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Philological Faculty  
Department of English Language Practice and Teaching Methodology**

**Diploma research of the educational qualification level «Bachelor Degree»**

**«Conflict in communicative language  
teaching theory and practice: a study in  
Ukrainian context»**

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## SUMMARY

**Mishuk Zlata (2024). Conflict in communicative language teaching theory and practice: a study in Ukrainian context.** Diploma research of the educational qualification level «Bachelor Degree». Rivne State University of the Humanities. *The manuscript.*

In this research we investigated the axiological component of communicative techniques for adolescents at the lessons of a foreign language. In the therapeutic part of our research, we considered communicative approaches in the teaching of foreign languages, where it was established that both approaches are aimed at communication as a goal of teaching foreign languages.

In the first chapter we paid close attention to the fact that in the process of learning English it is very important to take into account the structure of speech activity and its content, because it provides pupils the ways of formation of speech skills in the process of performing one or another type of dialogical communication which form the pupils' sociability, ability to interact in a team, in groups and to be tolerant to each other at the lessons of a foreign language.

In the second chapter we drew attention to sociolinguistic and socio-cultural competencies, which are important components of communicative competence and thereby the inalienable basis of dialogical communication. Because they include the ability of pupils to take into account the peculiarities of culture, traditions and customs of the country whose language is studied for the implementation of communicative intentions in certain communicative situations, which ensures that pupils have not only practical skills but also certain qualities of the individual: increasing the motivation of students to study foreign languages, their interest in the form and content of tasks, the increase in the level of formation of speech and communicative skills, tolerance and a respectful attitude to their own and to the traditions of another culture.

In the practical part of our research, we investigated the effectiveness of use of communicative teaching techniques with axiological content at the lessons of a foreign language in the middle classes of secondary school. These techniques help us to avoid

conflicts in communicative language teaching theory and practice: a study in Ukrainian context.

In this chapter (the 3rd one) we proposed a multidimensional training system for the Headway Pre-Intermediate textbook that was used by our teacher and by us in the 9th form at foreign language lessons during the pedagogical practice at Alternative school KrOK, town Kropyvnytskyi.

The results of our experimental study showed that the most effective textbook is Headway Pre-Intermediate, which contains a sufficient number of exercises that are communicative, well-structured and fully reflects the sociolinguistic aspects of learning a foreign language, namely the situational and inalienable nature of the study of the culture whose language is being studied.

Also, as a result of our research, it was found that these exercises have different values:

a) *educational values* (raising interest in learning English, conscious attitude to learning, being competent, enlightening people);

b) *values of life* (to educate pupils in moral qualities; to educate the culture of communication, etiquette, respect for others, family; to educate a careful attitude towards oneself, to their health, environment);

c) *cultural values* (to raise respectful attitude to the traditions of the people whose language is studied, to deepen and expand cultural knowledge, to aesthetic perception of the world, to expand the pupils' outlook, to raise interest in learning English).

We also investigated communicative tasks with elements of life and natural situations that are close to real life and used by teachers at the English lessons in 6-7 forms at secondary school.

*The result of our research is:* the communicative situation, as a unit of teaching foreign language is not only the basis of the didactic unit, but also a means of raising the values of the person to himself/herself, to others and to the outside world.

Consequently, *the communicative-competent approaches* in the research we mean as the integral part of the axiological component of communicative learning

techniques of adolescents a foreign language. Therefore, a foreign language promotes the education of pupils in the context of “communicative tasks”, which is a part of a certain relevant situation.

As a generalization of our research, we can say that the importance of the axiological component that we studied is that the language reflects the world surrounding the person, culture, determines behavior, lifestyle, worldview, mentality, national character and human ideology. Accordingly, language is a mean of cognition, through which a person will know the world and the culture. Thus, the ability to communicate a foreign language is ensured by the formation of a communicative-competent approach.

**Key words:** conflict, communicative language teaching theory, communicative language teaching practice, Ukrainian context, dialogical communication, communicative techniques, communicative approaches, communicative situations, educational values, axiological component of communicative learning techniques.

**Міщук Злата Вікторівна (2024). Конфлікти у теорії та практиці навчання школярів комунікації з англійської мови в парадигмі дослідження в українському контексті.** Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

У даній роботі ми досліджували аксіологічний компонент комунікативних технік навчання підлітків іноземної мови. А саме, в чому полягає цей аксіологічний компонент комунікативних технік навчання підлітків.

В теоретичній частині нашої роботи нами було розглянуто комунікативний та комунікативно-компетентнісний підходи в навчанні іноземних мов, де було встановлено, що обидва підходи спрямовані на комунікацію, як мету навчання іноземних мов.

В першому розділі ми звернули значну увагу на те, що в навчанні англійської мови дуже важливо брати до уваги структуру мовленнєвої діяльності та її зміст, оскільки це у школярів забезпечує формування навичок мовлення в

процесі виконання того чи іншого виду мовленнєвої діяльності та формує в учнів товариськість, вміння взаємодіяти в колективі, в групах та бути толерантними один до одного на уроках іноземної мови.

В другому розділі ми звернули увагу на соціолінгвістичну та соціокультурну компетентності, які є важливими компонентами комунікативної компетенції і тим самим невід'ємною основою комунікації. Оскільки, вони включають вміння учнів враховувати особливості культури, традиції та звичаї тієї країни, мова якої вивчається для здійснення комунікативних намірів у певних комунікативних ситуаціях, що забезпечує наявність у школярів не тільки практичних умінь, а й певних якостей особистості: посилення мотивації учнів до вивчення іноземної мови, їхню зацікавленість формою і змістом завдань, підвищення рівня сформованості мовленнєво-комунікативних умінь, толерантності та шанобливе ставлення як до своїх так і до традицій іншої культури.

В практичній частині нашої роботи ми досліджували ефективності застосування комунікативних технік навчання з аксіологічним наповненням на уроках іноземної мови в середніх класах загальноосвітньої школи. Ці техніки допомагають вчителю уникнути конфліктів у теорії та практиці навчання школярів комунікації з англійської мови в парадигмі дослідження в українському контексті.

В цьому розділі (3-й) ми запропонували багатоаспектну систему вправ за підручником Headway Pre-Intermediate, які використовувалися вчителем та нами на уроках іноземної мови в 9 класі, під час проходження педагогічної практики в Альтернативній школі КРОК, м. Кропивницький.

Результати нашого експериментального дослідження показали, що найефективнішими підручником є Headway Pre-Intermediate, який містить достатню кількість вправ, які мають комунікативну спрямованість, він є досить гарно структурованим і цілком враховує соціолінгвістичні аспекти навчання іноземної мови, а саме ситуативність та невід'ємність вивчення культури, мова якої вивчається.

Також, як результат нашого дослідження, було встановлено, що ці вправи спрямовані формувати в учнів:

а) освітні цінності (виховувати інтерес до вивчення англійської мови, свідоме ставлення до навчання, бути компетентними, освітчиними людьми);

б) життєві цінності (виховувати в учнів моральних якостей; виховувати культуру спілкування, етикету, повагу до оточуючих, сім'ї; виховувати бережне ставлення до себе, до свого здоров'я, навколишнього середовища);

в) культурні цінності (виховувати шанобливе ставлення до традицій народу, мова якого вивчається; поглибити та розширити культурні знання; естетичне сприйняття навколишнього світу. Розширити кругозір учнів, виховати інтерес до вивчення англійської мови).

Ми досліджували також комунікативні завдання з елементами життєвих та природних ситуацій, які наближені до реального життя та використовуються вчителями на уроках англійської мови у 6-7-х класах середньої загальноосвітньої школи.

Результат нашого дослідження був таким: комунікативна ситуація, як одиниця навчання іноземної мови являється не лише основою дидактичної одиниці, але і засобом виховання ціннісних відношень особистості –відношення особистості до себе, до інших і до навколишнього світу.

Отже, комунікативний та компетентнісний підходи в навчанні іноземних мов є невід'ємною складовою аксіологічного компоненту комунікативних технік навчання підлітків іноземній мові. Тому, іноземна мова сприяє вихованню школярів в контексті “комунікативних завдань”, складовою яких є певна відповідна ситуація.

Як узагальнення нашої роботи можна сказати, що важливість аксіологічного компоненту, який ми досліджували полягає в тому, що мова відображає світ, що оточує людину, культуру, визначає поведінку, спосіб життя, світогляд, менталітет, національний характер та ідеологію людини. Відповідно, мова є засобом пізнання, з допомогою якої людина пізнає світ та культуру. Так,

здатність спілкуватися іноземною мовою забезпечується формуванням іншомовного комунікативного компетентнісного підходу.

**Ключові слова:** конфлікт, теорія навчання школярів комунікації, практика навчання школярів комунікації, український контекст, діалогічна комунікація, комунікативні методи, комунікативні підходи, комунікативні ситуації, освітні цінності, аксіологічна складова комунікативних методів навчання.



## **Introduction**

The need to learn foreign languages is extremely functional, because languages are essential for their use in various spheres of a society as means of a real communication. That is why the language should be studied situationally, in this way the constant interest of those who wish to study it will be supported, as well as the effectiveness of language proficiency. In addition, the modern methodology is oriented on the communicative approach in the teaching of foreign languages. The modern methodology has determined that the main goal of teaching foreign languages in secondary schools is practical, which involves the formation of a certain level of foreign language communicative competence of pupils. Obtaining communicative competence does not exclude sociolinguistic and socio-cultural competence, as culture promotes adequate communication and mutual understanding between speakers and eliminates differences between the various material and spiritual conditions of the existence of the respective peoples and countries.

When choosing the means of teaching a foreign language, first of all a textbook, it is necessary to remember their correspondence with the age-specific features of the pupils, the level of their language and language training, the realities of modern life, and the requirements of the current program.

The subject of our study is a problem that has become particularly relevant in today's life and, at the same time, extremely controversial. It is about the definition of the axiological component of communicative techniques for teaching adolescents in a foreign language. The question is new and insufficiently analyzed by scientists, methodologists, teachers, because the motivation to study a foreign language is the need to communicate in a school environment or in a foreign language environment. An important factor in the attractiveness of the language being studied is its status as a language of inter-national and international. Communication should be similar to natural communication.

Thus, the problem of studying socio-cultural and sociolinguistic peculiarities of the life of the people, the language of which is being studied, as an axiological

component of communicative teaching techniques remains relevant for more than two centuries.

The actuality of this problem, the lack of study and generalization of it in relation to adolescents, the practical necessity have led to the choice of the topic of our research: **“Conflict in communicative language teaching theory and practice: a study in Ukrainian context”**.

**The object** of the research is the content of teaching a foreign language in a modern secondary school.

**The subject** of the research is dialogical means of teaching a foreign language at secondary schools in general educational system and psycholinguistic mechanisms of using communicative techniques as means of teaching teenagers to speak English, which help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

**The purpose** of our research is to determine the discourse of using effective means of dialogical communication in the process of teaching teenagers to speak English to help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

According to the object, the subject and the purpose of our research, we have identified **the following tasks**:

1. To analyze communicative and competent approaches in the process of studying adolescents a foreign language.
2. To determine the discourse of using effective means of dialogical communication in the process of teaching teenagers to speak English help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.
3. To clarify the role and a conflict of a communicative situation in the development of communicative competence.
4. To show and to analyze the value-semantic component of communicative situations at foreign language lessons at secondary schools.

5. To identify and to analyze the therapeutic methods and our own practical experience in using effective means of dialogical communication in the process of teaching teenagers to speak English, to help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

6. To develop fragments of lessons and to propose the abstracts of communicative lessons with axiological content, which in a great degree help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

7. Based on the literature and our own research carried out, to draw conclusions about the use of effective ways of forming and applying a communicative competence approach for teaching foreign language learners, and outline the axiological content of this approach.

8. To present psycholinguistic mechanisms of using communicative techniques as means of teaching teenagers to speak English.

**Theoretical and methodological basis** of the research are philological, psychological and pedagogical works, publications of many linguists and methodologists. The concept of dialogical communication was considered by scientists (Трифанова, 2012; Фаріна, 2011; Norris, 1991; Tomalin & Stempleski, 1998).

Scientists (Воробйова, 2004; Дерев'яненко, 2008; Коновалова, 2009; Мільруд, 2004) presented their own classifications regarding communicative competence, emphasizing the importance of certain structural components.

In addition, such scholars (Ніколаєва, 2001; Олікова, 1997; Пензій, 2007; Почіпцов, 1990) are convinced that a language as means of communication is necessary in certain communicative situations, which should accordingly be modeled in the educational process.

**The methods** of the research are:

- analysis of literary sources;
- scientific and pedagogical observation;
- conversations with teacher and pupils;
- studying and generalizing the positive experience of the teacher;

- experimental research.

**The scientific novelty** of the research is:

1. *For the first time*, the subject of scientific research has become the criteria that will most likely contribute to the definition of the axiological component of communicative techniques for adolescents, which in a great degree help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

2. *Firstly* there were presented psycholinguistic mechanisms of using communicative techniques as means of teaching teenagers to speak English, which help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

3. *There were detailed* types of exercises with effective means of dialogical communication in the process of teaching teenagers to speak English, which should be used by the teacher in the process of teaching adolescents a foreign language.

4. *It was done the analysis* of scientific sources on the stages of the formation of communicative teaching techniques for adolescents at the lessons of a foreign language, which help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.

**The theoretical significance** of the research is that such definitions have been clarified and substantiated: “communicative and competence approaches”, “communicative competence”, “sociocultural competence”, “sociolinguistic competence”, “affiliation”. There were described ways of using real, life-communicative situations at the English lessons at secondary school.

**The practical significance** of the research lies in the possibility of using the results of our research not only for classes of the English language, but also for other subjects of the humanitarian cycle in secondary school.

**Approbation and implementation of the results** of our research were carried out through their discussion at pedagogical meetings at Alternative school KrOK, town Kropyvnytskyi, meetings of the Department of English Language Practice and Teaching Methodology of Rivne State University of the Humanities, reported at the

conferences on modern problems of teaching methods of foreign languages (Rivne, 2024). **One article was published:**

1. **Mishuk Zlata (2024). UKRAINIAN SYSTEM OF TEACHING A FOREIGN LANGUAGE.** *Матеріали I Всеукраїнської студентської науково-практичної конференції «Актуальні проблеми сучасної іноземної філології» (20 травня 2024 року).* Рівне: РДГУ. С. 98–99.

**Structure of our research.** The research consists of the content, the introduction, three chapters, of which two are theoretical, the third one is practical, as well as general conclusions, list of used literature and Appendixes.

# **Chapter 1. The communicative content and communicative conflict of the methodology of teaching foreign languages at secondary schools in Ukraine**

## **1.1. The system of teaching adolescents a foreign language and its content**

A *system of teaching* a foreign language is called as any complex phenomenon, which includes numerous elements that form a certain set due to the presence of internal links between them. *Teaching foreign languages* at secondary schools is understood as a system, the functioning of which is conditioned by many factors. The main ones are: the nature of social order at the present stage of the development of the society, the goals of education and training, the principles and content of teaching a foreign language, and others.

There are *different approaches* which describe a *foreign language learning system*. One of these approaches, proposed by L. Вуркун (Вуркун, 1998), is the interpretation of the system of teaching a foreign language as a multi-level hierarchical structure, within which the character of the interaction of all elements, which form the system of teaching a foreign languages, is determined. Therefore, L. Вуркун (Вуркун, 1998) proposes *three levels* in the structure of the system of teaching foreign languages at secondary schools: *at the first level*, the system of teaching is considered from a general standpoint as a system that creates the interaction of methods of science and the entire object-subject paradigm. *At the second level* the teaching system relates to the field of teaching of a particular foreign language. *At the third level*, the system of teaching a foreign language is considered as a real educational process, the main components of which are: a teacher, pupils and material resources, also the instructions.

So, we'll describe a *communicative approach* of teaching teenagers a foreign language. The term "*approach*" means a general outline conceptual position that is decisive in the consideration and definition of other subordinate conceptual models. In other words, the "approach" means a *learning strategy*.

In contemporary scientific literature *four main approaches* are distinguished: *the behavioristic approach* (defines mastery of a foreign language as the formation of reactions to foreign language stimuli); *the intuitive-conscious approach* (mastering a foreign language based on models of intensive mode with the subsequent awareness of their meaning and rules of their operation); *a conscious cognitive approach* (directing the pupils' activities to learn the rules of using lexical-grammatical models, on the basis of which the conscious construction of statements is carried out) and *the communicative approach*.

*The communicative approach*, to a large extent, reflects the specifics of a foreign language as a subject at a secondary educational institution. This approach was determined as a result of methodological understanding of scientific achievements in the field of linguistics – the theory of communicative linguistics and psychology and the theory of a cognitive activity, reflected in articles on Psychology and teaching methods of foreign languages (Зимняя, 1989; Мельник, 2004; Николаева, 2001 and others).

*Implementation of a communicative approach* into the process of studying a foreign language means that the formation of foreign language skills and abilities is carried out through the implementation by a pupil of foreign language speech. In other words, *mastering means of communication* (phonetic, lexical, grammatical) is has the aim to provide their practical application into the process of communication. We mean mastering such skills, as: speaking, listening, reading and writing. This process is carried out through the implementation of these types of speech activity in the learning process in conditions that simulate situations of real communication. In this case, the educational activities of pupils are organized in such a way that they perform motivated actions with speech material for solving communicative tasks with the aim of achieving the goals and intentions of a real communication.

From the standpoint of a communicative approach, the process of teaching a foreign language is based adequately on a real process of communication. Also, the communicative approach for teaching foreign languages is adopted into a

contemporary Ukrainian system of methods determines the choice of goals, according to which the principles, content, methods and means of learning are determined.

So, defining the goals of learning we've to answers the question: "With what purpose to teach?" The purpose of teaching foreign languages is to teach pupils a foreign language as means of communication and implementation into this process the techniques of education and achieve the process of the development of pupil's personality. Through contemporary methods of teaching foreign languages at secondary schools four goals were put forward: *a practical method, the educational one, a facilitative method and developing one.*

*The practical purpose* involves the practical mastery of pupils' speech skills at a sufficient level for foreign language communication in four types of speech activities: listening, speaking, reading and writing in typical situations. Acquiring a foreign language communication with pupils involves the formation of a certain level of communicative competence, which is realized with the help of speech skills developed on the basis of language, linguistic knowledge and speech skills. Thus, the main language skills include: the ability to perform oral communication in typical situations (educational, labor, social and cultural spheres of communication); the ability to read, to understand the basic content of simple authentic texts of different genres; the ability to fix and to transmit the elementary information in a writing form.

