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COMMUNICATIVE APPROACH
IN LEARNING A FOREIGN LANGUAGE

КОМУНІКАТИВНИЙ ПІДХІД У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

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A person with an engineering education is involved in all processes of creating and maintaining technical devices. It also includes research, design, construction, production, adjustment, commissioning of technical facilities and much more. Specialists in the field of engineering education will always be in demand. Modern devices and various technologies appear every day. European companies aim to cooperate with Ukrainian specialists. Therefore, learning a foreign language is of particular importance today.

According to modern methodological principles, the main emphasis in teaching foreign languages should be on person-oriented and communicative approaches. The term «approach» means a learning strategy. A person-

oriented approach refers to teaching foreign language students in class according to a single program, but taking into account their individual and psychological characteristics.

This approach affects the development of communicative competence, which means the ability of an individual to apply knowledge of language in concrete communication, ways of interacting with surrounding and distant people and events, skills of working in a group and mastering various social roles.

Educators define the following tasks and goals of a person-oriented approach: filling the gaps in the student's initial level of mastery of a foreign language and timely elimination of a new lag, if it appears; the development of the student's intellectual outlook, mental processes and personality qualities, which play a leading role in learning foreign language; activation and stimulation of the student's educational and educational activities, etc.

The listed goals and tasks can be implemented practically by using various types of individualization. The highest level of interest and success in learning a foreign language is achieved when the ratio of external and internal motivation is 70% to 30%, therefore, we are talking about the so-called motivating individualization. Motivating individualization involves taking into account the stable system of motives for students' mastery of a foreign language and the purposeful formation of new, more complex motives and types of motivation that they lack so far.

In the presence of professional motivation, the student's cognitive activity has an extensive, passionate, persistent character. Then he enjoys learning, which gives him positive emotions and a desire to work. Motivation to achieve success determines love and admiration for one's work, the learning process. Students show initiative, create a creative cognitive atmosphere around them. They demonstrate readiness for successful, productive educational and professional activities.

The goal of learning foreign languages is students' mastery of a foreign language as a means of communication. Communication is more than just the transfer of information from a speaker to a listener. The speaker is both the subject and the object of his own message. Communication is the exchange of information, which also includes the transfer of attitudes to messages from both the speaker's point of view and the listener's point of view.

When carrying out communications, the presence of «misunderstanding barriers», including semantic, stylistic, logical, phonetic barriers, should be taken into account and methods to overcome them should be mastered.

Students must learn program language material for correct use in appropriate speech situations, be able to independently select the necessary language and speech means adequate to the speaker's intention and

communicative situation. In other words, students must master communication skills and the ability to use them in communication.

During communication, students act as bearers of certain social relations that arise in one or another field of activity and are realized in communicative situations. The formation of communicative skills and abilities is possible only under the condition of creating typical situations of real communication that arise in various spheres of life and relate to various topics in the educational process.

The communicative approach also implies the implementation of language exercises, which are aimed at developing primary abilities and skills in using individual elements of the language being studied, and their purpose is to prepare the student for further language activities. Special attention should be paid to the selection of language material. This material should not be united by a specific lexical and grammatical topic. Grammatical and lexical phenomena should be repeated in the text material a sufficient number of times to enable the student to observe and generalize these phenomena. The exercise should have only one difficulty (the given lexical-grammatical form) and not have additional difficulties.

A speech act is impossible outside of a communication situation, so the teacher in class must create a certain communication situation, or a communicative-speech situation. The communicative situation includes the following factors: the circumstances of reality in which communication takes place; relations between communicators; speech intentions; implementation of the very act of communication, which creates new stimuli for speech.

To create a communicative situation, you can conduct classes with elements of a business game, round table, conference and discussion.

The business game orients students to planning personal speech behavior and predicting the behavior of the interlocutor. It provides an element of transformation of a student into a representative of a certain profession. Each player acts as part of a social environment of others and exhibits a pattern within which he can try out his own or group behavior. The ultimate goal of the business game is to practice communication skills and abilities. Thanks to the created conditional situation, in which there is casual communication with the playing of social roles, real conditions of communication are simulated.

Participants of round tables, conferences and discussions not only make messages on a certain topic, but also casually enter into the conversation, try to support it, are interested in the opinion of others, discuss different points of view, everyone seeks to express their opinion, and thus the conversation becomes casual, which actually and is the implementation of a communicative approach.

So, communicative learning methods form skills to navigate in various non-standard circumstances, prove, compare, analyze and express their thoughts in a foreign language. In addition, this type of interactive learning method in foreign language classes prevents connection with special disciplines. And interdisciplinary communication is an important factor in improving the effectiveness of education in general.

In accordance with the above, the communicative approach can be considered as a method and means of a person-oriented approach. After all, the conditions and conduct of the business game, discussions, round tables and conferences provide opportunities for individualization: the selection of speech partners and groups taking into account the commonality of their interests, variable speech tasks, the selection of speech partners taking into account their style of mastering a foreign language, distinguishing performance modes and the amount of exercises for students with different types of speech skills, etc.

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