COMMUNICATIVE APPROACH OF TEACHING ENGLISH IN THE PARADIGM OF EUROPEAN INTEGRATION

Leleka T. O.

INTRODUCTION

The global changes in the political and economic life of society in the 21st century make it necessary to learn a foreign language as a means of intercultural communication. The students should not only learn to understand what they read and hear, write different texts, but also speak the foreign language. It is the language activities that contribute to the mastery of the language material. The more intensive this activity is, the stronger and deeper this mastery is, so it should be developed in every possible way[1].

The transformation of the educational priorities and the introduction of the new teaching methods require a reconsideration of the educational paradigm. The issue of a foreign language learning, especially English, which is becoming the language of international communication, is particularly acute.

The knowledge of a foreign language is, first and foremost, the ability to communicate and understand what is being said. In the context of globalization and interlanguage contacts, there is a need to communicate with people from different countries. As English is gradually becoming the language of international communication, the ability to communicate in it is becoming more and more important. Therefore, training in speaking and listening skills is more important than ever.

The European educational paradigm is aimed at introducing a communicative approach to learning a foreign language. Nowadays, the availability of a large number of video and audio resources helps engage students in the authentic language environment.

The modern Ukrainian education system is in the process of reform. All the innovations introduced are designed to bring the national education system to a qualitatively new level, as close as possible to international standards. In particular, one of the most important tasks is to introduce a competency-based approach to education, in other words, to move from the accumulation of knowledge by students to the acquisition of the practical

---

[1] Savignon S. J. Communicative language teaching: State of the art. TESOL quarterly, 1991. V. 25. № 2. P. 261–278. URL: https://doi.org/10.2307/3587463.

skills in finding, selecting and using the necessary information in their own practical activities.

The first place in the ranking of the popular English language learning methods is actively held by the communicative approach, which is aimed at practising communication. This method of learning English is widely abroad.

The communicative method of learning English focuses on the ability to communicate. Out of the four language sklls on which any language training is based (reading, writing, speaking and listening), more attention is paid to the speaking and listening. You will not hear particularly complex syntactic structures or serious vocabulary in the classroom.

The organization of the effective speech activity in the classroom is facilitated by the communicative approach to teaching, which implies the need to build the educational process as a model of communication. The essence of this approach is based on the fact that the rules, words and expressions are not learnt through special exercises, but are learnt in the process of communicative activity.

Moreover time the speed of speech is developed and the speech patterns and structures are worked out at the same. For example, to practice using modal verbs students are asked to solve problems, give instructions, learn the rules for using an appliance[2].

The competency-based approach has been used in foreign language teaching for quite some time. The main goal of teaching a foreign language in higher education is to develop the foreign language communicative competence, or learning a language to solve the own communicative tasks in everyday life.

In recent years, the importance and expediency of using the Internet resources in foreign language education has been increasingly raised in the field of foreign language teaching.

Such approach implies not only analyzing the use of new technical means, but also investigating the positive and negative sides of introducing innovative forms and methods of teaching.

Modern higher education is based on the competency-based method, which involves the comprehensive mastery of the individual forms of knowledge and skills. Within the framework of the competency-based approach, the professional competence is considered as an integral characteristic, determining the ability of the students to solve the problems tasks and typical speaking tasks that arise in the real situations of their

---

[2] Brumfit G.J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1991. P. 67.

activity, using knowledge, professional and life experience, values and inclinations[3].

1. The problem's prerequisites emergence
and the problem's formulation

The global digitalization and access to the limitless amounts of information have led to a dramatic shift towards the communicative teaching methods, together with an understanding of the complex nature of foreign language communication.

Learning in the natural language conditions is incomparable. The language environment is both a means of learning and a necessary condition for its optimal realization. However, the whole modern educational system in any country presupposes teaching a foreign language outside the natural language surroundings. Foreign language teachers still face the task of creating a language environment that is as close as possible to the natural one[4].

The global socio-cultural situation at the beginning of the 21st century have determined one of the most important conditions for the successful socialization of the individual and his activity – the mastery of foreign languages.

The preamble to the Recommendation of the Committee of Ministers of the Council of Europe emphasizes on the need to prepare the Europeans to meet the challenges arising from the increasing freedom of population movement, closer cooperation in education, culture, science, as well as trade and production. In this regard, according to the Committee of Ministers, the development of the specific areas, such as the improvement of the strategies to intensify language learning, is of great political importance today and in the future[5]. Thus, a foreign language is an objectively necessary social value, and the issue of learning it as a means of the international communication is of particular importance in modern conditions.

With Ukraine's entry into the global cultural and educational space, the system of higher education faces the task of preparing students for the cultural, professional and personal communication with the representatives of the countries with different social traditions, social structure, language and professional culture. There is an order for highly effective learning

---

[3] Brandl K. Communicative Language Teaching in Action. New Jersey: Pearson Prentice Hall, 2008. P. 46–47.

[4] Ibid. P. 53.

[5] Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford, Pergamon Press, 1981. P. 67. URL: https://doi.org/10.1017/S0272263100005222. (accessed: 10.09.2024).

technologies, the introduction of the intensive learning methods in the educational process.

At the present stage, there is a rapid development of translation activity, the role of translator in solving the intercultural problems, political and military conflicts, migration issues. For example, one of the topical tasks of the methodology of teaching translation at the present time is preparation of a translator competitive in the modern market of translation services, which has general cultural, general professional and professionally specialized competencies[6].

Global digitalization and access to the limitless volumes of information have led to the sharp transition of the communicative teaching methods, together with an understanding of the complex nature of foreign communication. Learning in a natural language environment by efficiency is language incomparable. The language environment at the same time is both a learning tool and a necessary condition for its optimal implementation.

A significant increase in the cultural and business contacts, political, economic and social integration requires the involvement of more specialists in different fields of science and technology[7].

As a result, this current state imposes new requirements on the ability to communicate in the foreign language. So, there is a need for the new methods, alternative solutions to teach students to adapt to a changing environment, and the need to give them a set of core competencies that would not only be the result of training, but would become a source of their further development[8].

However, the entire modern educational system in Ukraine involves teaching a foreign language outside the natural language environment. Teachers' task is still to create in the classroom a language environment as close to the natural one as it can be possible.

Modeling the situations of real communication in the educational process is a permanent component of a foreign language lesson, which is currently quite effectively provided by the multimedia technologies. The didactic potential of the Internet resources cannot be overestimated[9].

---

[6] Spada N. Communicative Language Teaching: Current Status and Future Prospects. International Hand Book of English Language Teaching (Part I). New York, 2007. P. 89–90.

[7] Weir C. J. & Weir C. J. Communicative language testing. Hemel Hempstead, Prentice Hall, 1990. P. 117.

[8] Savignon S. J. Communicative language teaching: State of the art. TESOL quarterly, 1991. 25(2). P. 261–278. URL: https://doi.org/10.2307/3587463 (accessed: 01.10.2024).

[9] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching,. 2008. P. 4. URL: https://doi.org/10.1002/9781118784235.eelt0383 (accessed: 10.09.2024).

