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**Особливості підходів, які використовуються
у процесі вивчення студентами англійської мови**

Peculiarities of Approaches Used in the Process of Students English Language Training

У статті розглянуто особливості використання підходів у процесі вивчення англійської мови студентами філологічних спеціальностей. Уточнено сутність понять когнітивного, інформаційного, біхевіорестичного, інноваційного, інтуїтивно-свідомого, свідомого, комунікативного, індивідуального, тематичного, діяльнісного та прагматичного підходів. З'ясовано, що головною метою навчання студентів філологічної спеціальності є комунікативна компетенція. Значення цього терміна стає яснішим та зрозумілішим у порівнянні з концептом граматичної компетенції. Безперечно, граматична компетенція є важливим, але далеко не єдиним аспектом в навчанні мови. Студент, який повністю засвоїв усі граматичні правила, навчився грамотно будувати речення, може виявити труднощі в реальному спілкуванні іноземною мовою та у процесі справжньої комунікації. У статті зосереджено увагу на комунікативному підході як одному з найефективніших підходів вивчення англійської мови та досліджено комунікативний підхід крізь призму граматичної компетенції. Завдання учасників навчального процесу полягає у необхідності навчитися працювати спільно, відійти від індивідуалізованого навчання. Студенти вчать слухати своїх товаришів, вести бесіди і дискусії в групі, працювати над проектами разом з іншими учасниками групи.

Ключові слова: *підхід, комунікативний підхід, студенти філологічних спеціальностей, граматична компетенція, англійська мова.*

The article deals with the peculiarities of approaches usage in the process of English language studying by students of philological specialties. The essence of cognitive, informational, behavioural, innovative, intuitive, conscious, communicative, individual, «thematic», active and pragmatic approaches was revealed. Focus on the communicative approach as one of the most effective approaches of English learning process was paid. Communicative approach was examined in the light of grammatical competence. It was proved that the choice of methodology and effective approach in the process of foreign languages studying is relevant and reflected in the works of domestic and foreign scientists. However, in spite of this, as shown by the analysis, the constant evolution of theoretical bases of different approaches and their specific implementation in the learning process leads to misunderstanding and problems during their usage. As it can be seen from the experience, the main

purpose of students of philological specialities English language studying is to develop communicative competence. The value of this concept becomes clearer and more understandable if to compare it with the concept of grammatical competence. The attention in the process of communicative approach application is paid to group training. The task of the participants of the educational process is to learn to work together, to leave individualized training. Students learn to listen to their friends, communicate and discuss the project in group working with other group members. The communicative approach to teaching also means that the subject of educational activity is in the center of process of learning, and training system provides maximum consideration of individual, psychological, age and national characteristics of a student. The communicative approach in modern methodology is regarded as the theoretical framework of language learning. It exists primarily to remove the fear of communication.

Keywords: *approach, communicative approach, students of philological speciality, grammatical competence, English language.*

Problem research... The leading role in modern rankings of popular methods of English learning by students of philological specialities is occupied by the communicative approach, which aims to practice communication. The approach is of activity character because real students' communication in the classroom is fulfilled by using speech activity, when they seek to solve real or imagined problems. The communicative method of English language learning is directed to the possibility of communication. Today the four areas on which any language training is based are represented by reading, writing, speaking and audition. The greatest attention is paid to the last two areas, which are the brightest representatives of the communicative approach.

Analysis of recent researches and publications... Some aspects of communicative approach studying in the process of English language learning were researched by domestic and foreign scholars, such as: I. Bim, V. Korostelev, V. Kostomarov, R. Milrud, E. Passow, I. Pavlov, J. Winter and others.

The purpose of the article is to study the efficiency of the communicative approach in the process of English language studying by students of philological specialities.

The main material research... The choice of methodology and effective approach in the process of foreign languages studying is relevant and reflected in the works of domestic and foreign scientists. However, in spite of this, as shown by the analysis, the constant evolution of theoretical bases of different approaches and their specific implementation in the learning process leads to misunderstanding and problems during their usage.

Modern researches distinguish such basic approaches in the process of foreign language studying [6]:

1. *Cognitive approach* - a modern approach that involves the use of human knowledge and presentation of the objects of the world for more effective learning.

2. *Informational approach*. A characteristic feature of this approach is the accuracy and specificity of theoretical descriptions that make it easy to vary models and make studies more understandable. The most common and classic version of informational approach is symbolic approach that understands human cognitive system as the process of operation with discrete elements of information, such as symbols.

