

английского и русского языков. Были выявлены следующие функции паремий: урезонивание, предостережение, обличение, упрек, оправдание обоснование, ободрение, побуждение к действию, совет, парирование.

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КОММУНИКАТИВНЫЙ ПОДХОД В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В статье описан коммуникативный подход в преподавании английского языка. В статье также можно ознакомиться и с некоторыми упражнениями, которые могут быть использованы в обучении английскому языку.

Ключевые слова: коммуникативный подход, обучение, изучение, язык, деятельность, английский язык.

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COMMUNICATIVE APPROACH IN TEACHING ENGLISH

Abstract. Communicative approach in teaching English (CLT) is described in this article. Some activities which can be used in teaching English are presented here.

Key words: communicative approach, teaching, learning, language, activities, English.

Imagine, you are in a big city. There are a lot of houses, hundreds of people rushing somewhere, dozens of cars on the road and you... You can hear people, songs and voices around. But you can't understand anything. Exactly at this moment you realize the urgency of learning foreign languages. This problem involves both learning and teaching languages. There are a lot of approaches, techniques and aids that can be used to help students in mastering languages. Communicative approach proves to be one of the most effective approaches in teaching English. The language we speak should serve as a means of communication that bridges different cultures and people together. Language students should learn to communicate, be able

to express their thoughts, wishes, feelings.

The Communicative Method of Teaching, also known as Communicative Language Teaching (CLT), started its rise to prominence during the 1970s and 80s. The aim of the Communicative Approach is to provide students with real life communication lessons that mimic the natural progression of language learning [1, p.85]. The idea is to make the target language more relevant to real world situations rather than the classroom.

Classroom activities used in CLT can be of various types, still of communicative nature: role play, interviewing, information gap, games, language exchanges, surveys, pair work, learning by teaching [2].

“Find someone who...” is one of the most favourite activities that can be arranged at all stages of studies. It can be used while learning both grammar and vocabulary. It helps to have students out of their seats and interact with one another. Students should find people in the class who confirm the descriptions. “Find the person who: can sing, dance, play the piano, etc.” is a task suitable for elementary level students.

“Question – and – answer” model can be used when treating the topic about profession and future career with high school students.

“A minute talk” is another popular type of activity that leads to communication. The task is for the students to speak continuously during the designated time interval of one minute on the suggested situation or problem. Then the group answer comprehension questions and as a variation of the task they are involved into a simple discussion.

“Matching sentences” could be used while learning grammar. For the purpose, sentences that illustrate the use of the grammar phenomenon under the study are cut into pieces and mixed up. Every student gets one piece. The task is through questioning the classmates to find those who have other parts of the sentences. Then the sentences are checked and used for communication purposes.

“Tell me” is the activity which can help students become more active in speaking. The task is very flexible and can be used for groups of various types and sizes. Cards with different words are prepared and attached to the backs of the students so that they can see only the cards on the others’ backs. The task is to gather as much information as possible to guess what word is written in a specified card.

All these activities motivate students to speak, they become active users of the language. They are not restrained by the fear of making mistakes, they are not afraid of speaking as fluency becomes more important than the accuracy. For the communicative purposes CLT is more appropriate than any other methods as it involves students into language learning process through acting and speaking.

There are also difficulties that must be taken into consideration. It is not always possible to control if students speak only English while working. Sometimes it is easier and faster for them to use their native language to get the necessary information. Another problem is accuracy. Though fluency is important, accuracy is also a prerequisite to developing communicative skills. They are also the subject for control at State Exams.

It is difficult to answer the question which approach to teaching is the best. In fact it is impossible to say that one approach is better than the other. It depends on many factors. The task that one group of students find interesting can be boring for the other group. There might also be restrictions in the ways of how a certain approach is applied like students’ age, level of language proficiency, motivation, previous learning experience, interests.

The main requirement for the teaching system is its focus on teaching the language as a means of communication and gaining new knowledge.

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ТВОРЧЕСТВО ЭЛИАСА КАНЕТТИ В РУССКОЙ ПЕРСПЕКТИВЕ: К ПРОБЛЕМЕ ТИПОЛОГИЧЕСКОГО СХОДСТВА РУССКОЙ И АВСТРИЙСКОЙ ЛИТЕРАТУР