

well as on their decisions; it is a good commercial move that will help companies to attract consumers and increase sales. When all stylistic devices are effectively used as in the analyzed advertisement, it becomes more memorable, attractive, convincing, credible and relevant.

REFERENCES:

1. Becker B.W. Values in advertising. *A methodological caveat. Journal of Advertising Research* 38(4), 2010. Vol. 38, №4. P. 57-60.
2. Vakratsas D., Ambler T., How Advertising Works: What Do We Really Know?. *Journal of Marketing, January*. 1999. Vol. 63. P. 23-43.

Бих І.О.

група мСОАМ – 12

Тернопільський національний педагогічний університет ім. В. Гнатюка

Науковий керівник – канд. пед. наук, доцент Левчик Н. С.

BASIC PRINCIPLES OF COMMUNICATIVE TEACHING APPROACH

The knowledge of foreign languages becomes one of the crucial abilities for all students of Higher Education Institutions. It is impossible to overestimate the influence of school education as the basis for laying a qualitative foundation for the future of each person. Due to the rapid development of technology, there are new challenges for students, which is why an important component of learning is the development of communication skills and abilities, as well as flexibility in applying the acquired knowledge in appropriate situations. The aim of this thesis is to familiarize the audience with the Communicative Teaching Approach and its principles in teaching a foreign language.

In Cambridge Learner's Dictionary, the Communicative teaching approach is defined as a method of teaching a foreign language that stresses the importance of learning to communicate information and ideas in the language. [1] The communicative Language Teaching Approach was developed due to the urgent need to change the previous teaching methods, which were based mainly on the grammatical aspect of language learning. Due to the spread of English to other continents, there was a need for spontaneous communication between people, which revealed gaps and shortcomings in previous methods. The main goal of learning English was the ability to communicate and maintain a conversation in any situation.

According to Noam Chomsky, who can be considered the first theorist of the Communicative Approach, the goal of language learning is the notion of competence. That means the ability of a person to form in the mind all possible generating structures, which produce an utterance as a product [2, p.3]. However, such an ideal level of language knowledge was criticized by other scientists.

That is why in the late 1960th, North American linguist and anthropologist, Dell Hymes, introduced the notion of "communicative competence", which reflects the key position of using language as the ability to use language appropriately in a given situation, language usage is

based not only on the ability to use grammar structures but in accordance to context of the conversation. [3, p.1]

The Communicative Teaching Approach put the main focus of learning on the students, and their ability to communicate and interact with other people. That is why, according to Savignon, there are eight principles of the Communicative Language Teaching Approach:

1. Language teaching is based on a view of language as communication. Through it, speakers make meaning and communicate for a specific purpose, whether orally or in writing.
2. Diversity is part of language development and use.
3. Competence is relative, not absolute.
4. Varieties of language can be used as models for learning and teaching.
5. Culture is a means for shaping a speaker's communicative competence, both in the first and subsequent languages.
6. Various techniques and methodologies are allowed.
7. Language use serves to express ideas, interact with others and understand and produce texts and is related to the progress of competence in each.
8. Learners should use the language in performing tasks, for a variety of purposes throughout the learning process [2, p.5]

Thus, the usage of the Communicative Teaching Approach during the lessons in school includes the development of fluency and the ability to communicate in various conditions, the usage of authentic materials, as well as encouragement for students to increase their participation during classroom activities. The role of the teacher in the process can include just guiding in the right direction and supporting students during classes. In many cases, students will try to use their native language during pair or group discussions, which is one more strategy of the Communication Approach, however, the teacher should find ways and plan the lesson in such a way as to minimize the usage of the mother tongue.

REFERENCES:

1. Oxford Learner's Dictionary. URL: <https://www.oxfordlearnersdictionaries.com/definition/english/the-communicative-approach?q=communicative+language+teaching>. (дата звернення:13.04.2023)
2. Lillis T. Communicative Competence. Lillis Theresa. 2005. URL: https://www.researchgate.net/publication/42798583_Communicative_Competence.
3. Suemith M. The Communicative Language Teaching Approach: Theory and Practice. Merlissa Suemith. 2011. URL: <file:///C:/Users/klient/Downloads/232429-the-communicative-language-teaching-appr-3d20a903.pdf>.