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## COMMUNICATIVE LANGUAGE TEACHING AS A TOOL AND GOAL OF TEACHING ENGLISH

Ольга КРІЧКЕР, кандидат історичних наук  
Національний університет цивільного захисту України

The growing need for knowledge of foreign languages offers new opportunities for its study through various sources, such as traditional education, travel, study abroad, mass media and the Internet. This, in turn, leads to increased requirements for teaching foreign languages, since the result of learning should be fluency and competence, not just knowledge of syntax and grammar.

On the one hand, teaching has become easier due to the abundance of applications and websites allowing free access to ready-made lessons and worksheets. On the other hand, rapid development of artificial intelligence poses additional challenges for teachers because they sometimes can't assess their students' results.

Language teachers who are consistently and constantly seeking new ways, techniques and methods of teaching mostly agree that whatever sources are used, the emphasis should be on preplanning, structuring and delivering educational materials [1].

In our paper, we propose to consider the concept of the communicative teaching method, its origin and the evolutionary path it has overcome since its appearance in the 1970s.

Some teachers sincerely believe that they use the communicative language teaching method in the educational process, meanwhile being unable to explain what the term «communicative» means: either reducing the number of grammar exercises, or offering open discussions and role-plays to their students, or perhaps teaching them communication? According to the prominent educator, Professor Jack C. Richards «Communicative language teaching can be understood 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» [2].

The main goal of the communicative language teaching is teaching language competence. This term can best be understood by introducing another one, grammatical competence, which implies knowledge of the language at a level sufficient to compose sentences in the appropriate language, that is, the basic unit of analysis is the sentence. However, in practice, knowledge of the rules of sentence formation does not always mean the ability to use the language accurately and meaningfully in the process of communication, that is, the absence of language competence. The proof is the fact that many illiterate natives can't successfully express their thoughts due to incoherent speech.

Thus, the communicative method of teaching encompasses the following aspects: the ability to use language to achieve a set goal; the ability to choose language tools that correspond to the given situation and its participants (in formal/informal situations, written/oral speech); composing and understanding different types of texts (a story, a report, an interview, an announcement, an invitation etc.); and the ability to maintain a conversation using communicative strategies in case of insufficient mastery of language material.

As far as all spheres change, the process of learning a language was also subjected to transformation over the past 4-6 decades. Previously, until the mid-1990s, the main focus was on mastering the grammatical material. Language learning was considered a mechanical development of language habits, by memorizing and repeating texts, dialogues, tongue twisters, so that students could avoid mistakes. The idea was that learning a language was possible only under the guidance and supervision of a teacher. The fear of mistakes seems to be imprinted in every learner of the Soviet and early independence periods.

The transition to communicative language teaching has led to a departure from traditional methods of teaching a language (memorizing dialogues and texts, and learning grammar patterns by heart) and involving students in new types of work (role-playing, paired activities and group work, drafting projects, creating portfolios, etc.).

In addition, the roles of a teacher and a student have radically changed. Teacher talking time is cut and the speaking activity preference is given to students, i.e., if the role of the teacher earlier was to deliver, explain, and spoonfeed materials to the students, now communication focus is on students working individually or in groups. Teachers should develop a new approach to correcting mistakes and must allow their students to make mistakes and not to fear mistakes because the role of the teacher is facilitating the learning process.

Over the past half century, most educators insisted on reviewing both the curriculum and the methodology of teaching English as a foreign language. The issue has become more pressing at the current stage of its development, which began in the late 1990s and continues to this day.

Since traditional curricula tied grammatical and lexical material to certain topics, there appeared the need to develop new programs that would highlight the new methodology for teaching a foreign language. The new approach pushed grammar to the background and identified the following aspects of language use for mastering communicative competence:

- purpose of learning a language (learning a language for special purposes, for example, for business, occupational health and safety, legal English, traveling, etc.);
- the environment where a language is used (in the office, shop, on the plane, in the armed forces, etc.);
- social roles of students and their future interlocutors (a traveler, an HR manager, a student at a foreign university, a doctor at the hospital, etc.);
- events during which the communication is carried out (daily situations, at work, at a conference, casual and, telephone conversations, business correspondence, etc.);
- language functions, i.e. intention (introduce yourself, describe your plans, give explanations, etc.);
- notions and concepts the speaker needs to know to express themselves on the topic able to express their opinion or participate in a discussion on a given topic (leisure, finance, history, religion, etc.);
- ability to conduct a discourse, knowledge of rhetorics (story-telling, presenting a business plan, etc.);
- the desired level of spoken and written language proficiency;
- a certain amount of lexical and grammatical knowledge sufficient for oral and written communication;
- variants of English that may be useful for communication, for example, American, and British.

These aspects resonated with the goals set by educators who pointed out that the new communicatively oriented curriculum should differentiate between learning a foreign language for general, specific, or professional purposes and create an educational environment to meet students' demands.

