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Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«Task-Based Language Teaching at the English Lessons»

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SUMMARY

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The high actuality of this problem determined the choice of the object of the research (Task-Based Language Teaching at the English Lessons and the character of the statements of pupils in the process of their dialogical speech) and the subject of the research (the Methodology of providing Task-Based Language Teaching at the English Lessons).

The purpose of the research: Task-Based Language Teaching at the English Lessons, which determines facilitative interaction of subjects of educational activity at the English language lessons and internal personal interference to a large extent influence the development of dialogical speech of subjects of pedagogical communication.

The hypothesis of the research: the correlation of the sensory components of thinking in the cognitive sphere of the person by means of Task-Based Language Teaching and facilitative interaction at the English Lessons contributes the effective development of the dialogical speech of pupils of experimental groups.

Objectives of the research:

1) to work out the philological, psychological and pedagogical literature on the given problem and to characterize Task-Based Language Teaching at the English Lessons and the dialogical speech of pupils;

2) to find out the features of Task-Based Language Teaching at the English Lessons, which determines facilitative interaction of subjects in the classes of English;

3) to describe the Methodology of providing Task-Based Language Teaching at the English Lessons that needs to be used by the teacher for presenting effective dialogical speech;

4) to analyze the degree of intensity of the influence of facilitative interaction in the process of Task-Based Language Teaching at the English Lessons on the development of dialogical speech of pupils.

The reliability and probability of the results of the research are provided by the selected methods (observation, establishing and forming experiments), and methods of statistical processing of quantitative data (criterion of signs).

The scientific novelty of the research is that:

1. *For the first time* the subject of scientific research has become: facilitative interaction of subjects of educational activity in the process of Task-Based Language Teaching at the English Lessons.

2. *There were detailed* English-language models of Task-Based Language Teaching at the English Lessons, which determines facilitative interaction of subjects in the classes of English, that needs to be used by the teacher for presenting effective dialogical speech.

3. The types of language facilitative interaction in the process of Task-Based Language Teaching at the English Lessons of the subjects of the educational process in the classes of a foreign language at secondary school *were characterized*.

The practical significance of the research lies in the possibility of using the results of it not only at English language classes, but also at other subjects of the humanitarian cycle in secondary education. As a result of our research 1 scientific article has been published.

Key words: Task-Based Language Teaching, internal personal interference, educational activity, facilitative interaction, subjects of educational activity, dialogical speech, English-language models, pedagogical communication.

Федорук А.О. (2025). Задачне навчання іноземної мови на уроках англійської мови. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. Рукопис.

Висока актуальність даної проблеми зумовила вибір об'єкта дослідження (задачне навчання іноземної мови на уроках англійської мови та характер висловлювань учнів у процесі їх діалогічного мовлення) та предмета дослідження (методика організації задачного навчання іноземної мови на уроках англійської мови).

Мета дослідження: задачне навчання іноземної мови на уроках англійської мови, яке зумовлює фасилітативну взаємодію суб'єктів навчальної діяльності на уроках англійської мови та особистісний підхід до навчання значною мірою впливають на розвиток діалогічного мовлення суб'єктів педагогічного спілкування.

Гіпотеза дослідження: співвідношення сенсорних компонентів мислення до когнітивної сфери особистості засобами задачного навчання іноземної мови та фасилітативної взаємодії на уроках англійської мови сприяє ефективному розвитку діалогічного мовлення учнів експериментальних груп.

Завдання дослідження:

1) опрацювати філологічну, психолого-педагогічну літературу з даної проблеми та охарактеризувати задачне навчання мови на уроках англійської мови та діалогічне мовлення учнів;

2) з'ясувати особливості задачного навчання мови на уроках англійської мови, що зумовлює фасилітаційну взаємодію суб'єктів на заняттях з англійської мови;

3) описати методику впровадження задачного підходу до навчання іноземної мови, яку необхідно використовувати вчителю для розвитку ефективного діалогічного мовлення;

4) проаналізувати ступінь інтенсивності впливу фасилітативної взаємодії вчителя на учнів в процесі задачного навчання мови на уроках англійської мови на розвиток діалогічного мовлення учнів.

Достовірність і вірогідність результатів дослідження забезпечують обрані методи (спостереження, встановлення та формування експериментальної

роботи), а також методи статистичної обробки кількісних даних (критерій оцінки ознак).

Наукова новизна дослідження полягає в тому, що:

1. Вперше предметом наукового дослідження стала фасилітативна взаємодія суб'єктів навчальної діяльності в процесі задачного навчання мови на уроках англійської мови.

2. Розроблено англломовні моделі задачного підходу до навчання іноземної мови, які визначають фасилітативну взаємодію суб'єктів на заняттях з англійської мови, яку має використовувати вчитель для подання ефективного діалогічного мовлення.

3. Охарактеризовано типи фасилітативної взаємодії в процесі задачного навчання мови на уроках англійської мови суб'єктами навчального процесу на уроках іноземної мови в загальноосвітній школі.

Практичне значення дослідження полягає в можливості використання його результатів не лише на заняттях з англійської мови, а й на інших предметах гуманітарного циклу загальноосвітніх освітніх закладів. За результатами наших досліджень опубліковано 1 наукову статтю.

Ключові слова: задачне навчання іноземної мови на уроках англійської мови, особистісний вплив на людину, освітня діяльність, фасилітативна взаємодія, суб'єкти освітньої діяльності, діалогічне мовлення, англломовні моделі, педагогічна комунікація.

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INTRODUCTION

Relevance of Task-Based Language Teaching at the English Lessons. The study of a foreign language begins with familiarization with the vocabulary, bearing in the mind the words in their individual meanings, that is means some realities. The vocabulary as a collection of words of the language (from grammatical lexikos), is studied in lexicology – a chapter of linguistics, the task of which is to involve definitions of the word as the basic unit of the English language.

As the object of the linguistics, the word has always attracted the attention of linguists, it is suitable for its analysis from different sides: in terms of expression, in terms of content, in terms of functioning.

Without mastering the vocabulary of a foreign language, there is no understanding of the language of other people, there is no the expression of their own thoughts. For this reason, the activity with the vocabulary at all stages of teaching a foreign language takes a very great place.

To master foreign language vocabulary is, first of all, to learn (to remember) the meanings and forms of the lexical units provided by the curriculum; for the second, to learn to use these units in different cases of speech activity (to master the skills of speech processing); thirdly, to learn to understand lexical units by hearing and reading texts. Thus, vocabulary we use both for the implementation of productive speech activity (speaking, writing) and receptive one (listening, reading).

As a rule, “learning” language material introduces “limitations” of it, its selection. The term “selection” includes not only the total number of words, designs for the entire period of study, but also their motivated distribution at the stages of training in order to ensure the maximum impact of their learning to meet the changing needs of speech communication.

Speaking is the most active form of speech interaction, teaching of which provides the solution of educational, cognitive and communicative tasks of pupils gaining knowledge, their valuable orientations, organization of their joint activities.

Learning to speak in the lack of a speech environment (for example, in such conditions, as a rule, when the language is studied at secondary schools as a foreign language), is characterized by a number of features. First of all, it must be systematic, secondly, it has to be targeted, and thirdly, as close as possible to real-life conditions.

Along with the situations in the process of organizing speaking, the fundamental importance becomes a subject, that is a set of topics within which the teaching of speaking is organized. The topic is the substantive content of the statement, as a rule, which determines the choice of speech forms, means of their execution, motives.

Speaking can take place in the form of a monologue or a dialogue. Particular attention in the process of learning of the English language in terms of humanization of secondary education should pay to the form of a dialogue.

One of the central problems of teaching dialogical speech is the problem of methodological support. So, the choice of the most effective system of exercises determines the success of learning a foreign language.

Under the general definition of exercises should be understood as the organization of interrelated actions placed in the order of increasing speech difficulties, taking into account the sequence of formation of language knowledge, speech and communicative skills and abilities, as well as the nature of actually existing speech acts.

All kinds of speech activity are the complex of terms of linguistic aspects. In this case, the teaching of a foreign language should be based on two principles: complexity and aspectality.

With the analysis of various types of exercises, based on the main principle of distribution in the “activity-speech” deal a lot of researches of methodologists and practitioners (Ryan, 1998; Tatsuki, 2000).

Practical experience in teaching foreign languages testifies that using only one orientation in training (speech or activity) cannot provide the final result of training that is a process of natural speech communication.

Thus, only in the complex of exercises it is possible the most effective study of all aspects of speech, and the mastery of various types of speech activity, such as the complex of interaction of specific objectives and objectives of the lesson or a series of lessons.

Interconnected learning process with different types of speech activity is one of the important indicators of the implementation of a complex of training exercises. Each type of complex of exercises is included in a general system, which reflects the dynamics of the structure of speech activity in the learning process.

The forms of the presented complexes of exercises depends on the structure of the class, the educational material, the subject studied, the place in the system of the integrated approach of the objectives of each class and a series of classes in general.

Answering the question from which moment of teaching a foreign language should be put into the effective system of exercises, I.Bim (Бим, 1977: 67) argues: “From the first act of speech, which begins the course of study”.

Thus, speech skills are formed in the actual sense of the substantive content of the foreign expressions, and are brought automaticity by repeated sentences of the speech operations (for example – through exercises). One can also distinguish a typical segment of speech, that it is a speech sample (according to the terminology of scientists (Hadley, 1993: 23) it is “the educational model of speech”), which combines elements of all levels of the language.

But facilitative interaction and its role in the teaching of English at secondary schools are not sufficiently studied in linguistic, also in psychological and pedagogical literature. According to the actuality of this problem, the theme of our research has become: „**Task-Based Language Teaching at the English Lessons**”.

The high actuality of this problem determined the choice of **the object** of the research (Task-Based Language Teaching at the English Lessons and the character of the statements of pupils in the process of their dialogical speech) and **the subject** of the research (the Methodology of providing Task-Based Language Teaching at the English Lessons).

The purpose of the research: Task-Based Language Teaching at the English Lessons, which determines facilitative interaction of subjects of educational activity at the English language lessons and internal personal interference to a large extent influence the development of dialogical speech of subjects of pedagogical communication.

The hypothesis of the research: the correlation of the sensory components of thinking in the cognitive sphere of the person by means of Task-Based Language Teaching and facilitative interaction at the English Lessons contributes the effective development of the dialogical speech of pupils of experimental groups.

Objectives of the research:

1) to work out the philological, psychological and pedagogical literature on the given problem and to characterize Task-Based Language Teaching at the English Lessons and the dialogical speech of pupils;

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4) to analyze the degree of intensity of the influence of facilitative interaction in the process of Task-Based Language Teaching at the English Lessons on the development of dialogical speech of pupils.

Theoretical and methodological background of the research of philological, psychological and pedagogical literature on the essence of facilitative interaction in the process of Task-Based Language Teaching at the English Lessons (Плахотник, 1995), Task-Based Language Teaching at the English Lessons and dialogical communication (Бичкова, 1992), their influence on the peculiarities of the conceptual correlation of English-language facilitative interaction (Ігнатова, 2002), on internal interference and its influence on the development of dialogical speech of pupils (Виселко, 2002).

The reliability and probability of the results of the research are provided by the selected methods (observation, establishing and forming experiments), and methods of statistical processing of quantitative data (criterion of signs).

The scientific novelty of the research is that:

1. ***For the first time*** the subject of scientific research has become: facilitative interaction of subjects of educational activity in the process of Task-Based Language Teaching at the English Lessons.

2. ***There were detailed*** English-language models of Task-Based Language Teaching at the English Lessons, which determines facilitative interaction of subjects in the classes of English, that needs to be used by the teacher for presenting effective dialogical speech.

3. The types of language facilitative interaction in the process of Task-Based Language Teaching at the English Lessons of the subjects of the educational process in the classes of a foreign language at secondary school ***were characterized***.

The practical significance of the research lies in the possibility of using the results of it not only at English language classes, but also at other subjects of the humanitarian cycle in secondary education. As a result of our research 1 scientific article has been published.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of Rivne Lyceum “Ukrainian”, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Fedoruk, A. (2025). DIALOGICAL COMMUNICATION IN THE PROCESS OF TASK-BASED LANGUAGE TEACHING AT THE ENGLISH LESSONS.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених «Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року). Рівне: РДГУ. С. 92–94.

Chapter 1.

The essence of Task-Based Language Teaching at the English Lessons and pedagogical communication in this process, which determines the use of facilitative interaction at the English lessons at secondary schools

1.1. Linguistic, psychological and integrative features of in the process of Task-Based Language Teaching at the English Lessons and facilitative interaction in this process in a way of organizing dialogues

Task-Based Language Teaching at the English Lessons is characterized by specific linguistic, psychological and integrative features. They need to be considered for the development of an appropriate training system and specific methodological recommendations. Let's define the basic concepts of facilitative interaction. First of all, Task-Based Language Teaching at the English Lessons is a united situational-thematic community and communicative motives of the combination of verbal statements consistently generated by two or more interlocutors in the direct act of communication. Task-Based Language Teaching at the English Lessons at secondary schools often takes a place in the process of organizing dialogues.

From the linguistic point of view **dialogization** is the process of **facilitative speech interaction**, which involves the exchange of replicas that do not reach the scope of monologue statements. The term "dialogue" is understood as the process of dialogueing, and its result-text, but the text will not always be dialogically in the content (Мудренко, 2002).

The dialogue (from "dialogues", diagonal, logos) is a conversation between two or more people. Expressions are short, often they are fragmentary replicas.

Let's show the linguistic features of **dialogical communication in the process of Task-Based Language Teaching at the English Lessons.**

Dialogue as a product of coordinated verbal speech activity of two (three or more) interlocutors, is a coherent text that has all the main characteristics of the unambiguous unity. The parameters of the oral dialog can be included:

- referring to one or another sphere of oral communication;
- the nature of the subject (one topic, a system of themes, several different themes);
- a number of creators of the text (dialogue, trilogy, polygon);
- functional style of speech (spoken, officially or business, etc.);
- degree of readiness of the subjects of speech act (presence of workpieces, thoughts and facts, degree of mastering the topic);
- linguistic characteristics (normative language, composition of the dictionary, intonational design);
- situationally (the degree of support of speaking on infant communication channels in the process of their speech contact and the reflection of this particular communication in the text);
- depth and detail of the communicative development of the topic (or topics) that are discussed during the speech contact (Пашук, 2002).

The dialogical text consists of **dialogical unity**, representing autonomous pairs of replicas, within which there is particularly close content – a lingual connectivity.

Dialogical unities can be constant and mobile (those that go over one another).

For example:

I.

1. – *Did you live here for a long time?*
2. – *Long ago.*
3. – *How many years?*
4. – *It's more than twenty.*

II.

1. – *I really like to read.*

2. – *What to read?*
3. – *I am attracted to science fiction.*
4. – *And detectives do you like?*
5. – *No, somehow not so much.*

In dialog 1 replicas 2-4 are constant dialogical unities. In Dialogue 2, which consists of 5 replicas, 2, 3, 4 replies of dialogical unities are mobile.

A specific feature of dialogical speech as the most characteristic variety of oral speech is its ellipticity. It is characteristic of all language levels of dialogical speech: phonetic, lexical, grammatical.

The phonetic ellipses is a reduction of sounds; for example, an auxiliary verb in the English language, which, together with a part of one or another lexical element is one word. For example: do not>don't; does not>doesn't; shall not> shan't; I have>I've; he had>he'd; had not>hadn't; cannot>can't. Such ellipses include speech formations of this type:

'course (of course), 'cause (because), I was (It was), what d'ye want? (What do you want?), etc.

The lexical ellipses manifests itself in the reduction of forms of full-fledged words and abbreviations of phrases. For example: exam (examination); prof (professor); doc (doctor); fridge (refrigerator); phone (telephone); flue (influenza); all right (It's all right); see you later (I'll see you later) (Бичкова, 2000).

The grammatical ellipses is observed in dialogical speech both morphologically and syntactically. Morphological ellipses is either the release of a semantic verb or an infinitive part, or the omission of an auxiliary verb in analytic forms (for example: done < have done, had done, is done; going < are going (where ye goun? = where are you going?); have a smoke? (Will you have a smoke?); why didn't you come? You promised to.

The syntactical ellipses is a phenomenon typical for dialogical speech of any language. It is caused by three main factors:

- 1) transmission of information of voice communication channels;

2) reliance on speech works (own or interlocutor) who spoke at the moment of conversation;

3) combination of the first and the second factors.

For example:

- I. – *Look, Dmytro. What an angry and venerable is this one (a mother with her son are in the zoo, they are standing before the cage of the predator).*
- II. – *Where are you going?*
 - *To the station.*
 - *Why?*
 - *The baggage arrived.*

In dialogical speech it is possible for a long time to communicate, never using the full sentence, with some statements reach extreme conciseness. For example: *I am a coffee; He is so, she is not.* In certain positions, the use of the full sentence seems unusual. In terms of education, this indicates a low level of language proficiency.

Some elliptical expressions and speeches are widely used in the practice of dialogue, becoming essentially linguistic signs (*Yes, No, of course; Good; Can; Yes; Of course; All right; Thanks, etc.*).