*The educational goal* is realized through a system of personal relations to a new culture in the process of mastering this culture. It is also supposed: the culture of communication; value orientations; positive attitude towards a foreign language, a culture of people who speaks this language; understanding the importance of mastering a foreign language and the need to use it as some important means of communication.

*Facilitative goal* is achieved through the education of pupils by means of a foreign language, which involves: understanding by pupils the essence of a language phenomenon, through which the reality can be perceived; comparing phenomena of a foreign language with a native language; mastering the knowledge about culture, history, realities and traditions of this country, the language of which is studied



(linguistics, ethnology); the ability to organize pupils' activity with a textbook, reference literature, dictionaries, etc.

*The developing goal* is realized by the process of mastering pupils with the experience of creativity, search activity, awareness of the phenomena of both realities: theirs and others, according to the similarities and differences. It also provides ways for the development of pupils: speech skills (phonetic and intonational listening, simulation, logical presentation of thoughts, etc.); intellectual and cognitive abilities and readiness to participate in the process of foreign language communication.

In this research all goals are realized simultaneously, in the whole complex, and their achievement is possible to be provided interconnected learning of the language and the culture of people, as well as active communicative and cognitive activity of the pupil as a subject of studying (Миролубов, 2004).

The content of English language training responds to the question: "What to teach?" The content of training should ensure the achievement of the main goal of studying, which has the aim to teach pupils to communicate a foreign language in typical situations of everyday life. The ability of pupils to communicate a foreign language has the purpose to form their foreign-language communicative competence, the content of which is determined by the following *types of competences: linguistic, socio-linguistic and socio-cultural*. These competences, in turn, also include a range of competencies. Thus, *linguistic competence* includes language knowledge (lexical, grammatical, phonetic and spelling) and relevant skills; *speech competence* includes four types of competencies: the ability to listen to, to speak, to read and to write (Овчарук, 2004).

Some of these competencies may be even more detailed.

Thus, *competence in speaking* includes competence in dialogue and in monologue speech. *Lexical competence* includes lexical knowledge and speech lexical skills; *grammatical one* – grammatical knowledge and verbal grammatical skills; *phonological competence* is phonetic knowledge and speech-verbal skills.

The component of the content of training is also *socio-cultural competence*, which consists of regional studies and linguistic-ethnographic competencies. *Country-*

*specific competence* is knowledge of pupils about the culture of the country, the language of which is studied (knowledge of history, state system, peculiarities of life, traditions and customs of the country). *Linguistic competence* requires pupils to possess the features of speech and infancy (facial expressions, gestures that accompany the statement) of the behavior of native speakers in certain situations of communication, thus achieving full process of harmonized communication. However, the allocation of linguistic competence as a component of the content of learning is due to the fact that the language itself has the aim to accumulate, to preserve and to reflect the facts and phenomena of the culture of people. For example, Americans know who is Homes Abe (nickname of President Lincoln), and those who sell in Woolworth stores or “cent stores” (cheap goods); what is the difference between “express trains” and “local trains” in the subway: “express trains”, unlike “local trains”, stop only at large stations. Similar information relates to so-called background knowledge which includes *conflict in communicative language teaching theory and practice: a study in Ukrainian context*:

a) *non-equivalent lexical units* that refer to concepts that do not exist in other languages and cultures (in English: Tower is London Tower, pub – pub, sity – city, big city);

b) *background vocabulary* – called foreign language vocabulary, which differs lexical backgrounds from the vocabulary of a native language. For example: English: drug-store – pharmacy, letter-box – envelope; French: le journal – newspaper, l’Ecole Normale – high school in Paris (Мельник, 2004).

It should be noted that in the process of learning a foreign language, teaching pupils the culture of these people who use this language as a mean of communication increases not only the practical one but also it has the educational meaning, educational and developing role of studying a foreign language.

In such a way formation of communicative competence is possible by providing such kind of modeling in the educational process typical situations of real communication. The need for communication arises when a certain speech situation is created.

Under **the communicative or speech conflict situation** we understand the dynamic system of interacting specific factors of objective and subjective plans, which involve people to speech communication and determine their behavior within the scope of one act of communication.

Teaching a foreign language by the institutions of secondary education is carried out for a limited period of time. In this case, the question of the content of teaching is closely linked with the question of its minimization.

Minimization of the content of learning is reflected in the quantitative limitation of linguistic material, in different amounts of receptive and productive linguistic minimum, as well as in the significant limitation of spheres and situations of communication, subjects and substantive content of people's speech.

## **1.2. Communicative techniques of teaching dialogical and monological speech, which help the teachers to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context**

Speaking provides oral communication in foreign language in dialogical (combined with listening) and monological forms. It is directed to one person or to an unlimited number of people. Speaking is a productive form of speech activity (Овчарук, 2004).

How is verbal speech pronouncement generated? The processes of generation and perception of speech were studied by such scholars-psycholinguists, psychophysicologists, psychologists (Перкас, 2000).

Initially, in a given situation there is a motive of each statement, which indicates the initial moment of the generation of speech, and accordingly the *communicative intention* of the speaker. The communicative intention defines the role of the speaker as a partner in communication, the specific purpose of his/her statement. Then the design of each communicative model is carried out by means of the selection of

linguistic means, which is realized initially in the internal speech (not pronounced), and then in the paradigm of external speech (pronounced one).

The conditions of the activity in speaking is the presence of speech automatisms, or developing speaking skills: grammatical, lexical, verbal (articulation and intonation). These skills we name as the operational level of speaking as a skill. *Communicative skill* has its own qualities: purposefulness (the ability which provides the functioning of the sphere of thinking); the productivity (applies both to the content and the form of the expression); the independence (the ability to speak a foreign language); the dynamism; the integration (the quality of skills arising from the active synthesis of various skills on which it is based, as well as the integration of automated and non-automated components of skills – interests, life experience, knowledge, all spheres of the person's life).

Due to the fact that speaking is carried out in two forms – dialogue and monologue speech, we consider the teaching technology of each of them separately. We'll begin from *a dialogical speech*. *Dialogical communication* is a process of speech interaction between two or more participants in communication. Also, dialogical communication is the ability to conduct a conversation or debate in accordance with a real or educational situation in the connection with the content of heard or read material.

Let's show communicative, psychological and linguistic features of dialogical communication. Dialogical communication performs the following *communicative functions*: message information; proposals (in the form of request, order, advice); exchange of thoughts, impressions; justification of his/her point of view (Сокол, 2008). Dialogical communication from a psychological point of view is always motivated. Therefore, it is necessary to create conditions in which pupils would have a desire and need to say something, that is to put them into "proposed circumstances" (Снічук, 2006). In addition, the favorable psychological climate in the classroom, friendly relations, interest in the work will also contribute the motivation of dialogical speech. Also, one of the most important psychological features of dialogical speech is its situationality.

In such a way we specify the components of a dialogical communication more specifically: a) communicators and their relationships (subjects of communication); b) the subject (the object) of the conversation; c) the relation of the subject (objects) to the subject of conversation; d) the conditions of the speech act.

Characteristic language features of dialogical speech are its ellipticity, the presence of “ready” speech units, word-fillers pause, as well as (in English) so-called stamped forms. For example: “ready” speech units are called “formulas”, “templates”, “clichés”, “stereotypes”. They are used to express gratitude, exchange greetings, to attract the attention of the speaker (Excuse me! Is there a chemist’s near here?; Thank you a lot!); “Filler words” (well, well now, you know, let me see, in fact, etc). These words serve to hold a conversation to fill a pause in it, when a speaker looks at a corresponding remark (What are you fond of? You know, I am fond of English literature; Well, I think literature is good in any case); merged forms of modal and auxiliary verbs with particles not (do not, are not, cannot, is not) and pronouns (I’m, we’re, I’d), (So, you are not going to Paris this year? No, it’s London).

So, we’ll show *the structure of a dialogue*. Almost every dialogue consists of separate interrelated statements, utterances. Speech, for which the speaker has to change its characteristic, is called a replica of the dialogue. Replicas of a dialogue are connected by communicative functions (request, message, information); structurally and intonationally. The most frequent connection is observed between adjacent replicas. The set of replicas, characterized by structural, intonational, semantic completeness, is called *dialogical unity* (DU). The first replica of the DU is always proactive (inducing, controlling). The second remark can be reactive or reactive-initiating, that is to include a reaction to the previous statement and spontaneity to the next. For example: Peter! What would you like to eat, Edith? (Initiating replica). Edith: A meat sandwich (reactive). Ben: Is lunch ready? Anne: Yes. Let’s have lunch in the garden (reactive-initiative) (Почипцов, 1999).

Nevertheless, one should not forget that the acquisition of foreign-language dialogical speech presents such difficulty for pupils, as: dialogical units combine two types of speech activity – listening and speaking. In this case, the second partner should

understand the replica of the first partner and respond quickly and adequately to it, in such a case to respond to a reactive replica. The difficulty is in that the need to perceive and correctly understand the first partner, on the one hand, and to prepare his/her response from the other one, causes the situation of split attention and, as a result, the inability to conduct a dialogue by a normal way. Another obstacle to master a dialogue with pupils is its unpredictability. Dialogue cannot be planned in advance, because the speech behavior of each participant in communication is largely determined by the speech behavior of other / other partners.

Now, we'll present *the monologue* – it is directly directed to the speaker or audience which organized some forms of speech, which involve the expression of one person. Monological speech is characterized by certain communicative, psychological and linguistic features that the teacher has to take into account in the process of teaching this type of speech activity.

Monological speech performs the following *communicative functions*: 1) *the informative one* – message information about objects or events of the environment; 2) *the influential function* – inducement to action, belief in justice or injustice of certain views, actions; 3) *the expressive (emotionally-expressive) one* – the use of speech communication to describe the state in which the speaker is; 4) *the entertaining function* – (for example, artistic reading, stories in a form of informal conversation); 5) *ritual-worship one* – (for example, a statement about the anniversary). From the point of view of psychology, monological speech has *the following features*: *it is unidirectional* (monologue speech is not designed by the corresponding reaction in a form of speech aloud); it is characterized by its *connectivity* (it distinguishes monologic speech from some set of sentences); *a subject-matter feature*; *contextuality* (situational, visual-situational (for example, in a motion picture, TV program); *relatively continuous mode of speech*; *consistency and logical*.

From the linguistic point of view, monological speech is characterized by structural completeness-sentences, relative completeness of expression, deployment and fragmentation of phrases. In addition, monological speech is inherent in a rather complex syntax, as well as connectivity, which involves the possession of linguistic

means the process of interfacial communication. Such means are lexical and pronoun repetitions, conjunctions and adverbs, or a combination of a noun with an adjective in the role of place and time circumstances (so-called adverbially adjective), articles. For example: adverbially time and sequence (in English: later, then, after that); adverbially causes and consequences (in English: why, that's why, so, at first, first, in the second place, secondly, so that). As binding agents in the monologue, oral verbal formulas are also used to help begin, continue or end the statement. For example: to begin with, well, I'd like to tell you this, let's leave it at that, that reminds me by the way, speaking of.

The syntactic singularity of the description of monologue is the predominant use of simple and complicated sentences with a list-connecting and serial-connecting links, grammatical structures with the turn of English phrases: (there is, there are); View-time forms, like (Present Continuous, Present Indefinite, Past Indefinite). In the monologue-narrative there are such pre-time forms of the verb, as: Past Indefinite, Past Perfect; conjunctions, conjugal adverbs and adverbs: when, since, one day, then, the other day, in the afternoon, yesterday, first, after that. In a monologue message there are simple narrative sentences with verbs prevail in Present Indefinite, Present Perfect, because the message is characterized by time uncertainty. For a monologue-reflection, the causal-consequential relationship between sentences is the main characteristic. In its structure predominantly there are used complex sentences with subordinate causes and consequences, subordinate meaning and complementary sentences, as well as infinitive constructions.

To teach pupils to speak English and to be the Sovereign individual in the process of interaction the teacher has to teach schoolchildren listening. The last is a special type of speech activity. Audition is the understanding of oral speech having been perceived. In terms of psychophysiology, listening is understood as perceptual, mental, mnemonic activity. It is perceptual because of the perception / reception / understanding sense; mental – because it is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization; mnemonic – because of the separation and assimilation of informative features of the

linguistic and speech units, the reformation of the image and recognition as a result of comparison with the standard, which is fixed in the person's memory.

The purpose of listening is to comprehend the audible message.

The defining features of listening as a type of speech activity in the method of teaching foreign languages is used in such ways:

1. By the nature of the speech communication of the audience, as well as speaking, refers to the types of speech activity, implementing oral communication.
2. In its role in the process of communication listening is a reactive form of speech activity.
3. For the purpose of receiving and issuing speech information of the audience it is a receptive type of speech activity.
4. The form of the process of listening is internal, unexpressed. The basis of the internal mechanism of listening is in the background of such mental processes as perception of hearing, attention, recognition and comparison of language means, their identification, comprehension, generalization, being "memory in memory", inference.
5. The product of listening is the inference, the result of which is the understanding of perceived semantic content and showing speech and infantile behavior (СТЕПАНОВ, 1965).

***Listening is a comprehensive speech activity, which makes conflicts in communicative language teaching theory and practice: a study in Ukrainian context.***

It is based on natural ability of the person. The important factors in the formation of such ability are: perceptual and oral speech conditions, general intellectual prerequisites, factual knowledge, knowledge and skills in the native language, foreign language knowledge and skills, motivation. These factors form the basis for the development of specific skills and abilities of pupils, it is based on the process of teaching listening in accordance with the requirements of the State Educational Standard in a foreign language. By this standard at the basic level listening is considered as a component of oral speech communication. Thus, the achievement of the basic level in the field of listening involves the formation of elementary communicative competence in this type of speech activity, such as: the ability to



understand literary and spoken language of the native speaker in situations of everyday communication; to determine the subject and the purpose of the conversation, its main content; the ability to provide into the context mediated perception of the message to understand the basic content of audio texts; the ability to fully and accurately understand the statements of teachers and classmates.

It should be noted that in real conditions in the process of communication listening accounts for 40 to 50% of the whole time of the lesson. In learning process listening is the main source of linguistic knowledge and the important means of speech practice in the classroom and in extra-time, which takes 57% of the academic time.

The success of listening depends on the listener himself/herself (from the level of the development foreign language skills), his/her speech hearing, memory, the ability of attention, interest, etc., his individual psychological characteristics; from linguistic features of audio text and its correspondence with the language experience and knowledge of pupils; from the conditions of perceiving audio texts. However, there may be some difficulties in listening, such as: the individual-age features of pupils; language difficulties of listening; lexical difficulties; phonetic difficulties and others. In order to avoid difficulties in teaching listening, the teacher should use different supports, which not only remove the difficulties by different nature, but also determine the success of learning as *this type of speech conflict activity*.

To have success in the process of communication at the lessons pupils will study reading as a type of speech activity. Reading a foreign language as a communicative ability and the means of communication is provided along with oral speech. It is the important form of speech activity and the most common way of foreign language communication that a pupil has to learn in accordance with the requirements of the current program and by the State standard of foreign languages.

The psycho-physiological basis of reading is the operations of visual perception of the text and its understanding. From a psychological point of view, the process of perception and understanding of the text which is directly related to thinking and memory. These components of the reading process are inextricably linked, in

accordance with the nature and the level of understanding the text, its completeness, depth and accuracy depend on the quality of person's perception.

The reason for *reading as a communicative conflict activity* is quasi-communication with the purpose of obtaining the necessary information. The technique of reading includes a complex of automated skills, which ultimately reduces to perceive quickly graphic images of words, automatically correlate them with sound images and the meanings of these words. In the process of learning the technique of reading in a foreign language, transferring the part of the developed skills of reading in the native language into the sphere of a foreign language is carried out. It facilitates the mastery of alphanumeric symbols and other reading skills. Teaching of reading techniques takes place at the early stage of studying and takes the form of learning to read aloud, which is an important means of teaching reading silently.

The researches conditionally distinguish two periods in the study of reading aloud: the pre-text period and the text period (Миролюбов, 2004). The purpose of the post-text period is the assimilation of the primary matter, that is for mastering the alphanumeric links, reading words, phrases, simple sentences. The purpose of the text period is to study reading in order to obtain the necessary information to a certain extent.

Our attention should also be given to difficulties in reading a foreign language that may be at the lessons at secondary schools.

The process of studying reading in a foreign language is complicated by a number of objective and subjective factors. First of all, the teacher has to take into account the objective difficulties of the spelling system of the learned language (especially English), which has developed historically. The based characteristic of this is the following one: the quantitative inadequacy between the letters and sounds in the word (between the graphical and audible structure of the word), for example: *daughter*, *thorough*, *nephew* /nevju:/; discrepancies of the same letters and letter combinations: *pin* [pɪn] – *pine* [paɪn], *cut* [kʌt] – *put* [put], *now*[nau] – *snow* [snəu]; the presence of “dumb” letters in the structure of words: *through* [θru:], *Wednesday* ['wenzdeɪ];

graphic difficulties (transferring the same sound by different letters): [k] — cat, kitchen, school, question.

The *language difficulties* of the texts, in turn, can create obstacles for a proper understanding of the content. All these *difficulties* make a lot of *conflicts* to make schoolchildren to study a text. Let's name some of them:

a) the presence of multivalued and converted words: *At last he became a proud owner of the thing that had real springs and a mattress;*

b) indirect word order (inversion): *No sooner had Miss Sophie noticed her cousin Paul than a pleasant smile touched her lips;*

c) conditional sentences: *Mr. Johnson decided to lock ail the doors in the house, should any emergency arise;*

d) word combinations with Gerund: *After having been informed of Mark's arrival, he went downstairs without delay, etc.*

All these difficulties of texts in a foreign language have to be eliminated by pupils gradually: for the first, they learn the technique of reading aloud, learn the specifics of the letters of the alphabet and linguistic material, perform a great training work on reading techniques, obtaining as much load as it is possible for the visual analyzer, and then proceeding to read silently, mastering the techniques themselves providing reading as *a speech conflict activity*.

Depending on a communicative goal set by the teacher at the lesson, the following types of reading are used because of the nature of the text: familiarization, studying and viewing. Each type of reading has its own communicative goals, we will show them.