The educators who were advocates of the method pointed out that it is much easier to teach a language if the ultimate goal of the process and the role of the speaker in (a lawyer, a fire inspector, a health and safety engineer, etc.) are known. To comply with the promoted idea, language learners' needs were analyzed based on observations, surveys, interviews, to ultimately identify the communicative needs of the future language user

in certain situations. The focus on needs analysis was to identify certain characteristics of the language when it is used for specific, rather than general, purposes. Such differences may encompass differences in the choice of lexical means, grammatical forms, most frequently used types of texts, functions, and needs for special skills. At the present stage, it has become obvious that language learning should be organized according to specific needs of learners. This approach has proven to be the only true and significant way to achieve the best results.

Consequently, since the beginning of the 1990s, the communicative method of teaching has gained particular popularity. Since it describes several general principles based on the concept of communicative competence (as the goal of learning a foreign language), communication-centered curriculum and methodology (as a means of achieving this goal), the communicative method of teaching continues to develop along with a deeper understanding of the language learning process.

Modern theoretical principles of the communicative method of teaching introduce new educational paradigms and traditions, and since they come from different sources, at this stage there has not yet been an agreement on any one set of principles that would characterize modern communicative method. It can be said that the method itself refers to several generally agreed principles that can be applied differently, depending on the educational context, age, level, goal, etc. of those who study.

Thus, we want to present ten basic assumptions regarding the benefits of the use of the communicative method of teaching at the present stage:

- language learning is accelerated when students interact during a meaningful communication process;
- effective learning tasks and exercises provide an opportunity to discuss the meaning of new words and concepts, expand language resources, and see situations of language use;
- communication becomes meaningful through the processing of its components, which must be relevant, memorable, and engaging;
- communication is a holistic process in which various language skills, tools, and techniques are often used;
- language learning is accelerated through the use of inductive teaching methods and heuristic learning technologies;
- language learning is a gradual process that includes creative use of language and making mistakes (students should understand that making mistakes is an integral part of the learning process);
- students should seek their own way to master the language, and they can have different needs and motives for learning a foreign language in different periods;

- a successful learning process is based on the use of effective learning and communication strategies;

- teacher acts as an assistant and coordinator of the learning process and creates a friendly environment in the classroom that promotes learning and provides students with the opportunity to practice language and analyze its use;

- a learning group is a community that learns by cooperating and exchanging deeply personal experiences.

The paradigm shift in the communicative learning method has led to a new perception of language learning, the most significant of which are:

- student autonomy: the student is allowed to choose what and how to study. Learning takes place in small groups, the participants of which assess their results on their own;

- the social nature of the learning process: the need for joint participation in the learning process, which itself is a social activity, is emphasized;

- interdisciplinary connections: foreign language texts and tasks resonate with other disciplines studied at universities;

- focus on the goal, which is considered the driving force of learning;

- the choice of various learning strategies and approaches to students with different levels of knowledge;

- the development of analytical skills, abilities: language learning should be considered as a way to develop students' intellectual abilities, their ability to think critically and creatively;

- alternative methods of assessing knowledge: keeping journals of observations and interviews, folders and cases that will clearly show what students have achieved in the learning process (which is much easier with Google Classrooms);

- teacher-researcher: teacher acts as coordinators who are constantly searching for new forms of teaching to achieve the goals of students.

As Jack C. Richards suggests in his paper on the issue «today communicative language teaching can be seen as describing a set of core principles about language learning and teaching, ..., assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning» [2].

Thanks to the shift to the communicative language teaching in recent decades, there have emerged new hacks in teaching foreign languages that allow for interaction between the teacher and the student through the language, building the rapport with learner by providing support, and a freer communication practice, discussion, experimentation and opportunity to express thoughts and ideas differently.

Thus, the communicative approach to language teaching has not shown its full potential yet. However, according to many scientists, it remains the leading and most promising method of teaching foreign languages and the situation is not likely to change until it can satisfy the needs and help teachers and students achieve their educational goals.

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#### РОЛЬ І ЗНАЧЕННЯ ГУМАНІТАРНИХ ДИСЦИПЛІН У СТРУКТУРІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

*Інна ЛЕВЧЕНКО, доктор історичних наук, професор  
Університет Григорія Сковороди в Переяславі*

Одним із стратегічних завдань вищої освіти є створення умов для формування освіченої, творчої особи громадянина України, а також для реалізації його природних задатків та можливостей в освітньому процесі. У формуванні особистості здобувача вищої освіти, майбутнього фахівця професійної освіти, значна роль належить гуманітарній освіті.

Вищі навчальні заклади України є актуальною проблемою сучасної педагогічної науки. В Україні вона виникає у процесі вирішення теоретичних та практичних завдань реформування освіти.

Довгий час у закладах вищої освіти формувався такий підхід, при якому основна увага приділялася технічним дисциплінам, тоді як суспільствознавчі та гуманітарні навчальні дисципліни вважалися другорядними. Не заперечуючи прагматичних досягнень такого підходу до професійної освіти, слід зазначити, що недостатньо враховувався той факт, що здобувачі закладів вищої освіти – це майбутні керівники виробництва, головними завданнями яких можуть бути проблемні ситуації з людьми, а не тільки прийняття