Into the concept of syntactical ellipses there are included the exclusions of structural elements of the sentence: prepositions, conjunctions, main and secondary members of the sentence, the main and subordinate sentences.

For example: *(It) must be great to have a sister. (There) Ought to be some milk in the cup. (Are you; is he) Reading! (I am) Gland (I) saw him.*

Some of the elliptical structures are fixed by the communicative practice and used as a cliché.

Thank you (< I thank you); see you later (<I hope I'll see you later); all right (<It is nice to see you); glad to meet you (<I am glad to meet you).

Another specific feature of the dialogical language is the relative collapse of syntactic qualities. Simple oral dialogues are characterized by simple sentence structures that consist of a small number of words. In an unprepared language, a

short, simple phrase becomes more successful. It is more maneuverable, does not overpower the short-term memory, allows the interlocutor to come up with thoughts in order to later express them beautifully.

The dialogue language has an appeal to the interlocutor. Therefore, it is widely used verb forms of the second person, the imperative structures (*Go for bread, Do the window, In what class do you study? Please open the door; Will you go to the sea this summer?*). Approximately 20% of all registered by scientists (Гриньова, 1997) “ready” sentences in modern English household dialogues are characterized by communicative orientation towards the second person, in such a way they are turned to the interlocutor.

Speaking about the features of dialogical speech, one cannot but point out the inherent lack of self-image (*Wear a coat, it hangs there. Now it was such a rain. Sashka bought collections of poems. How are they called?*). In dialogical speech there are many unfinished sentences, often used double substitutes. The syntactical structure of expressions is simplified. The degree of non-normativity dialogical unities is more higher when:

- 1) the situation of communication is more free (that is there are familiar relationships between the participants in the dialogue);
- 2) it is less educated interlocutor;
- 3) it is less familiar to him the topic of conversation;
- 4) the second person speaks the language worse than the first one.

Oral speech, and especially dialogical one, has its own normative criteria, due to the nature of communication (reliance on the situation, lack of preparedness of the linguistic act of communication): *where is the book (which) I left here? And will we sit in the car (when) how many people (gathered)?*

Dialogical unities have peculiar expressions (colloquiums) that penetrate even the official-business and professional functional-style registers used in appropriate situations of communication.

To illustrate the features of dialogical unities as it was discussed above, the text of the phonogram of the conversation of pupils of the 5th form from secondary school №15, t. Rivne, topic “My room”.

S.1: Have you ever...you know...sort of...Mum's said to you, like, Could you help me clear up? So, you say, Yes, O.K., and you put your brother's or sister's things away, and then they come up and they say, Where's so and so? (Yeah...Yes) But then you think to yourself, Well, it's annoying to have...to have...to leave somebody's coat or something in the middle of the room...

S.2: And when they do complain, you feel as if you haven't done your job, but then you say, Well, I did pack it away, didn't it?.. You know...

S.3: It's annoying as well...

S.4: I do the same... I mean if I find anything lying around... if it's no good I just throw it away...

S.1: It might mean a lot...

S.4: I think in my family... I think my mother is the most considerate... she'd ask rather than my father... my father wouldn't.

S.1: Well, I'm lucky... I've got a room of my own... so...(...)

Such kinds of dialogues are Task-Based Language Teaching and facilitative by their nature. Let's analyze the character of the speech material used in the dialogical speech on the basis of sentences that can be classified in terms of:

- a) *communicative purpose* (narrative, questionable, inductive, occlusive);
- b) *syntactical complexity* (simple, complicated, complex);
- c) *completeness or incompleteness* (common, unpopular, elliptic);
- d) *the degree of clipping* (that is, the formality of the form before the moment of speech reproduction).

In the speeches of initiative subject, a significant place is occupied by questioning sentences (up to 40-50%), followed by narrative (37%). The answers in the first place are narrative sentences (up to 60%), in the second one – questionable (up to 20%).

The basis of the language material of the facilitative dialogues is simple sentences (70%), most of which are widespread. Complex sentences are used much less often than simple, and in general are reduced to the transmission of causal and conditional-time relationships (with subordinate sentences of conditions and time).

Dialogue speech is characterized by a high level of clipping. However, clichés should not be reduced to the use of clichés such as “Good evening”, “On health”, “I ask for forgiveness” or we are talking about the massive use in dialogical communication of so-called finished sign languages, in contrast to speech productions, which are constructed in this moment of speech.

Plated language unit is any linguistic sign (word, combination, sentence), which is repeated in the speech of the native speakers unchanged and becomes an indicator of the defined content and at the same time – the level of its solution.

To speech clichés it is possible to attribute various ready-made phrases regardless of the presence or absence of figurativeness, idiolithicity, stability, and also regardless of the definition or meaningless content.

Using the proposed facilitative dialogues we'll analyze the texts of spoken genres, as well as spontaneous speech recording of speech carriers, and concluded that a high level of cliching of oral text is especially dialogue speech (81% for dialogue speech and only 56% for monologue text).

In the plan of cliching the dialogue there is another feature: the ratio of clicking marks of the sentence level above the corresponding indicator for the signs of the phrase. This can be explained by the fact that, at the sentence level (especially elliptic), the phraseology or even individual words are often used in dialogical speech. However, clashed (ready) can be full of sentences. This is clearly illustrated by the authors of the rational language from the point of view of the benefits of oral speech. Example:

S.1: What did you think of the film (play/concert/party)?

S.2: I liked it. I thought it was great (good/delightful).

S.1: Yes, I liked it, too. Did you like the acting (set/food)?

S.2: Yes, I thought it was excellent, didn't you?

S.1: Not really. I thought it was disappointing (poor/dull).

S.2: It is a nice cinema (theatre/house), isn't it?

S.1: Do you think so? I don't like it very much (...).

In this dialogue there are sentences-cliches and as many variations as it is possible (each variation is achieved by simple substitution). This dialogue can be considered by composed of language cliché at sentence level.

The origin of the linguistic cliché as a stable linguistic sign is due to the need for the members of the linguistic group to express the same type or similar thoughts, which implies the organic connection of the cliché with the communicative linguistic situation and its repeatability, uniformity.

The clichés are classified as follows: cliché-sentence, cliché-phrase, cliché level of sounds. The first two levels are grouped according to the functional generalization of the linguistic contact (acquaintance, representation), using the language formulas of etiquette, in the expression of standardized emotions (surprise, compassion) for the communicative accompaniment of the narrative (beginning, ending the conversation). Cliches of the level of the sounds of the sentence are grouped together with the generalization of linguistic examples (КОЛОМІНОВА, 2000).

We'll propose **the psychological features of Task-Based Language Teaching at the English Lessons in the process of facilitative interaction**. The following psychological aspects influence the content and the nature of facilitative interaction:

- 1) the process of perception of the interlocutor's speech and orientation in the situation;
- 2) the processes of formation of the content of the statement;
- 3) the processes of linguistic design of thoughts and perception (plus decoding) of replica of partner in communication.

Observations on dialogues in real conditions show that any comprehension of the statement becomes the result of direct contact between people, creating the word "organizing", which form a single temporary communication system.

The initial statement is largely conditioned by the person of the interlocutor (as a component of the situation of communication), his/her attitude to the interlocutor,

the competence in solving the problems discussed, the language partnership of the partners, the nature of their acquaintance (Методика навчання іноземних мов у середніх навчальних закладах, 2001). The personality of the interlocutor affects the initiator of the dialogue, contributes to its perestroika in the psycho-physiological sense, tune in to a certain emotional system, which gives rise to the “launch” of the content-intentional level. Beginning the dialogue, the first participant (Pupil 1) Evaluates the communicative possibilities of the partner, is guided in the environment and on this basis creates his speech generating program, activates his speech intentions and the topic. The second interlocutor (Pupil 2), who perceived the speech, analyzes it and replies in response, taking into account the personality of the initiator of the dialogue and the environment, his own intentions and motives. Thus, in a dialogical sense, the psychological basis of the generation of statements in the interlocutors is uneven. The meaningful side of the statements in dialogical contact is formulated on the basis of the life experience of those who communicate and a variety of incentives. The partner of communication may need:

- 1) to inform the partner about communication;
- 2) to collect information from the partner;
- 3) to attract the attention of the partner to any object or event;
- 4) to report on their observations, impressions, conclusions;
- 5) to establish any fact concerning one of the interlocutors, or both of them or other persons;
- 6) to express the partner's positive (negative) emotions.

It should be noted that the components of the situation within which the dialogue is held are in constant motion, which entails a change of incentives during one act of dialogical communication. During the dialogical speech, each of the participants of the contact has to solve a number of tasks of a psychological nature, such as:

- 1) to remember all previous conversations with this partner in order to maximize the experience of communicating, not to repeat;

2) to remember all that the interlocutor said during this contact, and all that he/she himself/herself said;

3) to instantly evaluate all information received before the beginning of partner's speech action;

4) be able to "insert your word" in time (not to violate the rules of communication adopted at that time);

5) to be able to listen to the interlocutor;

6) to maintain a certain emotional tone;

7) to observe the correctness of the speech form in which the opinions are drawn up;

8) to "listen" partner's speech in order to control its normativity and, if it is necessary, to make appropriate changes in the already sounded phrase;

9) to be able to select information from the situation of communication, which was reported by paralinguistic means (gestures, facial expressions) used by the interlocutor in the process of communication.

The psychology of a dialogue is due to the frequent change in the roles of the speaker and the listener, using various means of speech and thought activity.

Linguistic mechanisms automatically take into account both the communication situation and the partner's text.

For example:

I. - Go! (Exclamation in trolley-bus waiting situations).

II. - Are there many people in summer?

III. - Very!

In the first case we have a deal with the orientation in the situation; in the second one – the partner who speaks responds to the text that heats, reduces, (elipses) his/her statement, speaking only by the most meaningful word.

Mechanisms and rules of ellipses are the same for both Ukrainian and English, French and other languages. There is a possibility of transferring communication skills from the native language to the one being studied, which, to a certain degree, facilitates the mastery of English dialectical speech.

Let us show the integrative features of the dialogue. Phrase-books turn to dialoging in the following cases:

1. When one of them suffers from a lack of knowledge, the interlocutor is competent in the field and is able to fill the information gap.
2. When the disclosure of a plot (topic) cannot be realized by one interlocutor in a view of partner's speech impairment, lack of knowledge or the need for phased review of the said information.
3. When the partners need a mutual exchange of thoughts, impressions and experiences.
4. When there is a need to coordinate a variety of approaches to solve a specific problem to eliminate differences and contradictions.

Realizing a dialogue, a dialogue speech as the alternation of small utterances borders, on the one hand, with the beginning (end) of the communicative contact, and on the other one it is with the monological inserts, with which it is combined with the original sentences.

Dialogue speech should be considered as a communicative act, where the role of the communicator and the listener takes place. However, in the physical stage the interlocutors do not exchange speeches as it is customary to think, but compare these statements.

Dialogue speech is not always the peaceful co-operation of partners, which is observed, as a rule, in formal communication (student-examiner) not rarely (as, for example, in situations of non-formal communication), the dialogue becomes an act of competition between two parties – rivals, when one of the interlocutors tries to monopolize audio channel: he/she interrupts a partner, does not listen to him/her and does not agree with his/her replica – the reaction to his/her statements.

For example:

S.1: I cannot live as much ...

S.2: You need to learn to respect ...

S.1: What do they want from me?!

S.2: ... people. Do not scream at them.

S.1: No, it's not life! ..

S.2: ... do not bother. If so ...

S.1: Unbelief! (Energetically gestures, says something incomprehensible).

S.2: ... continue, tomorrow no one will say "Good afternoon".

Such a dialogue can be interpreted as two adjacent monologues that collide only at separate points.

Dialogue, as well as any communicative act, is carried out in a concrete situation of communication and becomes its product. Meanwhile, in the hierarchical structure of verbal communication, the communicative situation as its primary particle does not exist in isolation, but within the broad spheres (for example, in the socio-cultural, social-household), the same type of social and communicative roles differ. It is essential that the kind of communication is one or another speech situation – individual or group, official or informal communication, free conversation or business conversation.

Communicative situations in different spheres and types of communication are far from the same in terms of their text productivity, the degree of influence on the choice of theme, the depth and nature of its disclosure. Yes, all situations in the social sphere are in principle monotonous. All situations in the socio-cultural sphere are usually political, because in any communication of friends (conversation in a circle of tea, a meeting of groupmates), speech activity becomes an end in itself, a necessary raw material for maintaining a high level of communicative communication. Here we can speak only about a certain range of topics (corresponding to the interests of the interlocutors), the emergence of which can be predicted from one or another degree of the possibility of a communicative situation in the vocational field (field of study) provide a set of themes that differentiate depending on the position (occupation) communes, from relevant events, documents. However, in general, the thematic complex in this area will always be combined with labor (training) activities. The language here, as a rule, becomes a means of achieving the infant practical purpose – the organization of any case or

event. By the nature of the topics in the professional field, the sphere of game or admiration is approaching the most.

The situation of communication should include four components: circumstances, relations between communicators, speech motive and the process of dialogue, that is, the interlocutors perceived by the partners to express themselves.

Initiative (the first) replica is important for deploying a dialogue. It becomes the initial speech stimulus and the bearer of the topic. The partner's reaction should be thematically coherent, but it is difficult to predict exactly what he will say. The unpredictability increases between the first and second replicas. The first partner can be identified by the program, but it is usually not immediately clearly disclosed.

From the communicative-informational point of view the first replicas can be reduced to the following types of statements:

1. Formulas for social communication (greetings, expressions of gratitude, apologies, need, etc.).
2. Request for information (a question, asking for something to inform).
3. Expression of emotions.
4. Informing.
5. Order – request.
6. Commenting (statement) of the circumstances in which the interlocutors are located.
7. Expression of the actual nature.

A statement, which becomes a reaction to a replica in a dialogue depending on its content, can consist of both one and a few sentences (fragmentary statement, monological unity), that is why a dialogue may include a monologue. The replica-reaction to the monolithic insertion refers to the content of the entire statement, and not only to the last (final) sentence. From this it follows that the monologue insertions in the dialogue do not violate the dialogic speech activities of the partners.

Learning such a language in a foreign language requires a special methodology.

The theme of dialogical speech will also have a wide range of questions. They are: people (their actions, appearance, character, biography, a language), events (in

the personal life of their partners of communication or in the public sphere), language (as an object of attention, needs, property). The factors that shape the topic of dialogue are the relationships between the partners of communication, the level of their communicative unity, external events, etc.

1.2. Dialogue as a method of Task-Based Language Teaching at the English Lessons between subjects of the educational process at secondary schools

At foreign language classes the form of studying and control the results is a dialogue that takes place at all stages of the learning activity and to which pupils would involve the teacher, inducing reasoning, summarizing and concluding, expressing opinions and evaluating. Learning dialogical speech in the practice of teaching foreign languages is often reduced to developing the ability to exchange short replicas (exclamations, elliptical sentences).

Dialogical speech can be classified, based on the number of participants of communication, their social and communicative characteristics, the ratio of the language motives of the partners, the size of the dialogical text, the volume and the structure of individual statements, the psychological nature, which underlies the content of the statements and their other characteristics. The teacher has to pay a great attention to the number of participants in dialogue communication. Dialogue can take place between two, three and much more partners of communication. To indicate the dialogue that is held between two partners, the teacher will accept the term of a dialogue. Between three partners it is a trilogue, when there are more than three people it is a polylogue.

In this Chapter we will mainly consider dialogical contacts of two persons. The communicative structure of dialogical speech is the simplest one. It is realized within the limits of individual communication, which is usually inherent in confidential, intimacy situations. However, individual communication can also have

an official character, which requires the participants of the task manager to perform a certain etiquette, officially – business style of speech.

The dialogue can be individual, between two or more persons, but the conversation of two people can take a place in the presence of the third person (for example, a teacher) or the third pupil.

Educational dialogue should be considered a frontal conversation of the teacher with a group of pupils, when he/she consistently introduces the communicative activities of one pupil to another person, while the latter does not communicate with each other, does not respond to the replica of their colleagues. Psychological task consists of the fact that such polydological contact of the teacher with a group of pupils became a group conversation. In such a way a polylogue is characterized by multi-directional character. A special place in the system of oral communication is a theatrical dialogue, when the participant has the audience in the whole.

Let us show the social and communicative nature of dialogical communication. There are ***three varieties of dialogical speech***: a social contact, a business conversation and a free conversation.

A social contact is the most common in the social sphere of communication (buying a newspaper in a shop or an airline ticket in the airflight) and it is proceeded in the form of a “jogging” dialogue with a relatively rapid change of the roles of the speaker and the listener.

For example:

S.1. To me and Nataliia ten postcards, this are these.

S.2. Fourteen hryvnias, please.

S.1. Please.

A business conversation is observed in the spheres of oral communication: professional, social, everyday life and the sphere of education.

A free conversation is not limited to a circle of persons, nor at times, and it becomes a form of interpersonal, informal communication, the purpose of which is the speech activity itself. Example:

S.1. Yesterday we and Helen went to the country house.

