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COMMUNICATIVE APPROACH AS FOREIGN (ENGLISH) LANGUAGE TEACHING

This research aims at investigating Communicative Language Teaching (CLT) and Communicative Approach (CA) as one of the means of teaching methodics. It will take a look at the communicative approach to the teaching of the English language and will also give some examples of communicative activities for students of music specialties that can be used in a class from the communicative point of view [1, p. 15].

CA is an approach to the teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to students to engage them in real-life communication in the targeted language.

For most teachers and lecturers the phenomenon of communicative inactive students is well known. Such students are able to make a grammatically correct sentence and in the same time unable to create simple communication in order to express their opinions. They can ask a question or give an answer, but none of these cues can ever be used by a native speaker. The communicative approach exists, first of all, to escape the communicative phobia. The absence of the communicative phobia (using of communicative abilities and skills), exactly, forms the student's communicative competence.

The activation of the communicative approach assumes three basic terms:

- orientation of students' studying not on the reception of speech knowledge, but on speech skills making process;
- realization of communicative principles – all the exercises should contain communicative character (receiving communicative abilities and skills);
- formation of students' motivational activity phase [2, p. 103-105].

For these terms positive motivation of students is highly needed:

- a) without strong motivation speech activity can not start on the whole;
- b) speech activity grows, when it is highly positive and valid [2, p. 91].

Thus, to provide communicative character of educational process, it is necessary to take into account students' personalities, to make the teaching and studying processes meaningful, to mention students' «personality and professional individualization» (the selection of teaching materials and tasks should include student's individual peculiarities and his/her occupation).

In communicative approach, a teacher/lecturer (further – *teacher* (both at school and higher educational establishment) has some important roles. At first, a teacher can be the facilitator of the communicative process during the lesson. The teacher also can act as an independent participant within the learning-teaching group. The teacher is expected to act as a source, a motivator, a guide, an analyst and a researcher. The teacher also can include being an actor and an entertainer. Besides,

teacher's job in communicative process is to make students communicate using «real» language by providing them with instruction and any kind of help. The role of a student in a communicative process is not less important than teacher's one. A classroom during a communicative activity is far from quite, as usual. Because of the increased necessity to participate, students may find them gain confidence in using the targeted language in general. Students become more responsible managers of their own learning. The main focus during a lesson must be on a student not a teacher. The interaction should be between student and student, and may include teacher only where it is necessary. During classroom communicative activities a teacher monitors and coordinates the process. To develop communicative competence a number of tasks and exercises can be used; it's a great opportunity for a teacher to show individual creative approach. Exercises should put students in a real-world listening situation where they can realize themselves. Most likely they have an opinion of the topic, and a class discussion can follow, in the targeted language, about their experiences and viewpoints.

For instance:

Ex. 1. Students are told they have witnessed an event (musical concert, festival etc.) which they still remember and should tell about. Each student tells about the event he has witnessed, others ask questions and add about their experiences (« If – statement «) [4].

Ex. 2. Students sit in circles. One person starts off by giving his first name and an imaginable music profession (e.g. If I were a singer, guitar player). The next person has to describe this profession and name his one («If – statement») [4].

*Ex. 3. Explain how you understand the quotations («What would you say?») [5]:
«A good composer does not imitate; he steals.»*

Ihor Stravinsky (1882-1971), Russian-born U.S. composer.

«There is music in the air, music all round us: the world is full of it, and you simply take as much as you require.»

Edward Elgar (1857-1934), British composer, conductor, and violinist.

«A lot of notes lying around on that old piano. I just pick at the ones I like.»

Nat King Cole (1919-1965), U.S. singer and jazz pianist. Describing his style of piano playing.

Ex. 4. What are the names of famous composers of Baroque era:

1. He is known as 'The redheaded priest' and wrote many, many pieces for the Church (about 640 pieces all together). He taught music at several schools at the time. But as his popularity declined, he lost contacts and support, and at the time of his death he was a poor man. His most famous music is 'The four Seasons' for a violin and string orchestra. – Antonio Vivaldi (b. 1676 d.1741)

2. He came from a long line of musicians, although he was the first to become famous outside of his hometown of Eisenach. An incredibly gifted organist, he got a job as a cantor in 1722. He wrote new pieces for the organ for each service, destroying the used ones. His work was very unique, and his use of intertwining melodies and the fugue are trademarks of his genius. – Johann Sebastian Bach (b.1685 d.1750)

3. *Skilled at the organ, he wrote several church pieces before being picked up by Prince Ernst of Hanover as a court musician. Later he went to London, where his Italian-style operas were all the rage. In 1741 he wrote the religious classic «Messiah».* – *George Fredric Handel (b.1685, d.1759).*

Taking into account that the basic function of language is communicative the communicative approach to the teaching of a foreign language cannot be overestimate and used as major one. Thus, teaching process shouldn't include only grammar and vocabulary materials but communicative competence, the ability to use language in real communicative situations.

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