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### FOREIGN LANGUAGES TEACHING IN HES (HIGHER EDUCATIONAL ESTABLISHMENTS) – COMMUNICATIVE APPROACH

### ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ У ВНЗ – КОМУНІКАТИВНИЙ ПІДХІД

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Essentially communicative activity approach during foreign language classes in a professional manner direction is that it involves organized interaction of students among themselves and teachers with students, which ensures involvement in work with more or less degree of activity of all its participants and stimulates an increase in the intensity of students' interaction with each other and the teacher in communication. When using authentic textbooks, the student becomes an active subject of the educational process, not its passive object. He acquires knowledge by his own search, gaining own experience. The teacher as an older, more experienced person helps in this, directing to the path of knowledge, creating conditions for solving problems.

The entire set of methods helps to create an English-speaking environment in which students must "function": read, communicate, participate in role-playing games, express their opinions, draw conclusions in English. Oxford and Cambridge English language courses are focused on the development of not only language knowledge, but also creativity and the general outlook of the student. The English language is often intertwined with the cultural characteristics of the country. The British consider it necessary to give a person the opportunity to easily navigate in a multicultural environment, and this is easily done with the help of such a powerful unifying factor as the English language. The importance of learning English as a language of international communication in modern conditions does not need a long time explanation, but is a well-known fact. The need to modernize and improve approaches to its teaching and learning technologies is constantly emphasized. Today, various methods of teaching English are used, preference is given to those that combine communicative and cognitive goals. Thanks to the latest technologies and scientific achievements, the use of such approaches becomes even more effective. The essence of communicative learning is that the learning process is a model of the communication process. For this, it is necessary to model the main, fundamentally important, essential parameters of communication, which include the personal character of the communicative activity of the subject of communication, the interaction of language partners.

**Key words:** foreign languages, learning, communicative method, subject of communication, methodology, approach.

Сутність комунікативно-діяльнісного підходу під час занять з іноземної мови професійного спрямування полягає в тому, що він передбачає організовану взаємодію студентів між собою та викладачів зі студентами, що забезпечує залучення до роботи з більшим чи меншим ступенем активності всіх її учасників і стимулює підвищення активності. інтенсивність взаємодії студентів між собою та викладачем у спілкуванні. При використанні автентичних підручників учень стає активним суб'єктом навчального процесу, а не його пасивним об'єктом. Він здобуває знання власним пошуком, набуваючи власного досвіду. Викладач як старша, досвідченіша людина допомагає в цьому, спрямовуючи на шлях пізнання, створюючи умови для вирішення проблем. Весь набір методів допомагає створити англомовне середовище, в якому учні повинні «функціонувати»: читати, спілкуватися, брати участь у рольових іграх, висловлювати свою думку, робити висновки англійською мовою. Курси англійської мови в Оксфорді та Кембриджі орієнтовані на розвиток не тільки мовних знань, але й креативності та загального кругозору учня. Англійська мова часто переплітається з культурними особливостями країни. Англійці вважають за необхідне дати людині можливість легко орієнтуватися в полікультурному середовищі, а це легко зробити за допомогою такого потужного об'єднуючого фактора, як англійська мова. Важливість вивчення англійської мови як мови міжнаціонального спілкування в сучасних умовах не потребує тривалого пояснення, а є загальновідомим фактом. Постійно наголошується на необхідності модернізації та вдосконалення підходів до технологій її викладання та навчання. Сьогодні використовуються різноманітні методи навчання англійської мови, перевага віддається тим, які поєднують комунікативні та пізнавальні цілі. Завдяки новітнім технологіям і науковим досягненням використання таких підходів стає ще ефективнішим. Сутність комунікативного навчання полягає в тому, що процес навчання є моделлю процесу спілкування. Для цього необхідно змодельювати основні, принципово важливі, сутнісні параметри спілкування, до яких відносяться особистісний характер комунікативної діяльності суб'єкта спілкування, взаємодія мовних партнерів.