Many years ago it was mainly printed material (newspapers, magazines), then radio and TV programs, now the digital technology allows the use of all the kinds of materials – visual, audio, combined (audiovisual). Nowadays the multimedia are a full-fledged learning tool that allows the students to simulate the practically authentic language environment, since it is not only about the presentation of the educational material, but also about the visualizing the context of the practical use of this material[10].

At the same time, the formation of the foreign language communicative competence of the students is carried out comprehensively due to the level of the motivation and sociocultural immersion.

This emphasizes the relevance of the study, namely the analysis of the Internet resources to create the language educational environment in the classroom in a foreign language.

The aim of the research is the analysis of the communicative approach of foreign language teaching using the English Internet resources that are the most accessible to the Ukrainian teachers for use in the educational process, and their didactic capabilities in teaching the foreign language at the stage of higher education.

In order to achieve this goal we set the following tasks:

– to analyze the main works on methods of teaching a foreign language in higher education;

– to characterize the Internet resources used to develop students' communication skills;

– to provide basic methodological advice on the implementation of the communicative method of teaching English using Internet resources.

The novelty of the work lies in the fact that most of the methodological research is devoted to the benefits of using English audio and video material at foreign language classes and the ways to train the communicative skills and develop certain types of speech activity.

In this research we provide the list of the specific sources that, thanks to the network, can be implemented by the teachers.

The problem of teaching methods, despite the objectively observed expansion of their arsenal in connection with the advent of the digital age, remains one of the most acute in pedagogy and teaching methods. This is evidenced by the fact that the authors of the various programs and methodological manuals refuse to specify which teaching methods

---

[10] Kukulska-Hulme A., & Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. 49(2). P. 207–208. URL: https://doi.org/10.1111/bjet.12580 (accessed: 21.09.2024).

and techniques are supposed to be used to achieve the set goals and objectives of learning[11].

This aspect is not reflected in the Educational Standards where the educational outcomes (subject, as well as personal and meta-educational) exist outside the exemplary content of the subject areas and individual academic subjects. This is especially evident in the field of foreign language teaching, where the use of the digital technologies is undoubtedly associated, among other things, with the realization of their communicative function.

However, there are no recommendations on the possibility of using a particular technology to achieve a particular result. There are references to the use of the methods whose feasibility and effectiveness in practice are very doubtful.

The Internet is freely available and can be used by the teachers for modeling the language environment in the educational process, analyzing the methodological effectiveness of the use of these sources in the educational process and giving the practical recommendations.

The article provides a list of specific sources which, thanks to the Internet, are freely available and can be used for teaching certain types of speech activities for modeling the language environment in the teaching process.

The methodology used in the study is based on the concept of the system formation at the stage of higher education ability and readiness of the students for intercultural communication, including the professional field. This competence is dealt with the language learning in the general system of value and cultural characteristics, fundamentally important for the native speakers of the target language.

The theoretical basis of the research at a specific scientific level defines the concepts of the relationship between language and culture[12], the competence model of language proficiency[13], the communicative approach to the study of a foreign language[14], the theory of the formation of new types of reality perception as a result of the spread of multimedia means of

---

[11] Brandl K. Communicative Language Teaching in Action. New Jersey: Pearson Prentice Hall, 2008. P. 112.

[12] Hymes D. On communicative competence. In J. Pride, & J. Holmes (Eds.), Sociolinguistics. Harmondsworth: Penguin Books, 1972. P. 271.

[13] Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford: Pergamon Press, 1981 P. 123. URL: https://doi.org/10.1017/S0272263100005222 (accessed: 10.09.2024).

[14] Savignon S. J. Communicative language teaching: State of the art. *TESOL quarterly*, 1991. V. 25. № 2. P. 265.URL: https://doi.org/10.2307/3587463 (accessed: 01.10.2024).

communication[15], the theory of modeling educational processes[16], the theory of multimedia learning[17].

The following methods are used to conduct the study:

– theoretical analysis of the scientific and pedagogical sources on the topic of the research,

– the study of the activities of teachers in the educational process of higher education and generalization of their pedagogical experience,

– the conversations with the teachers and students,

– the modeling method.

The study included observing the work of the students-translators/interpreters. The study involved 100 students. They are first-, second-, third– and four-year students. During the academic year, they wrote thematic tests and completed interpretation and translation tasks. At the first semester, the students worked in the usual way and then completed the tasks. At the second semester, they worked with the online materials, namely: written translation of BBC news texts, translation of audio materials from BBC sound websites, consecutive translation of the BBC podcasts, and consecutive translation of the materials from Ted Talks platform, which contains video materials in various fields of knowledge.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development

The issue of integrating such resources into the educational process deals with the conveniency and ability to have alive communication.

The researchers Bilan N., Bilotserkovets A., Hrydneva B., Digtyar O., Matveienko O., Osada Z., Tantsura T., Tymofieieva O. studied the various aspects of teaching foreign languages in higher educational institutions. For example, Osada Z. and Matveienko O. studied the latest methods and technologies of teaching foreign languages; Digtyar O. and Tantsura T. analysed the use of multimedia teaching tools in English classes. In the linguistics and methodology of teaching foreign languages the definition of foreign language communicative competence is given by such scholars as Brandl K. and Newmark P.

When considering the issue of teaching the oral speech, it should be determined that it is a complex two-way process, consisting of the ability to speak English and the ability to understand the speech of other people, and is

---

[15] Haycraft J.On introduction to English language teaching . Longman Group, 1998. P. 78.

[16] Brumfit G.J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1991. P. 97.

[17] Weir C. J., Weir C. J. Communicative language testing. Hemel Hempstead: Prentice Hall, 1990. P. 124.

also closely related to the formation and improvement of lexical and grammar skills, the ability to use them to develop unprepared speech[18].

There is something else that needs to be recognized and this includes the ability to say the right thing at the right time[19].

Some linguists made a contribution in clarifying the motivation for learning a foreign language as a social function of education, and revealed in their works the issues of the formation of the motives for learning a foreign language and positive attitude to the discipline among students[20].

The scientists Bilan N., Bilotserkovets A., Matviienko O., Tantsura T., studied various aspects of foreign language teaching in non-linguistic HEIs, which is especially important for our study.

In particular, Matviienko O. analyzed modern methods and technologies of teaching foreign languages in technical HEIs; Tantsura T. – the use of multimedia tools for teaching students in English classes at the university; Bilan N. – the communicative method of teaching foreign languages; Bilotserkovets A. – the latest methods of teaching of the foreign languages for the professional purposes.

In more general terms, we can talk about the communicative language learning that recognizes learning as a communicative competence, which has its own goal. This kind of language learning differs from more traditional approaches that emphasize the learning of structural competence in foreign language teaching[21].

Some linguists defined the communicative competence as the most general term to define person's capabilities. They argue that the competence depends on the knowledge of the language and the ability to use it depending on the situation[22].

It should be noted that mastering foreign language communication is impossible without the use of the effective, high-tech, affordable learning tools. These are currently the English Internet resources. Thanks to the net in

---

[18] Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford: Pergamon Press, 1981.P. 56. URL: https://doi.org/10.1017/S0272263100005222. (accessed: 10.09.2024).

[19] Kukulska-Hulme A., Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. V. 49. № 2. P. 207–208. URL: https://doi.org/10.1111/bjet.12580. (accessed: 21.09.2024).

