COMMUNICATIVE METHOD AS AN EFFECTIVE INTEGRATION INTO THE LANGUAGE COMMUNICATION

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Summary. Understanding and implementation of communicative teaching is an urgent need of student practice, which is dictated by the requirements of our time. Since it is the communicative approach that corresponds to the goal of teaching communication. The study of communicative direction is an integral part in the work of a practicing teacher. Therefore, it is advisable to study foreign and Ukrainian experience, determine what is necessary and valuable and what slows down the process of foreign language communication.

The purpose of communicative teaching is to prepare and adapt the student to participate in the process of foreign language communication created in groups. The famous communicative method theorist E. Passov interpreted this method as follows: The learning process is a model of the communication process”. [1, 101p.]

To create a learning process as a model of the process of communication means to simulate the basic, fundamentally important, essential parameters of communication, including:
- personal nature of the subject's communicative activity;
- content basis of the process of communication;
- situations as forms of functioning of communication;
- system of speech means, which should be learned to provide communicative activity in a situational foreign;
- functional nature of the assimilation and use of speech means;
- heuristic (variety of connections, providing speech dynamics and flexibility in the use of speech resources).

Keywords: Communicative method, foreign language learning, communicative process, verbal means, non-verbal means, situationality.

Statement of the basic material. There is always a certain relationship between people who communicate, and at some point there is a need "a prerequisite for any activity." [2, 21p.]. This need motivates communication. Everyone who communicates achieves his goals through such means as speaking, listening, writing, reading, paralinguistics (intonation, pausing, etc.), proxemics (body movements, postures, etc.), and any general activity. At the same time, communication is carried out in three ways:
- informational (exchange of opinions, ideas, interests, feelings, etc.)
- interactive (interaction during communication);
- perceptual (perception and understanding of a person by a person).
The content of communication arises from the content of thinking, which "takes its origins" from the surrounding reality, because consciousness reflects this reality in the process of human activity.

There are two types of means of communication: verbal and nonverbal. The verbal ones include the following types of speech activities:
- productive (writing and speaking);
- receptive (reading and listening).

Each of these types is special and specific because it is based on its own mechanisms. Also, in teaching methodology, monological and dialogical speech are considered types of speech activity.

Nonverbal means of communication include:
- paralinguistic (intonation, pause, diction, breathing, tempo, rhythm, tone, tempo, melody);
- extra-linguistic (various noises, crying, laughter, etc.);
- proxemic (body movements, postures, distance, i.e. spatial and temporal organization of communication).

According to scientists, the communicative process is incomplete without nonverbal means of communication [3, 720p.]. Since non-verbal means of communication perform the leading functions, namely:
- provide for what the verbal message will provide for;
- accentuate any part of the verbal message;
- fill or explain pauses, expressing the intention to continue their statement, word search, etc;
- express a meaning that contradicts the content of the statement;
- replace a single word or phrase;
- maintain contact between interlocutors and regulate the flow of speech.

It is very important for the teacher to practice. By using nonverbal means of communication, the teacher can:
- create a positive tone of communication, establish and maintain rapport;
- use them to regulate and evaluate students' work and thus save time;
- promote memorization of the learning process;
- influence the speech activity of students.

Preparing the methodological and practical plans of the lesson, the teacher must also plan his/her non-verbal behavior, because it contains a great power on the students' psyche.

Non-verbal means of communication are used not only in productive activities. Badges, icons, text placement, paragraphs, fonts are non-verbal language for the reader. The listener must also understand body movements, facial expressions, intonation, and pauses.

Communication usually takes place in two forms: oral and written, each of which has its own specifics and manifests itself in oral (speaking and listening) and written (reading and writing) speech activities.

Communication is a process of activity. This activity is associated with mental activity and communicative behavior. Communicativeness is also characterized by motivation. Communication is always motivated. Usually, a person communicates for an internal reason, a need, a motive. In the communication-oriented approach, we
talk about communicative motivation. Purposefulness is another of the most important characteristics of communicative activity. Every utterance has a purpose. A person expresses himself in the process of communication because he wants to achieve his goal: to convince the interlocutor or to convince himself; to arouse sympathy or anger; to support or ridicule him, etc. These goals can be called communicative objectives. Purposefulness of communication and solves them.

Communication process is related to activity, because it "serves" all other human activities.

Communication with personality is also important. Communication in almost all aspects is predetermined by all components of personality. Of course, to varying degrees. The personality is always individual, endowed with a unique combination of traits manifested in intellect, character, abilities, feelings, needs, interests, ideals, and mental processes. When the personality is in a social relationship, it manifests its active life position, which it expresses in communication. Communication is always an individual manifestation, just like the person himself. Certainly, the development of skills and abilities in foreign language communication should take place with the maximum involvement of all spheres of consciousness and personality components. The communicative-oriented approach is aimed at this.