3. *Behavioural approach* defines learning of a foreign language as a process of reactions formation to foreign stimuli. Knowing the traditions and values of another country, being able to relevantly reflect their knowledge in the communication process, students become full participants of interaction.

4. *Innovative, unconventional approach* to English language learning provides positive motivation gaining knowledge in all subjects, active functioning of intellectual and volitional spheres, forms a strong interest in the subject, promotes the development of creative personality. The process of English language learning by using non-traditional forms of education promotes interest in language; positive relation with respect to its study; encourages independent students speech activity; makes it possible to perform more focused approach in training.

5. *Intuitive approach* involves mastering English language, including models in intensive mode, followed by the realization of values and rules of handling them.

6. *Conscious and cognitive approach* directing student activities primarily on mastering the rules of use lexical and grammatical patterns on the bases of which conscious design of expressions is fulfilled.

7. *Communicative approach* involves organic combination of conscious and unconscious components in the process of English language learning i.e. mastering the rules of foreign language operating models occurs simultaneously with the mastering of communicative functions of speech.

All tasks used in the process of English language studying should be communicatively focused and adjust students to the correct interpretation of situational problem that requires mental tension and stimulate speech activity of students in the process of problem discussion.

8. *Individual approach* stimulates recruitment for students with extremely high barriers of

communication with individual tasks of monologue speech that a student can prepare in advance quiet «home» conditions. It refers to a variety of messages, reports, presentations, that one of the students represent during the discretion of the audience for further discussion and possible amendment.

9. «*Thematic*» approach to foreign language learning is an attempt to modify the themes, to give them creative nature, turn them into essays, reports, etc., that are elected and worked out by the students themselves.

10. The need for *active approach* to the study of linguistic phenomena, i.e. the study of the nature of the position from the point of view of functionalism, emphasizes the pragmatic analysis and semantic aspects of monologue speech extends students insight about the relationship between nominative nature and functional significance monologue statements.

11. *Pragmatic approach* to the process of English language studying units should take into account the fact that in the real communication any statement is the part of the structure of language relationship. Each expression exists only in the pragmatic context. The impact on the implementation of the communication strategy of the speaker is very important in this context. It serves as a prerequisite for enhancing knowledge about the cultural characteristics of the countries and people. This is promoted by intercultural approach to English language learning, which is an important part of the culture of the people that speaks this language, and transmit it to others [6, p.125-137].

As it can be seen from the experience, the main purpose of students of philological specialties English language studying is to develop communicative competence. The value of this concept becomes clearer and more understandable if to compare it with the concept of grammatical competence. Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication [2, p. 44]. Simply put, it means to be in the possession of the knowledge which enables the language learner / user to produce and express meaning by utilizing the embedded principles of grammatical principles in the target language, as opposed to merely memorising and reproducing grammar. Grammatical competence is usually in the center of attention of many grammar books, which present certain rules of grammar and exercises to practice and consolidate these rules. Undoubtedly, grammatical competence is important, but not the only aspect in learning English language. A student who has fully mastered all grammar rules, learned to build a sentence correctle, may find difficulties in real communication in a foreign language and in the process of live communication. Therefore, a student will feel the lack of communicative competence.

Communicative competence may include the following:

- knowledge of how to use language for different purposes and functions;
- knowledge of how language varies depending on a particular communicative situation and the participants of this situation (such as the ability to distinguish formal language from informal, oral from written);
- the ability to create, read and understand texts of different types and nature (e.g, stories, interviews, dialogues, reports, etc.);
- ability to maintain a conversation even with a limited lexical and grammatical knowledge [5, p.37].

The communicative approach in the process of English language learning by students of philological specilities is primarily focused not on the correctness of language structures (although this aspect is also important) but on:

- interaction between participants in the communicative process;
- clarifying and achieving common communicative purpose;
- attempts to explain and express things in different ways;
- expanding the jurisdiction of one participant communication through communication with others [5, p. 38].

The attention in the process of communicative approach application is paid to group training. The task of the participants of the educational process is to learn to work together, to leave individualized training. Students learn to listen to their friends, communicate and discuss the project in group working with other group members.

The communicative approach to teaching also means that the subject of educational activity is in the center of process of learning, and training system provides maximum consideration of individual, psychological, age and national characteristics of a student [1, p. 20-21].