**Ключові слова:** іноземні мови, навчання, комунікативний метод, суб'єкт спілкування, методика, підхід.

**Problem setting.** The communicative-activity approach in learning a foreign language in a professional direction should be understood first of all as a way of interactive activity of students. This approach helps to understand information, deepens interest, makes it easier assimilation of new knowledge, develops students' own thoughts and ideas. Essentially communicative activity approach during foreign language classes in a professional manner direction is that it involves organized interaction of students among themselves and teachers with students, which ensures involvement in work with more or less degree of activity of all its participants and stimulates an increase in the intensity of students' interaction with each other and the teacher in communication. When using authentic textbooks, the student becomes an active subject of the educational process, not its passive object. He acquires knowledge by his own search, gaining own experience. The teacher as an older, more experienced person helps in this, directing to the path of knowledge, creating conditions for solving problems.

What should a teacher do to ensure communication and activity approach to foreign language classes in a professional direction? First of all it is necessary to take care of creating optimal conditions for achieving success, to use psychologically comfortable forms and methods of learning for the student. It is extremely important to remove from learning completely everything that makes it boring, because it suppresses emotions, negatively influences the learning process itself as well as educational subject. It is important to use different methods organically combining them, increasing the student's activity.

The first place in the ranking of the popularity of methods of learning English is actively held by the communicative approach, which is aimed at the practice of communication. This method of learning English is actively used in Europe and the USA. The communicative method of learning English is aimed precisely at the possibility of communication. Of the 4 directions on which any language training is based (reading, writing, speaking and listening), more attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classes. However, it would be a mistake to think that the communicative method of learning English exists only for easy conversation. Those who want to be a professional in their field regularly read publications on their subject in English. Having a large vocabulary, they easily navigate in the English text, but maintaining a conversation with a foreign colleague on the same topic costs them a lot

of effort. The communicative method of learning English exists, first of all, in order to remove the fear of communication. A person who has a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in a foreign country. However, there is another side of the coin: the presence of language clichés and a poor vocabulary. Add to this a lot of grammatical mistakes, and you will understand that the only way not to seem like an unintelligent interlocutor is to pay attention to your partners, know etiquette and a constant desire to improve yourself.

**Analysis of recent research and publications.** The communicative method of learning a foreign language has spread in the world as efficient and pragmatically oriented. Among those linguists who initiated the development of communicative training, a significant place is occupied by English scientist Henry Widdowson, American Dell Hymes, who devoted their works to the development of the concept of communicative competence, also such outstanding scientists as Michael Alexander Kirkwood Halliday, William Littlewood, Hans Heinrich Stern and others contributed a lot to this sphere. The question of the communicative method of learning, the development of forms, methods, systems of teaching aids are investigated in quite a lot of works by such teachers as F. Batsevich, O. Kuznetsova, O. Kovalenko, V. Aleksandrov, T. Stechenko and others domestic methodist linguists.

**Setting objectives.** Innovative modernization technologies play an important role in the successful development of an institution, organization, region, and state. Innovative modernization technologies include numerous organizational transformations that are associated with best practices in the field of education, achievement of scientific investigations and their implementation in practice. Implementation of innovations in education is a need, a requirement, a task, and an objective reality. Our state feels an urgent need for educated specialists with a high level of culture, mobility, creativity, adaptability to socio-economic changes, as well as the need to introduce new knowledge, use modern methods of transmission of information and to apply innovative educational technologies. The article studies both the general provisions of the communicative method, its goals, characteristics, advantages and some disadvantages, as well as the ways of using innovative processes and technologies in the communicative method of teaching foreign languages. Innovations are one of the possible ways of updating the education system as processes that are managed as processes of creation, perception, evaluation, assimilation

and application of educational, pedagogical and didactic news. Most of the modern innovations are in hereditary connection with historical experience and has analogues in the past.