Situationality is an important characteristic of juxtaposition. Situationality is expressed in the correlation of linguistic units with the main components of the process of communication.

Communication-oriented teaching in a foreign language is modeling the process of communication. Foreign language classes on the methodology of communicative-oriented teaching - it is a model of the process of communication in a foreign language.

It means that in fundamentally important parameters such teaching corresponds to the process of real communication. This correspondence is ordered by two factors:

- the phenomenon of motivation (unambiguously motivation is provided by the way in which the nature of communication is whole simulated in the learning process);
- the phenomenon of transference (without transference any learning has no meaning; transference is provided by actual or intuitive awareness; adequacy of learning conditions and conditions of application of results).

The main parameters of the process of communication, to model the learning process:

1) active nature of speech behavior of communicators must be embodied:
- in the communicative behavior of the teacher as a participant in the process of communication and learning,
- in communicative behavior of the student as a subject of communication and learning;

2) subjectivity of the communication process, which should be modeled by a limited but accurate set of subjects of discussion;

3) situations of communication, which are modeled as the most typical patterns of relations of communicators;

4) speech means, providing the process of communication and learning in these situations.
The listed parameters reflect the main qualities of the process of communication: activity nature, purposefulness and motivation, situational comparison, objectivity, meaningfulness. Embedded methodologically and applied in foreign language classes, these parameters contribute to the creation of the process of foreign language learning with the effective development of all the qualities of communication.

Communicativeness as an approach to teaching communication in a foreign language includes:
- principle of speech-thought activity;
- principle of focus on the personality of the student;
- principle of functionality;
- principle of situationality;
- principle of novelty.

Understanding the basic principles of communicativeness and use in practice provides communicative-oriented teaching of a foreign language in institutions of higher education.

1. Principle of speech-thought activity. It assumes a speech orientation of training. Speech orientation refers to exercises for the formation of skills and means the use of conditional speech exercises for this purpose.

Speech orientation of the learning process is possible only in the presence of cognitive (mental) activity of students, which mainly characterizes their activity. Consequently, the problem comes down to the organization of speech partnership in the learning communication.

In order to make the speech material in the higher education institution communicatively valuable, to stimulate the mental and speech activity of the student, to encourage foreign-language communication, the content component of the communication should include only relevant subject matters that students will apply in future work processes.

2. Principle of student personality orientation. Communicativeness contains a personal component in the teaching of speech activity, which should be perceived as taking into account all the features of the student as an individual: his abilities, skills to carry out speech and learning activities and his personal qualities.

Failure to take into account this principle continues the separation of speech actions from real thoughts, feelings, worldview, interests, etc., that is, from the practical attitude of the individual to reality. Under such conditions, the teacher will force students to view language only as some formalized system, rather than as an instrument of communication. The speech act in this case is psychologically isolated from the activity of the individual, which is the student.

3. Principle of functionality. Communicativeness is related to the notion of functionality. It means that any linguistic unit, any linguistic form performs certain speech functions in the process of communication.

Functionality implies reliance not on the system of language, but on the system of speech units, functioning in the process of communication. Speech units differ from language units in the presence of a speech function. The function of a speech unit is the communicative task that the speaker solves with its help.

4. Principle of situationality. The communicative principle implies situational learning. If the principle of situationality in foreign language teaching is not observed,
the situational nature of the action of a skill will not be fixed in the brain and transfer will not occur. This is why many of the words and automatized grammatical forms mentioned above are not used by students when they need to support a conversation.

Situationality is able to reproduce communicative reality and thus increase students’ interest in the reality of communication, which is very important.

Communication-oriented methodology needs the process of learning to constantly create situations, learning based on situations, responding to the situation, etc.

5. Principle of novelty. The process of communication is characterized by a constant change of the subject of conversation, conditions, circumstances, tasks.

Novelty assumes the necessary development of speech skill, in particular, its dynamism (methodologically unprepared speech), the ability to paraphrase (performance quality), the mechanism of combination, initiative of the statement, the pace of speech and especially the strategy and tactics of the communicant.

The principle of novelty is crucial to the formation of skill flexibility. Dynamism is the result of a variety of temporal relationships, which in turn are formed by a variety of conditions of skill formation [1, 103p.].

The product of the principle of novelty in learning practice is interest in learning, the importance of which can hardly be overestimated. The principle of novelty determines and non-temporal company of the learning process and the abundance of methods of work.

Observance of the above principles of communicativeness in foreign language classes will contribute to the formation and development of practical skills and abilities to communicate in a foreign language.

Conclusions. A foreign language is not only another way of communication, but also a tool with which the student enters the world of another culture, learns values, reaches the level of universal consciousness [4, 3 – 4p.].

That is why one of the main goals in the process of learning a foreign language should be the development of country-specific motivation, the basis of which is an interest in life abroad, the culture of the country whose language is studied, its people, as well as the realization of himself as a person from a particular linguistic and cultural communities.

References: