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## **SOME ASPECTS OF COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY**

Due to Ukraine's policy of European integration and as a result of increase of educational opportunity in Ukraine a large number of students need to learn foreign languages for further education or career advancement. They should be able to communicate effectively in order to participate fully in different kinds of meetings, projects, discuss their work and study with their colleagues and teachers, attend international conferences. In connection with this some effective approach to language teaching is needed which can help students to develop their essential language and communication skills.

The article deals with communicative language teaching approach which should be used by teachers to help the students to achieve a good command of language and to use it appropriately in different social situations to accomplish communication goals.

The purpose of the article is to analyze some communicative activities, with the help of which language teaching through communication is carried out and to show the role of teachers in implementing communicative language teaching.

The communicative language teaching approach combines structural practice with situational presentation [1, p. 21]. Language items should be

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provided in some situations to ensure that their meaning is clear. The main aim of this approach is not only to develop the learners' linguistic competence – to teach them the rules of sentence formation but to develop communicative competence – the ability to use the language appropriately in different social situations using different kinds of communication strategies.

Communication takes place when people perform a variety of different acts of some social nature using different strategies and tactics. There is no simple equation between linguistic forms and communicative functions. The analysis of some pragmatic and semantic characteristics of affirmative sentences, for example, shows that their meaning is characterized by some pragmatic variations depending on the communicative intentions of the speaker. They are not always used only as statements, but actualizing constative speech acts in dialogical discourse, they have different shades of meaning, depending on the communicative strategies of the speaker. They can describe something, convince somebody in something, influence somebody. Their meaning is characterized by pragmatic variation and depends on real communication between people. As statements the constatives may express the speaker's emotive-evaluative attitude to some actions. They can be defined as speech events with the purpose to persuade to do some action or to influence the feelings and emotions of people. There are different ways of realization of the mentioned purposes in speech communication. It also should be mentioned that interrogative sentences are not always used as questions. They can, for example, give some order, ask for permission. One linguistic form can fulfill a lot of communicative functions, and one function can be fulfilled by different linguistic forms. The organization of language material is determined by some strategies, tactics and social roles of communicators.

Thus, the approach to language teaching should be based on a view of language as a social tool that speakers use to make meaning. A distinction should be drawn between two different kinds of meanings. The first one is the meaning which language items have as elements of the language system. The second one is the meaning which they have when they are used by the speakers in different acts of communication. While teaching languages teachers should think not only in the terms of linguistic structures but also in the terms of communicative acts.

Language teaching through communication can be carried out with the help of different communicative activities, which reflect natural use of language and focus on achieving communication. These activities are

organized by teachers. They give students the opportunity to develop positive relationships with other students and as a result to interact as equal partners and communicate meaning effectively. The real communicative purpose can give a real need for communication and help the students to do the activity successfully. While speaking they must concentrate on the strategies of communication. They should try to achieve their communicative goals. They must concentrate on both what they are saying and how they say it. The role of the teacher is to assess the achieved communicative purpose.

Generally speaking the role of teachers in implementing communicative language teaching is different from their traditional role when they perform their regular role of language instructors: present new language material, direct control over learners' performance, evaluate it. All the teachers implementing communicative language teaching have to develop interest to various types of communicative activities that fit with strategies of the students. They should give the opportunities for the students to experience the language, to feel that the presented material is of relevance to them. They don't intervene after starting an activity and students take on a greater degree of responsibility for their own learning. The language teachers should be able to apply information they use to a practical situation and help the students to develop confidence in using the language for effective interaction in social contexts.

It is stressed by some scholars that today the methodological issues are quite different and complex. They state that the language teachers try to draw students' attention to the nature of social, cultural, and pragmatic features of language. They explore pedagogical means for «real-life» communication in the classroom, try «to equip students with tools for generating unrehearsed language performance» [2, p. 77] in contrast to the past situation in which they had to follow only one methodology. Thus, today the teachers' responsibilities became much more demanding than those of the former days. Learners are becoming active participants in the learning process, they are considered to be teachers' partners. Teacher dominated activities have been replaced by learner-centred classes. Now teachers may adopt the role of facilitators of the communication process [3, p. 193]. They set up the activities and explain the procedure and must make sure that the students are sure what they are supposed to do in these activities. It is wise to start with activities that make relatively light demands on the students linguistically. This will help to build students' self confidence. It may happen that in the first activity which students try they are not creative. But with some encouragement from

the teacher, their creativity may increase dramatically. Teachers should offer advice and help to solve problems, respond to learners' language needs.