[20] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching, 2018. P. 4. URL: https://doi.org/10.1002/9781118784235.eelt0383 (accessed: 10.09.2024).

[21] Johnson K., Morrow K. Communication in the Classroom. Longman Groop, 1992. P. 58.

[22] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching, 2008. P. 5. URL: https://doi.org/10.1002/9781118784235.eelt0383 (accessed: 10.09.2024).

the world we can deal with the global communication space, where the borders and distances are overcome, and the information reaches a multilingual audience without intermediaries.

There are several sectors of the communicative competence:

1) the competence of the grammar skill;

2) the competence of the contextual appropriateness;

3) the competence of the acceptable use;

4) the competence of the performance[23].

The problem of the communicative competence is considered with the help of the communicative approach to language learning.

Johnson K., a British methodist, noted that there are two communicative approaches to learning a foreign language:

1) the perfect organization of the curriculum;

2) the methodology[24].

Thus, the relevance of this study is conditioned, on the one hand, by the need to improve the educational process in higher education, the importance of the problem of intensive foreign language teaching; on the other hand, by the lack of the complete studies of this problem. It was the reason for choosing the topic of the present study.

The oral communication, according to Scott R., is a type of activity which involves the communication between two or more people and in which both participants are listeners and interlocutors at the same time: they have to react to what they hear through the cues[25].

Some note that it is the most appropriate to use the exercises of different levels, and best of all – the exercises of the highest level, designed to master the language material and develop speech skills in a real communicative situation, as well as those that meet the purpose of learning – the development of communicative competence.

Research results

The relevance of the use of the Internet resources in teaching foreign languages, the study of their types and features are conditioned by both the productivity of their use for the better assimilation of basic knowledge, and

---

[23] Hymes Dell. On communicative competence. In J. Pride, & J. Holmes (Eds.). *Sociolinguistics*. Harmondsworth: Penguin Books, 1972. P. 272.

[24] Johnson K. In Memoriam, John J. Ohala (1941–2020). *Journal of the International Phonetic Association*, 2020. 50(3). P. 454.

[25] Melguy Y.V., Johnson K. Perceptual adaptation to a novel accent: Phonetic category expansion or category shift? *J. Acoust. Soc. Am.*, 2022. 152. P. 2097. URL: https://pubs.aip.org/asa/jasa/article/152/4/2090/2839037/Perceptual-adaptation-to-a-novel-accent-Phonetic (accessed: 10.09.2024).

the convenience, cost-effectiveness application of these or those means in the conditions of modern information society.

The expediency of the application of new information technologies is dictated by the needs of modern education in improving the effectiveness of learning, in particular, the need to develop skills of independent learning, search activity, research, creative approach to learning, formation of critical thinking of modern schoolchildren[26].

The use of the Internet technologies in teaching a foreign language is conditioned not only by the desire to modernize the learning process, but also by the fact that on the basis of web technologies it becomes possible to implement a personality-oriented approach to both learner and the whole learning process, which is the main direction of education nowadays.

The Internet provides an exceptional opportunity for foreign language learning, as it provides the possibility of live communication in the target language, access to all the kinds of authentic materials and a huge number of learning resources in text, audio and video formats.

In the context of language education, it allows creating a technological language learning environment for the formation of learners' foreign language competences[27]. The Internet resources provide teachers and students with special foreign language teaching programs, country studies, economic and political news, and culture, necessary authentic literature, which the teachers can select independently and adapt to the specific learning objectives.

The researchers believe that the feasibility of using the Internet is due to the fact that information technology provides a time– and financial-efficient method of learning a foreign language that fulfills the needs of the students in the information society.

Web resources provide the possibility for foreign language learners to be in constant contact with native speakers, up to 24 hours a day, thus introducing the learner to a constant process of active use of the foreign language, as well as allowing the learner to choose the time, place, and options for learning, its variants, types and even the teacher, a native speaker, depending on the needs of the learner[28].

---

[26] Kukulska-Hulme A., & Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. 49(2). P. 210. URL: https://doi.org/10.1111/bjet.12580 (accessed: 21.09.2024).

[27] Brumfit C. J. Communicative methodology in language teaching: The Roles of Fluency and Accuracy. Cambridge: Cambridge University Press, 1984. P. 58.

[28] Spada N. Communicative Language Teaching: Current Status and Future Prospects. International Hand Book of English Language Teaching (Part I). New York: Springer, 2007. P. 76.

The Internet is one of the factors contributing significantly to the advancement of computer application for language education[29]. According to the scholar, with the advent of the Internet, the foreign language learners or native speakers with minimal cost and time can start online communication.

Having analyzed the popularity of the Internet resources in teaching a foreign language, we conclude that it is necessary to classify and structure the possibilities of using the Internet in teaching a foreign language, as they really ensure the effectiveness and interest of the students in mastering a foreign language.

The use of information and communication technology (ICT) in foreign language teaching has an impact on the teacher's professional development, on the ability to keep up with the times, which, in turn, is reflected in a significant increase in the quality of students' education and their knowledge of a foreign language[30].

In general, it is possible to identify several general positive points in the application of Internet resources in teaching. Thus, ICT in a foreign language lesson allows:

– to provide stable motivation to learn a foreign language;

– to create a comfortable atmosphere at the lesson;

– to demonstrate a high degree of personalized learning;

– to increase the amount of work performed and increase the amount of knowledge, skills, acquired at the lesson;

– to improve the quality of control of students' knowledge;

– to rationally plan and organize the learning process, thereby increasing the effectiveness of the lesson;

– to form communicative competence of pupils by means of authentic materials;

– to provide pupils with access to various dictionaries, reference systems, electronic libraries, repositories and other information resources[31].

The professional competence of a specialist consists of a set of competencies. Its list makes up the professional competence of a translator presented in the State Standard of higher education, where philology is connected with the general, cultural, and professional competences.

---

[29] Savignon S. J. Communicative language teaching: State of the art. TESOL quarterly, 1991. V. 25. № 2. P. 268.URL: https://doi.org/10.2307/3587463. (accessed: 01.10.2024).

[30] Andrei E. Technology in teaching English language learners: The case of three middle school teachers. TESOL Journal, 2017. 8(2). P. 411. URL: https://doi.org/10.1002/tesj.280 (accessed: 12.09.2024).

[31] Ibid.

The simulation of real-life communication situations in the learning process is a permanent component of a foreign language class, which is nowadays provided quite effectively by the multimedia technologies.

The specific aspects of the educational process, qualified as the ways of its intensification, have been studied by a wide range of authors. These are the studies in the field of personality-oriented education.

However, the content of the educational programs and methods of teaching foreign languages cannot fully meet the needs of society and the individual. This necessitates the elaboration and implementation of the strategic decisions concerning the whole system of language education: continuous lifelong learning of foreign languages should receive the constant support and assistance in all the educational systems[32].

It is necessary to make available to all the segments of the population effective means of learning foreign languages, which will ensure not only the assimilation of the language knowledge, but also the introduction to the culture of the countries of the studied languages, reflecting the links with the Ukrainian culture, so called the dialogue of the cultures. The basis of the educational program of the 21st century becomes innovative foreign language teaching, carried out in accordance with the principles of humanization and humanitarization of higher education, based on the principles of personality-oriented studying.