In the process of reading the following *communicative goals* are pursued: to identify the topic that is proved in the text, which issues are addressed in it; what exactly is stated in the text in the connection with the problem; to highlight the main idea; to choose the main facts, letting out secondary ones; to express the reader's own attitude to what information has been read. This type of reading is the most widespread and it is based on the material of authentic texts that contain information about the life,

traditions, culture, history of the country the language of which has been studied (Фаріна, 2011).

To form a pupil as the Sovereign individual of the process of studying in the process of the activity with the text (in the mode of studying reading) it is necessary to achieve the following *communicative goals*: to understand the contents of the text having been read with a sufficiently completeness and depth; to compare the information obtained with the reader's experience; to evaluate information, to express the reader's opinion about the text; to transmit the information extracted from the text to another person (a foreign language based on the text); to comment some facts individually. The volume of texts for studying reading should be much smaller, and the content is more complicated than for teaching reading. These may be simple for authentic or adapted texts of different genres: popular science, journalistic, artistic ones and others.

The purpose of reading is the ability to read a series of materials quickly in order to find some specific information. This kind of reading assumes that pupils have formed the skills which are necessary for orientation in the logical-semantic structure of the text, finding and selecting new or given by the author information, combining it into a logical whole when the information having been obtained from several sources according to a specific problem.

Thus, reading as a type of speech activity is one of the main practical goals of teaching a foreign language at secondary school. It helps in mastering the linguistic material, its consolidation and accumulation, helps to improve the ability of oral speech. Thus, the mnemonic activity that accompanies the reading process provides memorization of lexical units, the connections between them, as well as providing grammatical phenomena, the filling of grammatical structures, the order of words in sentence structures. Reading also has a lot to do with listening and writing. Reading foreign languages develops the thinking of pupils, helps to understand the peculiarities of the foreign language system and to understand better the peculiarities of the native language. The information received by a teenager from foreign language texts shapes his/her outlook, enriches country-specific knowledge of history, culture, economics,

politics, the life of a country, the language of which he/she is studying, and it is anxious to learn a foreign language.

To teach teenagers to speak English and to make them the Sovereign individual of the process of studying we've also to teach them writing as a type of speech activity. Writing is considered by us as a graphical fixation of speech, more precisely – the text of speech, in which writing is the process of such fixation, and written text is its result. Writing plays a prominent role in the creation and preservation of spiritual information, and through them to reach all material values.

At school foreign languages curricula, writing was often defined as a mean rather than a goal of learning. At different stages of teaching foreign languages, the role of writing varies. Thus, at the initial stage the goal of mastering the technique of writing, the formation of skills has been associated with the assimilation of acoustic correspondence which is realized in the process of studying. These skills are essential for the development of reading and speaking skills. At the middle level of studying English spelling is important in connection with the accumulation of new language material. At the same time, written speech develops as means of promoting oral language skills and abilities. At the senior level – earlier it was acquired letter skills, which are improved along with the improvement of verbal communication. The current school program emphasizes that writing is a goal and the important means of teaching a foreign language.

In the State Education Standard of Studying Foreign Languages possession of writing involves the achievement of an elementary communicative competence that provides the pupil with the skills in the most typical situations of daily communication. It should also be considered psycholinguistic mechanisms of writing. In Psychology and Physiology, the letter is recognized as the most complex form of speech activity, which involves all speech analyzers: auditory, motor, acoustic ones.

*Also, we mean writing as an expressive productive form of speech communication.* The material based on writing is spelling and graphic skills. Writing is based on the use of verbal signs fixed by the neural bonds of the cerebral cortex in

the form of visual and hand-motor images that interact with the auditory and speech muscles.

Being able to write graphically and correctly depicting the letters of the alphabet, transforming the sounds into letters, thus assimilating the sound, using graphic and kinesthetic images of the word with its meaning; it means to spell words correctly, to write words, phrases, to put punctuation marks; to operate language structures; to be able to formulate pupils' thoughts in writing.

The process of written speech, as it is well known, begins with internal speech. It is fixed in the internal speech that is a program of utterance is being prepared, a selection of lexical units was given. It is a process of grammatical representation of sentences, such as, their logical combination in paragraphs. The whole process consists of internal rehearsing and fixing the prepared material on paper, which requires the automated operation of sound-graphic associations. The process of writing a letter is facilitated by the fact that the person who writes does not experience a shortage of time, which allows a more thorough reflection of the content and helps to form of a future statement, more precisely to carry out both the previous synthesis and the retrospective analysis of the written material. The ability to find in memory the necessary language means to provide accurate and clear expression of thoughts, the ability to use the dictionary and other directories having been added to the written information, to do this process more confident.

The main purpose of teaching writing technique in a foreign language is to form graphic / calligraphic and spelling skills of pupils. By calligraphy skills we understand the skills of writing letters and letter combinations of this language. Foreign languages taught in school – English, German, French – use Latin graphics. The analysis of the system of printed signs of the Ukrainian and Latin alphabets was indicated by these languages; they have similar letters (Aa, Oo, Ee, Mm, Kk, Pp), letters that were coincided in one part with the writing ones (Tt, Hh, Uu, Bb), letters strokes of which are completely different from the letters of the Ukrainian alphabet (Ss, Ff, Rr, Qq, Ww, Jj, Zz).

Under spelling skills, we understand skills of writing words in accordance with the rules of the use of written signs in each particular word. Spelling systems of foreign languages having been studied at secondary schools are based on three basic principles:

1) phonetic one, when the letter completely corresponds to the sound, it is the support of a pronunciation (for example, in English: pen);

2) morphological principle, when writing is determined by the rules of Grammar (Morphology), regardless of phonetic conditions, for example, in related words or forms (eg., in English: nation – nationality);

3) traditional (historical) principles, when the spelling forms are traditionally fixed and reflected by missing norms of pronunciation (for example, in English: daughter).

Also, there are difficulties in ***conflict learning spelling***: letters combining one sound (for example, English: sh, th, ck); one letter may transmit different phonemes, for example: in English, German and French the letter (s) corresponds to several sounds. Or vice versa – one sound is depicted by the letter with different graphs (for example, English: ir, er, ur). The presence of so-called “dumb” letters (for example, in English: “e” in words with open composition – line, plate; in the letters: wh-, -ght: who, eight) (Beeching, 2002).

Consequently, writing can play ***a conflict significant role*** in the process of teaching of oral speech, by reading, vocabulary, grammar. In addition, the important function of writing in teaching foreign languages is that at all stages of studying it can be as the most effective means of control.

Also, to speak English well pupils have to study *intonation of a foreign language*. Intonation is a complex of prosocial means, the complex unity of such components, as melody, phrase and logical emphasis, rhythm, timbre, tempo, pause. The purpose of teaching intonation is the formation of receptive rhythmic-intonational skills, or “intonational hearing” in listening and providing productive rhythmic-intonational skills in speaking when reading aloud. It is important to note that the learning process of intonation should include the inseparable formation of both groups of skills.

We have to distinguish Intonation skills are speech skills. Speech is situational in nature, and therefore the intonation always depends on the speech situation: who we talk with, where we are, what communicative intention we want to accomplish with intonation. First of all, this applies to such components of intonation as logical emphasis and melody. Both components can change the meaning of the utterance. So, if in the sentence “Eve is my niece” the logical emphasis falls on the last word, then the speaker is interested in who is Eve, if on the second one – whose niece Eve is, on the first word – who is a niece. For example: 1) Eve is my niece. 2) Eve is my daddy. 3) My niece is Eve.

Changing the melody can also change the content of the sentence. Thus, in English, sentences with a verb in an ordering manner may, depending on the final tone, be expressed by the order (downward tone) or a request (ascending tone). For example: Take a seat, please. Such a ↑ seat please.

Instructive exercises and foreign language reproduction exercises are also used. Thus, exercises for reception of intonational models are intended for the development of pupils’ intonational hearing and have the following types, such as: recognition exercises, exercises for the differentiation of English words, phrases and their identification. Here are examples: the exercise on recognition (listen to the instructions given by parents to their children). Raise your hand (a signal card) when you hear that the order is made in the form of a request. The request is transmitted in the ascending ↘ tone). For example: 1) *Wash up, ↑ please.* 2) *Feed the cat and the dog, please.*

Exercises for differentiation (the same situation: decide if they both request children, if so, place a “+” sign next to the corresponding number if there is no “-“ sign). For example: 1) *Mother: Wash ↑ up, please. Father: Sweep the ↑ floor, please.* 2) *Mother: Feed the ↘ cat, please. Father: Feed the ↑ dog, please.* (A key: 1+, 2-).

Exercises for (re)production of intonational models by their nature are conditional-communicative, receptive-reproductive exercises for simulation, substitution and transformation of the speech patterns, as well as productive exercises on the self-use of English at the level of phrases and over-the-fold unity. Here are examples: an exercise on simulation (ask a friend to do what I ask you for). For



example: *T: Give me the ↑ book; P (звертаючись до товарища): Give me the ↑ book, please.*

Substitution exercises (asking pupils to give a certain thing to the teacher. Ask a friend with a similar request, but ask for another thing). For example: *T: Give me a ↑ rubber; P (asking a friend): Give me a ↑ ruler.*

Exercises for transformation (listen to the orders of the teacher and pass them to the friend as a request). For example: *T: Open ↘the door; P: Open the ↑ door.*

Exercises for self-use of English (there are many things on the table for the teacher: pupils have to ask them in English). For example: *P: Give me a ↑ pencil; T: Here you are; P: Thank you.*

The activity on intonation should be continued with providing communicative exercises in speaking, listening and reading aloud. It is in these conditions that it is necessary to check how well the pupils have learned a foreign language.

So, we distinguish such ***communicative techniques of teaching teenagers dialogical and monological speech, which help the teacher to avoid conflict in communicative language teaching theory and practice in Ukrainian context:***

- the technique of organizing dialogical communication;
- the technique of organizing monological communication;
- the techniques of oral communication;
- the techniques of organizing communication in a writing form (or quasi-communication);
- reading as a type of speech activity.

## **Chapter 2. Communicative-competent Approach for Teaching Teenagers a Foreign Language**

### **2.1. Communicative-competent approach in the content of contemporary foreign education. Avoiding conflicts in communicative language teaching theory and practice: a study in Ukrainian context**

In contemporary curricula, in particular in a new program for studying foreign languages for general education institutions (<http://www.unc.edu/~gerfen/Ling30Sp2002/sociolinguistics.html>, 2017), a communicative-competent approach is implemented, while in the accepted version of the general standard, the competence approach in its entirety is not implemented. Taking into account the foregoing, we note that the term “a communicative-competent approach” is today somewhat new and uncertain. Thus, a communicative-competent approach (Поветун, 2018) explains how the educational process focuses on the formation and development of the key (basic, foreground) and substantive competencies of the person. The result of this process will be the formation of a general competence of a person, which is a set of key competencies, an integrated personality trait. Such a characteristic should be formed in the process of learning and contain knowledge, skills, attitudes, experience and behavioral models of personality.

According to P. Borysov (Борисов, 2003), a communicative-competent approach in education means the allocation of key competences based on knowledge, skills and abilities, creative activities and emotional and value attitudes. At the same time, knowledge, skills and abilities should be regarded as the basis on which forms of creative activity and experience of emotional and value relation are formed.

An analysis of the concept of a communicative-competent approach suggests that the transition to a competent approach means reorientation from the process to the result of education onto the activity dimension. A communicative-competent approach to learning requires the transformation of the content of education, transforming it from

a model that exists objectively for all pupils, on the subjective achievements of one teenager.

According to the program of foreign languages for secondary schools, the acquisition of pupils by foreign language communication involves the formation of a certain level of communicative competence in them, which includes speech and language, socio-cultural and sociolinguistic, discursive and strategic competences. However, A. Myroliubov (Миролюбов, 2004), a well-known specialist in the field of teaching a foreign language, distinguishes several other components of a communicative-competent approach: speech, linguistic (linguistic), socio-cultural and compensatory competence. In addition, in his opinion, the formation of educational and cognitive competence is extremely important in the process of teaching foreign languages.

According to the current program, the language competences contain the following language skills of teenagers, such as: to perform oral communication in typical situations of the educational, labor, domestic and cultural spheres of communication; to understand by the rumor the basic content of authentic texts; to read and understand authentic texts of different genres and types with varying degrees of understanding of their content; fix and send in writing the necessary information. According to A. Myroliubov (Миролюбов, 2004), the language competence includes: ability to operate language means of a foreign language (phonetic, spelling, lexical and grammatical). To the sphere of language competence, the scientist also refers to the linguistic (speech) etiquette, that is, nonverbal means of communication – gestures, behavior in the process of communication.

Also, the current program for secondary schools does not differentiate sociocultural and sociolinguistic competencies. The program makers define them as the ability to select and use speech forms for implementing communicative intentions in specific situations and the ability to take into account cultural features, rules of verbal and nonverbal behavior in typical communication situations. According to A. Myroliubov (Миролюбов, 2004), the ability to take into account the rules of non-verbal behavior belongs to the language competence, and the program, which includes

this ability to socio-cultural and sociolinguistic competencies. A. Myroliubov (Миролюбов, 2004) also offers the following explanation of socio-cultural competence. For successful communication it is necessary to possess not only the common language for both the interlocutors, but also the common knowledge. According to A. Myroliubov (Миролюбов, 2004), such common knowledge of communicative actions are background knowledge, which are divided into: universal human knowledge; information owned by members of a particular ethnic and linguistic community; regional knowledge; professional knowledge and relevant vocabulary. In view of this, the function of socio-cultural competence is to achieve genuine communication with the background knowledge of the second group.

However, we adhere to N. Derevianenko (Дерев'яненко, 2008) point of view, which delineates sociocultural and sociolinguistic competencies. Socio-cultural competence is knowledge, skills and ability to critically focus on the main differences, peculiarities, advantages and achievements of the cultures of the countries studied as a foreign language and the cultures of the peoples of Ukraine, to express their reasonable opinion regarding a new culture and comparable cultures in general, to understand the realities of the studied culture, and tolerant, respectful of other cultures. Sociolinguistic competence is explained by scientists as knowledge, skills and ability to interpret and use linguistic and linguistic units, texts and situations, taking into account linguistic and ethnographic realities and sociolinguistic generic, age, professional, national and territorial peculiarities of communicating.

Now, let us show A. Myroliubov's (Миролюбов, 2004) educational and cognitive competence, which provides three groups of skills: general teaching skills (work with a book, a textbook); ability to learn foreign languages (use a bilingual dictionary, grammar directory); the ability to independently learn a foreign language and improve the acquired knowledge.

Let us turn to the compensatory competence, which is singled out by A. Myroliubov (Миролюбов, 2004). Its essence is to compensate for the lack of linguistic means during communication.

All of foregoing information suggests that the components of communicative competence determine the content of teaching foreign languages. However, the introduction of a communicative-competent approach to the content of foreign language education is associated with a number of problems that require an additional solution. Let's show some of them:

The first problem is in what there are positive and negative points of introducing a communicative-competent approach. The positive point is that this approach will allow for a significant degree to be implemented by personality-oriented and activity-oriented approaches, since the allocation of competences in the content of the teaching of foreign languages determines the guidelines in selecting the most valuable for the formation of value orientations of knowledge and skills that students will need in their lives. A negative attempt may be made to portray the content of foreign language education in the form of a mechanical system of competencies, which will lead to the elimination of the domestic content of foreign language education, as well as to the rejection of the traditional formulation of the main goal of learning foreign languages, and in particular educational and developing.

The second problem is the lack of the development of the conceptual apparatus, which creates considerable difficulties in determining the list of competencies.

The third problem is the definition of the ratio of academic knowledge and competencies. The concept of competence, as scientists (Вакуленко, 2009) says, is wider than knowledge or ability; competence includes knowledge, skills, educational and life experience, values, interests that are independently implemented by students and used by them in a particular situation. Hence, knowledge, skills, experience, values, interests are the basis of competence, and the achievement of a certain competence as a result of the implementation of a competent approach is to teach students to apply the knowledge and skills acquired in specific situations.

As for the fourth problem, it consists in developing a system of competence assessment, such as knowledge and skills.

One of the problems is solution of the further study and agreement of the essence of traditionally existing educational content of foreign language education.

## **2.2. The ways to develop communicative competence of teenagers at the lessons of the English language and avoid communicative conflicts**

The notion of “communicative competence” in linguistic sciences is often associated with the notion of “competence”. In the most general sense, “competence” refers to compliance with the requirements, established criteria and standards in existing areas of activity and in solving a certain type of tasks, the availability of the necessary active knowledge, the ability to confidently achieve results and to have a situation (from the Latin the word “compete” means to match, to answer, to achieve).

For the first time in linguistic science the concept of competence (competence) was introduced by linguist Yu. Fedorenko (Федоренко, 2002), which meant purely linguistic competence, which is the phenomenon of individual perception of the world and the environment. So, Yu. Fedorenko (Федоренко, 2002) was also convinced that linguistic competence is formed by the correlation of “innate knowledge” and “acquired language material” (Norris, 1991).

The concept of “communicative competence” was first used in the United States in the 1960s in the context of performance education (performance-based education). Initially, the competence was reduced to simple practical skills, which were formed as a result of the “automation of knowledge” in the traditions of behaviorism. Such an approach was subjected to just criticism, which was that competence in the form of practical knowledge was not sufficient to develop the creativity and individuality of those who learn the language. And it was proposed to distinguish between two concepts: competence and competencies. Some scientists (Бігич, 2000; Вакуленко, 2011) differentiated these concepts. Competence began to be considered as a personal category, and competencies were compiled “anatomy” of competence.

Considering competence in terms of significance for society and professional training, O. Korniyaka (Корніяка, 2004) puts forward the key competences: political,

social, communicative, professional, and informational and technological. Nevertheless, G. Pochiptsov (Почипцов, 1999) relates to key competencies: instrumental, value-ethical, contextual and communicative. All this allows us to conclude that communicative competence is one of the key competencies.

In our research, we are particularly interested in communicative competence. In psychology and pedagogy, much attention is paid to communicative competence, which means a set of knowledge, skills, communication skills with people.

Communicative competence is a term that combines “communicative”, “communicative competence” and “communication”.

Society is not a process, but a personality’s quality, which is developed in the process of communication. Communicative is understood as the quality of the individual, which provides active work with the semantic (semantic), syntactic (sign), pragmatic (value) information, through which is carried out an adequate impact on the environment.