S.2. And I did not go out of the house: there was a lot of work.

S.1. Listen, and where is Deville? I have not seen him for a long time.

S.2. He is in town. I met him at a book exhibition.

S.1. By the way, is it still open, the exhibition, I mean? I was not on it, I wonder?

Let's analyze the ratio of linguistic motives of partners in a dialogue. From this point of view we can distinguish: there is so called balanced dialogue, a dialogue-questioning (the afferent dialogue), a dialogue-discussion, a dialogue-disagreement. In the balanced "quiet" dialogue plays the role of the initiator of the conversation when it is not well seen, there is a conversation of equal partners.

In the afferent dialogue the role of partners is sufficiently fixed: one partner asks, the other one responds (an interview, the exam, the interview with a patient, an investigator and a witness). For example:

S.1. What hours did you pass past the Semaphore carriage?

S.2. Somewhere around 11 o'clock in the evening.

S.1. Have you seen a one-room mansion with a green gateway to the car?

S.2. Yes, I saw.

S.1. Could you recall the brand and color of the car?

Pupils usually respond to replicas with the help of other suggestions, at the level of the corresponding, passive speech. The teacher should pay the particular attention to the development of pupils' ability to start a dialogue. In the practice of teaching dialogical speech it was not given the necessary attention to the formation of a culture of actualization of the inner world of pupils with the aim of issuing speech acts which are initially active.

When the partners adhere to different points of view according to the same problem, then there is a debate, a dispute. At the same time the motives of the communicants are identical: each of them tries to prove his/her own point of view, insists on his/her own mind. For example:

S.1. You did!

S.1. You did! You did!

S.2. I didn't!

S.2. No, I didn't!

S.1. You did!

S.1. Ouch! You hit me!

S.2. I didn't!

S.2. I did!

A dialogue of incomprehension can be caused by various reasons. It's a reluctance to listen, and misunderstandings between the partners, and just bad listening to the partners. Example:

S.1. Where are you going?

S.2. Pardon?

S.1. I asked you where were you going?

S.2. I'm going to the stationer's.

S.1. To the station? Are you going away?

S.2. I said I was going to the stationer's. I have to buy some envelopes. I want to write some letters today.

S.1. I beg your pardon?

S.2. I said I wanted to write some letters.

S.1. Do you want to write a letter at the station?

S.2. No! At home.

S.1. But you said you were going to the station.

S.2. No, to the STATIONER'S!

S.1. Ah, the stationer's! Why didn't you say so at once?

The partners have to ensure that the speech acts of each of the participants in the dialogue cover as many different types of expression as it is possible. Although the dialogue is usually characterized by short replicas. If a pupil actively participates in a dialogue, successfully selects replicas, that is his/her speech it is communicatively meaningful, then the teacher should be put into the example of such a pupil.

Let us show such stages as the readiness of speech in the process of dialogical communication. In real conditions communication is prepared, thought over before dialogical speech is relatively rare, mainly in situations of administrative sphere – legal, professional communication, in the field of social activity. Prepared dialogue is inherent in the field of education, it often has the appearance of a monologue that has not been realized (for example, the teacher, making sure that the pupil cannot

present the material, tries to ask questions, that is, through a dialogue, to look at the creative information, get the correct answers). If one of the partners can think of his/her verbally meaningful party in the conversation, then the whole dialogue is impossible: it is difficult to reliably predict the reaction of the partner, all the sides of this or that topic.

Thus, from the methodological point of view dialogical communication (statements of each partner) should be divided into prepared and unprepared. The unprepared dialogical communication may be home-done and spontaneous. The latter is characterized by an unpreparedness of the speech act and is carried out by itself, without control from the side of teacher's perception. The teacher should encourage pupils to develop both prepared and unprepared dialogical speech to form their creative potential.

Also, the productive creative approach in Psychology the teacher has to use at the lessons ***the ways of organizing Task-Based Language Teaching at the English Lessons***. Facilitative interaction at the English lessons is also possible when the teacher organizes the heuristic conversation. The teacher should be understood as the theory of teaching methods of foreign languages, that is, the set of methods of studying and learning by means of guidance questions.

For the pupil the same word "heuristics" is understood as the art of finding truth in the ideal sense, which has to master the joyiness, the satisfaction of the emergence of a successful thoughts or a desire to discover something. The dominant way of realizing this method can be the conversation itself and the educational debate in general.

The purpose of the heuristic conversation is the development of pupils' ***creative thinking***. For the in-depth understanding of the content of artistic text it is expedient to conduct *a heuristic conversation*, which can be divided into *three stages*:

1. Pre-emptive questions, which have the aim of revealing the degree of general perception of the text.
2. Questions about the poetics context of the novel.

3. Common questions for understanding the ideological and artistic content of the text.

The effectiveness of the method of heuristic conversation depends on two main conditions: pupils' readiness; thought by the teacher of a clear system of questions. Applying the heuristic method (in such a way the teacher largely prepares pupils for creative analytical activity).

It should be noted that any conversation (reproducing, systematizing, heuristic) is a dialogical method of teaching in which the teacher with the help of well-posed questions urges pupils to reproduce previously acquired knowledge, make independent conclusions – so called generalizations based on the acquired actual material.

The conversation may start *the discussion*. This technique is divided into some stages: 1) preparatory stage; 2) stage of conducting; 3) stage of conclusions.

One of the natural ways to achieve the development of facilitative interaction and interference is the discussion (the higher level of the heuristic conversation), that is the discussion according to a particular problem through the exchange of thoughts in coincidence or dissenting of ideas. The discussion as a practice in speech involves the development of skills in a clear, logical way to formulate pupils' thoughts, namely to help them to be able to make generalizations on the basis of examples, to conduct analogies, to evaluate priorities, to give reasons, etc., and the ability to conduct a discussion, that is to be able to listen without interrupting, to express relevant and clear information.

The main feature of the discussion is the attractiveness of the subject of this discussion, clearly defined and interesting for the participants in the process of communication. Interesting does not necessarily mean controversial, and the discussion is not just a "dispute". In a real communication, as a rule, we discuss the usual, interesting things for us, and only some of them are really controversial.

Proposing a subject for the discussion, the teacher should not provide pupils with all the information necessary for the discussion, so as not to deprive them of

their initiatives. Pupils must independently put forward convincing evidence, bring new facts, examples into discussion, and not paraphrase ready-made ideas.

The success of the discussion depends, firstly, on the number of pupils who participate in the discussion, and secondly, how motivated there are their speech actions. If the attention of the participants is focused on someone who speaks, if they are interested, react to humor, etc., the motivation of speech activity is rather high. Consequently, absolute participation and high motivation are the factors that indicate the effectiveness of the discussion.

An optimally active discussion is a talk in which all the pupils of the group participate, cannot be carried out when working with the whole group, that is when conducting the discusses material in a centralized manner. Decentralization and grouping of pupils into groups/couples makes it possible to avoid this organizational disadvantage. The main thing here is to guarantee the heterogeneity or homogeneity of the groups so that there is no serious conflicting relationships between the pupils. It is desirable that the composition of each group be permanent, this will help to eliminate stress and problems with this discipline.

When working in groups, the time of active participation of each pupil in the discussion increases. At the same time, the state of anxiety for shy schoolchildren is reduced, which helps them to overcome the fear of mistakes.

Also important is the physical aspect of group activity: the participants in the discussion are at a close distance, face to face, and turn to each other directly, especially, using the necessary auxiliary material. In addition, group work opens teachers' opportunities for mutual learning: pupils correct each other, help pick up means of expressing thoughts. When working in groups, the role of a teacher greatly changes. From the instructor, the controller, the corrector if it is necessary turns into an organizer, assistant or a partner.

Group discussion can take place as a role-playing game. In the role organization of the discussion the group is divided into small groups – microgroups – or pairs of pupils, which are offered closely to real psychological situations and roles for playing. The role-playing game reveals great opportunities for

communicative practice. Reincarnation in different ways allows pupils to express the most diverse communicative intentions and mood according to a real purpose of communication.

The right choice of subject matter is equally important. Pupils' interest in problems can cause materials that are as close as it is possible to their livelier orientations, while an unusual, exotic topic of discussion can stimulate a more lively response of participants.

Discussions are preceded by preparatory work. Pupils report a problem for the discussion, after which it is advisable to carry out a brainstorming exercise in which pupils express their ideas about the problem and note them to use in the discussion. The teacher then proposes assignments between groups, assigns leads, distributes auxiliary materials. Here it is timely to remind pupils of the rules of a discussion: a balanced participation of all group members, respect for the leader, a ban on interrupting the speaker.

Encouraging participation in the discussion is one of the problems during the discussion. To include all pupils the teacher can distribute separate questions, problems between the members of the group. Thus, the final solution to the problem is achieved by combining the versions.

The end of the group discussion is not the end of the discussion according to the problem. The activity of pupils should be appreciated by the teacher and the whole group. Feedback can be made in different ways: summing up the discussion by a representative from each microgroup in front of the group, comparing the conclusions of different microgroups, comparing proposals and combining them into a general version of the group, or just repeating the discussion of one of the microgroups in front of the whole group.

The discussion can be completed both by a teacher and pupils. In addition, not all issues can be resolved. The discussion will have an open outcome and can be continued at any time, in another place and with the presence of other persons.

The discussion may be based on the material of the text having been read. **To achieve Task-Based Language Teaching at the English Lessons** it is advisable to organize the activity in three stages:

I. ***Conditional-managed interaction*** (group work, 10 min.). At this stage the expressions of pupils are largely confined to the text. After individual reading of the text pupils firstly discuss in the groups its title, and then each one in turn passes in one foreign language according to one of the events described in the text, using, for example, such a table:

Place	Approximate	Time	Event	Significance
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When one pupil says, the rest of children interact with him/her, helping him/her to pick up the linguistic means, reminiscent of certain details of the content of the text, so that communication can continue. Pupils work in groups of 4 participants, one of whom is the leader of the discussion.

A task for a group: Form groups of four. Each group has 10 minutes; at first, discuss the meaning of the title and try to reach the group agreement; for the second, retell one milestone according to the text.

2. ***Managed interaction*** (paired work, 5 min.). Pupils work with a set of drawings that illustrate story lines or certain important events described in it. Each pupil describes his/her drawing without showing his/her partner. The partner summarizes the message and gives the title for a picture. The pupils' statements support the questions that are written on the board.

Who are the characters?

What are they doing there?

What is the setting?

At what date does it take place?

How do the characters feel about themselves?

This stage is optional.

A task for a group: Select a partner to form a pair. Take turns and use 5 minutes each to describe your "secret picture" to your partner. The partner should summarize

the significance of the picture and then give a title. Use the list on the blackboard as a reference for the description.

3. **Free interaction** (work in pairs, 10 min.). During the previous activity, pupils got a complete picture of both the subject of the discussion and the means of expressing their thoughts. They are ready for free communication with a partner: to discuss their own life experiences, certain events from the experience of other people whose roles they perform, or before conducting a survey, a questioning, the interviewing, acting as a journalist, a columnist, a writer, etc.

A task for a group: Each pair should take 10 minutes for a free conversation about some significant events for your partner can be:

A: two friends recalling your schooldays;

B: a journalist and a well-known writer talking about a memorable event;

C: a social surveyor and his/her informant in a questionnaire.

Our teaching practice at school № 15, t. Rivne, makes it possible the natural transition from precommunicative to communicative speech activity, arguing the appropriate positive mood in the class, which is a necessary factor in reducing the level of affective filter – the negative emotional state of pupils.

The given examples of exercises testify that the best opportunities for practice in the process of free communication in a foreign language are created, provided that there is an interesting subject of the discussion and its organization as a group role-playing game. In this case, the discussion is a model of the natural process of communication.

Next, we will offer some variations of discussion-based exercises, which can be used by the teacher to conduct educational discussions.

PRIORITIES.

The group is provided with a set of discrete items – usually in the form of a list the components of which may not be distributed among participants – and at least one criterion. The pupils have to order these in a scale according to how far they conform, a young couple who have bought a tumbledown cottage may make a list of what needs are doing to it, in order of urgency; or a panel of judges may assess the

relative merits of the contestants in a singing competition. These particular situations are difficult to be simulated in the classroom, but we can easily make up parallel problems which are appropriate for our classes.

The language having been used consists mostly of comparisons, and lower – level classes may benefit from a little practice in comparative and superlative constructions beforehand. In particular, the following words and phrases may be useful: more/less important than, the most/least important, more/less than, better/worse than, as good as, not so good as, I would rather..., I prefer..., That comes above/below/before/ after... Which is better/more important?

The significant role in the achievement of the development of internal interference and conceptual correlation plays a controversy.

A *dispute* (from the Latin “Dispute” – to investigate, argue) is a public dispute according to a scientific or socially important topic. Disputes create optimal conditions for enriching pupils with educational information, preventing possible interpretations, teaching arguments, proving, defending their own opinions, criticizing their own minds and contributing to a climate of benevolence and respect for the opinions with others.

To develop the dialogical speech of pupils we use a definite methodological system that includes the principles of teaching oral communication, selection of subjects and linguistic material, its organization with the calculation of pupils’ interests and opportunities, a set of exercises and forms of the activity, which determines a certain structure of the lessons of a foreign language.

Let us show the main methodological requirements, such as “communicative orientation”. This is the guiding principle of learning a dialogue, as well as oral speech in general.

So, ***psychological requirements of Task-Based Language Teaching at the English Lessons*** for the developing of teachers and pupils’ creativity at the English lessons are:

a) the acquisition of a linguistically justifiable minimum of linguistic equipment that provides a level of communicative maturity;

- b) an assessment of each linguistic creature in terms of the reality of its appearance in ordinary to act in the process of oral communication;
- c) the formation of a situational or thematic minimum taking into account interests and future needs of pupils;
- d) the communicative activity of speech operations when working with linguistic material;
- e) the creation of a defined system of the activity, which is motivated by the need for linguistic communication.

The method of training dialogical speech should be specified, clearly selecting lexical and grammatical material. It is also necessary to take into account the age-specific features of pupils, to identify the motives and objects that interest them, which can be effective components of the communicative model of a real communication in the paradigm of educational settings.

Communicative orientations have two main forms of their implementation. The first is international communication. It is necessary that training is oriented on the need to communicate with native speakers. The second, very important form of communicative orientation is communication between compatriots in a foreign language (intranet communication is especially relevant at secondary school).

The instructor should select appropriate topics for dialogical communication, develop and specify it and offer pupils models of real situations that would satisfy their interests and stimulate dialogue. Such situations can arise both in the process of international and in the internal communication.

The training program should be based on the following series of typical communicative situations selected and processed in accordance with the principles of teaching dialogical communication and facilitative interaction as the types of communicative activity, with educational and didactic needs.

The problem is that in any dialogues pupils clearly knew their role having been skillfully improvised. To reach this the teacher needs a well thought out, clearly painted atlas – so called a situation report, situational and roles determined, a list of rational exercises for dialogical communication.

1.3. Conceptual correlation and internal interference as mechanisms of constructing Task-Based Language Teaching at the English Lessons

Before looking at the description of Task-Based Language Teaching at the English Lessons it is necessary to focus on the analysis of dialogical communication in general and the functional completeness of some particular replicas in particular.

Observation of dialogical communication in real conditions shows that different replicas of dialogicue (or its segment) perform different functions. It is necessary to distinguish between replicas that perform the actual, emotional-reactive, contact-setting and techno-communicative functions.

The first group of replicas includes statements in which something is reported, ascertain, for example: *John has fallen seriously ill. Tomorrow we'll have Geography instead of Physics.*

The second type includes replicas of emotional reactive expression that occurs during direct contact, but excludes replica-condemnation. To the replica of emotional-reactive expression can be attributed:

- a) expressions that convey positive emotions: *Yes; Yes, of course; Certainly; That's it; Just so; Exactly so; Naturally;*
- b) expressions that convey negative emotions (irritation, doubt): *Impossible! Why should I ...? Nothing of the kind! By no means! It's unjust! Nonsense!*
- c) expressions of doubt: *Probably; Maybe; Most probably; I doubt it; Really? Are you sure? Too good to be true! Is that so?*
- d) expressions of wonder: *Is that so? Impossible! Oh! Indeed? You don't say so! Dear me! How surprising! Who'd have thought it? Goodness gracious! You don't mean it, do you?*

We can merge the replicas of the contact-setting destination with:

- a) formulas of courtesy and greetings: *Please; I'm sorry; Excuse me; I beg your pardon; Not at all; Don't mention it; That's all right; Thank you; Many thanks; Hello! Good morning! Good-bye!*

b) dating form: *May I introduce myself; My name is...; Meet my friend...; Glad to meet you! How do you do?*

c) expressions of the actual nature (used to maintain contact with the rules of courtesy, tradition or in the absence of information that may interest the partner, or when they are not going to inform something informative): *Well, how are you? Good day today! Vacations? Yes,yes; Is it? Remember me to...! Give my love to...; I hope we'll see you soon; Congratulations! My best wishes to you! I wish you good luck! (A) Happy New Year! Manny happy returns of the day! May all dreams come true!*

Peculiarities of the techno-communicative function are:

a) indicators of destination: *Miss Adams! Mr. Jones...*

We are talking about anthroponymy; in a dialogue they often become separate vocative replicas, for example:

P.1: Peter Hawkins! Hawkins!