Such objective prerequisites of the research are connected with the following contradictions that actualize the issues under consideration:

– between the changed requirements of the state and society and the foreign language competence of the future specialists in modern conditions and the way of the social order to solve the problem of the process of teaching in higher education;

– between the psychological and pedagogical potential of a foreign language and the prevailing knowledge-based paradigm of teaching in higher education;

– between the ever-increasing amount of information, the complexity of the content of education and the time allocated for their assimilation, as well as the insufficient readiness of students to master this information;

– between the personal demand for a foreign language and the insufficient possibility of realizing this demand[33].

---

[32] Brumfit C. J. Communicative methodology in language teaching: The Roles of Fluency and Accuracy. Cambridge, Cambridge University Press, 1984. P. 112.

[33] Hymes D. On communicative competence. In J. Pride, & J. Holmes (Eds.). *Sociolinguistics*. Harmondsworth: Penguin Books, 1972. P.272.

The standard also defines a number of the professional tasks that should be solved by the future translator. They include:

– ensuring intercultural communication in various professional fields;

– performing the functions of an intermediary in the field of intercultural communication;

–using the types, techniques and technologies of translation, taking into account the nature of the translated text and the conditions of translation to achieve the maximum communicative effect;

– carrying out the information retrieval activities aimed to improve the professional skills in the field of translation; compiling dictionaries, methodological recommendations in professionally oriented fields of translation[34].

To perform these tasks, the translator must have the professional competence, which consists of a set of the competencies. In the modern science, there is no consensus on what competencies the translator should have.

The professional competence of a linguist-translator can be represented as a qualitative characteristic of the personality of a specialist, which includes a system of the scientific and theoretical knowledge, including special knowledge in the field of translation studies, professional skills, experience, the presence of a stable need for being a competent specialist; interest in the professional competence of their profile[35].

Moreover, the competence of a translator includes such skills as, for example, the knowledge of translation recording, awareness of translation ethics, and basic principles of translation.

In our opinion, one of the main components of the professional competence of a translator is translation competence.

The base part includes those elements that are involved in the professional translation constantly, and consists of the conceptual and technological components. The conceptual component is knowledge and the translator's ideas about the translation process, its goals and objectives, principles and features.

The technological component is the basic translator's skills, which contribute to overcoming difficulties, solving diverse problems. The pragmatic part of translation competence includes knowledge of various types of translation, genres, and topics.

---

[34] Weir C. J., Weir C. J. Communicative language testing. Hemel Hempstead: Prentice Hall, 1990. P. 216.

[35] Savignon S. J. Communicative language teaching: State of the art. TESOL quarterly, 1991. V. 25. № 2. P. 270.URL: https://doi.org/10.2307/3587463. (accessed: 01.10.2024).

The pragmatic part includes those skills and abilities that the translator does not always need, but only when performing a special type of translation. Some researchers divide the pragmatic part into a specific component (knowledge of the certain types of translation) and a special component (thematic and genre capabilities of the translator based on extra linguistic knowledge from various special areas)[36].

The professional competence of a translator consists of three main groups of competencies: general cultural, general professional and professional. General cultural competencies are necessary for the specialists in all the fields, including translators. General professional and professional competences will correspond to the basic and pragmatic parts of translation one.

Moreover, in the base part there are general skills related to the knowledge of a foreign language and the implementation of translation in general, and the pragmatic part will include skills related to a particular type of translation or certain genre specificity. Mastering translation competence will help the translator to perform his professional duties efficiently; however, translation competence alone will not be enough without the ability to competently build communication, without striving for self-development and reflections (general cultural competences). Thus, the professional competence of a translator is an integral concept that requires the development of all the components in the complex[37].

In our opinion, news texts are the most effective means of forming the professional competence of a translator.

The high linguo-didactic potential of the news texts is noted by many researchers. Being informational in nature, they have a special format and a clear structure that facilitates the perception of the information for the purpose of its subsequent translation. Moreover, the news texts have stable language and stylistic features, have a certain thematic focus, all the materials are structured according to the importance of the information presented. It is important to note, that news texts are an essential part of national culture.

They have a high degree of the cultural and ideological modality: they are saturated with the realities and artifacts, and are also characterized by a certain ideological intonation or tonality, which is understood as a way

---

[36] Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford, Pergamon Pres,. 1981. P. 98. URL: https://doi.org/10.1017/S0272263100005222 (accessed: 10.09.2024).

[37] Morrow C. K. Communicative language testing. *The TESOL encyclopedia of English language teaching*, 2018. P. 6. URL: https://doi.org/10.1002/9781118784235.eelt0383. (accessed: 10.09.2024).

of interpreting information reflecting a particular system of the values and guidelines[38].

Also, the recipients of the oral news message are the general population, which makes the news accessible and understandable to absolutely everyone. All these features contribute to the efficient use BBC news texts in the teaching process.

The most widespread resources that have proved their effectiveness in the practice of teaching English have been identified for quite a long time. These Internet resources contain various language materials, including text, audio and visual material on various topics in the target language[39].

The Internet search engines allow the teacher to use authentic materials such as audio, video and texts, to get acquainted with works of fiction by authors from the country of the target language, to get acquainted with foreign culture, to develop the outlook and acquire vocabulary in their active vocabulary[40].

There are several types of the Internet services that can be used for the independent work of students:

1. Hotlist (list on the topic) – It is a kind of a list of sites with texts on the topic under study. If a user wants to create it, he/she needs to enter a keyword into a search engine.

2. Multimedia scrapbook (multimedia draft) – appears as a system of multimedia resources, where in addition to links to text sites there is a large number of multimedia materials, including tables, photographic and other materials[41].

3. Treasure hunt – is a web resource where, in addition to links to various sites, you can find questions about the content of each site. With the help of these questions the teacher can control the cognitive activity of the students. At the end of the search, one more general question for a comprehensive understanding of the topic. This query will receive a detailed response that will include answers to more detailed questions about each site[42].

---

[38] .Kukulska-Hulme A., Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. Vol. 49. № 2. P. 211. URL: https://doi.org/10.1111/bjet.12580. (accessed: 21.09.2024).

[39] Haycraft J. On introduction to English language teaching . Longman Group, 1998. P.79.

[40] Johnson K., Morrow K. Communication in the Classroom. Longman Groop, 1992. P. 85.

[41] Johnson K. In Memoriam, John J. Ohala (1941–2020). *Journal of the International Phonetic Association*, 2020. 50(3). P. 453.

[42] Widdowson G. Teaching language as Communication. Oxford University Press, 1990. P.56.

4. A sample subject is a site that occupies the next level of complexity over the compared to the previous resource. It also contains links to textual and multimedia material from the global web. As part of the work with this resource, the user must not just familiarize himself with the material, but also express and argue his opinion on the issue under study.

5. Webquest (Internet project) – is the most complex type of educational Internet resources. This resource includes a scripts for organizing a project activity on a topic chosen by the teacher with a project[43].

The use of the Internet resources in the teaching process helps introduce the students to the native speakers, hear authentic texts and make them create their own statements.