So, it turns out that communicative competence is the ability to communicate verbally or in writing in a language that is studied in real life situations. Also, the communicative competence includes the following inalienable components: emotional, cognitive (anticipating the actions of the interlocutor, solving problems that arise between the interlocutors) and behavioral.

Communicative competences are formed on the basis of interrelated speech, socio-cultural, sociolinguistic and linguistic development of students in accordance with their age-old peculiarities and interests at each stage of mastering a foreign language, and consists of the following competences: language (linguistic) competence, which ensures the acquisition of students with linguistic material from the purpose of using it in oral and written speech; sociolinguistic competence, which provides the formation of skills to use in the process of communication with speech realities (samples), special rules of speech behavior, which are typical for the language of the country being studied; pragmatic competence, which is connected with the knowledge of the principles on which the statements are organized, structured, used

for the implementation of communicative functions and coordinated according to interactive and transactional schemes.

In the process of learning a foreign language, general competencies are formed, such as: declarative knowledge, which includes world knowledge, socio-cultural knowledge and intercultural awareness. Socio-cultural competence implies the students' acquisition of knowledge of the sociocultural features of the country of study, the cultural values and ethical norms of their own and other peoples, as well as the formation of skills to use it in practice; practical and intercultural skills and skills such as social skills, everyday life skills, etc.; "competencies of existence", which is associated with individual peculiarities of behavior, motivation, values, ideals and personality type. General educational competences (teacher's skills), which promote the learning of the students by strategies of speech activity aimed at solving educational tasks.

In this way, communicative competence is a complex, systemic entity. And so, since the 80's, there are separate models of it as a system.

G. Pidtychenko (Підтиченко, 2007) offered the following model of communicative competence: linguistic competence, which consists of (organizational, pragmatic, functional and sociolinguistic competence); strategic competence; psychomotor skills, cognitive processes. Later, I. Trifanova (Трифанова, 2012) added a further illocutionary competence, which provides for the ability to form an illocutive (linguistic) act in a proper way (to ask for something, to invite, inform someone) in accordance with the situation of communication.

Other scientist, K. Beeching (2002) proposes to consider linguistic, psychological and sociolinguistic competencies as components of communicative competence.

The following model of communicative competence O. Snichuk (Снічук, 2006) presents: phonological competence; lexical-grammatical competence; sociolinguistic competence; country-specific knowledge, skills and abilities provided by discursive, illocutionary and strategic competencies. In the field of regional studies, he relates the linguistic and ethnographic competence – knowledge and rules for the



use of such foreign-language words and expressions, which refer to objects, phenomena, facts whose ideas are either not in their country or they are called differently, that is, without equivalent words and expressions.

Thus, the analysis of models convincingly suggests that communicative competence involves the possession of a wide range of different types of competencies. It should be noted that in almost all above-mentioned communication models there are such elements as sociolinguistic and socio-cultural competence, which in turn means that the presence of these two types of competence is the key to effective communication.

The national doctrine of the development of education in Ukraine emphasizes that new priorities such as socio-cultural values should contribute to a significant increase in scientific research. And when it comes to communicative competence in a foreign language, special attention should be paid to such concept as “interference of cultures”. Cultures differ significantly from each other, different forms of beliefs, values, different norms and peculiarities of age groups are foreseen. Often, what is considered a communicative competence of one culture, may be something completely different in any other sphere of communication.

Owning a communicative competence gives the opportunity to build your communication correctly, and the content of the statement will depend on the social relations of the communicants and their linguistic competence. Under the conditions of mastering communicative competence, it is important to rely on the social knowledge that the communicant received in his native language and which, in his opinion, provide the appropriate communicative level of the subject. Therefore, social knowledge of one language is transferred to another, although the social rules of different cultures are unequal and cannot function in the same way in different languages.

So, in order to develop communicative competence, it is necessary: the language must be presented in different speech situations; special attention should be paid to the study of social rules of language use; it is necessary to ensure that students

acquire the social values of lexical units; It is necessary to study the social rules of communication, which determine one or another statement.

Communicative competence includes social rules of language use, a certain system of social rules of interaction that occurs when etiquette is observed. Therefore, to a certain extent, we can say that communicative competence is a tact and good manners, but if these manners are not the same in different cultures, then the teacher must familiarize students with the peculiarities of the culture of people whose language is being studied.

It is very important to develop communicative competence when learning a foreign language, because communicants must master the rules of speech in foreign languages, which are different from the rules of communication in their native language.

In the process of studying a foreign language pupils should understand as much as possible the cultural features of the people, acquire socio-cultural competence and on the basis of communicative competence. After all, without this, mutual understanding is impossible.

Already at an early age, the child learns the communicative competence of his native language. Thanks to poetry, songs, short stories. Therefore, it is from this cultural minimum that a foreign language should be started, because it has a sociolinguistic and communicative character, serves as a model of speech in various situations, is the cause of frequent use in everyday life. It is believed that without understanding and using the realities of the people whom is a native speaker, full communication is impossible.

The most important components of communicative competence are sociolinguistic competence and socio-cultural competence. To begin with, we will consider the sociolinguistic competence that promotes effective communication and understanding.

The term “sociolinguistics” has been the subject of discussions for many years in articles of psychologists. For example, L. Konovalova (Коновалова, 2009) argues that the term “sociolinguistics” can be attributed to the use of linguistic data and

analysis in other fields of science that study social life. Referring to the ethnographic approach, he points out three issues that are central to sociolinguistics: the form of the organization of language, which is a part of the organization of language behavior in a society, the understanding of which requires a corresponding new form of description of language; study of language as a multi-disciplinary field, for which linguistics is compulsory along with other disciplines such as sociology, social anthropology, education; studying this method of organization leads to the study of the basics of linguistics itself.

We believe that sociolinguistics deals with the social distinction between language in society and the social development of languages. According to The World Book Encyclopedia, sociolinguistics is a section of sociology that studies how the language is used by society and the diversity of social situations.

According to G. Pochiptsov (Почипцов, 1990), sociolinguistics is part of the sociology of language. The difference between sociolinguistics and language sociology is significant: 1) according to whether the researcher is more interested in language or society; 2) according to whether the researcher considers it necessary to analyze linguistics and social structure.

Clear and complete is the definition of R. Murphy (1985), according to which sociolinguistics is a part of linguistics, which studies the conditionality of language phenomena and linguistic units by social factors: on the one hand, the conditions of communication (place, time, participants, goals, etc.), but on the other hand – the customs, traditions, peculiarities of social and cultural life of the collective, about which we speak.

Important is the fact that sociolinguistics correlates with linguistic studies, since this discipline is a didactic analogue of sociolinguistics, and also develops the idea of the need to merge the teaching of a foreign language as a combination of forms of expression with the study of the social and cultural life of native speakers. Thus, in the field of linguistic-national studies formulated an important aspect of teaching foreign languages, such as: “Two national cultures never coincide completely, it follows from the fact that each consists of national and international elements. The

combination of the coinciding (international) and the different (national) units for each couple of cultures will be different. Therefore, it is necessary to cultivate in the minds of students the notion of new objects and phenomena that have no analogues either in their native language or in their native culture” (Norris, 1991: 21).

So, sociolinguistics is a science that studies language phenomena, which are influenced by factors of a social organization (gender, age group, belonging to a certain social class, ethnic group) and social context (beliefs, education of the speaker, intention, purpose). This indicates the interaction of language and society.

Let's look more at some sociolinguistic categories, which in turn will help us to trace the close connection between language and society, and thus the importance of sociolinguistic competence. ***Such sociolinguistic categories help the teachers to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context.*** For example, consider such a factor as sociolinguistic categories *стать* (gender). But, for the beginning, give a definition of gender stereotypes. Gender is called a stable idea of the features, qualities, capabilities and behavior of articles. Stereotypes are closely related to gender roles, fixed through the system of cultural norms by the functional specializations of men and women in society. For example, the English language offered alternatives to all forms of referrals and gender nominations that reproduce androcentric scenarios and could have a discriminatory subtext in modern social communication. The greatest concern was the absence of a word for the designation of persons of both sexes, such as the Ukrainian one “людина”. In the English language has traditionally been used “man” (“чоловік”) and in those cases when it comes to sex, and then, when any representative of the population is a homosexuality. There were proposed alternatives – “one” (кожен), “person” (особа), “human being” (людська істота). Positions are suggested to replace the component „man” („чоловік”) on the neutral „person” („особа”): *business person, spoke person*. Instead of „Mrs” (пані) and „Miss” (панночка) – traditional marking differences in family status, it is used „Ms”, which blocks stereotypical emotions according to the event that the woman is single.

By examining gender, we see its excellent reflection and interpretation in different languages, which means that ignorance of this aspect can lead to difficulties in terms of foreign language communication.

One should also pay attention to the paralinguistic means of language that constantly accompany communication, but differ from society to society, ignorance of which can cause a communicative, and thus intercultural barrier. One of the important components of the non-verbal system is the “proximity”. That is, the distance that turns out to be optimal for communication and in different situations of communication that is changing. It can be an intimate zone (from 15 to 46 cm) – the violation of it is perceived by a person hurt (spouses, mother and child). Personal zone (from 46 cm to 1.2 m) is the distance of the hand extended for handshaking. The area of social communication (from 1.2 m to 3.6 m) – the distance is most suitable for social and domestic communication and business communication. Public area (from 3.6 m and more) (Акулова, Біркун & Буренко, 2001). It is quite obvious that for effective communication it is necessary to follow the rules of remote location and keep the distance in a certain situation appropriate.

The basis of the perception of spoken communicant is also the acoustics, the principles of which in each language are different and interpreted in different ways. Scientists (Скалкін & Яковенко, 1958) argues that 38% of the value of the message transmitted during the face-to-face conversation is transmitted by voice cues (called parama). Paramount elements include tone, volume, velocity and pause that are used to convey the emotional and intellectual meanings of the speaker’s messages.

Another component of the language of non-verbal signs is kinetics – the language of body movements, the appearance of a communicant, his poses, gestures, facial expressions. The communicant must simply know and take into account their individual characteristics, to restrain manifestations of aggression, feverishness, control the gestures of uncertainty or intransigence, etc. Also, a communicant must learn to distinguish signs of concentration, active work of thought, fatigue, loss of interest. For example: the brilliance of the eyes and the expressiveness of the opinion indicate the interest of the interlocutor, the subject of discussion or raised eyebrows –

an inquiring view, which testifies to astonishment, doubts, the need for an additional explanation of the said information.

Psychologists see the main difference between non-verbal information in that it addresses the emotional-shaped sphere of man, his subconsciousness, in contrast to the word addressed to the human consciousness, his rational-logical sphere. Owning a person's abilities to enhance the effectiveness of speech by non-verbal means of expressiveness and decoding non-verbal information of a foreign language is one of the important conditions for the effectiveness of communication.

Thus, in exploring the definitions of sociolinguistics, formulated by various scholars, it is obvious that any social phenomenon is in some way reflected in the language, and conversely, any linguistic phenomenon is in some way manifested in public life.

Now, we'll show the structure of socio-cultural competence. So, we consider socio-cultural competence as a component of communicative competence, thus emphasizing the correlation between language and culture, which in turn means that it is necessary to take into account this aspect when learning foreign languages and effective communication.

We believe that culture is a means of transgenetic transmission of human abilities (qualities) from one person to another. Culture is a structured system of simulated behavior. Such definitions are rather general because they do not reveal the features that are necessary and important for the lingua-psycho-cultural analysis that reveals the interaction of language and culture. In fact, diverse cultures are contrasting and substantially different views of the same surrounding reality and the experience of its human knowledge, and the entire internal structure of a particular culture is a reflection of these significant differences. Thus, culture is a special type of knowledge, which reflects evidence of reflexive self-knowledge of man in the process of his life experience.

In the early twentieth century, scientists spoke about "the internal intransigence of language and culture", the absence of "a real causal relationship between culture and language", clearly dividing these concepts: "Culture can be defined as what a particular

society does and thinks. Language is this what it thinks” (Мовні і концептуальні картини світу, 2002: 42).

Now, let us show the position of M. Olikova (Олікова, 1997: 44), who observes that “... language does not exist ... out of culture, that is, a socially inherited set of practical skills and ideas, characterizing our way of life”. In such a hypostasis one can consider language as one of the forms of preservation of culture and its tools.

Language as a form of preservation of culture is a treasury of cultural values of an ethnic group and a means of their broadcasting into the future. On the one hand, the language reflects the subconscious intuitions of the people – their bearer, the surrounding world, on the other one – it keeps information about the significant historical events in the life of the ethnic group. Language is an instrument of culture that spiritually forms its bearer, imposes on it the vision of the world embodied in the linguistic forms and defines the image of thoughts and feelings of the user in a language. Under the national image of the world, the author understands the special structure of the relations of elements common to all peoples, which, if not comprehended by the individual, will necessarily be rejected as something unacceptable. For example, in American culture whistling is an emotional form of expression of consent, approval, as well as applause. For Russian and Ukrainian cultures, the negative connotations of this act are characteristic of (ossification of bad actors, speakers and players, whistling – that is, “telling lies, fooling nonsense”, is the belief that whistling leads to a lack of money).

As for the problem of the correlation of language and culture, we express the opinion that a person is forced to live in culture just as he lives in the biosphere. That is, the language that serves one or another culture, reproduces first of all the image of the user of this culture and language, the image of the ethnic language person.

One cannot but agree with V. Prychyna (Причина, 2012: 47), who denied a “general correlation” between the cultural type and the structure of the language: “... very rarely I can determine how one or another cultural trait influenced the basic structure of language...”. Nevertheless, if the specifics of the notion of “linguistic structure”, referring to certain phonetic, morphological, lexical, syntactic, functional and communicative peculiarities of a particular language, then systemic-language

correlations with the national worldview, worldview and worldview as components of a complex phenomenon of the national mentality will be sufficiently relevant and specific.

Taking into account the close relationship between culture and language, as well as defining the components of socio-cultural competence, it is important and necessary to take into account the unity of languages with the world and culture of the people speaking these languages. Thus, the effectiveness of communication depends on many factors: the conditions and culture of communication, rules of etiquette, possession of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge and much more.

Overcoming the language barrier is not enough to ensure the effectiveness of communication between representatives of different cultures. For this, it is necessary to overcome the cultural barrier. We believe that problems in intercultural communication cause national-specific features of various components of communicant cultures (peculiarities that make possible the implementation of these components of ethnodifferentiating function). The components of culture, and hence it follows that the components of socio-cultural competence, having a national specific color, include the following: traditions, customs and ordinances; traditional and everyday culture; national pictures of the world; artistic culture, which reflects the cultural traditions of a particular ethnic group.

So, I. Vorobyova (Воробйова, 2004: 68) states that in the process of teaching a foreign language the problem of the interrelation of language and culture appears to be particularly relevant and bipolar: language is recognized through culture, and due to language, the transition to a world of another culture takes place, and therefore a country-study approach is needed. I. Vorobyova (Воробйова, 2004: 69) also considers socio-cultural competence as the ability to implement intercultural communication based on the knowledge of lexical units with a national-cultural component of semantics and the skills of their adequate application in intercultural communication situations, as well as the ability to use background knowledge to achieve mutual understanding in situations of mediated and direct intercultural communication. I.



Vorobyova (Воробйова, 2004) considers the linguistic-ethnographic competence as the ability to perceive the language in its cultural-bearing function, with its national-cultural specificity. Linguistic competence includes knowledge of linguistic units, including the national-cultural component of semantics, and the ability to use them in accordance with the social and speech situation. The basis of linguistic competence is the national-cultural component of a foreign language, which is reflected in units of different levels of language, as well as background knowledge of the typical educated representative of a certain lingua-cultural community. This knowledge denotes everything that is characteristic of culture, everyday life, traditions throughout various historical epochs. They are usually referred to here:

Non-equivalent words are cultural-marked lexical units that serve to express concepts that are not in another culture and another language, they do not have equivalents beyond the language to which they belong. Unclaimed vocabulary usually refers to the names of the realities of life and life of the people. In the linguistic-theoretical theory, the term “reality” denotes the object (the phenomenon of culture) and the word that it calls. Very interesting is the point of view of A. Vezhbytska (Вежбицька, 1996), who considers realities as special referents – the elements of objective reality, reflected in consciousness, that is, objects of thought, which corresponds to this language conformity. From this position, there are **three main groups of realities, which help the teachers to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context**: 1) universals – identical in their essential and secondary features in the crop to be compared (sun, water, air); 2) quasi-realities – identical in their essential features, but different in secondary (*grant – стипендія, Teachers’ Training College – педагогічний інститут*); 3) actually the realities – those that, by their essential and secondary features, are unique, characteristic of only one of the cultures being compared. The realities also include (examples are given in English): 1) toponyms: the names of the constituent parts of the country (regions, counties, etc.): (East Anglia, Highlands, Suffolk, Yorkshire); city names: (Brighton, Cambridge); names of urban areas: (Westminster, Kensington, Chelsea); Street and area names: (Fleet Street, Kings Road,

Downing Street). 2) anthroponyms: (King Arthur, Isaac Newton, Charles Dickens, Joshua Reynolds, James Cook, John Lennon, Winston Churchill, Margaret Thatcher, etc.); 3) ethnographic realities: food, drinks: (fish and chips, haggis, pudding); rest, sports, games: (Boat Race, caber, soccer, snooker, Wembley, cricket, Wimbledon, Highland Games); customs and traditions, holidays: (Remembrance Day, Trooping the Color, St. Patrick's Day, the Queen's Silver Jubilee etc); 4) socio-political realities: (House of Parliament, the Blues and the Royals, OBE (Order of the British Empire), constitutional monarchy, the Queen, etc.); 5) the realities of the education system: (girl guide, Patrol, summer schools, National Education Act, system of options, career guidance, PTA (Parent-Teacher Association), system of options, etc.); 6) realities of culture: cultural figures: (Charlotte Bronte, Robert Burns, David Copperfield, Charles Dickens); cinema and theater: (Globe Theater, the Royal Opera House, Barbican Center); Fine Arts: (National Gallery, Tate Gallery); the media: the BBS, the Observer, the Times, the Financial Times, Top of the Pops etc).

Each language has phraseologisms with national-cultural semantics, which is formed under the influence of ethnolinguistic, historical, sociological, cultural, and other features of a particular language community. I. Vorobyova (Воробйова, 1999: 44) believes that the phraseological system of language reflects the cultural and historical experience of the people, makes it possible to understand the national psychology, the national vision of the world, for example: *An Englishman's home is his castle (Мій дім — моя фортеця); Praise is not pudding (Слів густо, а в животи нycмо)*. It is obvious that in each of these consistent statements at the lexical level there is a reference to the realities of English culture and lifestyle – “English house”, “pudding”.