P.2: Yes, sir!

P.1: Why are you making everybody look for you?

b) replication in contact and out of it: *Excuse me! Hey, porter! I say! Look here! That's all. That reminds me...Well...; Talking of...; Just a minute; Excuse my interrupting you;*

c) contact replicas with the aim of control: *I can't hear you. Can you speak slower? Pardon? Will you repeat it? I can't follow you; Speak louder! Speak more distinctly!*

d) replicas of the request for information (interrogation, clarification, etc.): *What time is it? Has Bob been to the doctor today? Is he a chemist, not a dentist? Are you really twenty – one? Tell me about ... Answer my question, please! Describe it in detail.*

Depending on the extent to which the partners of communication in a dialogue are relying on the situation of communication and circumstances, on the one hand, and how this situation will be reflected in their language activity, two types of dialogue can be distinguished: *contextual* and *situational* ones.

For the interpretation of the first type of a text, we can say that such a dialogue actually describes the situation of communication itself.

For example:

P.1: Jim is complaining of sleeplessness.

P.2: He ought to go the doctor.

P.1: He needn't. It'll be quite enough if he eats a little less before going to bed.

The second kind of a dialogue, as a rule, differs conciseness, curvature of language characteristics, for example:

P.1: (bringing the menu). Here you are. What would you like?

P.2: Please this, this and this (showing the indication of dishes in the menu)

P.1: I'm sorry we've run out of this (crossing out the name of the dish out of the menu). Choose something else.

P.2: Then this, please.

P.1: Well, I wouldn't recommend it to you (...)

A person who does not participate in a dialogue is unclear what kind of dishes is being discussed.

A dialogical statement can be internally motivated (the participant in the dialogue speaks, guided by his/her own thoughts, such as – why he/she entered into the current linguistic contact that he/she cares about what he/she thinks) and externally motivated (the response to the replica of the partner, the answer to the question, the response to the situation, the formula of courtesy).

P.1: Hello, Mrs. Parker!

P.2: Oh, Mr. Rawlings, hello, come in.

P.1: I've called specially to ask whether it is your dog. I found it under my counter.

Last replica of Pupil 1 was dictated by the motives behind the situation of communication. Here is another example:

P.1: We are in for a hot and dry summer again.

P.2: Well, one can never tell for sure. One season is not like the other in these parts.

Last replica of Pupil 2 caused by stimulating reaction of the statement of the partner of communication.

So, we proposed exercises for students, which would be analyzed in terms of the motivation indicated in the dialogical speech. In the final results' statements should be balanced.

In the complex of focused learning actions that develop the skills of dialogical communication, we should include both preparatory exercises and the exercises that develop the ability to maintain a personal dialogue in the language having been studied.

Let us look at two types of exercises for learning expressive speech which is actual in the process of facilitative interaction at the English lessons. When performing exercises of the first type (prepared, training) a specific language material was activated, that was acquired skills of operation with certain phonetic, grammatical and lexical elements. The content of these exercises or drills consists of repeated statements of a foreign language which all correspond to this content.

The exercises of the second type (speech) also activate the linguistic material, but solve more complex communicative-content and creative problems: they develop the ability to create linguistic activity for the purpose of communication, form a willingness to engage in the process of real communication. The essence of these exercises is the construction of a linguistic form for transferring of the person's own thoughts, discussions, observations, etc.

Since the main functional unit of exercises of the first type is the sentence, it can be assumed that the drafts (imitation, transformational, that is, those substituting) equally contribute to learning both monologue and dialogical strategies of communication, since the sentence can be a replica in a dialogue and an integral element of the unambiguous unity. Training exercises, as well as educational dialogue, contribute significantly to the development of dialogical speech skills. In a case of exercises of the second type (which are communicative), some of them by their nature and the speech product they provide are intended primarily for the development of dialogical communication (for example, teaching-speaking

situations). They primarily belong to the inclusion in a set of forms of the activity for the development of the skills of dialogical speech of students.

A set of exercises for the development of Task-Based Language Teaching at the English Lessons includes three consecutive series of educational actions:

1. Aspect-training exercises for working out of the linguistic (phonetic, lexicogrammatical) material.
2. Exercises for the development of abilities to express replicas.
3. Exercises for communicative function in a dialogue.

Exercises of the first and the second series are prepared. They have an identical structure that includes the following components:

- a) the instruction (indicating what to do);
- b) the example or a model (illustration of how to perform the exercise);
- c) a stimulus (the primary language or speech material to be processed is the point of a learning operation);
- d) a reaction (the result of the pupils' educational activity).

The simplest operation for changing is the absence of any formations or so called zero change.

There are exercises for instant display of the linguistic sign (imitation, echo-repetition) and reflection of the mnemonic sphere of the person (memory reproduction).

In spite of the mechanical nature of the operation had been produced during the simulation of the language, the model is based on real conditions of communication of speech acts (repeated statements of children and adults, the repetition of the material the partner said in the connection with amazement, disrespectful listening, the need to receive, express consent or show ironic attitude to what was said, etc.). For example:

P.1: Where are my spectacles?

P.2: Here are your spectacles.

P.1: Where were you hiding them?

P.2: Hiding them?

P.1: Hiding them.

P.2: I wasn't hiding them (...)

Micro-dialogues (3-5 replicas) should have a dynamic plot, simple colloquial formulas, used vocabulary.

P.1: What is your hobby, Alex?

P.2: I collect books published in the 17-18th centuries.

P.1: How interesting! Have you got many of them in your collection?

P.2: Quite a lot. There are almost five hundred of them.

The most typical unit of the dialogical text for displaying exercises is the speech example, cliché and conversational formulas. For example (a situation at the station):

P.1: Ah, hello, Bob, here you are! How are you? So glad to see you again!

P.2: And so am I. Awfully good of you to meet me.

P.1: That's all right ... You're looking jolly well.

P.2: Yes, thanks, I'm feeling very fit. And how're you?

P.1: Well, I'm not feeling quite the thing; I've had a bit of cold the last day or two.

Let us look at the volume and the structure of a single statement in a dialogical speech. The statement may be a short one comparing with two-hour speech. From the methodological point of view it is necessary to distinguish between dialogical unity (2 replicas); micro-dialogical (3-5 replicas); middle dialogue (6-15 replicas) and macro-dialog (more than 15 replicas, for example, a scene in a play). Thus, the phonation types of sentences *Tcc! Mm! Sch!* can be regarded as the first level of expression, that is the expressions at the level of phonemes. In ***Task-Based Language Teaching at the English Lessons*** we should distinguish:

a) the minimum volume of the speech creation (usually – ellipses) – they are the words of such a type: *Yes, No*; separate questionnaires: *For what? Why? Where?*; elliptical structures: *We, too; They will; On the table*; concise answers: *Yes, of course; Surely; Probably yes; May be*;

b) a replica that consists of a full sentence, often with an elliptical sentence, for example:

S.1: Where are you hurrying?

S.2: To the station. I'm leaving;

c) a fragmentary statement consisting of full and elliptic sentences (from 3 to 5 ones), for example:

S.1: Will you seeing Ann this evening?

S.2: Yes, I will. She's going to come to our place. Do you want me to tell her something? I'll do it if you want.

In the above fragmentary statement the first and the last sentences are both reactive and stimulating. Other sentences can be considered as a monological beginning, which, as a rule, have the character of some statement (explanation, comments).

We followed the facilitative interaction between the expressions of the speaker and the partner of communication. The initiator focuses on the situation, evaluates his/her partner, his/her level of language proficiency, compares his/her speech level, and already the partner of communication perceives the subject and the intention of the speaker, conducts the analysis, and then there is already a statement of the partner of communication.

On the basis of the theoretical analysis of the problem of the correlation of dialogical, psychological, and pedagogical literature, ***we developed (by the type of speech reaction) four types of transformation utterances of Task-Based Language Teaching at the English Lessons***, which depend on the processes of internal interference and conceptual correlation:

- 1) informative Task-Based Language Teaching at the English Lessons;
- 2) negative Task-Based Language Teaching at the English Lessons;
- 3) inductive Task-Based Language Teaching at the English Lessons;
- 4) emotional by nature Task-Based Language Teaching at the English Lessons.

Here are the examples ***of four types of transformation utterances of Task-Based Language Teaching*** at the English Lessons:

1. Informative Task-Based Language Teaching at the English Lessons:

- a) message information:

- *Jane speaks Ukrainian fairly well.*
- *Her brother speaks Ukrainian, too;*

b) whispering, refinement:

- *I've seen this film.*
- *Have you really seen this film?*

c) advice:

- *I'd like to become a teacher.*
- *Wouldn't you like to become an agronomist instead?*

d) confirmation:

- *I hear Alec is going to Kyiv.*
- *That's right, he's going there next week;*

e) promise:

- *Mind you don't lose this book.*
- *I promise I shan't lose it.*

f) reference to someone:

- *I'm planning to enter a university after school.*
- *Your brother told me you were planning to enter a university.*

2. Negative result of Task-Based Language Teaching at the English Lessons:

a) disagreement:

- *It's good to set up for a trip on Sunday.*
- *I don't think it's good to set up for a trip on Sunday (that day).*

b) contrasting:

- *Let's go to the Black Sea this summer.*
- *No, let's go to the Altai mountains instead.*

c) denial:

- *You missed two lessons last week.*
- *But I didn't miss any lesson last week.*

3. Inductive Task-Based Language Teaching at the English Lessons:

a) order:

- *I've been at school, not at the river.*

- *Go and tell your father where you have been.*

b) request:

- *Could one of you open the window, please?*

- *Yes, of course. Pete, open the window, please.*

c) invitation:

- *All the tourists generally visit this castle.*

- *Look here: why not visit this castle tomorrow?*

4. Emotional by nature Task-Based Language Teaching at the English Lessons:

a) doubt:

- *I can carry it.*

- *I doubt you can carry it. It's too heavy.*

b) surprise:

- *I saw Nick yesterday.*

- *Did you really see him? He isn't in town.*

c) uncertainty:

- *He will come at six.*

- *He may come at this time but I'm not sure.*

As we know, the question-answer is a partial dialogical unity in the real acts of communication. Questions are always communicative, they have the aim to facilitate the partner of communication and require a response from him/her. Thus, a question is simultaneously a call to a speech reaction. In the practice of teaching foreign languages, questions may be both conditional and real-motivated. So, if the supervisor asks the pupils: *Why did not your father come to the university to see me as I asked you on Monday, Sydorenko?* (the teacher really asked the pupil's parent to come to school), then this is a real question, and a specific answer should be given.

But at the lesson the teacher can ask a lot of other questions, for example: *What color is the blackboard? How many doors are there in the classroom? What is Petrenko doing now? (Etc.)* The answers to these questions are known to those who asks, since they are related to reality. These questions are communicative only in

form. In context they are conditional, representing only the form of educational actions, which lead to automatic replicas in the process of dialogical communication.

Here are the examples of the main structural and semantic groups of questions that stimulate the expression of teaching and training replicas (pupils' answers are free, and they use the verbal fragment of questions). ***All these questions are Task-Based and facilitative by their nature.***

Questions on the topic “Our School”:

- *What kind of the school is ours? (It's a newly-built school, a three-storied house).*
- *How many classrooms are there in it?*
- *How many windows are there in this room?*
- *How many pupils are there in this class?*

Questions on the topic “Weather”, “Dates”:

- *What is the weather like today?*
- *What season is it now?*
- *What's the date today?*
- *What day is it today?*

Questions about “My favorite subject at school”:

- *What subjects are taught now?*
- *What exams do you take at the end of the year?*
- *What foreign languages are you taught?*
- *What is the most difficult subject at school program?*

Questions about pupils' actions:

- *What are you doing now?*
- *What are your classmates doing now?*
- *Is Petrenko standing near the blackboard?*
- *Why is he standing at the blackboard?*

Questions about the theme “Clothes”:

- *What do we put on when it's hot (cold, frosty, raining, etc.)?*
- *When do we wear a raincoat?*

- *What's Ann wearing now?*
- *Do we wear a fur cap in summer?*

Questions regarding occupations or of a person, as well as according to the subjects that are used:

- *What do we call a person who teaches pupils?*
- *What do we call an object on which pupils write with chalk?*
- *What do we call a specialist who treats pupils who are ill (consults the sick person)?*

Questions about objects' descriptions:

- *What is this object (thing) made of?*
- *What color is it?*
- *What are its dimensions (Is it big or small)?*
- *Is it heavy or light?*
- *Can a boy of 14 carry it?*

Questions regarding the use of colloquial formulas:

- *When do we say "Hello!"?*
- *Whom do we greet saying "Hello!"?*
- *When do we say "Thank you"?*
- *When do we use the word "please"?*

The main types of questions are known to be general, alternative and special one. The simplest answers are to common questions. For educational purposes pupils are often offered to answer full sentences (after incomplete answers):

Teacher:

- *Is our classroom small?*
- *Does this classroom face the shop (a yard)?*

A pupil:

- *No, it isn't. It isn't small (It's large).*
- *Yes, it is. It's small.*
- *Yes, it is. It faces the university yard.*
- *No, it isn't. It doesn't face the shop (yard) (It faces the street).*

Of great importance it is the reliance on pupils' ability to respond to questions and to respond to empirical statements, as well as non-standard forms expressing confirmation or denial (*of course, surely, by no means, that's right, etc.*).

- *Do you often take books from the library?*

- *How often?*

- *Do you often go in for sport?*

- *What sport do you go in for?*

- *Surely (yes, rather). (Not very often).*

- *Once a fortnight. (Once or twice a month).*

- *Yes.*

- *Swimming.*

Alternative questions partly contain an answer themselves:

- *Must we do this exercise orally or in a writing form?*

- *We must do it orally.*

For special questions pupils can give both laconic or elliptical (incomplete) answers, but detailed explanations:

- *What do we usually put on when it rains?*

- *A raincoat.*

- *As a rule, a raincoat.*

- *We put on a raincoat.*

- *When it rains, we usually put on a raincoat.*

As it was noted above, replicas in the usual dialogue are not always correlated with each other as a question – an answer. In a free conversation the partners react productively to such statements as assertion (assessment, judgment, statement, informing, aphorism), invitation, expression of emotions and others. But is it possible in high school to teach pupils more or less widely to speak in response to a replica that does not contain the requirement (an invitation) to speak? Pupils themselves create the content of the statement and, what it is especially important, they freely choose the form of its expression (relying, of course, on the previously learned language material).

As practice shows, pupils' performance of **replicative exercises** is not only necessary but also possible **for organizing Task-Based Language Teaching at the English Lessons**. It should be noted that pupils should be taught to participate freely in such forms of the activity in accordance with the typology of dialogical unities (including questions and answers). So, **we distinguish the following varieties of replicative exercises (according to their communicative structure)**:

1) **affirmation – a question** (replica in response is expressed by surprise, doubt, questioning, clarification, assumption, desire to receive additional information, etc.);

2) **assertion – assertion** (replica in response expresses confirmation, consent, judgment, promise);

3) **confirmation of the negation** (replica in response expresses disagreement, protest, contestation);

4) **motivation – a story** (the replica contains questions or prompts).

We'll show the examples of each kind. So, we'd like to propose sentence-stimuli and possible reactions to them:

1. a) specify the details:

- *I'm going to the country.*
- *I like watching television.*
- *What for?*
- *For how long?*
- *Are you going to stay there all the holidays?*
- *When do you usually watch TV?*
- *What programs do you like to watch?*

b) Check the veracity of the statement:

b.1) Express surprise:

- *It takes me almost an hour and a half to get to the stadium where I train.*
- *Do you live so far?*
- *Does it really take you so long?*

b.2) Ask about information leakage: Pete's collection of postage stamps won the third prize:

- How do you know?
- Who told you that?

b.3) Ask for an explanation:

- I won't see Jack any more.
- What do you mean?
- What do you mean by saying "any more"?

2. a) Please tell us what you are talking about:

- I'm crazy about music.
- I like tennis more.

b) Agree with the statement and if it is possible – inform us about something else:

- Sometimes it's very cold here in autumn.
- Yes, rather. And not sometimes but always.

c) Express your doubts:

- Pete and I shall go fishing tomorrow, we'll be at the lake at 4 in the morning.
- I doubt you'll go there. Pete never gets up so early.

d) Exchange partner politeness formulas:

- I'm very sorry.
- Thank you very much.
- That's all right.
- Don't mention it.

e) Give confirmation and clarify what the partner said:

- You've found the way very quickly.
- Yes, I was shown the way by a passer-by.

3. a) Do not agree with the statement:

- Buses are usually empty in the morning.
- Every city with a population of a million has the underground.
- I don't think that's correct. They are usually full during rush hours.