The roles of teachers and learners are in many ways, complementary. Giving the learners a different role requires the teacher to adopt a different role. Language teachers should play active and effective role in goal setting, syllabus design, using appropriate methodology and assessing students' progress. They should promote an atmosphere in which participants are encouraged to learn language through communication.

Thus, communicative language teaching methods assist students to develop confidence in using language for meaningful communication and give them the opportunity to express their ideas, views and feelings freely. Students can develop their language and communication skills through participating in different communicative activities: pair work, group work, role plays. Successful learning and teaching usually involve the above mentioned kinds of communicative activities. Teachers should use them appropriately to benefit the learners.

This kind of work is considered to be a traditional part of communicative language teaching practice [4, p. 116]. The communicative activities involve different types of discussions and problem-solving tasks which help students to use different strategies of communication, develop their communicative competence. It should be mentioned that preparation for this kind of work needs careful thinking in terms of management. Without this the activities can't be successful.

Role-play is an effective technique which changes learning atmosphere, makes the language acquisition impressive and gives the opportunities for a lot of language production [5, p.47]. To make it successful the topic chosen should be real and relevant; the teacher should 'feed-in' the appropriate language; students should concentrate on the strategies of communication and communicative goals. They are required to speak properly in line with the context suggested by the teacher and their «roles». After the performance several groups of students can discuss some advantages and disadvantages of their work. The discussion itself is also a kind of practice.

Role-play is also a useful means of the learners' pragmatic competence development [5, p. 51]. Pragmatic competence is the ability to communicate successfully in any socio-cultural context and to interpret the message of your interlocutor as it was intended. If students lack pragmatic competence they fail to achieve their communicative aims and their communication can't be

successful. Therefore, many contextual features are important in determining how a speaker may behave in a role-play. Many dimensions of a learner's pragmatic competence should be stressed in connection with it. For example, the choice of roles and contexts becomes very important. While designing a role-play, teachers must take students' ages and experience into consideration. The positive effect of any role-play proves to be useful in communicative language teaching .

Attention should be paid to the regulation of the relationship between the teaching roles and learning roles. Students obviously play a center role. However, teachers should control the whole situation in order to make all the work going on smoothly. To improve the teaching-learning process while following communicative language teaching methodology it is necessary to identify learners according to their level to respond to their language needs; to help them to bear responsibility for their own learning; to create friendly relationship with them; to use continuous assessment; to encourage to learn language through communication. A balance between role plays and the normal presentation of class room teaching should be made.

Thus, communicative language teaching methods assist students to develop confidence in using language, develop their communicative competence which gives the opportunity to use the language appropriately in different social situations using different kinds of communication strategies. The use of communicative language teaching methods prepares ground for the students to interact with one another in confidence. It makes them competent in expressing themselves.

In communicative language teaching the role of a facilitator of the communication process is assumed for a teacher. Using different techniques, some learning activities like role play, project and cross group work, teachers improve students' language and communicative skills, make them demonstrate these skills in different communicative events, make students be responsible for their learning. Teachers also improve themselves in applying communicative language teaching methods to satisfy the dynamic needs of modern students.

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## **FEATURES AND IMPORTANCE OF POLEMIC DISCOURSE IN PEDAGOGICAL INTERACTION**

Issues related to the specific use of linguistic resources in communicative processes become a subject of great interest among linguists. In their opinion, a text is a special communication unit. In order to provide for a thorough study of the text it is not sufficient to operate with conventional terms and concepts used in traditional linguistics. It is widely known that communicative approach to the study of the text requires that we should use a more thorough knowledge resulting from involving other disciplines (psychology, rhetoric, philosophy, sociology, etc.) as well as taking into consideration a lot of extra linguistic factors. Furthermore, the term «text» has many connotations, which prevents its free and unrestricted usage. It seems that the notion of «text» requires clarification and reconsideration. The communicative approach to language studying in general and text in particular necessitated the introduction of new paradigms in scientific concepts that caused the emergence of the term «discourse». Despite the complexity and diversity of this phenomenon, unfortunately, there is no complete and sufficiently precise definition of the term «discourse» and there is no classification of its types.

In recent decades, the active discussion of defining discourse has fallen within the pragmatic studies that include defining the recipient and the communicative situation (communicative principle). But at the same time the author influences upon the recipient through the text. Studying the mechanisms of interaction of linguistic and non-linguistic phenomena appears to be utterly

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