It is also obligatory **to master the background knowledge, which can help pupils to avoid conflicts in communicative language teaching theory and practice in Ukrainian context**. The dictionary of linguistic terms gives the following definition of background knowledge: “background knowledge is mutual knowledge of the realities of those who speak and those who listen, which is the basis of linguistic communication”. Background knowledge includes related to the words of a certain

language information of cultural, material-historical, geographical nature, ideas about life, traditions, customs. Scientists (Holmes, 2002) were the first scientists who scientifically substantiated the objectivity of the existence of background knowledge, discovered the cumulative function of lexical semantics and the content of the cumulative function of the language, according to which the language units represent a “repository” of knowledge of the social reality grasped by a person.

Consequently, taking into account the close connection between language and culture, it is expedient to study a foreign language as a cultural phenomenon, taking into account the peculiarities of the national character of communicants, the specifics of their emotional composition, national specific peculiarities of thinking, mentality.

### **2.3. Facilitating processes of teaching teenagers of dialogical communication at the English lessons with the aim to avoid conflicts in communicative language teaching theory and practice**

Integration processes in the modern world require a new attitude towards teaching foreign languages at secondary schools in the system of general education. The assimilation of norms and values of a foreign language culture should not offset the specifics of its own, but rather promote the development of a value relation to both cultures.

At the present stage, the search for an optimal solution, the problem of increasing the productivity of learning a foreign language, its axiological component is interesting, and this explains the increasing attention of scientists to the role of the value component in the educational process.

Axiology (from the Greek *αξία* – value) – the science about values, the doctrine of the nature of spiritual, moral, aesthetic and other values, their relationship with each other, with social, cultural factors and personality.

It is known that values are determined by the principles of behavior, belief, human worldview, and education in other languages contributes to the development of

value categories of personality. In this regard, the question arises: how to intensify the process of teaching foreign languages by accentuating the axiological component in modern educational institutions, how to practically realize the values in the pedagogical system of the educational process?

To answer these questions it is necessary to determine what is the value orientation of the process of teaching foreign languages in the middle classes of the secondary school. Therefore, there is no doubt that language and culture need to be studied in a constant relationship. Only when comparing languages and cultures (native and foreign) can one determine and master their peculiarities.

According to S. Nikolaeva (Ніколаєва, 1999), the essential features of language and culture are manifested in the comparison, with a comparative study of languages and cultures. We also believe that a comparative description of the norms of the two languages opens the verbal spaces existing in each language in the semantic picture of a language that is not visible to a person who speaks only one language. Hence the notion of cultural shock, which means difficulties at the subconscious level experienced by a person during integration into a new society.

This is why you need to learn a language, including its socio-cultural and sociolinguistic aspects. This allows for a more complete and versatile knowledge of the culture of the bearers of the language being studied, because their world is presented, firstly, as it looks, and secondly, through the prism of the native language, through the clash of these cultures, which makes it possible to realize the differences between these cultures and avoid cultural shock in real communication with representatives of another's culture.

S. Nikolaeva (Ніколаєва, 1999) distinguishes two main reasons that complicate communication in general, and the other language is all the more so: collocation or lexical-phraseological restrictions governing the use of language and conflict between cultural concepts. For example, a victory can only be obtained, but a defeat to suffer. Similarly, the English verb to pay, which means “pay”, must be combined with such incompatible words as attention (attention), visit (visit), compliments (compliments), and Ukrainian word combinations *висока трава, міцний*

чай, сильний дощ in English sounds like “*long grass*”, “сильний чай” (*strong tea*), “важкий дощ” (*heavy rain*).

These examples show that each word has its own lexical-phraseological combination, it is national in the sense that it is inherent only in this particular language. This specificity becomes evident only when comparing languages with their sociolinguistic and sociocultural features. That is why it means that one should not learn words separately, according to their meanings, but study them in stable combinations inherent in the given language, with the possible explanation of linguistic phenomena that are undoubtedly caused by social contexts and cultural events. These examples show the way *to avoid conflicts in communicative language teaching theory and practice*.

Lexical combinability undermines the basis of translation. Bilingual dictionaries confirm this phenomenon. Take for example the simplest word *книга* and its equivalent is a word *book*. In English-Ukrainian dictionaries this word is given in the most regularly reproduced combinations. For example: *a book on/about birds* – книга про життя птахів, *a reference book* – довідник, *a cheque book (checkbook)* – чекова книжка; *To be in smb's good/bad books* – бути на хорошому/поганому рахунку, *I can read her like a book* – я бачу її наскрізь, *We must stick to/go by the book* – потрібно діяти згідно з правилами.

The same situation when the translation does not coincide with translations of the word in phrases. This can be illustrated by examples from the Ukrainian-English dictionary: *записка* – *note*, *ділова записка* – *memorandum*, *закрите голосування* – *secret ballot*.

Another difficulty is the conflict between cultural representations of different peoples about those objects and representations of reality, which are denoted by “equivalent” words of these languages. These cultural representations usually determine the appearance of various stylistic connotations in the words of different languages.

For example, the Ukrainian word combination *зелені очі* sounds poetically, romantically, leads to the thought of the enchanting mermaid's eyes, while the English

word combination *green eyes* is a metaphorical sign of envy. In Shakespeare's tragedy "Othello" the author called envy, jealousy green-eyed horror – *a green-eyed monster*. Ukrainian word combination *чорна кішка* denotes, like the English word combination *black cat*, one and the same pet, of the same color - black. However, in Ukrainian culture, according to traditions, signs, beliefs, black cat brings misery, failure. In the English culture *black cats* are a sign of temper, sudden happiness, and on postcards with the words "Good luck" are always depicted black cats.

Thus, when comparing languages and their socio-cultural and sociolinguistic peculiarities, it becomes apparent that language equivalence is a rather sparse phenomenon if we take into account factors such as the volume of semantics, lexical unity, and stylistic connotations. It follows that for effective communication, and especially the foreign language, the presence of socio-cultural and sociolinguistic competence, which promotes unimpeded communication and understanding pragmatic speech load, is necessary.

So, we can say that the system of cultural values is the foundation of education of the student as a person. Therefore, the value is the socially endorsed representation of most people about patriotism, love, friendship, ethics, and respect for the traditions of the country being studied. We think, that **the system of cultural values can help teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.**

No matter how carefully we planned and conducted one lesson of a foreign language, he still does not guarantee the success of training. If the knowledge gained in a separate lesson from other subjects can be used without reference to other lessons, then some individual speaking skills, which sometimes can be formulated in separate lessons, cannot be used, because the competence of the speech is a system of certain acquired skills.

For a more effective organization of the educational process, teachers are scheduled classes of lessons that have the same purpose in working on a conversational topic. When planning each lesson, the teacher proceeds from the basic methodological principle of teaching a foreign language is a principle of communicative, which

involves the organization of a learning process, in which one can simulate the main features of the real communication process. As a result, students acquire the necessary minimum of speech skills, competences, to use a foreign language as a means of communication within the subject and educational material provided by the program and textbooks.

Today, the following approaches exist in the teaching of a foreign language: consciously-practical (Перкас, 2000); communicative and functional (Пензій, 2007); systemic-communicative (Мельник, 2004); communicative – indicative and situational approaches (Литнџова, 2006). Thus, the communicative method must be primarily a means of teaching learning. The development of a communicative method as an adequate means of training requires a clear idea of the purpose of learning.

Speaking is an extremely multifaceted and complex phenomenon. First, it serves as a means of communication. Secondly, speaking is activity, or rather one of the types of human activity. Thirdly, as a result of speech activity, its product appears – it is the expression. So, we can say that speaking as a goal of learning.

Communication can be done both verbally and in writing. In the first case, you need to have two ways of communication: speaking and listening, as a type of speech activity. In the second case, you need to own a letter and a reading. That is, speaking as a type of speech activity is only one means of communication.

Speaking is a form of expressing your thoughts in order to solve communication problems. Therefore, being a relatively independent form of speech activity, speaking requires a compulsory education within the context of communication and with a sight on it.

Consequently, the purpose of studying at the secondary school should be considered as types of speech activity as a means of communication. Such a goal also requires an appropriate method for its achievement. For communicating, as a means of communicating this method is a communicative approach.

Also, there are three classes of communication functions: information and communication (related to the transmission and reception of information); regulatory-communicative (organization of joint activity); affective-communicative (defining

emotional spheres of a person). However, we distinguish cognitive, emotional and educational functions. And the rest of the researchers believe that in the real act of communication all functions are interlaced. This form of communication is called formal or role-based.

Everyone achieves his or her goal by means of speaking, listening, reading, writing, paralinguistics (pause, intonation) and any joint activity. In this case, communication is carried out in three ways: information (the exchange of ideas, ideas, interests, feelings); interactive (interaction of subjects of communication); perceptual (perception and understanding of the interlocutor). There are also verbal and nonverbal means of communication.

The main objective of teaching a foreign language is the development of a personality of a student who can use a foreign language as a means of communication in a dialogue of cultures. A practical result of learning foreign language can be achieved primarily in the process of person-communicative learning, which involves solving problems associated with education, education and development of the pupil's personality.

The upbringing of the means of the foreign language involves improving the culture of speech communication in the process of mastering the adopted rules of speech etiquette and forming a respectful attitude to national traditions and customs.

The development of means of the foreign language involves the purposeful formation of intellectual skills of pupils, speech and speech observation, speech and thought activity, readiness for cognitive and search creativity.

During the entire period of teaching a foreign language, a communicative competence is formed, the components of which are linguistic competence (knowledge of a certain vocabulary, syntactic rules, and the ability to use them to build coherent statements); sociological competence (the ability to use and convert linguistic forms, based on the situation of communication); discursive competence (ability to perceive and continue to express in communicative communication); strategic competence (ability to resort to communication strategy, verbal and non-verbal); Socio-cultural competence (knowledge of national-cultural features of the country of the language we



study); social (knowledge of social relationships in society and the ability to navigate them).

To form a communicative competence, the teacher tries to adhere to all of the above principles and conditions: constant speech practice of students, the use of valuable communicative material, activating speech-minded activity of students, the language's character of the lesson. Also take into account the personality traits of students: abilities, skills, sphere of interests and the presence of communicative motivation. One can consider the example of how communicative competence is formed at the English lessons (see Appendix B).

## **Chapter 3. Experimental verification of the effectiveness of the use of communicative techniques, which help teachers to avoid conflicts in communicative language teaching theory and practice in the process of teaching teenagers to speak English**

### **3.1. Multidimensional classification of exercises to develop dialogical communication of teenagers in the Headway Pre-Intermediate textbook**

The subject “a foreign language” occupies a special place in the educational process. He not only acquaints himself with the culture of the language studied, but also with the common values of mankind, in other words, promotes the education of students in the context of “communicative tasks”, which is part of a certain relevant situation. When creating and forming communicative tasks an important point is the fact of constructing them on an interesting, captivating, educating, teaching material of real reality. Therefore, in our opinion, the Headway Pre-Intermediate textbook is the most effective, which contains a sufficient number of exercises that involve individual, group, and even forms of work, the formation of speech and speech skills that are communicative.

Therefore, in the practical part of our work, we offer the development of lessons for the 9th form in a foreign language. The goal of the series of exercises we propose is to increase motivation for learning, to interest pupils and improve the level of communication in a foreign language, and to raise respect for another linguistic culture. To select communication tasks, we took into account age, language proficiency and interests, and the ability of students.

Lessons with the use of the developed series of exercises were conducted during the active pedagogical practice in the English language at the Alternative school KrOK, town Kropyvnytskyi. Lessons were held in the 9th Form. At the classroom there were 17 pupils. So, that system of exercises which the textbook offers and we can be divided into four groups:

- I. *The first group of exercises* includes lessons that form educational value.
- II. *The second group of exercises* forms vital values.
- III. *The third group of exercises* includes lessons that form cultural values.

Each group of exercises has its own goal, which is provided by communicative general purpose. Let's show more of them:

**I. Exercises with the aim:** to raise interest in learning English, to educate a conscious attitude towards learning, to be competent, to educate people.

**For example: Books in our life. Libraries in Ukraine.**

### Procedure

#### I. Introduction

##### Greeting.

**T:** Good morning. Glad to see you in a good mood. I hope you are well, full of energy and enthusiasm to start our lesson.

##### Warming up

**T:** Look at the screen. Match the two halves of the sentences.

1) The more you read; 2) A good book is; 3) Choose an author as; 4) A room without a book is.

**a)** a body without soul **b)** you choose a friend **c)** a source of wisdom **d)** the more you know.

**Key:** 1) d; 2) c; 3) b; 4) a

**T:** Now, read these proverbs and say how you understand them. Do you agree with them?

#### II. Main part

Speaking. Interactive exercise "Microphone".

**T:** Answer the questions: Are you fond of reading? What do you usually read? Have you got many books at home? Have you ever taken books from the libraries? What kind of library do you attend? (school, local, city, etc.). What kind of books can you find in the library?

#### Writing

**T:** You know many kinds of books. Let's remember. Come to the blackboard and write the names of the books we've already learnt.

**P:** Biography, catalogue, novel, fairy tale, non-fiction, mystery, manuscript, catalogue.

**T:** And now complete the definitions with the words from the mind map:

1. A .... is a book or piece of writing before it is printed.
2. A .... is a complete list of the books a library holds.
3. A .... is the story of somebody's life, written by somebody else.
4. A .... is a type of literature that tells a story about people or events that are usually not real.
5. An.... is a book or set of books that gives information about many different subjects, arranged in alphabetical order.

### **Speaking**

**T:** Can you tell me where you can get books? As you know there are many libraries in Ukraine. Look at the screen: **The system of libraries includes:** the national and state libraries, regional libraries for children and youth, city, district or village libraries, school libraries. And your task was to prepare the presentations about the famous libraries in Ukraine.

### **Reading**

**T:** And now we'll read about school libraries. Open your Workbooks p. 97 please (Solutions). Read the text, translate.

**III. Summing up. Homework:** Write a short story about your school library.

**Conclusion:** This exercise develops communicative abilities of students; Practicing skills in speaking, reading and writing. Educates students to be humane, intelligent, enlightened, creative, is interested in learning.

**II. Exercises with the aim:** to form moral qualities; to educate the culture of communication, etiquette, respect for others, family; to educate a careful attitude towards oneself, to their health, the environment. Improve pupils' pronunciation. Practiccate pupils in oral speech and in dialogical speech, listening and reading.

*For example: Family relationship*

**Course of the lesson**

**Stage 1. Getting start. Organization of the class. Teaching the subject and explaining the purpose of the lesson to the pupils.**

**T:** Good morning, dear friends! I am very glad to see you! I hope that everybody is in order. Look at the pictures and try to guess the topic of our lesson. Yes, exactly – it is “Family relationship”. I suppose this topic will be interesting for you, because family is very important in the life of any person, isn’t it. So, today we’ll learn more about relationship between children and parents, have a discussion, learn some new vocabulary, do some exercises to remember them better, read a text. At the end of the lesson you are to make dialogues sharing your ideas on the text.

**Stage 2. Exercises. Activity with the proverb.**

**T:** Read the proverb and comment upon it!

*Don’t trouble trouble until trouble troubles you.*

**T:** What are your ideas? Do you agree with that proverb?

**Stage 3. Phonetic drills.**

**T:** You remember that pronunciation is very important, isn’t it? Let us practice the tongue-twister!

*If many men know what many men knew*

*The life will be better. I think so. Don’t you?*

**Stage 4. Discussion.**

**T:** Do you get on well with your family members? Why/why not? Do you respect your parents? Why/ why not? Can you rely on your parents? Why/ why not? Can your parents rely on you? Why/ why not?

**T:** Now I have got a surprise for you. This is a presentation. What are your predictions? Share your ideas! Don’t forget to use the conversational formula: *I strongly believe that, I am sure, I can’t agree with ..., I can’t but agree ..., It wasn’t mentioned that ..., On the contrary!*

**Step 5. Activity with the thematic text for listening and reading “Teen Terror”.**

**a) preparation for listening and reading the text:**

**T:** Now we are going to read a very interesting text. Its title is “Teen Terror”. What will it be about? What are your predictions?

**T:** There are some unknown words in the text. Let’s “get acquainted” with them to understand the text better: (*adolescent* - *насилувати*, *assault* - *втручатися*, *blame* - *слухатися*, *коритися*, *interfere* - *запобігати*, *obey* - *звинувачувати*, *prevent* - *підліток*).

**T:** Make up word combinations and sentences with the new words! Be original!

**b) listening to the text and doing the task:**

**T:** Now it is high time to listen to the text “Teen Terror”. What do you think of its title? What do you predict and wait for? Besides, you have the chance to read the text of exercise 2, pages 75-77! So, listen to it and fulfill the following assignment!

1. A father was ...
2. George tried to ...
3. Mr Trimble held his daughter by ...
4. The girl told the Police that her dad ...
5. Now Susie ...

**T:** Listen to the text again and do the following:

**Listen to the text and agree or disagree with the sentences below! Correct the false statements!**

1. George is a responsible businessman.
2. He has got two sons.
3. The man had no problem with his elder daughter.
4. Susie likes dating with homeless people.
5. Susie’s American boyfriend is much younger than she is.
6. George was taken to prison.
7. His wife always made sure that her children ate three times a day.
8. George started working at the age of seventeen.

**c) post-text exercises:**

**T:** What are your impressions? Who is to blame in such a situation? Why?

Do many teenagers face such problems?

### **Stage 6. Dialogical speech.**

**T:** Now work in pairs. One of you is a reporter, the other is a psychologist. Make up dialogues using the questions of exercise 4, page 77 and the following information!

- Actually, I really feel pity for George.
- This fact is terrible.
- It was a big mistake to jail such a good father.
- If I were Suzy, I wouldn't do a thing like that.
- Suzy is a selfish teenager.
- If I were in George's shoes, I would limit her pocket money.
- Well, he just wanted his daughter to be happy.
- George wanted Suzy to have a good future,
- Suzy wanted to show her power.

### **Stage 7. Commenting on the homework.**

**T:** At home you are to write a brief article to a teen magazine about conflicts between parents and adolescents. Exercise 6, page 78 will be helpful to you.

