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Communicative features of teaching a foreign language in higher education institutions

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In the process of teaching any foreign language, an important factor is the use of communicative methods, a set of speech competencies, using functions, grammar, vocabulary, syntax and others. The best way to learn a language is to interact. The process of communication is the basis of the communicative method of learning. To accomplish this, it is necessary to model the basic, fundamentally important, essential parameters of communication, which include the personal nature of the communicative activity of the subject of communication, interaction of language partners, situations as forms of communication, content basis of communication process. The functional nature of acquirement and use of language tools, novelty of communication, take a significant part in communication situations etc.[1,c.4].

In the process of learning by communicative method, students acquire communicative competence - the ability to use language depending on the specific situation. They learn to communicate in the process of communication itself. Accordingly, all exercises and tasks must be communicatively justified by the lack of information, choice and reaction. The most important characteristic of the communicative approach is the use of authentic materials, i.e those that are actually used by native speakers. Speech interaction of the learners sometimes, though not always, takes place with the participation of the teacher in various forms: pairs, triads, small groups, with the whole group. From the very beginning, the students

master all four types of speech activity. The object of evaluation is not only correctness, but also speed of oral speech and reading. In the framework of speech training by communicative methods, supports of various types are widely used:

1. verbal and pictorial, which help to manage the content of the statement (text, microtext, plan, logical-syntactic scheme), as well as to learn grammatical material;
2. language games that allow to communicate in different social contexts and in different roles [2, p. 100].

Since the communicative competence of the learner is most closely related to the linguistic and socio-cultural competence, the teacher needs to determine the specific purposes of using the opportunities and resources of the Internet in preparation for classes. For example: to select and include materials on the Internet in the content of classes (integrate them into the study program); for independent search of information by the students within the framework on the project; for independent study of lexical and grammatical phenomena of a foreign language by the students and elimination of gaps in knowledge, skills and abilities; for independent preparation and delivery by the students of certain thematic vocabulary [1, p. 146]. In this case the learners will need not only language skills, but also computer literacy.

The teacher language in the lesson must meet many requirements, and above all - the learning functions, which are the purpose of language use. There are the following functions that may be used by a teacher:

- ✓ attracting the students` attention. This feature is important at different stages of the lesson;
- ✓ providing instructions. The teacher gives instructions to the students during all stages of learning: before and during the performance and at the end as a reminder. Instructions are usually given in a commanding manner - even with upper-level but they must be polite.
- ✓ encouragements that contribute to their positive perception of how they perform tasks and can reduce anxiety.

✓ nominating the students, attracting their attention but making them feel comfortable.

✓ prompting. The teacher can help a student to continue the activity by suggesting some ideas, stimulating a response, giving an opportunity to elicit what is necessary.

✓ teacher's language should be logical and structured so that the students have the opportunity to learn.

Thus, the communicative method develops speech, reading, writing and perception skills. The aspect of grammar is included in all types of the learning process. Current trends in the course of teaching a foreign language in educational institutions involve primarily the introduction and implementation of a communicative approach, which contributes to its widespread dissemination. Increasingly, communicative teaching is being implemented in educational institutions that specialize in language learning. Institutions that have always used traditional methods are gradually supplementing them with interactive ones. Some educational institutions try to combine traditional methods with a communicative approach. The efficient combination and reproduction of these activities entitle the learners to speak correctly and fluently.

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Му Веньлун

Вплив інформаційно-комунікаційних технологій на процес міжкультурної комунікації

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Швидкоплинний розвиток інформаційно-комунікаційних технологій мають потужний вплив на глобалізацію, яка поширюється на всі сфери життєдіяльності. Міжкультурна взаємодія в суспільстві завдяки унікальності та функціональності інформаційно-комунікаційних технологій вийшла на значно якісніший рівень, оскільки сучасні технології дозволяють комунікувати різними способами в синхронному та асинхронному режимах, здійснювати колоборації.

Досить поширеними є можливості персоналізації повідомлення в процесі взаємодії [1, с. 224]. Як зазначає В.Тинний, знання іноземних є ключовим засобом міжкультурної комунікації, що дозволяє здійснювати ефективну взаємодію з представниками інших країн, культур тощо [1, с. 225].

Нам імponує думка науковця, оскільки досконале володіння іноземною мовою дозволяє:

- уникнути багатьох непорозумінь у спілкуванні з людьми інших культур;
- забезпечити ведення ефективного діалогу;