New approaches in the system of higher education, new thinking, new attitude of the teacher to their professional activities, views on the nature of education are changing from "education in a new life" to "lifelong education". Some teachers experiment, test and successfully implement new ideas, technologies, look for ways to improve students' interest in learning, diversifying its content. The Government of Ukraine adopted the goal of development and developed an economic strategy growth and comprehensive development of Ukrainian society, an aspect of which is promotion quality of education. The document emphasizes that our state is traditionally and historically always strived to achieve the highest standards in education, developing and supporting educational innovations, a network of educational institutions and a personnel training system. The current stage of education development in Ukraine is characterized by a departure from totalitarian unification and standardization of educational, pedagogical and didactic process, intensive rethinking of values, searching for new things in theory and practice education and training. This process cannot be spontaneous. It needs management. In the basis of innovative technologies in education there are several important problems: 1) Creation of conditions at the level of the state and society that will contribute to the activation of educational organizations, dissemination and implementation of educational innovations. 2) Study, generalization and dissemination of pedagogical experience. 3) Introduction of achievements of psychological and pedagogical science into practice [1, p. 5]. The result of innovative technologies is the use of practical innovations. A modern manager of education is an educator, an educator can be an author, a researcher, a user and a propagandist of new educational theories, concepts, technologies. The priority tasks of modern education are to teach to learn, to teach to coexist, to learn to live, that is, to form key life competencies. Using modern innovative technologies provides an opportunity to achieve effective result in the development of personal qualities in the process of assimilation of knowledge, formation of skills.

Speaking specifically about communicative tasks in the sphere of learning a foreign language, it should be noted that the use of innovative technologies increases the efficiency of learning the material and

brings it as close as possible to the realities of the modern world, creates conditions for immersion in the world of communication and learning.

**Presenting the main material.** The main goal of this technique is first to teach the student to speak fluently in English, and then to think in it. It is also important that there are no mechanical exercises: their place is taken by game situations, work with a partner, tasks to find errors, comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. Often, English language textbooks quote from the English-English dictionary, not from the English-Ukrainian dictionary. The entire set of methods helps to create an English-speaking environment in which students must "function": read, communicate, participate in role-playing games, express their opinions, draw conclusions in English. Oxford and Cambridge English language courses are focused on the development of not only language knowledge, but also creativity and the general outlook of the student. The English language is often intertwined with the cultural characteristics of the country. The British consider it necessary to give a person the opportunity to easily navigate in a multicultural environment, and this is easily done with the help of such a powerful unifying factor as the English language. The importance of learning English as a language of international communication in modern conditions does not need a long time explanation, but is a well-known fact. The need to modernize and improve approaches to its teaching and learning technologies is constantly emphasized. Today, various methods of teaching English are used, preference is given to those that combine communicative and cognitive goals. Thanks to the latest technologies and scientific achievements, the use of such approaches becomes even more effective. The essence of communicative learning is that the learning process is a model of the communication process. For this, it is necessary to model the main, fundamentally important, essential parameters of communication, which include the personal character of the communicative activity of the subject of communication, the interaction of language partners, situations as a form of functioning of communication, the meaningful basis of the communication process, the system of linguistic means, the mastery of which would ensure communicative activity in situations of communication, the functional nature of the acquisition and use of language means, the novelty of communication, etc.

Communicatively oriented teaching aims not only to give students working knowledge of the grammar and vocabulary of the language being studied, but also to develop in them an understanding of how

the respective language is used for communication. Formal aspects of language – grammar, vocabulary, phonetics – are presented in communicative contexts in order to form a direct understanding of how these forms are used in speech. In addition, listening, speaking, reading and writing skills are systematically developed through a wide range of realistic learning tasks that provide maximum opportunities to use the language being studied. This approach requires an open atmosphere of cooperation and active participation of students in the process of their learning in class. The key educational principles of communicatively oriented teaching methodology were well summarized by Soars and Soars, they include the following points: 1. students' cognitive processes are stimulated; 2. students take an active part in the learning process; 3. students are encouraged to express their thoughts, express their feelings and use their experience; 4. students participate in learning activities that simulate or create real or realistic situations; 5. students are encouraged to work together; 6. students are encouraged to take responsibility for their own learning and develop the ability to learn; 7. the teacher performs different roles – informer, resource consultant, monitor – at different stages of the lesson [7, p. 8]. The same principles are applied in the teaching of English in higher educational institutions, where great attention is paid to the motivation of students' activities, because this is exactly what encourages them to acquire knowledge better. It is the communicative person-oriented approach that is one of the most effective in this regard, it increases each student's own interest in learning the language because the acquired knowledge will be needed in the future.