### **Stage 8. Conclusions of the lesson.**

**Conclusion:** this exercise educates, develops moral qualities; educates the culture of communication, etiquette, respect for the family. Expands the philological outlook of pupils. Develops the ability to independently plan a linguistic act, the ability to logically, consistently express opinions in a foreign language. Improves pupils' pronunciation. Practicing pupils in oral speech, in particular, in listening and reading.

### **Another example: Environmental problems**

#### **Procedure**

#### **I. Introduction**

**T:** Good morning, everybody. Glad to see you. How are you today? Everybody's fine? So, everybody is ready to have a new lesson today.

#### **II. Warming-up**

**T:** For the start, I'd like you to write the quotation of Dalai Lama by letters, to explain the meaning of it and try to guess what the topic of our lesson is.

*“Mother planet is showing us the red warning light – “be careful” – she is saying: To take care of the planet is to take care of our own house”.*

**T:** Now find the separate words and read the sentence. What can you say about this quotation?

**P:** The planet is our home. We should do everything to keep it the beautiful place. That's why we should take care of our planet and try to help the environment before it's too late.

**T:** So, have you guessed what the topic of our lesson is?

**P:** The topic of our lesson is the “Environment”.

**T:** Yes, you are right. Today we are going to speak about environmental problems and suggest ways how to help the environment. You will improve your listening, reading, speaking and writing skills on the topic.

### **III. Main Part**

#### **1. Listening 1**

**T:** As we are going to speak about the environment, let's listen to the Native American poem. Try to say what it is about. Tapescript: *Only when all the rivers have run dry and all the fish in the sea have died. Only when all the rainforests have been burnt down and there is no food for the animals. Only when all the blue skies have been killed with smoke and the cities of the world have choked. Will the white man understand that it's too late to save the earth.*

**P:** It's about the damage we are doing to our planet. It is a warning of what might happen in the future.

#### **2. Speaking**

**T:** Now, act out the dialogue “Club Worldwatch”.

#### **3. Discussion**

**T:** Now imagine, there is a new environment club Worldwatch at your school and you are the members of it. Will you answer my questions, please?

**T:** How often do you meet?



**T:** What are you interested in?

**T:** So, what is the environment? (The environment is everything around us. It includes all living things such as animals, birds, insects, trees, plants and people. It also includes everything that is not alive: the land, the air and the water).

#### **4. Vocabulary Practice**

##### **1.1. Match the words with the definitions.**

*Pollute, cardboard, eco-friendly, carton*

**a.** A container for food and drink **b.** Make the environment dirty **c.** Thick paper **d.** Good for the environment

**Key:** 1) b; 2) a; 3) c; 4) d.

##### **1.2. Match. Then, use the phrases to complete the sentences.**

*Air, public, recycling, cut down, traffic, turn off*

**a.** bin **b.** pollution **c.** trees **d.** the light **e.** jam **f.** transport

**Key:** 1. (b); 2. (f); 3. (a); 4. (c); 5. (e); 6. (d).

1. \_\_\_\_\_, please. I want to sleep.
2. I use \_\_\_\_\_ to go to school. I usually take the bus.
3. Wait a minute! This is a(n) \_\_\_\_\_. You can't put newspapers, glass bottles and cans all together.
4. There is a lot of \_\_\_\_\_ because there are many cars in the city center.
5. I hate Friday afternoons! There is always a(n) \_\_\_\_\_ and I need two hours to get home from work.
6. There aren't many forests left because people \_\_\_\_\_.

**Key:** 1 – turn off the light; 2 – public transport; 3 – recycling bin; 4 – air pollution; 5 – traffic jam; 6 – cut down trees.

#### **2. Listening**

##### **Pre-listening (Appendix 1)**

**T:** Look at the picture. Find four things that waste energy.

##### **While – listening (Appendix 2)**

**T:** Listen to a program about the environment in everyday life and complete the sentences.

1. Tom's idea is about \_\_\_\_\_ water.
2. Tom thinks people should turn the tap off when they brush their \_\_\_\_\_.
3. Lisa's idea is about \_\_\_\_\_.
4. Lisa thinks people should walk to school or go by \_\_\_\_\_.
5. Dan thinks people should switch off lights, TVs and \_\_\_\_\_.

**Key:** 1) saving; 2) teeth; 3) cars; 4) bike; 5) computer.

## **6. Reading**

**T:** Read the texts with the pictures.

A. My city is greener than most cities. There are lots of trees and recycling bins everywhere. The only problem is the pollution. I always use public transport to protect the environment.

B. Every year my school organizes a trip to a park near my house. We collect all the litter and then we plant some trees. We want to make the most beautiful park in the city.

C. My mum wants to protect the environment. She collects all our bottles, cans and newspapers during the week. Then, on Saturdays we go to the local supermarket. There are lots of recycling bins there.

D. I don't do much to help the environment. I usually forget to turn off the light when I leave a room and I don't recycle. But I never throw litter in the streets and I hate seeing people do it.

## **7. Speaking**

**T:** Well, now tell us about environmental problems and say how you help the environment.

## **IV. Summing-up and Home Assignment.**

**Conclusion:** this exercise forms and develops creative thinking, dialogical speech. Forms love and respect to nature and the environment with the help of thematic text.

**Another example: In sound body-sound mind.**

**Course of the lesson.**

**I. The beginning of the lesson.**

## 1. Greetings. Organizational moment.

## 2. Introduction to foreign language atmosphere.

**T:** Health is above wealth. What does it mean to be healthy? Some people think it just means not being sick. But being healthy means feeling good, too. It means having energy to play and to work.

**T:** Can you tell me what should you do to be fit, to be healthy?

**P1:** I think we should do morning exercises.

**P2:** I think young people shouldn't smoke or drink alcoholic drinks. It's harmful to your health

**P3:** I think we have to go in for sport; we should eat a right food.

## 3. Message of the topic and the tasks of the lesson.

**T:** Today we'll speak about a healthy way of life and the motto of our lesson is” *“The first wealth is health”*. How do you understand this motto?

## II. The main part.

**1) Actualization of knowledge, work in groups, lexico-grammatical exercises: a) Determination of the state of his health.**

**T:** Are you healthy? Let's check. All of you have three different circles. Listen me and choose the colour of your health, go to the board and stick it on the poster.

**Pink:** - if you fall ill during the year and seldom miss lessons – you're healthy;

**Yellow:** - if you fall ill mostly during the epidemics – you're healthy in some way;

**Blue:** - if you often fall ill during the year and miss your lessons – your health is in danger.

**b)** Pupils get handouts. They have to set the words in 3 groups: parts of the body, diseases, symptoms: ( *toothache, sneezing, heart attack, tuberculosis, chicken pox, ankle, bronchitis, headache, eye, sore throat, stomach, nose*).

**c) Match the phrases.**

**a)** smoking; **b)** yourself; **c)** your lifestyle; **d)** a check up; **e)** your teeth; **f)** weight; **g)** a sport; **h)** shape.

1) Go for 2) look after 3) put on 4) give up 5) keep in 6) take up 7) change 8) brush.

**d) Read the text “Healthy Henry” and try to work with it. ( Ex.5,p.63)**

**T:** Give the meaning of the following words: *disgusting, dangerous, sunflower seeds, hurry home a yoga class, cookery class, germs;*

**T:** Say if the statements are true or false:

- a) *Henry does his morning exercises for 30 minutes.*
- b) *Boiled eggs and sandwich with cheese and butter is good for him.*
- c) *He doesn't use the public transport because he is sure that it's very dangerous.*
- d) *His lunch consists of sunflower seeds and one onion.*
- e) *He never plays computer games, because it's bad for his eyes.*
- f) *Henry attends yoga class and cookery class.*
- g) *He prefers to sleep in a tent in hot weather.*

**2) Home-task control, dialogical speech, role-playing game:** “A visit to a doctor”, “A visit to the physician”.

**3) Relaxation.**

**4) Organization of the activity with a textbook, make a discussion after you read the text.**

**T:** Now I want you to listen to our school doctor about healthy lifestyle and then discuss it.

Different people have different life style and sometimes we don't care about what we eat, drink, how much we sleep, sit in front of the TV or computer monitor, rest and exercise. Our health depends on our lifestyle. The meal we eat should be healthy, balanced and home-made. You should eat less sugar and fat, but more fruit and vegetables, a lot of vitamins every day. All juices are good for health: tomato, apple, apricot and of course pine-apple juice. Vitamin “C” is good for our health. Garlic prevents us from cold. As you know: “An Apple a Day Keeps the Doctor Away”. Don't read or watch TV when you eat. Have only healthy snacks. Forget about junk and fast food, high-fat, high-calorie snacks: cookies, potato chips and soda. Make your own sandwiches with meat and vegetables. Drink a lot of water. Don't eat after 7 p.m. Physical activity is very important for a healthy lifestyle. Another good advice is doing sport regularly. Do some exercise in the morning or in the afternoon every day: ride a

bicycle, go swimming or jogging, wash the floors in your home or walk the dog. Don't be nervous. Avoid stressful situations and try to solve your problems quickly. Get positive emotions, smile and laugh as often as possible. Bad habits (smoking, drinking alcohol, taking drugs) destroy our organism. They are very dangerous especially for teenagers. Stop and take care of yourself.

**5) Organization of work in groups using the “Circle of Ideas” method.**

**Group №1** Pupils in this group work out their own rules for health and discuss some problems of healthy food.

**The motto of the group:** Live not to eat, but eat to live.

**Group №2** Pupils in this group work out their own rules for health and discuss some problems of physical activity.

**The motto of the group:** A healthy mind in a healthy body.

**Group №3** Pupils in this group work out their own rules for health and discuss some problems of emotions and feelings.

**The motto of the group:** Early to bed, early to rise, makes a man healthy, wealthy and wise.

**III. The end of the lesson.**

**1. Summary of the lesson. Commenting on the success of children in the classroom.**

**2. Homework:** Prepare a report “Healthy way of life. Health Care”

**Conclusion:** the type of the lesson is combined. It brings a positive attitude towards a healthy lifestyle, caring for his own health, the need to maintain a healthy lifestyle, ways and means of preserving and strengthening his own health. Increases students' motivation, culture of communication. Improves communication skills. He develops the skills of monological and dialogical speech, reading, ability to negotiate text and work in groups.

**III. Exercises had the aim:** raising a respectful attitude to the traditions of the people whose language is being studied; deepen and broaden cultural knowledge; aesthetic perception of the surrounding world. Expand the pupils' mindset, raise interest in studying English.

*For example: the Kiev Museum of Ukrainian Art.*

**Course of the lesson**

**I. Organizational moment.**

**II. Motivation of educational activity, message of the topic, goals and objectives of the lesson.**

Ukraine has always been the land of art. Beautiful nature of the country, poetic folk songs, love for the country and kindness of the people encouraged Ukrainian painters to devote their works to these themes. Let's remember some world-renowned artists in today's lesson. But at first would you like to tell me what words you use to express your delight.

**III. Speech exercises.**

**T:** I'm sure the proverb "Art is long, life is short" is well known to everybody. Speak up your opinions on the statement. Please, name the genre of the painting you know. Translate into English: *шедевр, слава, образ, художник, присвячувати, пропагувати, тенденція, представляти, бути натхненим, тема, обстановка, сцена, жанр, зображувати.*

**IV. Checking homework.**

Ex. 5, p.112

Ex. 4, p.110 (referencing)

**V. Work in groups:**

**1) Read the text "The museum of Ukrainian Art in Kyiv"**

The Museum of Ukrainian Art was built by Vladislav Gorodetskiy as Kiev's first city museum of antiquities and Art. The museum was opened in 1899. In 1936, the historical section withdrew to an independent organization and the museum of Ukrainian Art was formed. The large collection of paintings, drawings and sculptures embraces all periods of the development of Ukrainian fine Arts and is arranged in twenty-one rooms. The oldest exhibit displayed is the wooden polychrome relief of "St. George with Scenes from His Life" produced in 12<sup>th</sup> or 13<sup>th</sup> century, which is similar to works by Byzantine masters. Attention should be given to the portrait of the young

monk, Prince Dmitriy Dolgorukiy (1769) by the prominent Kiev's painter Samuel who skillfully emphasized his chaste dignity.

The art of the late eighteenth century broke with icon painting tradition. The static conventional pose disappeared from portrait painting. A lofty romantic attitude to people and native land is characteristic of the painting of Taras Shevchenko (self-portrait), Vasiliy Trophinin (girl from Podolie), Constantine Trutovsky (On a moonlight night) and others. Realistic traditions of genre painting were developed by Nikolay Pimonenko (Wedding in Kiev province, 1891), at the well, Rivals (1909), Nikolay Murashko, most important Ukrainian artist of the turn of century is the author of paintings of extraordinary expressive power. The museum's collection of Ukrainian paintings of the 1920s is the most complete one and is represented powerful expressive paintings of Anatoliy Petritskiy and the monumental works of Timofey Boychuk, Vasiliy Sedliar and Ivan Padalka. Ukrainian Art trends of the 1930s and 40s are represented by Aieksey Shovkunenko's fierce battle scenes (The Battle of Maxim Krivonos with Terenty Vishnevetsky and others). Feats of the people struggle against Nazism and for a peaceful life became the main Themes of artists Vladimir Kostetsky, Tatiana Yablonskaya, Nikolay Glushchenko and others.

The pictures by artists from the Soviet Transcarpatians Josef Bokshay, Audrey Kotska, Fedor Manailo, and Gavreei Gluik attract with the originality of their images and intensity of their color scheme. Visiting the museum of the art lover may trace the progress of Ukrainian art during the years of its existing.

**2) Share the information with other groups.**

**3) Make up as many questions as you can to this text.**

**VI. Writing: Passive voice. Put the sentences into the Passive voice**

Unknown artist painted this picture; Joseph Turner exhibited his paintings at the Roayl Academy; You can see some pictures by Aivazovskyi in our Art Museum; Only Tetyana Yablonska paints such a beautiful pictures; He always paints a lot of sketches when he travels; Aivazovskyi painted a lot of landscapes.

**VII. Control of the material studied at the lesson.**

**T:** What new information have you got in this lesson? What activities did you like most of all?

### **VIII. Summary of the lesson.**

**Homework:** Prepare an essay on the topic “On the halls of the Kiev Museum of Ukrainian Art”.

**Conclusion:** to facilitate love for art, culture. Develop the ability to communicate, express your point of view. To deepen and expand cultural knowledge. Educate a respectful attitude.

## **3.2. Axiological potential of communicative situations in the teaching of adolescents at the lessons of a foreign language to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context**

The main unit of learning a foreign language in a communicative model of teaching is a communicative situation. The educational communicative situation is intended to provide the needs of those learning language communication, which is a combination of conditions that encourage the expression of opinions and the use of certain linguistic material.

Examples of communicative situations presented by a teacher of a foreign language in the 6-7-th forms in order to determine their axiological potential consisted of the following stages:

1) the formulation of a communicative task by a teacher, based on personal knowledge, age and psychological characteristics of pupils of this training group.

For example: “The Last Hero”, you have a unique opportunity to meet the winner of the game and today you got an interesting and responsible task – to interview the winner of the game “The Last Hero”.



You, the person is sociable, energetic and impatient for a creative meeting. You really want to ask the hero original, unexpected questions to help readers unravel the secret of his success.

In this formulation, communicative intentions became personally attractive at the expense of the following subject conditions: the situational role is a journalist of a popular publishing house; complicated scheme of actions (ask original questions with which you can unravel the secret of success); personal characteristics (communicative, energetic, talented); emotional state – joyous impatience in anticipation of an interesting conversation.

Consequently, the formulation of the communicative situation is saturated with the substantive conditions, used personal and emotional characteristics that allow the teacher to more accurately orient pupils in the situation of communication, argue the purpose of the task, make it emotionally and personally attractive and increase its value potential.

2) The second stage of the communicative situation is the executive one – the solution of the communicative problem, which is based on the choice of the teacher of the form of communication (steam, steam-changing composition, triple – micro-group, team), which is determined by the composition of the communicative problem, as well as psychological and pedagogical peculiarities of the educational interactions in this group.

Let us show the following examples of a communicative situation:

A) In our city shoot cinema. You need young, talented actors, new faces.

The director of this film offers us to know if we are ready for this work. The film is adventure, so actors have to do a lot of things. Here is the director's question (each student receives a question card issued by a teacher) Can you swim? Can you ride a bike? Can you climb a tree? Can you play the guitar? Find out which of you have the skills you need (the task is performed in a change of composition pair mode). Well, now tell us what you've learned. Which of us can be an actor and why? (control in student-class mode).

B) The following is an example of a communicative situation whose educational goal is to activate the general issue in the past simple grammatical form.

Yesterday was a wonderful day. Earth has fallen under the star rain. We did not see him, because the sun shone in heaven, but we all felt it. With most people there are strange, unusual things: they laughed in the street, they fooled strangers, sang songs, danced, read poetry, danced, ran (on the board a list of lexical units: laugh, hug strangers, recite poems, sing, dance, jump, run).

Let's find out who of you got under the influence of stellar elements. Find out from your partner whether the stars were influenced by him (Did you hug strangers?), And now share with us who of us fell under the influence of stellar elements (para-class).

C) Another example of a communicative situation, aimed at activating grammatical and lexical ways of expressing future intentions and plans.

You got to a deserted island. Take a look and think about what you will do. Once you have determined, write down your action plan (individual work), then share your plan with each one, and locate the like-minded (viable alternate wagers). With whom will you work together and what are you going to do? (micro-group - class).

D) The final stage of a communicative situation is the control, which is a report of the pupils about the solution of the communicative problem (What did they know? What they bought? They checked or not sure? Have they agreed? They got it? They arranged? Where and how?).

As can be seen from the examples given above, the control can take the form of a student group; para-group; micro-group - class; as well as a pupil - micro-group; para-micro-group and pupil-pupil.

The communicative situations considered, correspond to language exercises, directed to the active language products of the pupil. Also, there was a didactic two-planarity – (plan pupil and plan teacher), which is an integral feature of the modern lesson and is a prerequisite for ensuring the communicative orientation of pupils.

Thus, the communicative situation as a unit of teaching foreign language is not only the basis of the didactic unit, but also a means of educating the values of the individual: the ratio of personality to himself, to others and to the outside world.

### **3.3. Use of life and natural situations at the lessons of a foreign language with a purpose to avoid conflicts in communicative language teaching theory and practice in Ukrainian context**

Recently, the study of a foreign language has become more practical because of situation, which is able to recreate the reality of life and teach pupils to communicate in conditions close to the real life. And this stimulates interest in learning a foreign language.