BBC Podcasts – is a BBC radio station with a variety of topics that students can listen to without subtitles. It is useful to listen to audio materials, because it dives in the listener in authentic environment, activating acquired knowledge. It should be noted that in BBC Learning English – 6 minutes English podcast presenters are native speakers, so it is possible to listen and learn the language in the form of which it is used by ordinary people in English-speaking countries.

When choosing audio and video materials, it must be checked that they are pronounced correctly and are based on the principles of modern English. In our opinion, the use of BBC resources is very successful. This can be BBC sound or BBC podcast. At the senior level, the use of the news materials is a good solution for teaching good phonetic skills and for the development of the translation skills. Typically, such resources are used to teach the communicative competence on a variety of professional topics.

By listening to the authentic texts, the students are placed in a situation close to the real one. They are in an English-speaking environment. The audio and video materials can be used to discuss the topics. Using YouTube channels that contain conversational topics and provide audio questions for discussion can be necessary for the teaching listening and speaking skills[44].

TED (Technology, Entertainment, Design) – is an online platform that provides the access to many conferences of leading experts in science, art, politics, design, business, culture, global issues, technology and entertainment. The main idea of the conference is to spread unique idea (ideas worth spreading). On this official website TED.com you can find recordings of speeches by the most prominent speakers. The lectures have been translated and licensed, which allows their free use.

---

[43] Widdowson G. Teaching language as Communication. Oxford University Press, 1990. P.56. P. 57.

[44] Brumfit G. J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1999. P. 98.

The Ted Talks platform offers many opportunities for listening, interpreting and discussion. It offers a variety of topics for everyday communication, as well as the professional texts for translation.

Esl-lab.com – is a platform with audio texts for development and improving listening skills at three levels based on content, voice, vocabulary and natural speed. Listening tasks can be divided into three categories: easy for high-beginning students, intermediate for intermediate-level learners and difficult for advanced-level learners.

The combination of adult, teenage, and children`s voices are included. You should also pay attention to the fact that on the site you can find English idioms, language games, videos, dictionaries and quizzes that make the process of learning a foreign language more interesting.

The translating competence in the course of teaching written translation of the texts on socio-political topics develops on the basis of the systems of exercises aimed at the formation of:

– the skills of equivalent translation of the thematic vocabulary, taking into account the socio-linguistic component of both languages;

– the ability to overcome grammatical difficulties of translation, arising from the students of specialized universities in connection with a real-life discrepancy between the amount of grammatical knowledge that they have at the beginning of training written translation, and the necessary of the grammatical knowledge for translation and the formation of the professional training of translators / interpreters compensatory competence;

– socio-cultural competence without which it is impossible to achieve adequacy and equivalence in the translation;

– the skills of creating a secondary text (translation), maximum close to the original in style and genre[45].

In teaching translation a discursive approach is effective. It involves teaching the peculiarities of the organization of speech within the framework of a particular discourse. Within the framework of the integrated approach, there is a comprehensive training of students-translators in all the types of speech activity, including translation.

In the process of working on the authentic texts the special attention must be paid to the linguo-culturological peculiarities of the socio-political discourse[46].These studies contribute to the method of teaching socio-political translation, however the problem of such translation is in the context of the

[45] Spada N. Communicative Language Teaching: Current Status and Future Prospects. *International Hand Book of English Language Teaching (Part I).* New York: Springer, 2007. P. 87.
[46] Brumfit G. J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1991. P. 67.

information society development, digitalization of all the fields of human activity that is relevant nowadays.

The issue of integrating mass media into the educational process is addressed both in Ukraine and abroad.

We have analyzed the experience of using the Internet materials in the teaching process and described its didactic potential in teaching a foreign language by the future translators.

According to the data obtained during the student testing, we got the following results. When comparing the level of knowledge of the students, we can note the changes in the second term.

The main indicators can be the comprehension of the authentic texts, consecutive and written translation skills, as well as lexical and grammar skills. Thus, with regard to the development of the consecutive interpreting skills of the authentic texts, we have the following results during the year (Table 1).

Table 1

The level of students' interpretation competence.

The term	The first term				The second term			
The level of knowledge	low	medium	sufficient	high	low	medium	sufficient	high
The number of the students, %	8	32	45	15	2	22	55	21

As we can see, the results of students' skills have changed during the year. We can admit that the students have improves the interpretation skills.

According to the written translation we can notice the positive tendency (Table 2).

The use of the translation of the articles from BBC news resources has givem the results and improved students' translation skills.

The accumulation of the lexical material over time is a prerequisite for obtaining the qualification of a specialist in foreign philology. The constant memorization of the new words without context is not a progressive method of language acquisition. The immersion of the students in a foreign language environment and learning lexical material through the translation and interpretation has become a progressive trend in foreign language learning.

The special actuality in the epoch of modern computerization is improving the vocabulary on the basis of the informatively-communication technologies. The teachers pay great attention not only to the introduction but also to the activation of both general foreign language vocabulary and professional terminology.

Table 2

The level of students' written translation competence

The term	The first term				The second term			
The level of knowledge	low	medium	sufficient	high	low	medium	sufficient	high
The number of the students, %	2	15	19	54	1	12	19	68

Listening and reading the authentic texts the students have increased their vocabulary, especially when we speak about finding the synonyms for the certain words or using the terms of the different fields. The results of the experiment are also positive (Table 3).

Table 3

The level of students' lexical skills

The term	The first term				The second term			
The level of knowledge	low	medium	sufficient	high	low	medium	sufficient	high
The number of the students, %	12	21	13	44	9	29	13	49

As we can see the difference is mainly significant when we speak about the low and high level.

The formation of grammatically correct coherent speech skills of foreign language learners is one of the most important components of the learning process at foreign language class.

The development of the oral and written speech skills in foreign language learning is impossible without knowledge of the basics of grammar and without the formation of the mechanism of mastering the grammar of a given language. A learner will not understand the meaning of an utterance (sentence), even if he/she knows all the words in it, if he/she does not see the relationship between these words[47].

Whenever you give the students something to read or listen to, it's not fair to ask them to completely ignore the content and skip to the grammar instead. Students first need to understand the main idea of the text. Then they will be ready to analyze the grammar in it. So first, the teachers give them a simple task that will help understand the list of what they are reading or listening to. Such an activity can be a task to match the headline to the text, or to answer one or two questions.

This stage is called the exposure to a target language because it is the first time when the students are exposed to the target language in context. They are exposed to the grammar they will learn later without even realizing it.

According to the grammar competence we have the positive tendency too. However there are the fewest number of the changes (Table 4).

Table 4

The level of students' grammarskills

The term	The first term				The second term			
The level of knowledge	low	medium	sufficient	high	low	medium	sufficient	high
The number of the students, %	11	13	25	51	9	10	28	53

[47] Melguy Y.V., Johnson, K. Perceptual adaptation to a novel accent: Phonetic category expansion or category shift? *J. Acoust. Soc. Am.*, 2022. 152. P. 2095. URL: https://pubs.aip.org/asa/jasa/article/152/4/2090/2839037/Perceptual-adaptation-to-a-novel-accent-Phonetic (accessed: 10.09.2024).

On the basis of the indicated research data we can conclude that grammar skills are changing slower. However we can notice the positive dynamics.