In the process of using the communicative method, students acquire communicative competence, that is the ability to use language depending on a specific situation. They learn communication in the process of communication itself. Accordingly, all exercises and tasks should be communicatively justified by the lack of information, choice and reaction. The most important characteristic of the communicative approach is the use of authentic materials, that is, those that are actually used by native speakers. Speech interaction of student is not far from active, it takes place with the participation of the teacher in a variety of forms: pairs, triads, small groups, with the whole group. From the very beginning, students master all four types of speech activity at the extra-phrase and text levels with limits the use of their native language. The object of evaluation is not only correctness, but also the speed of oral speech and reading. In the framework of teaching speech

according to the communicative method, supports of various types are widely used: – substantive and meaningful; -verbal and figurative, which help to manage the content of the statement (text, microtext, plan, logical-syntactic scheme), as well as to learn grammatical material; -language games that make it possible to communicate in different social contexts and in different roles [4, p. 100]. As already mentioned, a necessary component of the described methodology is training on real, original or similar materials. Of course, English-language books, periodicals, films, etc. are suitable for this role. To obtain these materials, the worldwide Internet has become indispensable. It provides access to the listed materials and allows you to immerse yourself in the environment without leaving the country thanks to the possibility of communication with native speakers. On the Internet, a student can independently find the necessary manuals, reference books and other useful information, train various types of activities with the help of online programs and tests. The Internet is an international, cross-cultural society whose livelihood is based on the electronic communication of millions of people around the world speaking simultaneously the largest conversation in terms of size and number of participants that has ever taken place. Communicating in a foreign language environment provided by the Internet, students find themselves in real life situations. They make decisions on a wide range of significant, realistic, interesting and achievable tasks, learn to react spontaneously and adequately to them, which stimulates the creation of original expressions, rather than the template manipulation of language formulas. Since the student's communicative competence is most closely related to the linguistic and sociocultural competence, the teacher needs to determine the specific goals of using the possibilities and resources of the Internet when preparing for classes. For example: to select and include Internet materials in the content of classes (integrate them into the study program); for students to independently search for information as part of the work on the project; for independent study by students of lexical and grammatical phenomena of a foreign language and elimination of gaps in knowledge, abilities and skills; for independent preparation and passing by students the specified thematic vocabulary. Here, the student will need not only language skills, but also computer literacy.

So, the most common method of teaching a foreign language, particularly English, is communicative. The essence of communicative learning is to prepare the student to participate in the process of foreign language communication and to

obtain practical knowledge that he will need in the future. The described approach includes simulation of real communication situations based on the use of authentic materials. The Internet can offer such materials. Using the global network has many advantages, such as the ability to communicate with native speakers, access to the resources of virtual libraries (and therefore electronic grammar and lexical guides, dictionaries, professional materials), useful educational programs, banks of films, books, audio recordings, etc. This list can be continued. The main function should be considered the ability to create a natural language environment, which is the basis of applying a communicative approach to teaching English. The communicative technique, as its name implies, is aimed precisely at the practice of communication. This technique has been working great in the US and Europe for a long time. But it would be wrong to think that the communicative method is intended only for "social" conversation. Professionals in a certain field regularly read publications on their subject in foreign publications. If they have a rich vocabulary, they easily navigate texts, but it is quite difficult for them to maintain a conversation with a foreign colleague. So, the communicative method is designed to remove the fear of communication. Recently, there has been a significant integration of the communicative method into the language education system of Ukraine. Communicative direction of learning English requires all components of the educational process. This method is most fully realized when the teacher uses non-traditional methods of communicative communication. Quite interesting are the methods that stimulate active mental activity and encourage the student to express his thoughts in English. One of these techniques in the methods of communicative communication is a communicative task. The main principle of communicative and orientational learning is language activity. People must learn to solve real and unrealistic tasks of joint activity with the help of a foreign language. This approach represents the implementation of such a method of learning, in which systematized, relative learning of the English language as a means of communication is carried out in the conditions of modulated language activity in classes. The communicative approach involves a system of general activity; language activity system; system of language communication; the system of the English language itself; system ratio of English and native languages; system of language mechanisms (language perception, language interaction, etc.); text as a system of language products; system of structural-linguistic formations (monologue,