In order to make it easier for the teacher to teach students how to communicate in foreign language lessons, it is necessary to apply forms of work that allow the teacher to reduce the length of the speech as much as possible and increase the length of the student's speech, and for this the teacher should provide simple instructions in English and encourage the students to ask questions too in English. This will help them to realize that the language they are learning is a real means of communication.

Consequently, in each lesson of a foreign language, it is necessary to create situations that are part of their sphere of interests and occur in everyday life.

Here are some *types of communicative tasks* with elements of life and natural situations that are used in English lessons at 6-7th forms in order to teach pupils to communicate in conditions close to a real life. These *communicative tasks* in a great degree help the teachers *to avoid conflicts in communicative language teaching theory and practice in Ukrainian context*.

This can be:

A) *Methods of projects* that increase the interest of students in the study of foreign languages and allows you to realize the creative abilities of the individual. The project is valuable because: during its implementation, pupils learn to choose

information, learn their own knowledge and thus gain experience in cognitive and educational activities; it is very valuable for the ability to formulate thoughts, and this is necessary for the formation of communicative competence; provides active linguistic practice for each pupil; increases the pupil's speech, gives a sense of achievement.

For example, while studying the topic "Getting along with others", pupils made individual project work "What to say and how to behave in Ukraine" (see Appendix B). They posted in their project photographs of classmates and colloquial clichés that they use in different life situations. The project also included the theme "Social norms of behaviour in Ukraine". Children willingly carried out design work, as local lore material brings foreign language communication to the pupils' personal experience, enabling them to handle such facts from the real life that they encounter every day. The project work also implements in practice the basic principles of the communicative approach, namely, language proficiency in the process of communication.

#### *B) Simulation and dramatization.*

School practice has long been used for a variety of educational games (examples of educational games, see Appendix B). During which students learn the experience of communication in a foreign language, and most importantly, sociolinguistic and socio-cultural competence.

The roles that pupils lose in a classroom can be social (professional, educational) and interpersonal (comrade, rival, leader). The teacher takes on roles, in such a way as to form an active life position, the best human qualities – a sense of collectivism, mutual help, mercy, compassion, etc.

Let's look at examples of different levels of the learning and speech situation used in English lessons:

**Level I:** You are Tom Sawyer. You want to travel to a desert island on the Mississippi River. Tell your friend about it; You are Huck Finn. You want to travel with your friend. But you are short of money. Find a way out.

**Level II:** You are Huck Finn. You want to start a journey to look for a treasure. Tell Tom about it; You are Tom Sawyer. You love your friend's idea but the aunt Polly will not let you go.

**Level III:** You'd like to go to a desert island. Agree on the way getting there.

In accordance with the specified levels of deployment, the educational-speaking situation is changing and the degree of student autonomy in the role-playing game. In the first case, the role-playing game will be managed, on the second level it is directed, and on the third level it is free.

The following examples are simulation games, which are classified according to three criteria: 1) the educational purpose; 2) the number of participants; 3) the level of independence of the participants.

Examples of simulation games are presented on the theme of "Theater", "Sport", and we'll describe them.

**1) Role-play "Interview".**

**Role 1.** *You are a reporter. Ask the tourist from Canada, a teacher of Ukrainian, what he liked in Kyiv best of all.*

**Role 2.** *You are a tourist from Canada, a teacher of Ukrainian, a great theatre-goer. Answer the reporter's questions (What did you like the best in Kyiv? The Opera and Ballet House. You know, I'm interested in opera and ballet).*

For the educational purpose, this simulation modeling game is a game for assimilating dialogic unity, question-answer + additional message. The number of participants is equal. The level of autonomy of the participants is managed.

**2) Role-play "At the Film Festival".**

**Roles:** *you are both Film Festival guests. You've just seen a festival film. Exchange your impressions.*

For an educational purpose, this simulation-simulation game is a game for mastering the dialogue of a type "exchange of impressions". The number of participants is equal. The level of independence of the participants is free.

**3) Group role-play "Ski-trip".**

**Role 1.** *You are a Physical Training teacher, a Merited Master of Sport and a coach. You want to go on a six-day ski trip with the schoolchildren. Discuss with them the route, food supplies choice of the participants. You must agree when and where to meet.*

**Role 2.** *You are a member of the team. You suggest another route avoiding the town, but it puts another 60 kilometres on the journey. You must agree on the direction of the route.*

**Role 3.** *You are a newcomer to the team. You are interested in the choice of the participants. You want to go on a trip. Give your reasons. You go in for different kinds of sport.*

**Role 4.** *You are an experienced skier. You had good training session. You are not sure if you should take a newcomer or not. Ask him questions on his sports hobbies. You must also agree when and where to meet, what food supplies to take.*

For educational purposes, this simulation-stimulation game is a game for learning dialogue-discussion. The number of participants is grouped. The level of autonomy of the participants is directed.

Consequently, various educational games, including simulation games, can be an effective means of learning and mastering pupils' socio-cultural and sociolinguistic competences, as they reflect the personal experience of students and contribute to expanding the context of their work. Also, the basis of any role-playing game is the proactive speech.

The results of empirical studies suggest that the effectiveness of learning depends to a large extent on the teacher's ability to create educational and linguistic situations, with the aim of stimulating linguistic activity, of those who study.

According to the results of experimental studies of such scholars as R. Murphy (1985), such types of communication tasks as simulation games should be considered from the standpoint of pupils and from the position of a teacher. It is determined that in a learning process in a foreign language, the game has such educational capabilities: as a model of communication; has a motivational and motivational character; provides for the strengthening of personal involvement in all that is happening; promotes the expansion of the associative base in the absorption of linguistic material; promotes the formation of educational cooperation and partnership and has an educational value.

Consequently, as a result, by analyzing the experimental study of the psychological and pedagogical potential of a communicative situation, it allows to distinguish in it the following value components:

1) *personal*: the communicative situation is accepted by the student as meaningful, communication takes place at the level of personal meaning, feeling in the center of attention of the teacher and the group, the pupil falls under the feeling of personal significance and uniqueness;

2) *interpersonal*: the solution of the communicative problem is an active interpersonal interaction in pairs, in pairs of three people, micro-groups, teams;

3) *creative*: in the process of solving a communicative problem, the originality, productivity of thinking is actualized;

4) *autonomous*: the pupil is independent, free in choosing a communicative solution and means of expressing thoughts;

5) *successes*: the pupil has a sense of complacency from the awareness of a successful communicative task based on the positive assessment of the teacher and the group;

6) *actualization of self-consciousness*: solving a communicative problem, the student is involved in the situation of the management of educational communication (behavioral aspect), which at the moment is personally and emotionally significant (emotional aspect) and actualizes self-knowledge of the person (cognitive aspect);

7) *actualization of life experience*: in the process of fulfilling the communicative problem the pupil relies on his/her life experience, which allows him/her to evaluate a new educational information as a person – meaningful, it acquires a value character.

So, we'll propose *psycholinguistic mechanisms of using communicative techniques as means of teaching teenagers to speak English, which help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context*. These mechanisms are:

1. One of the simplest mechanisms is *the mechanism of reproduction*. Despite the productive nature of speaking, there are some elements of reproduction. The

reproduction may be full or partial. In the first case, ready-made key phrases, taken from the text unchanged, are used to convey a new content; in the second case, it is a reproduction-transformation, which involves the transfer of content in absolute new forms.

2. *The mechanism of choice* distinguishes the choice of words and the choice of grammatical structure. The choice of words is influenced by the communicative purpose of the message, the relationship between the communicants, their common life experience, the characteristics of the recipient, etc. The choice of grammatical structure is also influenced by the communicative purpose, the associative relationship of the structure with its functions in speech.

3. *The mechanisms of reproduction and selection* are *combinative ones*, which involve the formation of phrases and set of phrases, when the speaker uses the familiar components of it in some new combinations.

To the mechanism of combining in the process of speaking some speech units are constructed, but, according to scientists (<http://zakon4.rada.gov.ua/laws/show/322-08>), this is done not on the basis of the analogy of language rules with a certain abstract model, which is fixed in a human brain, on the basis of a sense of language, etc.

4. *The mechanism of anticipation* is provided in two plans: a structural one and a semantic plan. In a structural plan at the level of phrases, when the first pronounced words predict the construction of the phrase and even over-the-fold unity. In a semantic plan, prediction is realized in such a way how the auding situation will end.



## Conclusions

The component of the content of training is also *socio-cultural competence*, which consists of regional studies and linguistic-ethnographic competencies. *Country-specific competence* is knowledge of pupils about the culture of the country, the language of which is studied (knowledge of history, state system, peculiarities of life, traditions and customs of the country). *Linguistic competence* requires pupils to possess the features of speech and infancy (facial expressions, gestures that accompany the statement) of the behavior of native speakers in certain situations of communication, thus achieving full process of harmonized communication. However, the allocation of linguistic competence as a component of the content of learning is due to the fact that the language itself has the aim to accumulate, to preserve and to reflect the facts and phenomena of the culture of people. For example, Americans know who is Homes Abe (nickname of President Lincoln), and those who sell in Woolworth stores or “cent stores” (cheap goods); what is the difference between “express trains” and “local trains” in the subway: “express trains”, unlike “local trains”, stop only at large stations. Similar information relates to so-called background knowledge which includes *conflict in communicative language teaching theory and practice: a study in Ukrainian context*:

a) *non-equivalent lexical units* that refer to concepts that do not exist in other languages and cultures (in English: Tower is London Tower, pub – pub, sity – city, big city);

b) *background vocabulary* – called foreign language vocabulary, which differs lexical backgrounds from the vocabulary of a native language. For example: English: drug-store – pharmacy, letter-box – envelope; French: le journal – newspaper, l’Ecole Normale – high school in Paris.

It should be noted that in the process of learning a foreign language, teaching pupils the culture of these people who use this language as a mean of communication increases not only the practicalone but also it has the educational meaning, educational and developing role of studying a foreign language.

Under **the communicative or speech conflict situation** we understand the dynamic system of interacting specific factors of objective and subjective plans, which

involve people to speech communication and determine their behavior within the scope of one act of communication.

*Listening is a comprehensive speech activity, which makes conflicts in communicative language teaching theory and practice: a study in Ukrainian context.*

It is based on natural ability of the person. The important factors in the formation of such ability are: perceptual and oral speech conditions, general intellectual prerequisites, factual knowledge, knowledge and skills in the native language, foreign language knowledge and skills, motivation. These factors form the basis for the development of specific skills and abilities of pupils, it is based on the process of teaching listening in accordance with the requirements of the State Educational Standard in a foreign language. By this standard at the basic level listening is considered as a component of oral speech communication. Thus, the achievement of the basic level in the field of listening involves the formation of elementary communicative competence in this type of speech activity, such as: the ability to understand literary and spoken language of the native speaker in situations of everyday communication; to determine the subject and the purpose of the conversation, its main content; the ability to provide into the context mediated perception of the message to understand the basic content of audio texts; the ability to fully and accurately understand the statements of teachers and classmates.

It should be noted that in real conditions in the process of communication listening accounts for 40 to 50% of the whole time of the lesson. In learning process listening is the main source of linguistic knowledge and the important means of speech practice in the classroom and in extra-time, which takes 57% of the academic time.

The success of listening depends on the listener himself/herself (from the level of the development foreign language skills), his/her speech hearing, memory, the ability of attention, interest, etc., his individual psychological characteristics; from linguistic features of audio text and its correspondence with the language experience and knowledge of pupils; from the conditions of perceiving audio texts. However, there may be some difficulties in listening, such as: the individual-age features of pupils; language difficulties of listening; lexical difficulties; phonetic difficulties and others.

In order to avoid difficulties in teaching listening, the teacher should use different supports, which not only remove the difficulties by different nature, but also determine the success of learning as *this type of speech conflict activity*.

The reason for *reading as a communicative conflict activity* is quasi-communication with the purpose of obtaining the necessary information. The technique of reading includes a complex of automated skills, which ultimately reduces to perceive quickly graphic images of words, automatically correlate them with sound images and the meanings of these words. In the process of learning the technique of reading in a foreign language, transferring the part of the developed skills of reading in the native language into the sphere of a foreign language is carried out. It facilitates the mastery of alphanumeric symbols and other reading skills. Teaching of reading techniques takes place at the early stage of studying and takes the form of learning to read aloud, which is an important means of teaching reading silently.

The *language difficulties* of the texts, in turn, can create obstacles for a proper understanding of the content. All these *difficulties* make a lot of *conflicts* to make schoolchildren to study a text. Let's name some of them:

a) the presence of multivalued and converted words: *At last he became a proud owner of the thing that had real springs and a mattress;*

b) indirect word order (inversion): *No sooner had Miss Sophie noticed her cousin Paul than a pleasant smile touched her lips;*

c) conditional sentences: *Mr. Johnson decided to lock all the doors in the house, should any emergency arise;*

d) word combinations with Gerund: *After having been informed of Mark's arrival, he went downstairs without delay, etc.*

All these difficulties of texts in a foreign language have to be eliminated by pupils gradually: for the first, they learn the technique of reading aloud, learn the specifics of the letters of the alphabet and linguistic material, perform a great training work on reading techniques, obtaining as much load as it is possible for the visual analyzer, and then proceeding to read silently, mastering the techniques themselves providing reading as *a speech conflict activity*.

Also, there are difficulties in ***conflict learning spelling***: letters combining one sound (for example, English: sh, th, ck); one letter may transmit different phonemes, for example: in English, German and French the letter (s) corresponds to several sounds. Or vice versa – one sound is depicted by the letter with different graphs (for example, English: ir, er, ur). The presence of so-called “dumb” letters (for example, in English: “e” in words with open composition – line, plate; in the letters: wh-, -ght: who, eight).

Consequently, writing can play ***a conflict significant role*** in the process of teaching of oral speech, by reading, vocabulary, grammar. In addition, the important function of writing in teaching foreign languages is that at all stages of studying it can be as the most effective means of control.

So, we distinguish such ***communicative techniques of teaching teenagers dialogical and monological speech, which help the teacher to avoid conflict in communicative language teaching theory and practice in Ukrainian context***:

- the technique of organizing dialogical communication;
- the technique of organizing monological communication;
- the techniques of oral communication;
- the techniques of organizing communication in a writing form (or quasi-communication);
- reading as a type of speech activity.

Let's look more at some sociolinguistic categories, which in turn will help us to trace the close connection between language and society, and thus the importance of sociolinguistic competence. ***Such sociolinguistic categories help the teachers to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context***. For example, consider such a factor as sociolinguistic categories *cmamь* (gender). But, for the beginning, give a definition of gender stereotypes. Gender is called a stable idea of the features, qualities, capabilities and behavior of articles. Stereotypes are closely related to gender roles, fixed through the system of cultural norms by the functional specializations of men and women in society. For example, the English language offered alternatives to all forms of referrals and gender

nominations that reproduce androcentric scenarios and could have a discriminatory subtext in modern social communication. The greatest concern was the absence of a word for the designation of persons of both sexes, such as the Ukrainian one “людина”. In the English language has traditionally been used “man” (“чоловік”) and in those cases when it comes to sex, and then, when any representative of the population is a homosexuality. There were proposed alternatives – “one” (кожен), “person” (особа), “human being” (людська істота). Positions are suggested to replace the component „man” („чоловік”) on the neutral „person” („особа”): *business person*, *spoke person*. Instead of „Mrs” (пані) and „Miss” (панночка) – traditional marking differences in family status, it is used „Ms”, which blocks stereotypical emotions according to the event that the woman is single.

Non-equivalent words are cultural-marked lexical units that serve to express concepts that are not in another culture and another language, they do not have equivalents beyond the language to which they belong. Unclaimed vocabulary usually refers to the names of the realities of life and life of the people. In the linguistic-theoretical theory, the term “reality” denotes the object (the phenomenon of culture) and the word that it calls. Very interesting is the point of view of A.Vezhbytska (Вежбицька, 1996), who considers realities as special referents – the elements of objective reality, reflected in consciousness, that is, objects of thought, which corresponds to this language conformity. From this position, there are **three main groups of realities, which help the teachers to avoid conflicts in communicative language teaching theory and practice: a study in Ukrainian context**: 1) universals – identical in their essential and secondary features in the crop to be compared (sun, water, air); 2) quasi-realities – identical in their essential features, but different in secondary (*grant – стипендія, Teachers’ Training College – педагогічний інститут*); 3) actually the realities – those that, by their essential and secondary features, are unique, characteristic of only one of the cultures being compared. The realities also include (examples are given in English): 1) toponyms: the names of the constituent parts of the country (regions, counties, etc.): (East Anglia, Highlands, Suffolk, Yorkshire); city names: (Brighton, Cambridge); names of urban areas:

(Westminster, Kensington, Chelsea); Street and area names: (Fleet Street, Kings Road, Downing Street). 2) anthroponyms: (King Arthur, Isaac Newton, Charles Dickens, Joshua Reynolds, James Cook, John Lennon, Winston Churchill, Margaret Thatcher, etc.); 3) ethnographic realities: food, drinks: (fish and chips, haggis, pudding); rest, sports, games: (Boat Race, caber, soccer, snooker, Wembley, cricket, Wimbledon, Highland Games); customs and traditions, holidays: (Remembrance Day, Trooping the Color, St. Patrick's Day, the Queen's Silver Jubilee etc); 4) socio-political realities: (House of Parliament, the Blues and the Royals, OBE (Order of the British Empire), constitutional monarchy, the Queen, etc.); 5) the realities of the education system: (girl guide, Patrol, summer schools, National Education Act, system of options, career guidance, PTA (Parent-Teacher Association), system of options, etc.); 6) realities of culture: cultural figures: (Charlotte Bronte, Robert Burns, David Copperfield, Charles Dickens); cinema and theater: (Globe Theater, the Royal Opera House, Barbican Center); Fine Arts: (National Gallery, Tate Gallery); the media: the BBS, the Observer, the Times, the Financial Times, Top of the Pops etc.).

Also, each language has phraseologisms with national-cultural semantics, which is formed under the influence of ethnolinguistic, historical, sociological, cultural, and other features of a particular language community. I. Vorobyova (Воробйова, 1999: 44) believes that the phraseological system of language reflects the cultural and historical experience of the people, makes it possible to understand the national psychology, the national vision of the world, for example: *An Englishman's home is his castle* (Мій дім — моя фортеця); *Praise is not pudding* (Слів густо, а в животи нусто). It is obvious that in each of these consistent statements at the lexical level there is a reference to the realities of English culture and lifestyle – “English house”, “pudding”.