- *That isn't always true. There's a number of cities which haven't the underground.*

b) Deny and correct the partner of communication:

- *There are 30 days in May.*
- *That isn't right. May has 31 days.*

c) Fix the affirmation:

- *Alex says you're going to stop training because you've hurt your arm.*
- *Nothing of the kind. I'm not going to stop training, I haven't hurt my arm.*

4. React to the order:

- *Bring the spade, please.*
- *But I have already brought it.*
- *Yes, but give me the key from the shed.*

On the basis of our pilot research of facilitative interaction of pupils at the English lesson (form 5-A, 42 pupils, Rivne Lyceum "Ukrainian", t. Rivne), we can conclude that the use of ***such types of dialogical unities positively influence the facilitative interaction of pupils***: the answers about smth. – 30%, the questions – 6%, the story as answering the questions – 16%, a story-narrative – 34%.

Thus, this pilot research shows that organizing facilitative interaction of pupils at the English lesson with educational mechanisms of conceptual correlation and internal interference will contribute the development of dialogical speech of pupils at the English lessons.

1.4. Conceptual methodological guidelines for the use of Task-Based Language Teaching at the English Lessons

Task-Based Language Teaching at the English Lessons is a process of teaching organized on the basis of the tasks of a communicative nature. The purpose of this training is to teach foreign language communication using a variety of tasks and techniques. Recently, the terms "communicative learning" and "communicative oriented learning" are gradually becoming synonymous (for

comparison: communicative teaching, communicative-oriented teaching, communicative approach to teaching languages).

The peculiarities of the communicative approach to teaching of foreign languages are clearly expressed in the provisions that reflect the essential laws of educational activity, serve as a direction for constructing a theory of learning, a benchmark for the organization of educational activities. These provisions acquire the status of the principles of learning (Canning-Wilson, 2000).

In such a way we outline ***five main principles of Task-Based Language Teaching at the English Lessons***, each of which is implemented in relation to one or another type of speech activity alike, although with some specificity.

1. ***The principle of speech-thinking activity***, which involves such an organization of training, when the pupil is constantly involved in the process of communication (with the teacher, other pupils, the book). According to this principle, the content basis of communicative learning is problematic. A pupil should not simulate, read, listen, and perform a “speech act” during which he listens, speaks, writes, reads.

2. ***The principle of individualization in the leadership role of its personal aspect*** as the main means of creating the motivation and activity of pupils, taking into account their life experience, context of activity, sphere of interests, emotional sphere and the status of a particular individual in the team.

3. ***The principle of functionality*** that provides for the selection and organization of a minimized system of speech means, adequate communication, which could functionally replace the entire system of communication. Similarly, this principle applies to reading (listening): texts that collectively represent the sphere of communication to which students are trained. Functionality is the basis for mastering the grammatical side of speech (speech samples) and lexical units.

4. ***Principle of situationally***, considered as a means of speech stimulation and as a condition for the development of speech skills. At the same time under the “situation” we understand the system of interactions of the partners, which is reflected in their minds.

5. ***The principle of novelty***, which covers the entire educational process: the content of the material (texts, exercises), the conditions of training (organization of exercises), methods of training, forms of organization of the educational process (types of classes), etc. This ensures the maintenance of interest in learning, the formation of speech skills capable of transfer, the development of productivity and dynamism of speech skills, the development of the communicative function of thinking.

The communicative method requires an open atmosphere of cooperation and active participation of pupils into the process of their learning in the classroom. Key educational principles of what can be called ***communicative oriented language teaching methods*** were summed up by (Beagles-Ross & Gat, 1983):

- ***Pupils are stimulated by their cognitive processes.***

Pupils expect that they use their mental abilities to perform problem-solving tasks contained in educational-methodical complexes. It is anticipated that pupils will solve these problem tasks using English. These may be games, riddles, quizzes.

- ***Pupils are actively involved into the learning process.***

In order to successfully learn a language, students must take an active part in the learning process. Pupils should be encouraged to ask numerous questions and experiment with the language. Scientists (Cennamo, Savenye & Smith, 1991) quote from a teacher who found successful ways to interest pupils in the process of learning a language: "Pupils do not treat English as a boring duty, it is a means of communication and entertainment for them. They can experiment with the language, as with something real, and not with what appears only in books".

- ***Pupils are encouraged to express their thoughts, feelings and use their experience.***

In order to teach pupils to speak English in classes they should be interested in it and create opportunities for effective communication between them and with the teacher. Modern teaching and learning complexes deal with much time and space to creating such opportunities.

Examples of exercises for actualization Task-Based Language Teaching at the English Lessons

I. (Open Doors SB1, p.37). Topic: Talking about permission.

Write true sentences:

At home I can ... but I cannot ... (watch TV until eleven o'clock, eat ice-cream for breakfast, play loud music in my room).

You choose!

At school we can ... but we can't ... (play football, listen to pop music, use a dictionary in English lessons).

You choose!

In order to consolidate the lexical-grammatical structures, in this case, the methods of expressing the prohibition and permission, took place in a realistic context, students are invited to write sentences close to their experience.

II. (Streetwise Intermediate SB, p.3) Talking point.

1. Think about your experiences of learning a skill, e.g. another foreign language, a musical instrument, playing a sport, etc. Prepare your own answers to these questions first, and then compare your answers with your partner.

- a) What skill did you learn?
- b) Where and when did you start?
- c) How did you learn? Did you have a book, a video, a teacher?
- d) What are some of the things you remember most clearly?
- e) How successful were you? Why?

2. Now share your experiences with the class, and agree on the most successful ways of learning a new skill.

Here the subject is the way of learning a language. Pupils are invited to share their impressions of the various teaching methods that were most effective for them. In this case, the communicative approach has a double benefit: pupils do not only use English to convey real and interesting information to one another and to a teacher, they can also discover new methods and techniques for learning the language.

- Pupils are engaged into the process of learning activities that simulate or create real or realistic situations.

Obviously in the most cases communication English in the classroom is largely artificial in the sense that it can only mimic the communicative situations of real life. For example, if the pupils got to know each other at the beginning of the school year, then they do not need to do it again. But in order to ensure sufficient practice, it is necessary to repeat such a task several times – and in different circumstances.

Pupils in the class, as a rule, do not need to ask questions about how to go or go somewhere in a certain direction, but they need to know how it is done in real life situations. Modern training complexes offer many tasks that provide students with an opportunity to understand the practical functions of the English language and the conditions of their use.

- Pupils are encouraged to work together.

All communicatively oriented learning environments are constantly encouraging pupils to work in pairs or groups in order to provide the maximum amount of opportunities for mutual oral and written communication in English. In this case, each pupil has more time to speak than if he/she answered only the teacher. Working in pairs also allows students to practice speaking in a safe, relaxed context, without fear, which can accompany the oral answer to the entire group. Work in microgroups increases motivation because it allows pupils to share ideas and help each other.

- Pupils are encouraged to take responsibility for their own learning and develop their ability to learn.

The "Learn to Learn" section develops learning skills, it is now an integral part of the program of the best modern teaching and learning complexes. This makes pupils themselves to appreciate how well they have studied the content of the section, and self-control tests provide valuable information that pupils have learned well and what is not.

- *Teacher performs various functions - informant, consultant (resource consultant), observer (monitor) - at different stages of the class.*

Each teacher has his own unique teaching style, but according to the principles of communicatively oriented language teaching, his/her role in the language class should be flexible enough: the teacher must constantly lead and support pupils, but not always dominate them. The role of the teacher as a carrier of information is necessary at that stage of the classroom, when pupils need the initial data (for example, when studying the new material); or when necessary explanations to the tasks; when it's time to move from one stage to another and when to correct mistakes. The role of an observer is most important when pupils work independently or in pairs or groups. During this stage, the teacher, moving from one micro group to another, provides individual help to those who need it. The role of a teacher as a consultant is fully realized when students work independently in pairs or groups and need advice on the content of the task or the availability of relevant information sources, for example, to work on the project.

All the above provisions can be supplemented by other features of communicative learning using existential models, in which the focus of attention is the content of the statement, a special significance acquires the speech context, develops both literacy and the speed of utterance; literacy includes, in addition to linguistic norm, the sociocultural adequacy of speech behavior, encourages the personal content of learning, stimulates involuntary memorization.

There are also provisions on the organization of training, centered on the pupil, on the provision of "moral-emotional and intellectual" pupil's development, on the individual pace of language learning, on an integrated lesson with the diversity of interpersonal relationships.

It also emphasizes the importance of interaction and cooperation between students, as well as the speech task for the organization of communicative learning of the language.

It is considered necessary to take into account the psychological factors of existential-communicative occupation, which includes respect for the pupil's

personality, acceptance of the individual uniqueness of each participant in the educational process, the protection of the individual from psychological trauma in the classroom, the preservation of personal autonomy of each student, the development of interpersonal relationships.

Communicative tasks, according to methodologists, are indissociable from stimulation of mental activity in various ways. Foreign language as a tool of knowledge in the conditions of communicative-oriented learning is also a means of socio-cultural education.

The analysis of the methodologists' presentation of the basic principles of communicative learning allows us to clearly articulate the main conceptual principles regarding the use of method of facilitative interaction at the English lessons in the educational process, detailed in the relevant **Principles of Task-Based Language Teaching at the English Lessons**.

Principle 1. The use of Task-Based Language Teaching at the English Lessons is possible under the conditions of the Activity Approach.

- 1.1. Activity essence of communicative-oriented learning is carried out through activity tasks. They are implemented with methodical techniques and form exercises.
- 1.2. Activity tasks for communicative oriented learning of a foreign language are based on game, simulation and free communication.
- 1.3. The active essence of learning is realized in the situation "here and now", that is, the process of foreign language thinking is carried out directly at the time of the speech situation.
- 1.4. Activity essence of study increases the importance of methodological organization of the learning process. Almost every task can be performed in three stages: preparatory, executive, final.
- 1.5. The active essence of learning is realized in a humanistic, centered approach to learning for pupils.

Principle 2. The use of existential models of teaching foreign languages means the development of pupils' communicative competence.

- 2.1. An important component of communicative competence is the linguistic competence, the willingness to use a foreign language as an instrument of speech and thought activity.
- 2.2. A significant component of communicative competence is pragmatic competence, readiness to convey communicative content in the context of communication.
- 2.3. The necessary component of communicative competence is cognitive competence, readiness for communicative and thoughtful activity.
- 2.4. A significant component of communicative competence is the informative competence, the possession of the content of the subject of communication.
- 2.5. Communicative competence is formed in all kinds of speech activity - listening, speaking, reading and writing, ensuring their implementation.

Principle 3. The use of Task-Based Language Teaching at the English Lessons what is possible under the conditions of the authentic process of pupils' socialization.

- 3.1. Authentic communicative oriented learning of foreign languages is carried out using the tasks of speech interaction.
- 3.2. Authentic communicative oriented learning of foreign languages is carried out with the help of tasks that involve informational inequality of participants.
- 3.3. Authentic communicative oriented learning of foreign languages uses problematic speech-thinking tasks.
- 3.4. Need as an organized role of communication.
- 3.5. Spontaneous foreign-language speech forms implicit knowledge that fundamentally differs from explicit (Table 1.1).

Table 1.1

Characteristics of explicit and implicit knowledge as components of Task-Based Language Teaching at the English Lessons

Explicit knowledge	Implicit knowledge
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Formulated	Applied
Demonstrated	Detected
Learn	Are developing
Stable in shape	Moving in shape
Stable in form	Set by the goal
Reproduced	Are being consumed
Require automatism	Demand the creativity
In a less degree depends on implicit activity of a person	In a less degree depends on explicit knowledge
Restricted by the memory of pupils	Pupils have limited cognitive capabilities

According to the theory of linguistic relativity (Hanson, 1992), we are surrounded by our language as a prism, through which we look and know the world. This view will be unequal among representatives of other nationalities, as evidenced by mythology, folklore, language of symbols, proverb, etc. It is clear that the main function of the language which is communicative one.

The motivation to study the second non-native language is the need to communicate in a foreign language environment. An important factor in the attractiveness of the language being studied is its status as the language of interethnic and international communication.

With the transition to a communicative-oriented foreign language learning using existential models, we cannot but admit that culture becomes the center, not the periphery of attention, as was the case when it was considered as a system with formal features. The proper use of language in a social context requires from the student not only the knowledge of what “to say”, but also “how” and “when” to say. And here, as it sounds paradoxical, we again refer to the ancient meaning of the word “culture” – under such conditions we can talk about the cultivation of the pupil’s soul. There is no doubt that the possession of two or more languages enriches a person not only with the additional knowledge of other cultures, but also the ability to understand and tolerate the representatives of other countries. Europe (and the whole world) after the fall of the Berlin Wall became completely different not only from the point of view of international politics, but also about cultural diversity.

“Globalization” and “Facilitative interaction” are such appropriate terms of the economic and political expansion of superpowers in the UK, and at the same time, regional, local sovereign formation is growing as a counteraction to globalization and facilitative interaction. Under such conditions, “culture” becomes a very vague concept.

The new programs for general education institutions emphasize the role of several competences necessary for the formation of foreign communication competence. In our opinion, the skills listed in the program should be supplemented, such as the interpretation of a product of another culture, an explanation of its meaning and its correlation with a similar phenomenon of its culture, the ability to guess, analyze and gain knowledge in the process of real communication, as well as the ability to critically evaluate the information obtained and the phenomena of another culture on the basis of reasonable criteria.

Such skills, supported by linguistic means, allow not only to understand a different culture but also to successfully present themselves in the context of a polylogue of modern languages and cultures.

In the connection with the foregoing ***the training of the teacher of foreign languages must be mastered by the English Methodology of Task-Based Language Teaching at the English Lessons:***

- a) the organization of intercultural exchange as an integral part of the educational process;
- b) cross-cultural projects of different levels and nature;
- c) use for these purposes of all the opportunities provided by the educational group, the university, the region, Ukraine in the whole, the near and far abroad for intercultural interaction;
- d) identifying each pupils’ motivation to study linguistics and finding a way for real communication.

Methodologists and educators have not yet definitively determined whether this is a new phase of a communicative method using existential learning models, or a fundamentally new methodological direction. But it is now clear that the specifics

of the target and content aspects of learning a foreign language in the context of the intercultural paradigm are due to the fact that as a central element of the methodological model, the pupil acts as a subject of the educational process and as a subject of intercultural communication.

Conclusions to the 1st Chapter

Task-Based Language Teaching at the English Lessons is characterized by specific linguistic, psychological and integrative features. They need to be considered for the development of an appropriate training system and specific methodological recommendations. Let's define the basic concepts of facilitative interaction. First of all, Task-Based Language Teaching at the English Lessons is a united situational-thematic community and communicative motives of the combination of verbal statements consistently generated by two or more interlocutors in the direct act of communication. Task-Based Language Teaching at the English Lessons at secondary schools often takes a place in the process of organizing dialogues.

Let's show the linguistic features of **dialogical communication in the process of Task-Based Language Teaching at the English Lessons**.

Dialogue as a product of coordinated verbal speech activity of two (three or more) interlocutors, is a coherent text that has all the main characteristics of the unambiguous unity. The parameters of the oral dialog can be included:

- referring to one or another sphere of oral communication;
- the nature of the subject (one topic, a system of themes, several different themes);
- a number of creators of the text (dialogue, trilogy, polygon);
- functional style of speech (spoken, officially or business, etc.);
- degree of readiness of the subjects of speech act (presence of workpieces, thoughts and facts, degree of mastering the topic);

- linguistic characteristics (normative language, composition of the dictionary, intonational design);
- situationally (the degree of support of speaking on infant communication channels in the process of their speech contact and the reflection of this particular communication in the text);
- depth and detail of the communicative development of the topic (or topics) that are discussed during the speech contact.

We'll propose **the psychological features of Task-Based Language Teaching at the English Lessons in the process of facilitative interaction**. The following psychological aspects influence the content and the nature of facilitative interaction:

- 1) the process of perception of the interlocutor's speech and orientation in the situation;
- 2) the processes of formation of the content of the statement;
- 3) the processes of linguistic design of thoughts and perception (plus decoding) of replica of partner in communication.

To achieve Task-Based Language Teaching at the English Lessons it is advisable to organize the activity in three stages:

1. *Conditional-managed interaction* (group work, 10 min.).
2. *Managed interaction* (paired work, 5 min.).
3. *Free interaction* (work in pairs, 10 min.).

A set of exercises for the development of Task-Based Language Teaching at the English Lessons includes three consecutive series of educational actions:

1. Aspect-training exercises for working out of the linguistic (phonetic, lexico-grammatical) material.
2. Exercises for the development of abilities to express replicas.
3. Exercises for communicative function in a dialogue.

Exercises of the first and the second series are prepared. They have an identical structure that includes the following components:

- a) the instruction (indicating what to do);
- b) the example or a model (illustration of how to perform the exercise);

c) a stimulus (the primary language or speech material to be processed is the point of a learning operation);

d) a reaction (the result of the pupils' educational activity).