The problem of speaking skills development is one of the most actual problems in methodology of teaching a foreign language. It is explained, from one side, by increasing the requirement of students, future specialists in mastering of colloquial speech for intermingling with foreigners in the process of exchange by scientific and sociocultural information, and with other, also by the difficulties with which many students meet in development of practical skills of understanding and talking in English language, which is getting the status of international global means of communication[48].

The situation and speech are closely connected. The language develops through the situations and inseparable from them. Such principle requires the successive series of the typical communicative situations selected and treat in accordance with the communicative and didactic requirements[49].

Communicative methodology is one of the most popular methods of learning English (and other foreign languages) in the world. It first gained the greatest popularity in the USA and Europe, and then came to us. Most attention in this method is paid to speaking and listening, that is, the main part of the lesson will be devoted to communication.

The teacher will communicate as little as possible in his native language and as much as possible in English. That is, the main goal of this methodology is to immerse the students in an English-speaking environment, to teach them to communicate in English, to learn vocabulary.

The communicative approach involves a lot of interaction between students in class, paired and group tasks, a lot of listening tasks[50].

Among the benefits of such approach we can find the following: the formation of the communication skills, the informal form of learning.

Although less attention is paid to grammar and learning complex vocabulary we can admit that there is the positive tendency.

The observations on the process of integrating the Internet resources into the educational process showed that for a long time the teachers used the materials only in printed and voiced form, but the capabilities of the modern resources allow them to view videos where the students can not only hear speech, but also observe facial expressions and the behavior of the speakers.

---

[48] Kukulska-Hulme A., & Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. 49(2). P. 213. URL: https://doi.org/10.1111/bjet.12580 (accessed: 21.09.2024).

[49] Hymes Dell. On communicative competence. In J. Pride, & J. Holmes (Eds.). *Sociolinguistics.* Harmondsworth: Penguin Books. 1972. P. 65.

[50] Brandl K. Communicative Language Teaching in Action. New Jersey: Pearson Prentice Hall, 2008. P. 48.

When using such media in the educational process to create an educational audiovisual environment, the special attention should be paid to the content of such resources, since it is not controlled by anyone due to the openness of the Internet. The use of such kind of materials in the classroom should be aimed at the implementation of the following didactic principles:

– the principle of scientific character and reliability: in the classroom you should use information provided by popular science and educational Internet sites, reputable media;

– the principle of visibility: visualization, which is possible when integrating video clips to create a learning environment, helps the teacher model fragments of objective reality;

– the principle of expediency: the use of the Internet resources in the educational process should be aimed at achieving a clear goal set;

– the principle of connection between theory and practice: the information offered should be relevant and have practical significance for the professional activities[51].

Undoubtedly, the main advantage of the Internet resources is relevance, accessibility and authenticity. Despite the fact that modern students are considered to be visuals, so it for the optimal assimilation of educational material requires a video sequence and audio content.

The audio material provides the development of passive listening comprehension skills. This is a great way to expand vocabulary[52] and improve intonation and phonetic skills. One of the most popular sites among the teachers of the English language is the broadcasts of the radio station BBC.

The podcast allows using a variety of material on various information topics, which is available for download. All the information is offered to the users in thematic order. The inexhaustible resources make it possible to include a news block in the educational process.

The listening material is saturated with the terminology on various fields; therefore, it can be used at the final stage of teaching a foreign language, when the students have already formed a foreign language professional thesaurus.

The development of phonemic hearing in students is facilitated by the material of the British Council. The reading and listening exercises are categorized by the level from A1 to C1, so it is very easy for the teacher to choose the material they need. It is advisable to use with the beginners

---

[51] Spada N. Communicative Language Teaching: Current Status and Future Prospects. *International Hand Book of English Language Teaching (Part I).* New York: Springer, 2007. P. 112.

[52] Weir C. J., Weir C. J. Communicative language testing. Hemel Hempstead: Prentice Hall, 1990. P. 110.

to learn a foreign language, since most of the material is presented by dialogues in everyday topics[53].

The podcast is interesting in content and convenient in presentation form information, and therefore quite popular.

Using the didactic potential of the Internet resources material in accordance with the level of language training is convenient. But at the disposal of the teacher of audio recordings on a wide range of topics, the text material for them and in some cases also vocabulary and tasks aimed at controlling the understanding of the listened text.

Currently, the teachers have an extensive factual base at their disposal, confirming the greater efficiency of mastering foreign language material if it is submitted in a multimodal format.

Using the information borrowed from the Internet in the educational process is a great way to create the language environment with the maximum degree of authenticity of the language used material. It is the useful sources of the information about all the fields of life in the countries of the language being studied – economics, politics, culture, etc.

The authentic materials presented on the websites have a number of advantages related to the possibility of learning the syntax of the English language, the characteristic of the colloquial speech; the immersion in the language environment as a way to expand the vocabulary of the students in everyday life as well as the professional terminology[54].

With all the variety of audio and video material, one should not exclude from the educational process work with authentic texts of foreign newspapers and magazines. Online versions of the printed publications provide the latest news and allow you to keep abreast of international events in all the areas of activity. It is advisable to use the articles and other periodicals in the classroom on the topics related to the future professional activities of the students.

A feature of the newspaper text is that it integrates different semiotic codes into a single communicative item: both verbal and non-verbal. The modern newspaper publications use photographs, illustrations, tables, graphic and typographic design, which helps highlight the meaningful information and grab the attention of the readers and compensate for the lack of video and audio[55].

---

[53] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching, 2018. P. 6. URL: https://doi.org/10.1002/9781118784235.eelt0383. (accessed: 10.09.2024).

[54] Kukulska-Hulme A., Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. V. 49. № 2. P. 215. URL: https://doi.org/10.1111/bjet.12580. (accessed: 21.09.2024).

[55] Haycraft J. On introduction to English language teaching . Longman Group, 1998. 140 p.

The newspaper text can be used, first of all, to master the skills of written translation.

In our opinion, the most universal media is the Internet. The massive use of the Internet as the main means of obtaining information and, in particular, news, has revealed a number of shortcomings of the traditional media (radio, newspapers, television), such as deliberate selectivity when submitting messages, imposing a certain information picture on the audience, monologue, focusing on reaching the largest possible audience without regard to its gender, age, ethnic, economic, political and other heterogeneity, the need to satisfy simultaneously the whole variety of interests[56].

As a result, the Internet is one of the most popular distribution channels. The Internet uniqueness is in the fact that it combines all the channels of news transmission texts. Absolutely all the major news channels have their own websites on the Internet, where they post relevant news reports. The modern newspapers, magazines, radio stations and TV channels, etc. have the Internet sites. There are also separate news sources on the Internet, unrelated to the traditional media. This creates a big advantage for the user – you can choose how to receive information (watch a video, read an article or listen to a message), and necessary source (for example, news from a particular media company)[57].

News texts on the Internet often combine different ways of information dissemination. At the end of the article, there is a video, after watching which the user can get the additional information, or vice versa, after the news clip, there can be the text outlining the main ideas or everything said. The combination of the text, sound, graphic elements, video and animation indicates the multimedia content of the Internet text. Due to their diversity, the news texts broadcast on the Internet have all the features inherent in television, radio and newspaper texts[58].

Moreover, the news texts on the Internet are updated faster than in traditional media. There is no need to wait for a news release on a TV channel or a newspaper – everything is available in the real time.