It is also obligatory **to master the background knowledge, which can help pupils to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.** The dictionary of linguistic terms gives the following definition of background knowledge: “background knowledge is mutual knowledge of the realities of those who speak and those who listen, which is the basis of linguistic

communication”. Background knowledge includes related to the words of a certain language information of cultural, material-historical, geographical nature, ideas about life, traditions, customs. Scientists scientifically substantiated the objectivity of the existence of background knowledge, discovered the cumulative function of lexical semantics and the content of the cumulative function of the language, according to which the language units represent a “repository” of knowledge of the social reality grasped by a person.

Consequently, taking into account the close connection between language and culture, it is expedient to study a foreign language as a cultural phenomenon, taking into account the peculiarities of the national character of communicants, the specifics of their emotional composition, national specific peculiarities of thinking, mentality.

S. Nikolaeva (Ніколаєва, 1999) distinguishes two main reasons that complicate communication in general, and the other language is all the more so: collocation or lexical-phraseological restrictions governing the use of language and conflict between cultural concepts. For example, a victory can only be obtained, but a defeat to suffer. Similarly, the English verb to pay, which means “pay”, must be combined with such incompatible words as attention (attention), visit (visit), compliments (compliments), and Ukrainian word combinations *висока трава, міцний чай, сильний дощ* in English sounds like “*long grass*”, “*сильний чай*” (*strong tea*), “*важкий дощ*” (*heavy rain*).

These examples show that each word has its own lexical-phraseological combination, it is national in the sense that it is inherent only in this particular language. This specificity becomes evident only when comparing languages with their sociolinguistic and sociocultural features. That is why it means that one should not learn words separately, according to their meanings, but study them in stable combinations inherent in the given language, with the possible explanation of linguistic phenomena that are undoubtedly caused by social contexts and cultural events. These examples show the way *to avoid conflicts in communicative language teaching theory and practice*.

The other examples are: the Ukrainian word combination *зелені очі* sounds poetically, romantically, leads to the thought of the enchanting mermaid's eyes, while the English word combination *green eyes* is a metaphorical sign of envy. In Shakespeare's tragedy "Othello" the author called envy, jealousy green-eyed horror – *a green-eyed monster*. Ukrainian word combination *чорна кішка* denotes, like the English word combination *black cat*, one and the same pet, of the same color - black. However, in Ukrainian culture, according to traditions, signs, beliefs, black cat brings misery, failure. In the English culture *black cats* are a sign of temper, sudden happiness, and on postcards with the words "Good luck" are always depicted black cats.

Thus, when comparing languages and their socio-cultural and sociolinguistic peculiarities, it becomes apparent that language equivalence is a rather sparse phenomenon if we take into account factors such as the volume of semantics, lexical unity, and stylistic connotations. It follows that for effective communication, and especially the foreign language, the presence of socio-cultural and sociolinguistic competence, which promotes unimpeded communication and understanding pragmatic speech load, is necessary.

So, we can say that the system of cultural values is the foundation of education of the student as a person. Therefore, the value is the socially endorsed representation of most people about patriotism, love, friendship, ethics, and respect for the traditions of the country being studied. We think, that **the system of cultural values can help teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.**

Here are some *types of communicative tasks* with elements of life and natural situations that are used in English lessons at 6-7th forms in order to teach pupils to communicate in conditions close to a real life. These *communicative tasks* in a great degree help the teachers *to avoid conflicts in communicative language teaching theory and practice in Ukrainian context.*

This can be:

A) *Methods of projects* that increase the interest of students in the study of foreign languages and allows you to realize the creative abilities of the individual. The



project is valuable because: during its implementation, pupils learn to choose information, learn their own knowledge and thus gain experience in cognitive and educational activities; it is very valuable for the ability to formulate thoughts, and this is necessary for the formation of communicative competence; provides active linguistic practice for each pupil; increases the pupil's speech, gives a sense of achievement.

For example, while studying the topic "Getting along with others", pupils made individual project work "What to say and how to behave in Ukraine" (see Appendix B). They posted in their project photographs of classmates and colloquial clichés that they use in different life situations. The project also included the theme "Social norms of behaviour in Ukraine". Children willingly carried out design work, as local lore material brings foreign language communication to the pupils' personal experience, enabling them to handle such facts from the real life that they encounter every day. The project work also implements in practice the basic principles of the communicative approach, namely, language proficiency in the process of communication.

#### *B) Simulation and dramatization.*

School practice has long been used for a variety of educational games (examples of educational games, see Appendix B). During which students learn the experience of communication in a foreign language, and most importantly, sociolinguistic and socio-cultural competence.

The roles that pupils lose in a classroom can be social (professional, educational) and interpersonal (comrade, rival, leader). The teacher takes on roles, in such a way as to form an active life position, the best human qualities – a sense of collectivism, mutual help, mercy, compassion, etc.

Let's look at examples of different levels of the learning and speech situation used in English lessons:

**Level I:** You are Tom Sawyer. You want to travel to a desert island on the Mississippi River. Tell your friend about it; You are Huck Finn. You want to travel with your friend. But you are short of money. Find a way out.

**Level II:** You are Huck Finn. You want to start a journey to look for a treasure. Tell Tom about it; You are Tom Sawyer. You love your friend's idea but the aunt Polly will not let you go.

**Level III:** You'd like to go to a desert island. Agree on the way getting there.

In accordance with the specified levels of deployment, the educational-speaking situation is changing and the degree of student autonomy in the role-playing game. In the first case, the role-playing game will be managed, on the second level it is directed, and on the third level it is free.

The following examples are simulation games, which are classified according to three criteria: 1) the educational purpose; 2) the number of participants; 3) the level of independence of the participants.

Examples of simulation games are presented on the theme of "Theater", "Sport", and we described them in our research.

So, we proposed *psycholinguistic mechanisms of using communicative techniques as means of teaching teenagers to speak English, which help the teachers to avoid conflicts in communicative language teaching theory and practice in Ukrainian context*. These mechanisms are:

1. One of the simplest mechanisms is *the mechanism of reproduction*. Despite the productive nature of speaking, there are some elements of reproduction. The reproduction may be full or partial. In the first case, ready-made key phrases, taken from the text unchanged, are used to convey a new content; in the second case, it is a reproduction-transformation, which involves the transfer of content in absolute new forms.

2. *The mechanism of choice* distinguishes the choice of words and the choice of grammatical structure. The choice of words is influenced by the communicative purpose of the message, the relationship between the communicants, their common life experience, the characteristics of the recipient, etc. The choice of grammatical structure is also influenced by the communicative purpose, the associative relationship of the structure with its functions in speech.

3. *The mechanisms of reproduction and selection are combinative ones*, which involve the formation of phrases and set of phrases, when the speaker uses the familiar components of it in some new combinations.

To the mechanism of combining in the process of speaking some speech units are constructed. This is done not on the basis of the analogy of language rules with a certain abstract model, which is fixed in a human brain, on the basis of a sense of language, etc.

4. *The mechanism of anticipation* is provided in two plans: a structural one and a semantic plan. In a structural plan at the level of phrases, when the first pronounced words predict the construction of the phrase and even over-the-fold unity. In a semantic plan, prediction is realized in such a way how the auding situation will end.

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## Appendix A

**Topic:** Food

**Type of a lesson:** a lesson in learning new knowledge, their systematization, skills development

**Aim:** to develop the skills of listening and speaking on the topic; to automate and improve the skills of dialogue and monologue speech on the subject with the support of substitution of the table; organize assimilation of lexical and linguistic material; develop the ability to work in pairs, using the structures previously studied in the speech; to develop a linguistic guess and a speech reaction; to form conscious cognitive motivation through different teaching methods; to raise the attention, the culture of speech and mutual understanding between the students; to educate a positive attitude towards a foreign language.

**Equipment:** tables, cards for independent work, block diagrams.

### Lesson plan

#### *I. Preparation for the perception of a foreign language.*

##### **1) Greeting.**

*T: Good morning, children! I am glad to see all of you at our lesson. I hope you are fine and we'll have wonderful minutes of communication.*

##### **2) Audition, motivation.**

*T: I want to start our lesson with short story.*

(Text for listening)

Once upon a time, a tortoise family decided to go on picnic. Mr. Tortoise bought a lot of food-tins of meat and fish, bottles of lemonade and coke. Mrs. Tortoise made a lot of sandwiches because their daughter Tara liked them very much. After three month their food was ready and they set off.

They walked and walked and three years later they reached their picnic place. They unpacked their picnic baskets, laid a cloth on the grass, put the food on cloth.

Then Mrs. Tortoise said, "Where's the tin-opener? Did we forget the tin-opener?" So they had to send Tara home.



So Tara set off through the trees. Her parents waited and waited. It was six years now and they were very hungry.

They took a sandwich. And then Tara popped her head round a tree.

“I knew you would begin the picnic” she said. “It’s very good that I didn’t go back home for tin-opener.”

*T: Look through your cards and tell me some information about tortoise family.*

**Card 1**

- 1) How do you think, what kind of animals is a tortoise? (slow or fast)
- 2) What food did a tortoise family take for picnic?  
(tins of meat and fish, bottles of lemonade and coke, sandwiches, soup, porridge, omelette)
- 3) How long did it take them to get to the picnic place?  
(three years, five years, ten years)

*T: 1) How do you think, what kind of animals is a tortoise?  
(slow or fast)*

*2) What food did a tortoise family take for picnic?  
(tins of meat and fish, bottles of lemonade and coke, sandwiches, soup, porridge, omelette)*

*3) How long did it take them to get to the picnic place?  
(three years, five years, ten years)*

**3) Brainstorm.**

*T: And now tell me, what would like to take for picnic? Use Card 2.*

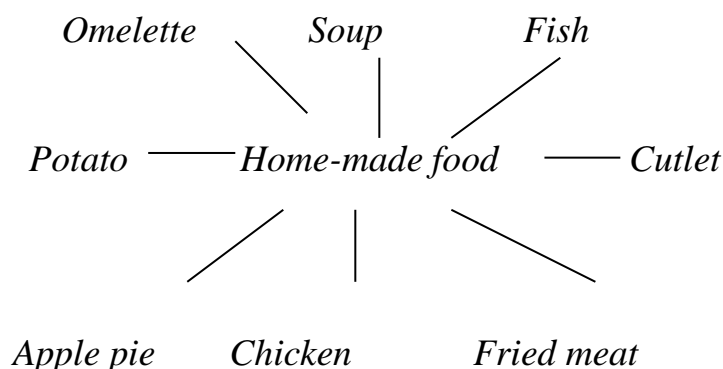
**Card 2**

I would like to take...., I like to eat....,  
I want to take....

*T: I think you understand that our lesson devoted to food.*

#### 4) Warming-up.

*T: What is your favourite home-made food? (Скласти блок-схему)*



### II. The main part of the lesson.

#### 1) Reading, writing. Case Method.

*T: Let's play a puzzle-game "Magic box". You can take and guess puzzles from this box and write out correct answer.*

#### Puzzle 1

It can be red or green or yellow. It grows on the tree in the garden. It is tasty in autumn and in winter. What is it? (apple, banana, cherry)

#### Puzzle 2

It is yellow. It is sour (кислий). People like to drink tea with this fruit. What is it? (lemon, potato, apple)

#### Puzzle 3

It is tasty, when it is green. It grows in the kitchen garden. People like to eat it with tomatoes in salad. What is it? (potato, cucumber, cutlet)

#### 2) Game "Find the Key".

*T: and when you choose the right answer you can write it in crossword. You fill in the crossword you can read the most important thing which helps us to prepare tasty dishes.*

|     |   |     |   |     |     |   |   |   |   |   |
|-----|---|-----|---|-----|-----|---|---|---|---|---|
|     |   |     |   |     | 1.o | r | a | n | g | e |
| 2.c | u | c   | u | m   | b   | e | r |   |   |   |
|     |   | 3.c | h | o   | c   | o | l | a | t | e |
|     |   |     |   |     | 4.m | i | l | k |   |   |
|     |   |     |   | 5.a | p   | p | l | e |   |   |
|     |   |     |   |     | 6.l | e | m | o | n |   |

**P:** Recipe – рецепт.

### 3) Reading. Ex. 4 (p 49)

**T:** Read the sentences and sort them out to make two stories. (Hotdog and sandwich)

**P:** Читають розповіді.

### 4) The method “Play of words”

**T:** You have some cards. There are pairs of words. You’ll choose words and tell us the recipe using these right ones.

|   |
|---|
| <b>Card 1</b>   |
| cucumber – cucamber, tomato – tomatou, vegetable - vegatable<br>Wash _____ and _____. Cut them into small pieces. Add some oil. It is a _____.                          |
| <b>Card 2</b>   |
| sausage – sousage, cutlet – cotlet, cheese – chese<br>Take two eggs. Cut the _____ into some pieces. Put it on frying pan (сковорідка) and add eggs.<br>It is an _____. |

### III. The final part of the lesson.

Write the recipe of your favourite dish.

## Appendix B

**Topic:** Ukraine

**Objectives of the training:** to intensify the use of lexical units on the topic “Ukraine” in the language of students, to train students in oral speech within the subject area and in accordance with the communicative task; train students in reading in order to understand the basic content of the text (skimming) and in order to maximally comprehensively and accurately understand all the information contained therein (scanning); developable: to develop linguistic guess and long-term memory, language competences of students and their interest in the topics studied, to develop the culture of communication among students in situations, logical thinking, ability to draw conclusions and generalizations; educational: educating patriotic feelings, feeling of pride for your own country and respect for other countries, love for learning English, respect for one another, cognitive interest in learning English, culture of communication.

**Equipment:** a textbook, “Complete the dialogue” (HO1), text “Ukraine” (HO2), “True or False” (HO3), cards (faces), board.

### Lesson plan

#### *1. Preparation for the perception of a foreign language.*

**1) Greeting.**

**2. Post the subject and the purpose of the lesson** (Greeting. Aim).

**T:** Good morning, children! I’m glad to see you. The topic of our today’s lesson is “Ukraine”.

By the end of the lesson you will be able: to recognize, understand the words, word combinations when reading the text; to identify the main ideas and details of the text when reading; to develop your discussion skills; to activate your background knowledge of the topic; to improve your confidence as readers; to operate familiar lexical and grammar material in new situations, combining it in a new way.

**3. Introduction into the foreign language atmosphere** (Warming-up).

**T:** To recollect lexical units of the topic, please, give me the English equivalents to the following Ukrainian ones: розташовуватися, представник, епоха, період,

повстання, всенародний, загальнодержавний, будівництво, розбудова, етнічні групи, боротьба за незалежність, декларація, тризуб, суніверитет, незалежність, референдум, державний гімн, державний герб, вибрати президента, незалежна держава.

### *Group work*

**T:** Now, I propose you to be divided into two teams. Please, give me the name of your team and choose the captain and the judge of your team. The task of the game is to write down as many words as you can on the topic “Ukraine”, the task of the judges is to put a tick for one word from your team. Please, start working.

### **The main part of the lesson**

1. Formation of speech competences of pupils on the basis of communicative exercises (Speech Patterns).

#### *Pair work.*

Answer the questions: Where does the country situated? Which countries does it border on? Ukraine is a Unitarian state, isn't it? Describe the National Flag of Ukraine. Who is the only source of powers in Ukraine? What branches are the powers of the Government divided into?

2. Statement of pupils according to the situation (Situation).

**T:** Imagine you have reporters from Great Britain, who wants to write an article about Ukraine, its geographical positions, history, culture, economics, policy, customs, and traditions. Please, tell them about these things.

3. Complete the dialogue (Speaking).

**(H01):**

A.....

B. Ukraine is the sovereign state.

A.....

B. In July 1990 the Verkhovna Rada passed the Declaration of State Sovereignty.

A.....

B. On the 24<sup>th</sup> of August we celebrate a national holiday – Independence Day.

A.....

B. Because on August 24, 1991 the Ukrainian Parliament proclaimed the act of Ukrainian's Independence.

4. Подання тексту для читання "Ukraine" (Reading).

*Pre-reading activities (Етап підготовки до читання тексту)*

**T:** before reading the text to answer the following questions. Then read the text and find out whether you were right. (Is Ukraine an old country? What state was on the territory of Ukraine? Which three nations did that state unite? At what territory was that state situated? What is our closest neighbour? What ancient Ukrainian cities do you know?)

*While-reading activities (Етап читання тексту)*

**(HO2):** "Ukraine"

**(HO3):** True or false

- 1) Ukraine was first mentioned in the eleventh century.
- 2) The history of Ukraine dates back to the days of Kyiv Rus.
- 3) It was the state which united three nations: the Russians, the Ukrainians, the Poles.
- 4) Ukraine borders on Poland, Slovakia, Romania and Kazakhstan.
- 5) Our closest neighbour is the great country of Russia.
- 6) Ukrainian ancient cities are Kyiv, Chernigov, Poltava and many others.

**T:** Find out in the text equivalents to the following Ukrainian ones: надзвичайна і довга історія, вперше згадуватися, звичаї та традиції, повні поля пшениці, широкі простори, добрі й привітні люди, тріумфи і поразки, масштабні бійки, козаки, балада, масштабні бійки.

*Етапи перевірки розуміння змісту тексту (post reading activities)*

*Answer the questions:* (To the days of what country does the history of Ukraine date back? Which three nations did that state unite? At what territory was that state situated? What do you have in your mind, when you think about Ukraine? Is Ukraine one of the biggest countries in Europe? What countries does Ukraine border on? What is Ukraine famous for?)

**The final part of the lesson**

**Homework. Summarizing.**

## **Appendix C**

### **Circuits with speech samples due to different situations during the simulation game**

#### **Greeting**

Hi! Good evening! Hello! How are you? Good morning! I am glad to see you! Good afternoon!

#### **Farewell**

Good bye! See you later! Bye-bye! See you soon! See you!

#### **Agreement**

I agree with you! I think so...

I am of the same opinion. I think you are right.

#### **Denial**

I don't think so. I disagree. I am totally against. I cannot agree with you. I am afraid you are wrong.

#### **Acquaintance**

Let me introduce myself. This is my friend. May I introduce my sister

#### **Delight**

Oh! What a fine speech! How beautiful! What a lovely morning! Oh! Isn't it lovely?

#### **Expression of thought**

I think... , I suppose..., I consider..., To my mind...