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THE COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING

The article deals with the essence of the communicative approach in teaching foreign language. The research defines the key characteristics and principles of its implementation; the concept of communicativeness, the main aspect and methodological principles

Key words: *Communicative approach, teaching method, communication, the English language.*

It is well known that learning foreign languages is more than just necessary in the modern world. More and more people need and want to acquire a high level of fluency in the English language. It requires a lot of hard work, patience and time, as well as appropriate teaching methods and approaches.

The communicative approach in teaching a foreign language is widespread in the world. It appeared in Britain, when English gradually began to gain the status of the language of international communication. Then it became clear that tested and reliable traditional methods of that time ceased to meet the needs of most foreigners studying the English language. As follows, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (not a method) that aims to make communicative competence the goal of language teaching and to increase the effectiveness of communicative skills development of non-native English speakers [4, p. 162].

Communicative language teaching (CLT) is the main trend in foreign language teaching. D. Hymes, M. Halliday, N. Chomsky, O. Tarnopolskii and many other scholars research trends of CLT implementation in foreign language teaching [5].

The purpose of the article is to consider the peculiarities of the formation of communicative competence in the process of studying a foreign language. The following **tasks** are to be done:

- to define the term communicative competence in terms of communicative teaching approach;
- to research principles of CLT;

In communicative language teaching the goal is communicative competence. The principle of the communicative approach is to convey knowledge of the language to students not as a system, but to provide them with communication skills and abilities for practical

application in any other language speech situation. Accordingly, communicative-oriented teaching foreign languages method aims to bring those learning a foreign language to the real conditions of communication. [4].

Communicative competence includes the following aspects: knowing how to use language for different purposes, ability to use language according to the situation and participants (formal and informal speech, written or spoken communication), knowing how to use and comprehend different types of texts (interviews, reports, conversations, narratives), ability to communicate having limited knowledge of language (different communication strategies) [1, p. 1–30].

When we are speaking about the communicative competence of students, it is about learning during lessons beyond extracurricular time (electives, extracurricular activities) through various forms, methods and means of work. The productivity of using this competence is to expand the ability of students to use English as an instrument of communication in the dialogue of cultures and civilizations [2, p. 326–328].

Jack C. Richards defines CLT «as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom» [1, p. 1–30].

Doughty and Long (2003) define methodological principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list, adapted from Doughty and Long (2003), serves as a guideline for realizing communicative language teaching (CLT) practices:

Use Tasks as an Organizational Principle. In the process, learners not only use their interlanguage, but also modify it, which in turn promotes acquisition.

Promote Learning by Doing. According to Omaggio-Hadley (2001), learners should be encouraged to express their own meaning as early as possible after productive skills have been introduced.

Input Needs to Be Meaningful, Comprehensible, and Elaborated. This means the information being presented must be clearly relevant to existing knowledge that the learner already possesses.

Promote Cooperative and Collaborative Learning. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language.

Provide Error Corrective Feedback. As learners produce language, such evaluative feedback can be useful in facilitating the progression of their skills toward more precise and comprehensible language use.

Recognize and Respect Affective Factors of Learning. All teachers eventually experience how learners feel about the target language or how their attitudes toward it affect their motivation and subsequently their success. [3, p. 7-21].

Conclusion. To sum up, we should highlight that Communicative Language Teaching is best considered an approach rather than a method. The use of the communicative approach infers the speech orientation of the educational process, which consists not only in the fact that the purpose of learning is the development of speech, but also that the way to this goal, is the practical use of speech. It must be pointed out that among advantages of CLT may be: contextualization of the educational information, including terminology and grammar, for better understanding of meaning; faster and more efficient results (in comparison to the traditional methods and approaches); everlasting connection between the real-life language and situations of its use.

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STAGES OF FORMATION OF LISTENING COMPREHENSION COMPETENCE

The author investigates the stages of listening competence formation to the students specialized in Philology; highlights the main peculiarities of audition as a conscious process.

Keywords: *listening skills, stages of listening activity, listening competence.*

There are two forms of a language as a means of communication: oral (listening and speaking) and written (reading and writing). We would like to focus on listening as an integral part in foreign language training. The problems of listening in teaching foreign languages were studied by J.S. Noblitt, Morley, G.V. Kolshansky, N.V. Eluhina, I.A. Winter, A.S. Lurie.

The **aim** of our article is to characterize the stages of formation of foreign language listening competence of the students specialized in Philology.

In the methodical plan, the formation of listening competence is a specially organized program of actions with audio text which needs to be taught. These actions are targets of purposeful training and are considered as intermediate goals for the formation of listening competence. Achievement of these goals is carried out in stages and at each stage, speech units of different levels are processed [1, p. 67].

There are two stages of listening competence formation:

- 1) formation of listening competence at the level of the phrase that involves training actions aimed at understanding audio messages built on a familiar material; understanding of audio messages with unfamiliar language material; recognizing the beginning and the end of an audio message.
- 2) formation of listening competence at the level of the text which provides for educational actions aimed at understanding:
 - a monologue built on a familiar material, by dividing the text into semantic parts or highlighting information milestones;
 - a dialogue built on a familiar material, with the task of determining the number of participants in the conversation and their characteristics;