On the basis of the theoretical analysis of the problem of the correlation of dialogical, psychological, and pedagogical literature, ***we developed (by the type of speech reaction) four types of transformation utterances of Task-Based Language Teaching at the English Lessons***, which depend on the processes of internal interference and conceptual correlation:

- 1) informative Task-Based Language Teaching at the English Lessons;
- 2) negative Task-Based Language Teaching at the English Lessons;
- 3) inductive Task-Based Language Teaching at the English Lessons;
- 4) emotional by nature Task-Based Language Teaching at the English Lessons.

Here are the examples ***of four types of transformation utterances of Task-Based Language Teaching*** at the English Lessons:

1. Informative Task-Based Language Teaching at the English Lessons:

a) message information:

- *Jane speaks Ukrainian fairly well.*
- *Her brother speaks Ukrainian, too;*

b) whispering, refinement:

- *I've seen this film.*
- *Have you really seen this film?*

c) advice:

- *I'd like to become a teacher.*
- *Wouldn't you like to become an agronomist instead?*

d) confirmation:

- *I hear Alec is going to Kyiv.*
- *That's right, he's going there next week;*

e) promise:

- *Mind you don't lose this book.*
- *I promise I shan't lose it.*

f) reference to someone:

- *I'm planning to enter a university after school.*
- *Your brother told me you were planning to enter a university.*

2. Negative result of Task-Based Language Teaching at the English Lessons:

a) disagreement:

- *It's good to set up for a trip on Sunday.*
- *I don't think it's good to set up for a trip on Sunday (that day).*

b) contrasting:

- *Let's go to the Black Sea this summer.*
- *No, let's go to the Altai mountains instead.*

c) denial:

- *You missed two lessons last week.*
- *But I didn't miss any lesson last week.*

3. Inductive Task-Based Language Teaching at the English Lessons:

a) order:

- *I've been at school, not at the river.*
- *Go and tell your father where you have been.*

b) request:

- *Could one of you open the window, please?*
- *Yes, of course. Pete, open the window, please.*

c) invitation:

- *All the tourists generally visit this castle.*
- *Look here: why not visit this castle tomorrow?*

4. Emotional by nature Task-Based Language Teaching at the English Lessons:

a) doubt:

- *I can carry it.*
- *I doubt you can carry it. It's too heavy.*

b) surprise:

- *I saw Nick yesterday.*

- *Did you really see him? He isn't in town.*

c) uncertainty:

- *He will come at six.*

- *He may come at this time but I'm not sure.*

As practice shows, pupils' performance of **replicative exercises** is not only necessary but also possible **for organizing Task-Based Language Teaching at the English Lessons**. It should be noted that pupils should be taught to participate freely in such forms of the activity in accordance with the typology of dialogical unities (including questions and answers). So, **we distinguish the following varieties of replicative exercises (according to their communicative structure)**:

1) **affirmation – a question** (replica in response is expressed by surprise, doubt, questioning, clarification, assumption, desire to receive additional information, etc.);

2) **assertion – assertion** (replica in response expresses confirmation, consent, judgment, promise);

3) **confirmation of the negation** (replica in response expresses disagreement, protest, contestation);

4) **motivation – a story** (the replica contains questions or prompts).

We'll show the examples of each kind. So, we'd like to propose sentence-stimuli and possible reactions to them:

2. a) **specify the details:**

- *I'm going to the country.*

- *I like watching television.*

- *What for?*

- *For how long?*

- *Are you going to stay there all the holidays?*

- *When do you usually watch TV?*

- *What programs do you like to watch?*

b) **Check the veracity of the statement:**

b.1) **Express surprise:**

- *It takes me almost an hour and a half to get to the stadium where I train.*
- *Do you live so far?*
- *Does it really take you so long?*

b.2) Ask about information leakage: Pete's collection of postage stamps won the third prize:

- *How do you know?*
- *Who told you that?*

b.3) Ask for an explanation:

- *I won't see Jack any more.*
- *What do you mean?*
- *What do you mean by saying "any more"?*

2. a) Please tell us what you are talking about:

- *I'm crazy about music.*
- *I like tennis more.*

b) Agree with the statement and if it is possible – inform us about something else:

- *Sometimes it's very cold here in autumn.*
- *Yes, rather. And not sometimes but always.*

c) Express your doubts:

- *Pete and I shall go fishing tomorrow, we'll be at the lake at 4 in the morning.*
- *I doubt you'll go there. Pete never gets up so early.*

d) Exchange partner politeness formulas:

- *I'm very sorry.*
- *Thank you very much.*
- *That's all right.*
- *Don't mention it.*

e) Give confirmation and clarify what the partner said:

- *You've found the way very quickly.*
- *Yes, I was shown the way by a passer-by.*

3. a) Do not agree with the statement:

- *Buses are usually empty in the morning.*
- *Every city with a population of a million has the underground.*
- *I don't think that's correct. They are usually full during rush hours.*
- *That isn't always true. There's a number of cities which haven't the underground.*

b) Deny and correct the partner of communication:

- *There are 30 days in May.*
- *That isn't right. May has 31 days.*

c) Fix the affirmation:

- *Alex says you're going to stop training because you've hurt your arm.*
- *Nothing of the kind. I'm not going to stop training, I haven't hurt my arm.*

4. React to the order:

- *Bring the spade, please.*
- *But I have already brought it.*
- *Yes, but give me the key from the shed.*

In such a way we outline **five main principles of Task-Based Language Teaching at the English Lessons**, each of which is implemented in relation to one or another type of speech activity alike, although with some specificity.

1. **The principle of speech-thinking activity**, which involves such an organization of training, when the pupil is constantly involved in the process of communication (with the teacher, other pupils, the book). According to this principle, the content basis of communicative learning is problematic. A pupil should not simulate, read, listen, and perform a "speech act" during which he listens, speaks, writes, reads.

2. **The principle of individualization in the leadership role of its personal aspect** as the main means of creating the motivation and activity of pupils, taking into account their life experience, context of activity, sphere of interests, emotional sphere and the status of a particular individual in the team.

3. **The principle of functionality** that provides for the selection and organization of a minimized system of speech means, adequate communication,

which could functionally replace the entire system of communication. Similarly, this principle applies to reading (listening): texts that collectively represent the sphere of communication to which students are trained. Functionality is the basis for mastering the grammatical side of speech (speech samples) and lexical units.

4. ***Principle of situationally***, considered as a means of speech stimulation and as a condition for the development of speech skills. At the same time under the “situation” we understand the system of interactions of the partners, which is reflected in their minds.

5. ***The principle of novelty***, which covers the entire educational process: the content of the material (texts, exercises), the conditions of training (organization of exercises), methods of training, forms of organization of the educational process (types of classes), etc. This ensures the maintenance of interest in learning, the formation of speech skills capable of transfer, the development of productivity and dynamism of speech skills, the development of the communicative function of thinking.

The analysis of the methodologists’ presentation of the basic principles of communicative learning allows us to clearly articulate the main conceptual principles regarding the use of method of facilitative interaction at the English lessons in the educational process, detailed in the relevant **Principles of Task-Based Language Teaching at the English Lessons**.

Principle 1. The use of Task-Based Language Teaching at the English Lessons is possible under the conditions of the Activity Approach.

- 1.1. Activity essence of communicative-oriented learning is carried out through activity tasks. They are implemented with methodical techniques and form exercises.
- 1.2. Activity tasks for communicative oriented learning of a foreign language are based on game, simulation and free communication.
- 1.3. The active essence of learning is realized in the situation “here and now”, that is, the process of foreign language thinking is carried out directly at the time of the speech situation.

- 1.4. Activity essence of study increases the importance of methodological organization of the learning process. Almost every task can be performed in three stages: preparatory, executive, final.
- 1.5. The active essence of learning is realized in a humanistic, centered approach to learning for pupils.

Principle 2. The use of existential models of teaching foreign languages means the development of pupils' communicative competence.

- 2.1. An important component of communicative competence is the linguistic competence, the willingness to use a foreign language as an instrument of speech and thought activity.
- 2.2. A significant component of communicative competence is pragmatic competence, readiness to convey communicative content in the context of communication.
- 2.3. The necessary component of communicative competence is cognitive competence, readiness for communicative and thoughtful activity.
- 2.4. A significant component of communicative competence is the informative competence, the possession of the content of the subject of communication.
- 2.5. Communicative competence is formed in all kinds of speech activity - listening, speaking, reading and writing, ensuring their implementation.

Principle 3. The use of Task-Based Language Teaching at the English Lessons what is possible under the conditions of the authentic process of pupils' socialization.

- 3.1. Authentic communicative oriented learning of foreign languages is carried out using the tasks of speech interaction.
- 3.2. Authentic communicative oriented learning of foreign languages is carried out with the help of tasks that involve informational inequality of participants.
- 3.3. Authentic communicative oriented learning of foreign languages uses problematic speech-thinking tasks.

3.4. Need as an organized role of communication.

3.5. Spontaneous foreign-language speech forms implicit knowledge that fundamentally differs from explicit.

In the connection with the foregoing ***the training of the teacher of foreign languages must be mastered by the English Methodology of Task-Based Language Teaching at the English Lessons:***

a) the organization of intercultural exchange as an integral part of the educational process;

b) cross-cultural projects of different levels and nature;

c) use for these purposes of all the opportunities provided by the educational group, the university, the region, Ukraine in the whole, the near and far abroad for intercultural interaction;

d) identifying each pupils' motivation to study linguistics and finding a way for real communication.

Chapter 2.

Ways of realizing the Task-Based Language Teaching at the English Lessons

2.1. Types of speech activity and formal aspects of the English lessons according to Task-Based Language Teaching at the English Lessons

In a real communication process certain types of speech activity function, as a rule, integrated, for example, into a conversation of listening and speaking, and filling out a form involves reading and writing. At classes an attempt to separate how often functions of integrated skills (artificial skills) appear to be artificial. The audience often leads to speaking, this happens when the teacher's questions of the understanding and encourages pupils to speak. The introduction and consolidation of new material takes place through hearing perception. If, however, the textbook is used to input the material, then by speaking and reading (Herx, 1986).

In addition, pupils' skills in listening, speaking, reading and writing are systematically developed with a wide range of realistic types of tasks that provide maximum practical opportunities for using the language being studied.

Consequently, listening is an active thinking process aimed at perceiving, recognizing and understanding every time new speech messages, which involves the creative combination of skills and their active use in accordance with the changed situation.

The material for listening to the communicative educational complexes can consist of conversations, dialogues, songs, children's lyrics and rhymes, interviews and informational texts. In order to help pupils to prepare for the listening and use of these texts, a series of tasks are planned for use in the classroom – a pre-text, a post-text and those that are performed during the listening session. The Headway course illustrates the typical sequence. In the first exercises students are given a theme and specific tasks – to find relevant information during listening, after the

stage of listening, pupils complete a variety of tasks – fill in tables, answer questions, etc.

Reading is an active analytical and synthetic process, which involves obtaining information from texts based on the perception, comparison and recognition of the visual complexes of a certain value in infinitely new combinations. When we talk about reading as a means of learning, we mean the use of texts as visual support and the “content base” of teaching to speak. In this sense the texts are a written fixation of oral speech. This is perfectly consistent with the principle of integrated training for all types of speech activities. Reading helps better memorize the material, gives impetus to the discussion, since each text is the source of situations.

The purpose of writing, for example, a letter is to develop the ability to record own oral speech for communicative purposes (Davis, 1998).

The ability to write involves progressive interconnected levels of writing and word formation, addition of sentences and the design of their own and, in the end, independent writing of texts. Often a written task is part of a sequence of tasks for the development of other skills, and then it naturally integrates. So, we provide a plan of the lesson (see Lesson 2, p. 2.2) that includes three interconnected stages: the first stage is reading information and checking it (answering questions), the second is speaking based on the speech sample and the information read, and only the third step is writing.

Most creative tasks for writing include the so-called project work (project work). As the language of pupils enriches, they are offered to write different types of texts in English: dialogues, tips, simple reports, place description, letter-question, diary entry, announcement, storyline, essay, newspaper article, etc.

Advantages of the project work are:

- the project work motivates;
- pupils take an active position;
- pupils are personally oriented;

- pupils have a general educational value, promote the development of initiative, independence, imagination, self-discipline, cooperation with other pupils and useful research skills.

The design method is becoming more common at foreign language classes. The global theme can be completed by the creation of project pupils, which becomes a stimulus and motivation for learning a foreign language by transferring the center of the learning process from a teacher to a pupil. The project is an opportunity for pupils to express their ideas in a creatively thought-out way for them: making collages, posters, announcements, conducting interviews and researches (with subsequent registration), demonstration of models with the necessary comments, drawing up plans for visiting interesting places with illustrations, card, etc. Not a teacher, but a pupil determines what will be the project, in what form and how its presentation will take place. The main principles of the project work are variability, problem solving, cognitive approach to grammar, curiosity, personality factor, adaptation of tasks (Grimes, 1990).

When composing the “List of Proposed Creative Problems to Protect a Global Theme”, it is expedient to use the artistic basis for the teacher, since without the last process of creativity it is unthinkable. It is desirable to give short explanations in writing to selected topics. The main requirements for the selection of creative tasks to protect the global theme:

- 1) the nature of creative tasks must meet the functional needs of pupils. In this case account should be taken of the tendency of the latter to solve complex tasks, their independent compilation; fantasy, imaginative development that can be used to formulate hypotheses and draft projects; modeling and designing (manufacturing of operating models, models, various devices, mechanisms, etc.); drawing (associative drawings, tables, “synthesized” paintings); drawings (schemes, etc.); artistic words (artistic descriptions of objects, phenomena, processes, poetic comprehension of them); collecting (herbarium, collection of minerals, thematic selection of stamps, etc.);

- 2) it is desirable that these tasks should be close to a real life demands;

3) it is desirable that they have an element of experimental imprinting – a natural and universal method of cognition;

4) it is necessary that the implementation of the specified tasks requires the use of knowledge, skills acquired during the study of the global topic.

Democracy in the choice of creative work should not be limited to the mentioned lists of them. It should be left to pupils to offer themselves a creative task that follows from their preference.

It is important that the students in the first place form a cult of creativity, in whatever form it does not perform. Efforts should be made to establish, among other things, the last relationship of benevolence, the cultivation of the ability to rejoice in the creative success of others. It is clear that cases of “black envy” must be immediately eradicated or translated into a reasonable healthy competition. In any case, every single pupil must be firmly convinced that his work will be objectively evaluated not only by the teacher but also by the groupmates.

It is necessary to introduce a ritual for the protection of creative activities. The important thing here is to create an atmosphere of celebration, unusuality. A certain suggestive role is played by the corresponding attribute. Here it is necessary to observe the measures, but it is worth remembering that in creating an appropriate suggestive atmosphere of success there are no trifles. Not only is the nature of creative work, goodwill and, at the same time, demanding in its perception, but also the psycho-emotional impact of festive clothing of participants, the colors of the interior and special design and even the smell. The most important thing here is the idea of a common interesting business, where everyone is preparing a surprise for others. The situation of success can be continued after protection. And from the best creative works it is expedient, for example, to organize a permanent exhibition. Separate thematic competitions can be carried out not only within the limits of the University, but also outside it. It is important here to create a pupil's sense of unlimited prospect of growth not only of their own abilities, but also of opportunities to enter their creative activities beyond the limits of school.

However, it should be remembered that artificially speeding up the creation of a situation of success, and even less worthless. Whatever the nature of the creative work was not, the teacher should find those “points of touch” topics that make it possible to ascertain the depth of knowledge student material. The need for an objective assessment of knowledge, skills and abilities is beyond doubt.

One of the methods of activating pupil’s speaking is to provoke a statement. This is a welcome encouragement of pupils to their own unprepared expression, thought, idea without direct teacher assistance. The benefit of this is that students quickly get involved with speech activity and admire it: they ponder, express their thoughts, recall the corresponding linguistic forms in order to express themselves, and all this shows to the teacher what volume of material the pupils really learned and how they can use it in the communication process.

In the example below, the teacher tries to provoke a noun phrase a news program, a linguistic unit that pupils know but cannot remember right away.

T: Last night I was watching TV. I saw something very interesting. What do you think it was?

S1: A film?

T: No, it wasn’t a film. It’s on every night.

S2: Adverts?

T: No, not adverts! More interesting than that!

S3: A program...

T: Yes, a program. What kind of program?

S4: News?

T: Yes, good! Put it together. What do we call it in English?

S5: A news program!

T: Very good? Right – a news program.

In this part of the process of communication between the teacher and the pupils, five of them took direct part, while others had the opportunity to listen, think, recall the language units, prepare for the expression of their own options – they had the need and conditions for using their English language skills.

The teacher can use the following methods of provocative expression:

- use of paintings to prompt the content of utterance;
- choice of the closest to the correct answer-proposal of one of the students and an incentive to correct the choice of the answer by the students themselves;
- a hint of a keyword using the first letter of the word (Furmanovsky, 1997).

After completing the formal aspects of the work, it is extremely important to provide pupils with the topic for communication. One of the most effective methods in this regard is the information gap, which can also be called a communicative pass. The bottom line is that one student has the information that is needed by another to complete the task. For example, the first pupil may have a map showing the location the other one should find by asking how to get to a certain place. The first pupil gives directions, the second finds a place and thus real communication in English between two pupils takes place.