The object of this approach training is speech activity in forms of listening, speaking, reading, writing, translating. The communicative approach targets language classes on communication learning, the use of language aiming to exchange point views. For this, the focus during classes for students of philological specialitie is concentrated on creating and maintaining need for communication and learning in the process of communicating professionally significant information.

Named approach implements basic requirements for modern educational process:

– communicative behavior of the teacher in the classroom;
– the use of tasks that reflect real life situations of communication and that force enforcement of educational activities within such situations; parallel mastering of grammatical forms and functions of English language;

– reckoning of individual students characteristics [7, p. 131-133].

Methodical contents of the communicative approach are the ways of organizing learning activities related primarily to the extensive use of collective forms of work with problem solving tasks and cooperation between teachers and students.

The ultimate goal of learning within the communicative approach is the formation and development of communicative competence, i.e. the willingness and ability of students to verbal communication.

The newest interpretation of this approach is in the national training methods of cooperation. The essence of such education is to create conditions for active joint activity of students in different educational situations. Training provided by means of this approach is organized in small groups, consisting of three - four students of different levels of language training (strong, medium, weak). While performing other tasks in the group students are placed in an environment in which the success or failure of one of them affects the result of the group as a whole. Thus, each student is responsible not only for his / her performance, but also for the result of the entire group. In practice, learning together can significantly increase the time of each student language practice in class and focuses on student self extracting information, its critical thinking and learning [4, p. 22-24].

The communicative approach in modern methodology is regarded as the theoretical framework of language learning. It exists primarily to remove the fear of communication. A person who has a standard set of grammar constructions and vocabulary of 600-1000 words can easily find a common language abroad.

For a complete communication in English students of philological specialities have to design language properly, with phonetic, grammatical and lexical point of view. Here appears the question how the training of such abilities is fulfilled. The majority of researchers believe that lexical items and grammatical structures have unwittingly be acquired by students during communication with the teacher and other students in the course of extracting new knowledge from texts and so on. This includes the development of learning tools that allow the student to use them without grammatical and lexical material for expressing their opinions prememorizing. The attempts to create such means is carried out by functional and semantic tables, grammar functional diagrams, functional supports for dialogue and communication systems, conventionally speech exercises for learning grammar, which are widely used today. In this case, the development of the students' sense of language that allows them to use new foreign words and grammatical constructions intuitively correct is particularly important [3, p. 119-120].

However, all of the above mentioned does not mean that while the use of communicative approach in the process of English language learning by students of philological specialities doesn't have to use the principle of consciousness. In order to avoid and prevent errors in the communication, students should be provided by rules, guidelines that will help them to support communication in English, not feeling a lack of knowledge of lexical items and grammatical structures.

Conclusions... Thus, the problems and issues that arise when the communicative approach in the process of English language learning by students of philological specialities in no way belittle its merits. As numerous studies show the communicative approach is the most appropriate mean of foreign language learning as it develops «sense of language» and meets the challenge of teaching of foreign languages in modern society, i.e. to learn the language for the purpose of communication.

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Педагогічна спадщина та громадсько-просвітницька діяльність В. В. Рюміна

Pedagogical Heritage and Social-Public Awareness Activity of V. V. Riumin

У статті розглядаються історіографічні джерела творчої спадщини В. Рюміна, які характеризують його педагогічну та просвітницьку діяльність. Педагогічна та просвітницька спадщина В.В. Рюміна не досліджувалася, аналіз та систематизація друкованих джерел пов'язаних з його педагогічною та просвітницькою діяльністю не проводилося. Проведені науковцями дослідження зосереджувалися на розгляді науково – популярної літератури персоналії періоду 20-30х рр. ХХ століття. Окремі педагогічні положення В.Рюміна розглядалися вітчизняними науковцями в історії педагогічної думки, але цілісного, всебічного та глибокого аналізу проведено не було. Педагогічна спадщина В.В.Рюміна потребує свого опрацювання. Аналіз напрямів науково-педагогічної спадщини та громадсько-просвітницької діяльності В. В. Рюміна дає вагомі підстави стверджувати, що він належить до когорти визначних українських педагогів, сподвижників розбудови освіти кінця ХІХ – початку ХХ століття.

Ключові слова: педагогічна спадщина, громадсько-просвітницька діяльність Володимира Володимировича Рюміна, середня професійна освіта, педагогічна освіта, видавнича та публіцистична робота, періоди, позитивізм.