills; mobilization of internal resources and students' abilities; performing different types of exercises with all students simultaneously. A fairy tale on English lessons can be a powerful lever for forming a harmoniously developed personality, an experienced student, able to use a foreign language skillfully, successfully, to achieve the goal of communication and build relationships with people and the world.

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Лабяк Л. М.
група АМ–23 (Тернопільський національний
педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. пед. наук, асистент Потюк І. Є.

THE USAGE OF MODAL VERBS IN ENGLISH: A BRIEF OVERVIEW

Modal verbs are a specific kind of auxiliary (helping) verbs. Modal verbs provide the main verb of the sentence with additional and explicit meaning. In contradistinction to other verbs, modal verbs do not convey actions or states, they express the speaker's or writer's attitude to the action which is denoted by the infinitive combined with which they form a compound modal verbal predicate.

There are the following modal verbs in English: *can, could, will, would, may, might, must, to have to, to be to, need, shall, should, ought to* and *dare*.

Each modal verb has its own function. In colloquial English, some of the modal verbs have exactly the same meaning and are equal in value. Otherwise, in written English, we have to recognize and point out the shades of meanings and the slight difference between them.

Grammatically modal verbs follow their own rules [2, с. 115]:
1. A modal verb is accompanied by an infinitive verb without particle 'to'.
2. It is forbidden to put a noun or gerund after a modal verb.

3. Modal verbs do not have tenses.
4. Modal verbs are auxiliary verbs
- We can form negatives by adding 'not' to the end of the verb.
  For instance: can – can't; might – might not.
- To make a question move a modal verb before a subject.

Modal verbs can express the main basic concepts. They are used to express the next fundamental ideas: asking permission, expressing (im)possibility, giving advice/suggestions, expressing (un)certainty, expressing probability, expressing willingness/refusal, making a request/offer, expressing obligation, expressing (in)ability.

1.**'Might/ May/ Could'** are used to express possibility in the present, past or future. Also, they denote a more specific possibility. To be more precise, a special possibility with one person, in one place and at one time. For example: *Sarah might/ may/ could be at the party tomorrow*.

It is possible to express a negative possibility only with 'may' and 'might'. For example: *He may/ might not have seen the message yet.*

The modal verb 'could' may be used to express specific possibility in present or future, it also may be used for an action that could have happened but it did not. For example: *You could have hurt yourself. Be more careful next time!*

2. **'Can'** is generally used to show physical, mental ability or capability. For example: *I can read French, but I can't write it.*

This verb also may express general possibility. For example: *It can take two hours to get to the airport if the traffic is busy.*

3. **'Must'** always demonstrates obligation, prohibitions, giving strong advice, making a deduction. For example:

All passengers must have a valid ticket. – rule
It must have rained last night. The ground is vet. – making a deduction
You mustn't smoke here. – prohibition
You must watch this movie. It's fascinating. – strong advice

4. **'To have to'** is similar in its meaning to 'must'. Sometimes it does not matter which one to use. However, it is vital to know that 'to have to' expresses obligation or necessity imposed by circumstances. For example: *There was no one to help me. I had to do it myself.*

'Mustn't' and 'don't have to' are completely different. 'Mustn't' means that something is forbidden when 'don't have to' tells us that it is not necessary to do something.
For example:

You mustn't tell anyone what I said.
You don't have to complete this task.

5. **'To be to'**, same as 'to have to' and 'must' may denote obligation or necessity but imposed by arrangement. In addition, it may express a strict order or instruction given by the speaker or official authority.
For example:

We are to meet on Friday. – arrangement in the near future
You are to do it as you are told .– strict order

6. **'Should'** is widely used to convey advice, personal opinion, desirability, probability and moral obligation or duty which may not be fulfilled.
For example:

You should buy a red tie. It suits you. – advice
The government should raise taxes on the rich. – personal opinion
I've offended him. Should I talk to him? – moral obligation

'Should', especially in the past, is used to criticize someone else. For example: *You should have studied harder for your exam.*

In rhetorical questions 'should' also takes part. For example: *How should I know?*

7. In meaning, **'ought to'** is exactly the same as should. If you can use 'should' in the sentence you can also use 'ought to'. 'Ought to' is more formal, old-fashioned and less common in spoken English. The usage of the modal verb 'ought to' is quite rare in modern English. It can be used to express moral obligation, supposition and probability, something that can be naturally expected.

8. **'Shall'** is typically combined with the Simple Infinitive and expresses promise, strong intention, warning, a suggestion and asking for instructions. In British English 'shall' is used to attach promising or volunteering intonation to the sentence. For example: *Shall I take care of your house?*

9. **'Will'** combined with the Simple Infinitive expresses willingness, intention, determination, predictions, certainty about the present or the future. For example: *I will write as soon as I can.*

'Will/would' denote a polite request or an offer. For example: *Will/Would you pass me the pepper, please.* Moreover, in comparison with 'will', 'would' performs a higher level of politeness. It is also possible to use the next combinations to express courtesy: Would you mind/ would you be so kind as to…

In Ukrainian, they correspond to "Будьте люб'язні", "Будьте так ласкаві".

'Will' can be used for commands when 'would' is never used in this meaning,

In the meaning of resistance, 'will/ would' occur in negative sentences and show that some function of a thing can't be performed. For example: *The wound wouldn't heal.*

10. **'Need'** may be used either as a modal or as a regular verb. As a modal verb 'need' has only one present tense form and is combined with a bare Infinitive. In reported speech, it remains unchanged. 'Need' expresses necessity or absence of necessity. It is used in interrogative or negative sentences. For example: *You needn't have come. The headmaster has already gone.*

These are the main meanings of modal verbs in English. The usage of them is quite controversial, especially in written English. All modal expressions are about the speaker's or writer's view of the world, that's why only they can decide which modal verb is appropriate in this context.

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Лащук М. М.
група мАМ–2 (Тернопільський національний
педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. пед. наук, викладач Нацюк М. Б.

КОМУНІКАТИВНІ МЕТОДИ НАВЧАННЯ ІНОЗЕМНИХ МОВ У НАВЧАННІ ГОВОРІННЯ

Важливість вивчення англійської мови як мови міжнародного спілкування у сучасних умовах давно не потребує пояснення, а є загальновідомим фактом. Мовна і мовленнєва компетентності ґрунтуються на усвідомленні основної функції мови – комунікативної, яка забезпечує мовленнєву діяльність її носіїв і впливає на їхній різнобічний розвиток. Сьогодні застосовуються різні методи викладання англійської мови, перевага надається тим, які об'єднують комунікативні та пізнавальні цілі.