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ПЛЕЦЬКОГО В ОСВЕНЦІМІ



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## АКТУАЛЬНІ ПРОБЛЕМИ РОЗВИТКУ ПЕДАГОГІЧНОЇ ОСВІТИ: ІННОВАЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

Збірник тез доповідей за матеріалами  
Міжнародної науково-практичної конференції

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**Актуальні проблеми розвитку педагогічної освіти: інновації, виклики, перспективи:** збірник тез доповідей за матеріалами Міжнародної науково-практичної конференції (15 березня 2024 р., м. Мукачево). Мукачево : Вид-во МДУ, 2024. 313 с.

У збірнику представлено тези доповідей за матеріалами Міжнародної науково-практичної конференції «Актуальні проблеми розвитку педагогічної освіти: інновації, виклики, перспективи». Учасниками конференції розглянуто інноваційні технології у навчанні, викладанні англійської мови та зарубіжної літератури, інтегроване та адаптоване навчання здобувачів освіти, психолого-педагогічні проблеми викладання, навчання та виховання, професійний розвиток майбутнього фахівця, мовна політика та міжнародна співпраця в освіті та науці.

Видання розраховане на науковців, педагогів, викладачів, здобувачів вищої освіти, які займаються науково-дослідною роботою.

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# **РОЗДІЛ 1. ІННОВАЦІЙНІ ТЕХНОЛОГІЇ У НАВЧАННІ, ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ТА ЗАРУБІЖНОЇ ЛІТЕРАТУРИ**

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## **COMMUNICATIVE APPROACH AS A TOOL FOR MODERNIZING THE PROCESS OF TEACHING ENGLISH LANGUAGE**

The current stage of the development of our country requires flexibility, sociability, quick adaptation to various life situations, critical thinking, the ability to overcome conflicts and be ready for intercultural and interpersonal communication and cooperation from the younger generation. That is why today it is necessary to pay serious attention to the efficiency and quality of the English language teaching process. The primary task of the teacher is to create such conditions for learning, where schoolchildren, without harming themselves, could practice, try themselves in real life situations.

It is worth noting that changes in education also affected the teaching of such an important subject as the English language. People who have a large vocabulary and can read and understand articles on professional topics, unfortunately, cannot freely discuss what they read, and in general, speaking to them is worth an incredible effort. The idea of language teaching in relation to communication techniques was supported by a wide range of scientists, among them: G.E. Pifo (Germany); H. Vidousan, W. Littlewood (Great Britain); L.V. Birkun, A.M. Bogush, M.S. Vashulenko, O.I. Vishnevskiy, O.M. Horoshkina, A.V. Nikitina, M.I. Pentylyuk, V.L. Skalkin et al. (Ukraine).

It is the communicative approach in teaching a foreign language that allows you not to be afraid of communication. The communicative approach is an interactive method of learning foreign languages, the purpose of which is to master the skills of spoken language and its perception by ear. Unlike other traditional methods that prioritize grammatical competence, the communicative approach is aimed at the formation of communicative competence, so communication is both the ultimate goal of language learning and a means of achieving it [1].

The essence of communicative teaching is that group members focus on live communication. With the help of various conversational practices, they constantly interact between themselves and the teacher, learning to express their thoughts and understand the interlocutor. At the same time, the teacher must be both an equal member of the group and its leader, who directs the learning process in the right direction. It is known that if a person knows about 500-1000 words in a foreign language and has learned linguistic and grammatical structures and clichés in his/her baggage, then he/she will easily be able to communicate abroad.

Communicative technique is a mixture of traditional and intensive methods, it has a number of advantages. Its idea is an approach based on the similarity of language acquisition to the way young children learn their native language for the

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first time. A person learning English is at the center of the teaching process. To explain new words and rules, the teacher uses vocabulary familiar to the student, explains grammar with the help of visual illustrations, gestures and facial expressions [2].