Scientists believe that the communicative process is incomplete if non-verbal means are not used. The use of non-verbal means of communication – gestures and facial expressions – is a very useful way of discovering the meaning of words for first-year students, since this can avoid long explanations in both the mother tongue and the language being studied. Teachers can use gestures and facial expressions to specify the meaning of a new word or phrase, and to organize tasks for the group's speech activity. For example, the Sit down instruction can easily be accompanied by a mimicry and a gesture that will help understand the disclosure of the meaning of this expression. So, you can reveal the meaning of the words drink, eat, etc. Teachers use a number of gestures to control the class: listen, all repeat, get into pairs, pay attention, wrong, try again.

Communicative oriented language teaching aims at not only giving students practical knowledge of grammar and target language, but also developing an understanding of how the language is used for communication. Formal aspects of the language – Grammar, Vocabulary, Phonetics – are presented in the communicative contexts so that pupils develop a direct understanding of how these forms are used in speech.

The communicative method dramatically changes the Traditional Approach to the use of grammatical rules, when pupils first reported all knowledge of the grammatical phenomenon. Now their consciousness is directed at solving the speech problem; and rules-instructions given at certain doses during the whole process of automation, help to arrange a speech unit. This approach to the use of rules is called “quantization”.

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Task-Based Language Teaching at the English Lessons dramatically changes the traditional approach to the use of grammatical rules, when students first reported all knowledge of the grammatical phenomenon. Now their consciousness is directed at solving the speech problem; and rules-instructions given at certain doses during the whole process of automation, help to arrange a speech unit. This approach to the use of rules is called “quantization” (Graber, 1990). So, we’ll propose our own example of exercises of actualization of the facilitative interaction at the English lessons, which were provided by us for pupils of the 5th form, Rivne Lyceum “Ukrainian”, t. Rivne, during February-March, 2025.

Example of exercises of actualization of Task-Based Language Teaching at the English Lessons

I. Fixing fast the material (speed drills).

The teacher names the first word or phrase from the new model. Students will come up with an entire sentence using the desired structure. The bottom line is that the task should be carried out at the proper pace to maintain interest and attention. As soon as the pace becomes feasible for students, it is necessary to increase it so that the exercise was all the time stimulating.

II. Chain Exercises (chain drills).

One student turns to another, for example: Hello. My name is George. What's your name The other one answers: Hello. My name is Mary, then returns to another student and asks: What's your name? Students continue this task, each adding a new link to the chain.

III. Double activity (Ask and Answer).

The following statements should be taken into account in the training of communicative pronunciation exercises:

- 1) the unity of the functional and formal sides of the pronunciation;
- 2) systemic character of the interaction of verbal units;
- 3) pragmatic orientation of the spoken language characteristics;
- 4) skill nature of speech processing activities;
- 5) integrating the influence of the speech context on the formation of spoken skills;
- 6) the need to ensure the level of verbal readiness for speech.

2.2. Organization of classes using Task-Based Language Teaching at the English Lessons

The English lesson at the secondary school as well as any other complex phenomenon should be meaningful, missed through the mind and the heart of the teacher. Only in this case it can be conducted at a high emotional and technological level of English lessons. The pursuit of a classroom is the implementation of a plan drawn up by a teacher, that is the quality and the success of the classes largely depend on the quality of his/her plan.

With the present role of the teacher as the organizer of the pupils' activities in the classroom, the requirements for his/her professionalism are enhanced, the basis of which is the methodical competence of the teacher. The ability to plan both your teaching activity as a whole and a particular classroom is one of the most important skills of the teacher. The development of these skills helps the teacher to develop educational and methodological complexes, but, as you know, neither a program nor a textbook can provide the teacher with a ready-made scheme of lessons. The teacher must construct it himself/herself. At the same time, using ready-made methodologies and instructions from the books for the teacher and not having the necessity of their adaptation to the specific conditions, individual peculiarities of students, other important factors present in the educational process, the teacher restricts himself/herself to the work of self-processing and the development of materials for planning the occupation, and planning the lessons itself.

In order to encourage pupils to use English more often in class, it is necessary to agree that it will be the main language of communication in the group. Simple instructions can be given in English, pupils should be encouraged to ask questions in English as often as possible. Of course, in some situations, it is much more expedient to communicate in the native language in terms of time and cost of speech efficiency. This may be the situation of the introduction and description of a new task, an explanation of complex structures, rapid translation of the complex according to the value of the lexical unit. Some tutorials give examples of circumstances in which it is advisable to fully use the native language of pupils.

Divide a group into microgroups of 5-6 pupils. Explain that they will design their dream home. Invite pupils to think in their native language, whatever they want to see this house, who would live there and what its occupants were doing there. At this stage of the lesson, pupils begin to think how to arrange the pronunciation in English after they have decided in their native language what they are going to talk about.

If the teacher teaches English, pupils get a lot of benefits. For example, they can hear English in a truly communicative situation (listening for information). But

if the teacher speaks a lot of time and pupils do not, then one of the important tasks is not achieved – an increase in the pupil's speaking time in the class. In addition, pupils may lose interest and motivation if they do not have language practice and if they are not encouraged to do so on a regular basis. If pupils just listen to what they are talking about, they will quickly lose the ability to focus and can not remember or reproduce what they have heard. Consequently, at each lesson, it is necessary to ensure a productive balance between the duration of the broadcast of the pupils and the teacher. The question arises as to the necessary balance between Teacher Talking Time and Pupil Talking Time in classroom learning in communicative language learning. For the teacher it is important to use the speech at the following stages of the class:

- introduction of new material;
- explanation of instructions for carrying out the corresponding form of work;
- reading or listening to the text as a source for the following tasks;
- pupils' assessment and announcement of evaluation results.

An important characteristic of the communicative approach is the use of authentic materials, that is, those that are actually used by native speakers. The authenticity of educational materials often serves as one of the most important requirements. Such materials (poems, announcements, menus, songs, articles, etc.) replace the real journey to another culture, give students the opportunity to see the language in its real role as a means of communication, help themselves to use language material in a genuine way, to communicate consciously in the real situation, rather than demonstrating the knowledge of grammatical phenomena and lexical units.

The object of evaluation is not only the correctness, but also the speed of speech and reading. From the outset, students master all four types of speech activity at the text levels.

Within the framework of language teaching, communicative methods are widely used to support various types: content and semantic, verbal and pictorial,

helping to control the content of the statement (text, microtext, plan, logic-syntactic scheme), as well as mastering grammar.

The stimulating factor of pupils' activity is a combination of different methods of work. For those who are learning a foreign language, independent creative search is of great importance. The leading factor in the learning process is not the applied methodology, but the personality of the teacher. Each teacher can state some discrepancy between what he has planned and what he actually did. And, therefore, one should pay attention not to the learning skills that are easily determined, but above all on methodical techniques that are implemented into practice.

We will present the methods of implementing the facilitative interaction at the English lessons with the aim of the development of skills and abilities at foreign language communication based on such basic principles of this approach as the principle of personal orientation of teaching (personal involvement) and the ***principle of collective interaction (multi-interaction) of Task-Based Language Teaching at the English Lessons in the educational process:***

1. Accepting deliberate discrepancies in the amount of information from potential partners (induced information gap).

The stimulus for communication is the need to share certain information.

Exercise. Each pupil receives a diary page divided into seven graphs – by the number of days of the week. The teacher proposes to choose four days and record what the student is going to do these days and at what time, focusing on real or imaginary plans. Then the teacher invites students who work together to invite each other to spend three free evenings together. Pupils must accept an invitation or refuse depending on the day they have chosen for themselves. In the case of a refusal, you must explain the reason and suggest another day. The appropriate speech samples must be recorded on the board.

Invite: Would you like to ... + time and place

Refuse: I'm sorry. I'm afraid I can't ... + reason.

Invite again: Could you ... instead?

Accept: Yes, thanks. Only ... + change time.

2. Adopting the use of discrepancies according to the pupil's own point of view (opinion gap).

Example. Each pupil receives a sentence sheet (sentence-stem sheet) and fills it according to his / her own life experience.

The first thing I do when I come home after classes is...

Just before I go to sleep, I ...

Just before guests arrive, I

As soon as I realize someone is angry with me, I ...

Then the teacher distributes the pupils to groups of three, and suggests B and C to guess what pupil A does in the proposed situations. Then pupils change roles. Such an easy method generates an active and interested exchange of thoughts, moreover, in an emotionally colored form that facilitates a better assimilation of the material. This exercise can be used to train the use of verbs in Present, Past, Future Indefinite.

3. Accept information transcription as the example from graphic to verbal and vice versa.

Exercise 1. Pupils work in pairs, they receive drawings that should not show each other. They are asked to describe the contents of their drawings with such accuracy that the partner could reproduce the picture by description. This exercise can be used in the assimilation of vocabulary to describe the appearance, clothing, premises, as well as to consolidate the levels of comparison of adjectives.

Exercise 2. The teacher demonstrates the painted family tree and invites students to listen to the text about the family, filling in the relevant tree branches by the names of the family members, as well as information about their age, place of work, etc. A full-fledged tree is the basis for a monologue statement.

4. Admission rankings (ranking). Used to train grammar material (Present Perfect, modal verbs, conditional sentences).

Example. The teacher divides the board in half and in one half writes the title Good experiences I have never had, and on the second – Bad experiences I have never had. Then two students under the dictation of the group write 5-6 sentences in

each column. Then the pupils are united in pairs discussing whether these statements are consistent with their experience, and then rating these allegations according to their importance, commenting on their choices. One pupil conducts a poll of couples in parallel with marking on the board. Then another student summed up in an expanded monologue utterance.

5. Adoption of a joint solution of the problems of communication partners (problem solving).

6. Adoption of role play which gives the most important results as a means of the development of skills and communication abilities, if it was used in combination with functional semantic supports, which can stimulate expanded statements of pupils focused on the use of speech in certain language material.

For example, for a role-playing game “Booking Tickets” the pupil who serves as a cashier employee is offered the following support:

Place of destination	Price of the ticket	Departure time	Arrival time	Availability of a bar	Dates for which the tickets are available
Kyiv, train №10	55 grn	6 p.m.	10 a.m.	-	after the 20 th of December
Kyiv, train № 67	50grn	8 p.m.	1.30p.m.	+	any date

Methodists consider role-playing as one of the most effective means of realizing the communicative principle and humanizing the educational process during the study of a foreign language. It is defined as the spontaneous behavior of the student, his reaction to the behavior of other people who participate in a hypothetical situation. This is a method in which a pupil must freely improvise within a given situation; is a solution to a problem situation that exacerbates the motivation of statements, makes them more argumentative and emotional. Features of role-playing game are defined such as:

- 1) role-playing is learning in action (learning by doing);

2) role-playing requires full impact both verbal and non-verbal means in this situation. In the role-playing game, the knowledge and skills acquired by pupils both at school and beyond, so, the general stock of knowledge and skills, are used;

3) the role-playing game is as motivated as it contains the element of the game and the unpredictability of the solution. In addition, students see the possibility of using a situation played in a role-playing game in real life, which cannot provide mechanical training in the use of lexical units and grammatical structures;

5) role play gives pupils a sociolinguistic hint – what units and which speech models can express one or another opinion in the given situation, depending on the social characteristics of the participants;

6) the role-playing game carries elements of unexpectedness (“elements of shock”), which are so often encountered by pupils in the process of real communication. During the role play, as well as in real communication, participants should listen carefully to each other, because they do not know in advance what their partners will say, they must think quickly and respond adequately to replies of their comrades;

7) during the role-play there is an emotional uplift, which contributes to the improvement of the quality of education;

8) the role-playing game has advantages over discussion and other methods of this type. Firstly, in a role-playing game, it's easier to create a situation where none of the participants can stand up. Secondly, it is easier for pupils who are unsure of themselves to express their opinion under the guise of an actor.

7. Acceptance of questionnaires. This is an effective way to facilitate the oral expressions of pupils at all stages of learning. They are easily projected on any topic, and meet the principles of speech orientation, personal orientation, functionality, situationally, novelty. With the help of questionnaires it is easy to provide any grammatical orientation of verbal statements.

Exercise. The teacher draws a table on the board:

Name	Chess	Guitar	Dance	Skate	Swim	Knit
Nick	-	-	+	+	+	-
Anton	+	+	-	-	+	+

The group is asked to ask questions from one of the students to find out what it can do or what it does often. After completing the table, one student comments on the results. With this technique, exercises become communicative.

8. Reception of using language games, quizzes.

Exercise. The game “Crosses and naughts”. The teacher draws on the board two tables, one of which is filled in with words, and the other one is empty.

Where	why	What for
When	who	how many
What	how	Which

The group is divided into two teams, which ask each other questions in the text (figure). For a correctly formulated question, the team gets the right to put a cross or a nil in an empty column. The team, which first consists of a series of three crosses or nuts, also wins.

These techniques indicate, from our point of view, that a teacher who works creatively in the context of the communicative method has enormous reserves to stimulate the interest of pupils in mastering a foreign language and improving the quality of conducting classes.

Now we'll show the plans of these lessons which we proposed for actualization of Task-Based Language Teaching at the English Lessons at secondary schools. The participants were pupils from the 5th form, Rivne Lyceum “Ukrainian”. The experimental study we provided during February-March, 2025.

Lesson 1

Topic: Happiness. What is it?

Aims:

Practical aim: to induce the pupils to natural communication, to activate the vocabulary of the topic, to improve the listening skills;

Instructional aim: to train the pupils in using the language structures;

Developing aim: to develop the skills and habits of working in groups, teams.

Educational aim: to bring up love of life, to help to see the happy moments in everyday life; to teach to be happy.

Type of the lesson: multiple-purpose

Teaching aids: tape-recorder, cassettes, schemes.

The Procedure of the Lesson

1. *Organizational moment, greeting.*

T: Good morning. You look so great today. Today I have prepared some special words for you; you can see them around on the posters: “Keep smiling, you are special”, “It’s nice to work with you”, “Be happy, you can do it”. So, you can guess the topic of our today’s lesson. Of course, it is happiness.

2. *Introductory speech of the teacher (accompanied with music):*

T: Nobody can say exactly what happiness is. Perhaps, everybody decides it for oneself, there cannot be only one answer, elsewhere all people were happy. However, we can talk on this problem and I hope this will help some of you to understand that sometimes we are able to create the moments of happiness for ourselves.

3. *Warm-up*

The teacher asks the pupils to have a look at the blackboard with the words: *comfortable, fantastic, happy, great, interested, loving, cheerful, safe* and answer the questions: *When do you feel like this?*

Regime: T – P, P – P.

4. *Discussion* (the technique of finding a general solution to a problem), completing the table:

T: All our five senses help us to enjoy life. What are these senses?

S: They are sight, hearing, smell, taste and touch.

T: Let’s work in five groups. Each group will think what things we can enjoy with the help of each of the senses. Then we shall have one general table and discuss our results.

Sense	Example	“At Miss Brown’s Party”
sight	beauty of nature ...	a white dress, smile

hearing	sounds of music...	Tango
smell	fresh air...	Perfumes
taste	delicious dishes...	Fruit
touch	your sweetheart's hand...	her hand

Group work; then the pupils complete the general table adding their comments. One of the pupils makes the general conclusion in a monologue.

5. *Listening Comprehension.*

The pupils are given the text “At Miss Brown’s Party”. After listening they fill the third part of the table.

T: Now you will listen to the text “At Miss Brown’s Party”. While listening try to remember what things the main character enjoyed, and then complete the table with your observations.

Cassette: I met you at one of Miss Brown’s parties. Do you remember? You were wearing a beautiful white dress. You were talking to Miss Brown and smiling when I came up to you. They were playing the tango. I said, “May I have the pleasure of this dance?”, and you answered, “Yes, certainly”. And we danced. Do you remember our first dance? I was not talking to you. I was looking at you. I touched your hand. I smelled your perfumes. And you were smiling. We were dancing together. Do you remember? And then we ate fruit.

6. *Creative writing.* Pair work, then group work, then whole class work. The pupils make up the list of rules “How to be happy”.

7. *Reading, discussion.*

T: Sometimes we cannot feel happy, instead we feel stress and we do not know how to fight it. Let’s read what the psychologists advise.

Ways to De-stress

1. Take off your watch. 2. Switch off your mobile phone. 3. Put on your most comfortable clothes. 4. Smell the roses. 5. Don’t run after the bus, let it go. 6. Have a laugh. 7. Walk. 8. Don’t iron, unless you love it. 9. Put on your favorite music. 10. Fall in love.

T: What rule do you consider the most important and useful? Why?

8. *Communicative game “Inside-outside circles”.*

The pupils stand in two circles. They change the partners, ask each other questions and answer them: When are you happy? If you had wings to fly, where would you go? What would you wish now?

9. *Checking the home assignment.*

The pupils read the extracts from the essays written at home.