dialogue, monologue in dialogue, various types of language expressions and messages, etc.); the process of mastering the English language; the structure of human language behavior. As a result of such an approach, a system of English language proficiency in education is formed, implemented and operates. Communicative techniques can be integrated with some traditional elements of English language teaching. This technique provides for the maximum immersion of the student in the language process, which is achieved by reducing the appeal of the student in his native language to a minimum. The main goal of this technique is to teach the student first to speak English fluently, and then to think in it. It is also important that mechanical reproductive exercises are also absent; instead of them, there are game situations, work with a partner, tasks aimed at finding errors, comparing and contrasting, which connect not only memory, but also logic, the ability to think analytically and creatively. The textbooks give examples from the English-English dictionary, not from the English-Ukrainian, German, Italian, etc. Such a complex will help to create an English-speaking environment in which students should "function": communicate, read, participate in role-playing games, express their opinions, draw conclusions. This method is focused on the development of not only language knowledge, but also the student's creativity and general outlook. The language is closely related to the cultural features of the country, therefore the country studies aspect is quite important. A person needs to be given the opportunity to easily navigate in a multicultural environment, and this is easily done with the help of such a factor as the English language. Great intelligence and ingenuity are required when composing communicative tasks. It is very important to build them on interesting real-world material, mobilizing the students' imagination as well. The teacher should have a large number (base) of interesting cases that can be used in his tasks, which increase the tone of communication and stimulate language creativity. Most communicative tasks are based on dramatizations, which are an accurate model of real communication.

The fact is that various collisions are fantastic, fabulous, psychologically always motivated and relevant, in them everything always happens here and now, and this greatly enlivens them and contributes to the assimilation of the material. Permanent characters can be used in communicative tasks: heroes of books, author, reader, popular characters of cinema, theater, reporter, journalist, etc. Their language behavior is determined by their profession, character, and life. Examples of non-traditional methods can

be: "round table", "discussion", "role play", "sketch", etc. So, all methods are usually aimed at the development of four skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Thanks to the variety of methodological techniques, such skills are formed that are necessary for a person in modern business life (the ability to make a report, conduct presentations, conduct correspondence, etc.). The use of authentic material, stylistics, and the attempt to show "situational" and "living" English through "life" examples of semi-real characters are important in the preparation of training courses.

**Conclusions.** As can be seen from the above, the communicative method of learning English is the most effective, especially when it comes to the orga-

nization of education in educational institutions. The implementation of this technique will completely depend on the desire, competence and erudition of the teacher. At the lesson, it is necessary to lay the foundations of mastering the English language as a means of communication, which opens the possibility of transition from considering the English language as an object of study to using it in practice, as a useful tool. The ability to involve students in the process of active learning of the English language is quite difficult and in many cases is determined by the students' efforts to acquire and improve their language skills and abilities. Note that non-traditional methods stimulate students to demonstrate language activity, and this is their attractiveness and priority importance.

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## FUNCTIONING OF METAPHORIZED PHRASEOLOGICAL UNITS IN MILITARY PROSE

### ФУНКЦІОНУВАННЯ МЕТАФОРИЗОВАНИХ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ В ТЕКСТАХ НА ВІЙСЬКОВУ ТЕМАТИКУ

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The article analyses the concept of metaphor and the process of metaphorization of phraseological units in English-language prose and literary texts on military topics, in particular. Metaphor is understood as a shift in the meaning of a lexical unit due to the similarity of external or internal functions or features. Metaphor, as one of the sources of nomination, generates concepts based on words that refer to a person, his or her actions, everyday life, and the world around him or her. In the broadest sense, we believe that metaphor includes such stylistic devices as allegory, metonymy, epithet, reinterpretation, hyperbole, and synecdoche, which are based on the principle of similarity and contiguity.