The communicative approach to foreign language teaching is often criticized because it encourages students to make mistakes, especially grammatical ones. The reason for these errors is ambiguous. The first is that the student has been taught by a teacher who believes that occasional mistakes in grammar or pronunciation do not matter. Secondly, the student may be involved in a speech situation for which he was not prepared, and, trying to implement it, makes mistakes. This very fact shows our attitude and our reaction to these mistakes.

The communicative direction develops in parallel with the development of communicative linguistics, social psychology and sociology on the basis of gaining experience in the educational process, which makes it possible to further explore this issue. This approach develops all language skills from speaking and writing to reading and listening. Grammar is mastered in the process of language communication: the student first remembers words, expressions, language formulas and only then begins to understand what their grammatical meaning is. The goal is to teach a student to speak a foreign language not only fluently, but also correctly [3].

The global practice of teaching English as a foreign language, which is the language of international communication, testifies to the significant contribution of the communicative direction in solving the social order of the world community: to ensure communication of all its members “on equal rights”. Practice and training determine the evolution of views and the search for a combination of communicativeness with actual training exercises, the movement “from speech to communication” and “from communication to speech”.

The communicative method develops speaking skills, reading skills and the perception of information by ear. As for learning grammar, it happens during communication. At the same time, words, expressions and language formulas are first mastered, and only then is their analysis in terms of grammar. This is how the goal of teaching students to speak correctly and freely is achieved.

The priority of this approach is the actual success of communication - i.e. the successful conveyance of thought to the interlocutor using functions, grammar, vocabulary, syntax and other (a set of speech competencies). The best way to learn a language is to interact with the principle: you need to learn the language, not about the language.

During teaching, a wide range of types of work is used: pairs, groups, work with authentic materials, the principle “Fluency rather than accuracy”. The role of the teacher is reduced to a facilitator of types of interactions, which indicates the appropriateness of working in threes or working in mobile groups and correcting students, as well as introducing new language units.

### **List of Literature Used:**

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## **РОЗДІЛ 1. ІННОВАЦІЙНІ ТЕХНОЛОГІЇ У НАВЧАННІ, ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ТА ЗАРУБІЖНОЇ ЛІТЕРАТУРИ**

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### **EDUCATIONAL POTENTIAL OF USING BRAINSTORMING METHODS AT THE ENGLISH LESSONS**

Nowadays, the modernization of education is aimed at ensuring its quality in accordance with the most modern achievements of domestic and world science. We mean the introduction of the latest technologies and teaching methods into the organization of the educational process. Nowadays, there are many technologies and methods of teaching English in secondary and higher education - traditional and modern. The effectiveness of their application directly depends on whether they are selected in accordance with those tasks that can be successfully solved with their help. Brainstorming methods are one of the means of conducting such classes. These methods encourage to show ingenuity, intelligence, talent, develop the ability to rapidly analyze any situation.

Many scientific works were devoted to the problems of implementation and use of the latest technologies and methods in the educational process, the authors of which are: O. Andreeva, O. Aksyonova, Yu. Arutyunova, A. Balayeva, O. Pometun, G. Kovalchuk, M. Fitsula, G. Bogomazov, G. Shchukina.

The work of many scientists is devoted to the study of problems of advantages and disadvantages of brainstorming. For example, N. Nikolayenko describes the probable use of the brainstorming technique during seminar classes on humanitarian disciplines, S. Telemukha considers brainstorming as a method of implementing interactive learning and finding solutions, N. Frich investigates the implementation of the interactive method of "brainstorming" in the search for new solutions problems.

"Brainstorming" (Brainstorm) is an effective method of collective discussion, finding solutions, which encourages participants to show their imagination and creativity, which is achieved by freely expressing the opinions of all participants and helps to find several solutions on a specific topic.

The essence of this method consists first in the clear formulation of an educational question or problem, and then in the search for optimal answer options based on the use of students' knowledge, taking into account their points of view and the degree of professional training. Before the lesson, the teacher studies the composition of the group and takes into account the degree of assimilation of the



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