We can note that news texts have a great linguo-didactic potential in the formation of the translation competence and the professional one.

Due to the variety of the topics covered by the Internet news resources, as well as the unique properties of news texts, and regular reference to this

[56] Savignon S. J. Communicative language teaching: State of the art. TESOL quarterly, 1991. V. 25. № 2. P. 270. URL: https://doi.org/10.2307/3587463 (accessed: 01.10.2024).

[57] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching, 2008. P. 2. URL: https://doi.org/10.1002/9781118784235.eelt0383 (accessed: 10.09.2024).

[58] Johnson K. In Memoriam, John J. Ohala (1941–2020). *Journal of the International Phonetic Association*, 2020. 50(3). P. 453.

source contribute to the development of professional, general, and cultural competencies of the translator. In the process of working with the various transmission channels, the translator will be able to master different genres of translation, expand vocabulary on many topics and develop the skills and abilities necessary for translation. Moreover, he will be able to solve the emerging difficulties and diverse tasks[59].

The choice of the site depends on the objectives of the training, the specific type of translation and, importantly, the age of the trainees. Thus, the news texts make it possible to form the professional competence of an interpreter with maximum consideration of the individual characteristics of the trainees.

All the texts have the certain characteristics and specifics, in the process of socio-political translation, so the students can encounter a number of the problems related to all the language levels. The translation problems are solved in the course of working with the theoretical materials, referring to dictionaries, as well as when working with materials from the websites[60].

The students in the real situations can observe the current translation activities; identify the translation transformations when comparing the studied texts, to see the differences and similarities in Ukrainian and English discourse.

Based on comparative analysis of the original texts the students will learn to convey the culturally specific vocabulary, non-equivalent vocabulary, realities, proper names, phraseological units, neologisms, international words, intertextualizm. They can see the changes in the text to suit a specific audience.

The translator must have the sufficient background knowledge to be able to match the background knowledge of the author and putative translation receptor as well as the certain approach to the process of translating their verbal representations[61].

The authentic material used for teaching translation, can be shown according to its socio-political and specific features of the culture of the source language, which must be taken into account when translating.

When teaching the translation of socio-political texts, the special attention is paid to the effective use of translation tools (traditional and online): monolanguage and multilanguage dictionaries, thesauri, translation

---

[59] Brandl K. Communicative Language Teaching in Action. New Jersey: Pearson Prentice Hall, 2008. P. 67.

[60] Spada N. Communicative Language Teaching: Current Status and Future Prospects. *International Hand Book of English Language Teaching (Part I)*. New York: Springer, 2007. P. 98.

[61] Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford: Pergamon Press, 1981. P. 111. URL: https://doi.org/10.1017/S0272263100005222. (accessed: 10.09.2024).

forums, translation communities and portals, search engines (Google) and etc. In the process of translation, the student independently determines the positive aspects and the limitations of these tools, forms his own toolkit.

A big plus of using the Internet articles as the material for the practical exercises is the presence of hyperlinks in the original text, thanks to which you can restore the picture, events, chronology, and context. The useful technique is the ability to compare a foreign language text about a particular event with the text written in the native language covering the same information. If the event being described as significant in the news feed, it will be easy for the student to find on the Internet a similar article in their native language, using online newspapers and magazines. Thus, it is possible to solve many problems related to the choice of vocabulary when translating, and students will receive the additional information about the topic on which they will translate the text[62].

The students have the opportunity to compare their translation with the published version, discover their own mistakes, if any, and also share more successful translations. In this case, there is an understanding that the original text can have many translation invariants, and the translation process means the active participation of the student in the creation of a new text[63].

The translation of the text consists of some main stages: pre-translation analysis, directly translation, editing the finished translation. One of the stages of the translation process in practical classes is compiling a translation commentary, which reflects the translation process, strategies, translation difficulties, translation problems and the solutions proposed by the students.

Writing such comments contributes to the consolidation of the theoretical knowledge on the theory of translation and the use of translation terminology.

Working with such materials helps master the necessary translation techniques to convey the content of the original text; contributes to the organization of the assimilation of socio-political vocabulary; provides the adequate professional training.

It should be emphasized that the materials are not thematically homogeneous, since the thematic homogeneity makes the students simplify the model of translation behavior and does not instill in the ability to quickly respond to unexpected tasks.

For the adequate implementation of socio-political translation, it is important to develop students' digital competence. In the future, we will

---

[62] Morrow C. K. Communicative language testing. The TESOL encyclopedia of English language teaching, 2018. P. 5. URL: https://doi.org/10.1002/9781118784235. eelt0383. (accessed: 10.09.2024).

[63] Weir C. J., Weir C. J. Communicative language testing. Hemel Hempstead: Prentice Hall, 1990. P. 203.

need the more detailed consideration of the issues related to the implementation of the module (section) dedicated to media education and aimed at the formation of media competence (the ability to use, critically analyze media texts, evaluate and convey messages in various forms).

CONCLUSIONS

The modern world is changing too fast, forcing all the fields of human life including the human life and education to transform in accordance with the requirements of the time. Nowadays, learning foreign languages is becoming not just relevant but essential for many professions.

It provides an opportunity to improve the quality of professional training, and become the key to further successful personal development in the chosen area. The knowledge of foreign languages has a number of advantages, as it allows a person to freely use an unlimited amount of information, communicate with the representatives of other countries in his professional activity and every day life.

Modern learning tools allow the teachers to engage students in an English-speaking environment where they can hear authentic texts, improve their pronunciation and vocabulary. Video and audio resources let them work independently with the material and gain monologue and dialogue skills.

The change of the priorities in the Ukrainian educational paradigm allows to choose the communicative method to be the main criterion for learning a foreign language, which is currently the most progressive and effective.

Modern teaching technologies let teachers choose the material that is appropriate for a particular topic, which makes it easier to work. Correctly selected tasks allow students to master not only language skills but also to learn various speech structures used in the text and then apply them in their own speaking tasks.

Using the communicative approach to teaching a foreign language has many advantages, as by listening to authentic texts or watching videos, the students master several types of speech activities. Properly set tasks help make these activities meaningful and effective.

Understanding the importance of this task encourages the teachers of foreign languages to look for new approaches to organize language teaching better not only for the future linguists but also for the representatives of other professions who are seeking not only theoretical knowledge but also practical skills for the successful mastery of foreign languages. The relevance of this aspect is primarily related to the intensification of teaching methods aimed at the development of the foreign language competence of the future specialists.

Observing and analyzing students' work while learning English allow us to conclude that the most effective exercises for developing dialogue speech are the tasks aimed at developing students' independent thinking, which teaches them to express their own thoughts based on a given situation using limited language material. Such work contributes to the development of students' ability to evaluate their results, compare them with the success of their classmates, and exercise self-control.

The benefits of using the Internet resources during the foreign language class are obvious: multifunctionality, authenticity, informativeness, enrichment of the educational process. The sources which are given and described in the research are in the public domain and can be used by the teachers of foreign languages at various stages of training future specialists to form and develop foreign language professional competence.

The multimedia materials have a huge socio-cultural and didactic potential, widely used in teaching foreign languages. However, the teacher must clearly determine the goals, objectives and methods of using such materials at the classes. They are available to the Ukrainian teachers of a foreign language and they will help create the language educational environment in the process of training highly qualified specialists.