10. *Drawing up the conclusions.*

T: Happiness is not what happens; it is how we feel about what happens. The more things we enjoy, the happier we are. The time to be happy is now; the place to be happy is now. The way to be happy is to make others so.

11. *Evaluation.*

12. *Home assignment:*

a) to write down one's attitude to one of the statements:

“Happiness is not a state to arrive at, but a matter of traveling” (Margaret Lee Runbeck). “Happiness is the interval between periods of unhappiness” (Don Marguis).

b) to learn the poem “Wisdom”.

Lesson 2

Topic: School in Great Britain and the USA.

Aims:

Practical aim: to continue improving the reading and listening skills, to practice in asking different types of questions, to teach to express assumption;

Instructional aim: to broaden the sociocultural competence of the pupils, to deepen the pupils' knowledge about the school education of English-speaking countries (Great Britain and the USA);

Developing aim: to develop the linguistic guess, the culture of communication. To continue developing imagination in the role-play;

Educational aim: to bring up the curiosity to the life of students in other countries.

Type of the lesson: lesson – trip (multiple-purpose lesson)

Teaching aids: computer, Internet materials, <http://www.education-world.com>, <http://educationplanet.com>, <http://www.education.guardian.co.uk>, CD- disc Britain in Brief.

The Procedure of the Lesson

I. *Organizational moment, greeting.*

II. *Introductory speech of the teacher:*

T: Welcome to the exciting journey we are going to have today. In some minutes you will find yourself in the USA and Great Britain, will meet real pupils who study at schools in these foreign countries, will learn more about their life, their schedule and attitude to school.

III. *Warm-up.*

Making the assumptions what can the schools be in the English-speaking countries, recollecting the episodes from the films. The pupils make use of the speech patterns: I believe..., I guess..., it seems to me..., I consider..., I am not sure but...

P1: I guess they do not have their lessons on Saturday and Sunday.

P2: I think they start school at 8 a.m.

P3: It seems to me they have lunch at school

IV. *Reading the letter of Paul Burrows, the pupil from the USA (<http://www.educationplanet.com>)*

Expressing surprise or acknowledgement with the facts:

I am (not) surprised..., I have known it already..., I have learnt this from the newspaper (film, magazine, my friend's letter).

V. *Improving the grammar skills.* Group work.

Students make up additional questions to Paul Burrows.

After general discussion the questions are sent to the addressee by *e-mail*.

VI. *Listening Comprehension.*

Listening to the conversation between two British pupils (materials of CD-disc Britain in Brief). General discussion.

What is similar between the Ukrainian and British pupils?

VII. *Role-play.*

The pupils are divided into groups of three: one of them takes the role of the British pupil, another one – of American pupil, and the third – of the pupil from Ukraine. The task is to role play the situation of acquaintance and the conversation about school life.

IX. *Drawing up the conclusions.* What new information have you got?

X. *Evaluation.*

XI. *Home assignment:* to make up the letter to the student from the English-speaking country about your university.

The next lesson the letters are sent to the pupil by e-mail.

Conclusions to the 2nd Chapter

We will present the methods of implementing the facilitative interaction at the English lessons with the aim of the development of skills and abilities at foreign language communication based on such basic principles of this approach as the principle of personal orientation of teaching (personal involvement) and the ***principle of collective interaction (multi-interaction) of Task-Based Language Teaching at the English Lessons in the educational process:***

1. Accepting deliberate discrepancies in the amount of information from potential partners (induced information gap).
2. Adopting the use of discrepancies according to the pupil's own point of view (opinion gap).
3. Accept information transcription as the example from graphic to verbal and vice versa.
4. Admission rankings (ranking). Used to train grammar material (Present Perfect, modal verbs, conditional sentences).

5. Adoption of a joint solution of the problems of communication partners (problem solving).

6. Adoption of role play which gives the most important results as a means of the development of skills and communication abilities, if it was used in combination with functional semantic supports, which can stimulate expanded statements of pupils focused on the use of speech in certain language material.

7. Acceptance of questionnaires. This is an effective way to facilitate the oral expressions of pupils at all stages of learning.

8. Reception of using language games, quizzes.

CONCLUSIONS

In our research we've done some **conclusions**:

I. Task-Based Language Teaching at the English Lessons is characterized by specific linguistic, psychological and integrative features. They need to be considered for the development of an appropriate training system and specific methodological recommendations. Let's define the basic concepts of facilitative interaction. First of all, Task-Based Language Teaching at the English Lessons is a united situational-thematic community and communicative motives of the combination of verbal statements consistently generated by two or more interlocutors in the direct act of communication. Task-Based Language Teaching at the English Lessons at secondary schools often takes a place in the process of organizing dialogues.

II. We showed the linguistic features of **dialogical communication in the process of Task-Based Language Teaching at the English Lessons**.

Dialogue as a product of coordinated verbal speech activity of two (three or more) interlocutors, is a coherent text that has all the main characteristics of the unambiguous unity. The parameters of the oral dialog can be included:

- referring to one or another sphere of oral communication;
- the nature of the subject (one topic, a system of themes, several different themes);
- a number of creators of the text (dialogue, trilogy, polygon);
- functional style of speech (spoken, officially or business, etc.);
- degree of readiness of the subjects of speech act (presence of workpieces, thoughts and facts, degree of mastering the topic);
- linguistic characteristics (normative language, composition of the dictionary, intonational design);
- situationally (the degree of support of speaking on infant communication channels in the process of their speech contact and the reflection of this particular communication in the text);

- depth and detail of the communicative development of the topic (or topics) that are discussed during the speech contact.

III. We proposed **the psychological features of Task-Based Language Teaching at the English Lessons in the process of facilitative interaction**. The following psychological aspects influence the content and the nature of facilitative interaction:

- 1) the process of perception of the interlocutor's speech and orientation in the situation;
- 2) the processes of formation of the content of the statement;
- 3) the processes of linguistic design of thoughts and perception (plus decoding) of replica of partner in communication.

IV. **To achieve Task-Based Language Teaching at the English Lessons** it is advisable to organize the activity in three stages:

- I. ***Conditional-managed interaction*** (group work, 10 min.).
2. ***Managed interaction*** (paired work, 5 min.).
3. ***Free interaction*** (work in pairs, 10 min.).

A set of exercises for the development of Task-Based Language Teaching at the English Lessons includes three consecutive series of educational actions:

1. Aspect-training exercises for working out of the linguistic (phonetic, lexicogrammatical) material.
2. Exercises for the development of abilities to express replicas.
3. Exercises for communicative function in a dialogue.

Exercises of the first and the second series are prepared. They have an identical structure that includes the following components:

- a) the instruction (indicating what to do);
- b) the example or a model (illustration of how to perform the exercise);
- c) a stimulus (the primary language or speech material to be processed is the point of a learning operation);
- d) a reaction (the result of the pupils' educational activity).

V. On the basis of the theoretical analysis of the problem of the correlation of dialogical, psychological, and pedagogical literature, ***we developed (by the type of speech reaction) four types of transformation utterances of Task-Based Language Teaching at the English Lessons***, which depend on the processes of internal interference and conceptual correlation:

- 1) informative Task-Based Language Teaching at the English Lessons;
- 2) negative Task-Based Language Teaching at the English Lessons;
- 3) inductive Task-Based Language Teaching at the English Lessons;
- 4) emotional by nature Task-Based Language Teaching at the English Lessons.

VI. Here are the examples ***of four types of transformation utterances of Task-Based Language Teaching*** at the English Lessons:

1. Informative Task-Based Language Teaching at the English Lessons:

a) message information:

- *Jane speaks Ukrainian fairly well.*
- *Her brother speaks Ukrainian, too;*

b) whispering, refinement:

- *I've seen this film.*
- *Have you really seen this film?*

c) advice:

- *I'd like to become a teacher.*
- *Wouldn't you like to become an agronomist instead?*

d) confirmation:

- *I hear Alec is going to Kyiv.*
- *That's right, he's going there next week;*

e) promise:

- *Mind you don't lose this book.*
- *I promise I shan't lose it.*

f) reference to someone:

- *I'm planning to enter a university after school.*
- *Your brother told me you were planning to enter a university.*

2. Negative result of Task-Based Language Teaching at the English Lessons:

a) disagreement:

- *It's good to set up for a trip on Sunday.*
- *I don't think it's good to set up for a trip on Sunday (that day).*

b) contrasting:

- *Let's go to the Black Sea this summer.*
- *No, let's go to the Altai mountains instead.*

c) denial:

- *You missed two lessons last week.*
- *But I didn't miss any lesson last week.*

3. Inductive Task-Based Language Teaching at the English Lessons:

a) order:

- *I've been at school, not at the river.*
- *Go and tell your father where you have been.*

b) request:

- *Could one of you open the window, please?*
- *Yes, of course. Pete, open the window, please.*

c) invitation:

- *All the tourists generally visit this castle.*
- *Look here: why not visit this castle tomorrow?*

4. Emotional by nature Task-Based Language Teaching at the English Lessons:

a) doubt:

- *I can carry it.*
- *I doubt you can carry it. It's too heavy.*

b) surprise:

- *I saw Nick yesterday.*
- *Did you really see him? He isn't in town.*

c) uncertainty:

- *He will come at six.*

- *He may come at this time but I'm not sure.*

VII. As our pedagogical practice shows, pupils' performance of **replicative exercises** is not only necessary but also possible **for organizing Task-Based Language Teaching at the English Lessons**. It should be noted that pupils should be taught to participate freely in such forms of the activity in accordance with the typology of dialogical unities (including questions and answers). So, **we distinguish the following varieties of replicative exercises (according to their communicative structure)**:

1) **affirmation – a question** (replica in response is expressed by surprise, doubt, questioning, clarification, assumption, desire to receive additional information, etc.);

2) **assertion – assertion** (replica in response expresses confirmation, consent, judgment, promise);

3) **confirmation of the negation** (replica in response expresses disagreement, protest, contestation);

4) **motivation – a story** (the replica contains questions or prompts).

We'll show the examples of each kind. So, we'd like to propose sentence-stimuli and possible reactions to them:

3. a) specify the details:

- *I'm going to the country.*
- *I like watching television.*
- *What for?*
- *For how long?*
- *Are you going to stay there all the holidays?*
- *When do you usually watch TV?*
- *What programs do you like to watch?*

b) Check the veracity of the statement:

b.1) Express surprise:

- *It takes me almost an hour and a half to get to the stadium where I train.*
- *Do you live so far?*

- Does it really take you so long?

b.2) Ask about information leakage: Pete's collection of postage stamps won the third prize:

- How do you know?
- Who told you that?

b.3) Ask for an explanation:

- I won't see Jack any more.
- What do you mean?
- What do you mean by saying "any more"?

2. a) Please tell us what you are talking about:

- I'm crazy about music.
- I like tennis more.

b) Agree with the statement and if it is possible – inform us about something else:

- Sometimes it's very cold here in autumn.
- Yes, rather. And not sometimes but always.

c) Express your doubts:

- Pete and I shall go fishing tomorrow, we'll be at the lake at 4 in the morning.
- I doubt you'll go there. Pete never gets up so early.

d) Exchange partner politeness formulas:

- I'm very sorry.
- Thank you very much.
- That's all right.
- Don't mention it.

e) Give confirmation and clarify what the partner said:

- You've found the way very quickly.
- Yes, I was shown the way by a passer-by.

3. a) Do not agree with the statement:

- Buses are usually empty in the morning.
- Every city with a population of a million has the underground.

- *I don't think that's correct. They are usually full during rush hours.*
- *That isn't always true. There's a number of cities which haven't the underground.*

b) Deny and correct the partner of communication:

- *There are 30 days in May.*
- *That isn't right. May has 31 days.*

c) Fix the affirmation:

- *Alex says you're going to stop training because you've hurt your arm.*
- *Nothing of the kind. I'm not going to stop training, I haven't hurt my arm.*

4. React to the order:

- *Bring the spade, please.*
- *But I have already brought it.*
- *Yes, but give me the key from the shed.*

VIII. In such a way we outlined **five main principles of Task-Based Language Teaching at the English Lessons**, each of which is implemented in relation to one or another type of speech activity alike, although with some specificity.

1. **The principle of speech-thinking activity**, which involves such an organization of training, when the pupil is constantly involved in the process of communication (with the teacher, other pupils, the book). According to this principle, the content basis of communicative learning is problematic. A pupil should not simulate, read, listen, and perform a "speech act" during which he listens, speaks, writes, reads.

2. **The principle of individualization in the leadership role of its personal aspect** as the main means of creating the motivation and activity of pupils, taking into account their life experience, context of activity, sphere of interests, emotional sphere and the status of a particular individual in the team.

3. **The principle of functionality** that provides for the selection and organization of a minimized system of speech means, adequate communication, which could functionally replace the entire system of communication. Similarly, this principle applies to reading (listening): texts that collectively represent the

sphere of communication to which students are trained. Functionality is the basis for mastering the grammatical side of speech (speech samples) and lexical units.

4. ***Principle of situationally***, considered as a means of speech stimulation and as a condition for the development of speech skills. At the same time under the “situation” we understand the system of interactions of the partners, which is reflected in their minds.

5. ***The principle of novelty***, which covers the entire educational process: the content of the material (texts, exercises), the conditions of training (organization of exercises), methods of training, forms of organization of the educational process (types of classes), etc. This ensures the maintenance of interest in learning, the formation of speech skills capable of transfer, the development of productivity and dynamism of speech skills, the development of the communicative function of thinking.

IX. The analysis of the methodologists’ presentation of the basic principles of communicative learning allows us to clearly articulate the main conceptual principles regarding the use of method of facilitative interaction at the English lessons in the educational process, detailed in the relevant **Principles of Task-Based Language Teaching at the English Lessons**.

Principle 1. The use of Task-Based Language Teaching at the English Lessons is possible under the conditions of the Activity Approach.

- 1.1. Activity essence of communicative-oriented learning is carried out through activity tasks. They are implemented with methodical techniques and form exercises.
- 1.2. Activity tasks for communicative oriented learning of a foreign language are based on game, simulation and free communication.
- 1.3. The active essence of learning is realized in the situation “here and now”, that is, the process of foreign language thinking is carried out directly at the time of the speech situation.

- 1.4. Activity essence of study increases the importance of methodological organization of the learning process. Almost every task can be performed in three stages: preparatory, executive, final.
- 1.5. The active essence of learning is realized in a humanistic, centered approach to learning for pupils.

Principle 2. The use of existential models of teaching foreign languages means the development of pupils' communicative competence.

- 2.1. An important component of communicative competence is the linguistic competence, the willingness to use a foreign language as an instrument of speech and thought activity.
- 2.2. A significant component of communicative competence is pragmatic competence, readiness to convey communicative content in the context of communication.
- 2.3. The necessary component of communicative competence is cognitive competence, readiness for communicative and thoughtful activity.
- 2.4. A significant component of communicative competence is the informative competence, the possession of the content of the subject of communication.
- 2.5. Communicative competence is formed in all kinds of speech activity - listening, speaking, reading and writing, ensuring their implementation.

Principle 3. The use of Task-Based Language Teaching at the English Lessons what is possible under the conditions of the authentic process of pupils' socialization.

- 3.1. Authentic communicative oriented learning of foreign languages is carried out using the tasks of speech interaction.
- 3.2. Authentic communicative oriented learning of foreign languages is carried out with the help of tasks that involve informational inequality of participants.
- 3.3. Authentic communicative oriented learning of foreign languages uses problematic speech-thinking tasks.

3.4. Need as an organized role of communication.

3.5. Spontaneous foreign-language speech forms implicit knowledge that fundamentally differs from explicit.

X. In the connection with the foregoing ***the training of the teacher of foreign languages must be mastered by the English Methodology of Task-Based Language Teaching at the English Lessons:***

a) the organization of intercultural exchange as an integral part of the educational process;

b) cross-cultural projects of different levels and nature;

c) use for these purposes of all the opportunities provided by the educational group, the university, the region, Ukraine in the whole, the near and far abroad for intercultural interaction;

d) identifying each pupils' motivation to study linguistics and finding a way for real communication.

XI. We will present the methods of implementing the facilitative interaction at the English lessons with the aim of the development of skills and abilities at foreign language communication based on such basic principles of this approach as the principle of personal orientation of teaching (personal involvement) and the *principle of collective interaction (multi-interaction) of Task-Based Language Teaching at the English Lessons in the educational process:*

1. Accepting deliberate discrepancies in the amount of information from potential partners (induced information gap).

2. Adopting the use of discrepancies according to the pupil's own point of view (opinion gap).

3. Accept information transcription as the example from graphic to verbal and vice versa.

4. Admission rankings (ranking). Used to train grammar material (Present Perfect, modal verbs, conditional sentences).

5. Adoption of a joint solution of the problems of communication partners (problem solving).

6. Adoption of role play which gives the most important results as a means of the development of skills and communication abilities, if it was used in combination with functional semantic supports, which can stimulate expanded statements of pupils focused on the use of speech in certain language material.

7. Acceptance of questionnaires. This is an effective way to facilitate the oral expressions of pupils at all stages of learning.

8. Reception of using language games, quizzes.

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