The modern requirements for the foreign language are not only the knowledge of the vocabulary and grammar, but also the knowledge of the culture, traditions of the country of the language being studied.

Exactly therefore, the study of the oral speech through the English-language media is of particular value. Reading the Internet media resources, listening to authentic audio or video materials, the students not only get acquainted with a new vocabulary, improve the phonetic side through a live foreign language, but also get acquainted with its features, understand the complexity of the context, the lexical meaning of the individual words, the specifics of the translation of language structures.

This approach is also very useful from the standpoint of the motivation. The students learn the language through the opportunity to deal with the realities of the life in the country of the studied language.

The use of the Internet resources and multimedia gives the teachers an excellent opportunity to improve the management of teaching. According to the results of the experiment among the students, the application of the online resources to increase the communicative orientation of the learning process has yielded the results.

The level of students' knowledge has increased. The number of the students with the low scores has decreased. Of course, it is not the large figures, but we have only studied two semesters. It takes time to implement the communicative methods based on the Internet resources but the positive results will be manifested.

The use of the Internet resources and multimedia gives the teachers an excellent opportunity to improve teaching methods, increase the efficiency and objectivity of the educational process, save teacher's time, increase students' motivation to learn, make them interested in foreign languages, and instill a strong desire for self-control and self-improvement, which will have a positive impact on learning outcomes.

Moreover, by using web resources, the teachers greatly simplify the process of communication between the students, both among themselves and with native speakers, as the students have the opportunity to communicate in writing and orally via video conferences or social networks, not only on given topics, but also to discover everyday communication that is as close as possible to real-life situations.

However, despite the relevance of using the material at the foreign language classes, the teachers avoid this kind of work, noting that the authentic texts represent certain difficulties for the students. This is the main reason why many students find themselves deprived of the opportunity to work with such material. Of course, the use of the authentic texts can be a problem for the students whose level of knowledge is lower than it is required by this activity. It depends on the teacher and his/her ability to organise the work properly before listening to the audio or watching the video.

We believe that the Internet material plays an important role in teaching oral speech and the communicative skills. So pre-listening activities are very essential. They prepare students to understand the information and interpret it in the right way. Therefore, selecting vocabulary exercises and giving the new phrases help the students understand the audio or video material and show confidence in their abilities.

We believe that the formation of oral speech skills is necessary not only as an incentive for increasing motivation to learn a foreign language, but it also plays an important role in the development of all the types of communicative activity.

Thus, we can state that the use of the Internet resources in English language classes improves not only monologue and dialogue skills. It also affects the development of lexical and grammar competency. The communicative orientation of the language practice class allows the students to improve their performance, and the most importantly, to achieve the main goal – to use a foreign language in their practical activities.

SUMMARY

The European integration and the role of the English language in the world demand for the changes of the educational paradigm. The teacher has to look for the ways of the intensification of the English language teaching.

The development of the communicative skills is the most important competency to master a foreign language.

The research demonstrates the use of the Internet resources in the teaching process. The access to the Internet technologies at English lessons when teaching the communicative competences plays a very important role to develop the language skills.

It presents the possibilities of overcoming the objective difficulties for creating the language learning environment existing in the methodology of teaching foreign languages with the help of media resources.

It is emphasized on the importance of the information technologies. The ways of their use in the educational process to improve the communicative skills are given. Some examples of working with the video and audio material of the social media at the English lesson are represented. The experience of integrating them into the teaching process is analyzed as well as the effectiveness and expediency of their implementation to create a language environment with the maximum degree of authenticity of the material studied.

For this purpose, the experiment was conducted among the students who used audio and video materials in the second semester more than in the previous one and they have improved their language skills especially listening and speaking.

All the variety of the audio and video data should be considered in the teaching process taking into account their influence on foreign language mastering and the role of the authentic material for the language skills development.

BIBLIOGRAPHY

1. Andrei E. Technology in teaching English language learners: The case of three middle school teachers. *TESOL Journal*, 2017. 8(2). 409–431. URL: https://doi.org/10.1002/tesj.280 (accessed: 12.09.2024).

2. Brandl K. Communicative Language Teaching in Action, New Jersey, Pearson Prentice Hall, 2008. 522 p.

3. Brumfit C. J. Communicative methodology in language teaching: The Roles of Fluency and Accuracy. Cambridge: Cambridge University Press, 1984. 267 p.

4. Brumfit G.J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1991. 242 p.

5. Crystal D. Language and the Internet. IEEE Transactions on Professional Communication, 2003. 45(2). P. 142–144. URL: https://doi.org/ 10.1109/TPC.2002.1003702 (accessed: 11.10.2024).

6. Johnson K. In Memoriam, John J. Ohala (1941–2020). *Journal of the International Phonetic Association,* 2020. 50(3). P. 452–455.

7. Johnson K., Morrow K. Communication in the Classroom. Longman Groop, 1992. 140 p.

8. Harmer J., Wesley A. How to teach English. Longman Group, 1991. 198 p.

9. Haycraft J. On introduction to English language teaching. Longman Group, 1998. 140 p.

10. Hymes D. On communicative competence. In J. Pride & J. Holmes (Eds.), *Sociolinguistics.* Harmondsworth: Penguin Books, 1972. P. 269–285.

11. Kukulska-Hulme A. & Viberg O. Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 2018. 49(2). P. 207–218. URL: https://doi.org/10.1111/bjet.12580 (accessed: 21.09.2024).

12. Melguy Y.V., Johnson K. Perceptual adaptation to a novel accent: Phonetic category expansion or category shift? *J. Acoust. Soc. Am.*, 2022. 152. P. 2090–2104. URL: https://pubs.aip.org/asa/jasa/article/152/4/2090/2839037/Perceptual-adaptation-to-a-novel-accent-Phonetic (accessed: 10.09.2024).

13. Morrow C. K. Communicative language testing. *The TESOL encyclopedia of English language teaching,* 2018. P. 1–7. URL: https://doi.org/10.1002/9781118784235.eelt0383 (accessed: 10.09.2024).

14. Newmark P. Approaches to Translation (Language Teaching Methodology Senes). Oxford, Pergamon Press, 1981. 213 p. URL: https://doi.org/10.1017/S0272263100005222 (accessed: 10.09.2024).

15. Spada N. Communicative Language Teaching: Current Status and Future Prospects. *International Hand Book of English Language Teaching (Part I).* New York, 2007. 185 p.

16. Savignon S. J. Communicative language teaching: State of the art. *TESOL quarterly*, 1991. 25(2). 261–278. URL: https://doi.org/10.2307/3587463 (accessed: 01.10.2024).

17. Weir C. J. & Weir C. J. Communicative language testing. Hemel Hempstead, Prentice Hall, 1990. 353 p.

18. Widdowson G. Teaching language as Communication. Oxford University Press, 1990. 168 p.

Information about the author:
Leleka Tetiana Oleksandrivna,
Candidate of Philological Sciences, Associate Professor,
Associate Professor at the Department of Translation, General and Applied Linguistics
Volodymyr Vynnychenko Central Ukrainian State University
1, Shevchenko Street, Kropyvnytskyi, 25006, Ukraine