

## РОМАНСЬКІ, ГЕРМАНСЬКІ ТА ІНШІ МОВИ

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### **INNOVATIVE METHODS IN TEACHING ENGLISH LANGUAGE AND COMMUNICATION SKILLS**

Many cadets who study English as a foreign language complain that they understand English, but don't feel confident enough to join a conversation. There are a number of reasons for this including: Cadets are trying to translate from their native language into English; Production «blocking» is occurring due to nervousness, lack of confidence, etc.; the speaker is looking for a specific word, rather than using simple language to describe what is meant; there aren't enough conversation opportunities in or outside of class; Exam preparation focuses on grammar, vocabulary, etc. and leaves little time for active use.

There are a number of resources, lesson plans, suggestion pages and more which will help cadets to improve English speaking skills in and outside of class. The author pays attention to some *Speaking Strategies* that is helpful in studying a foreign language:

The first rule of improving speaking skills is to speak, converse, talk, gab, etc. as much as they can. However, these strategies can help cadets to make the most out of their efforts. Teaching listening skills is one of the most difficult tasks for any language teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for cadets because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills. This is not to say that there are no ways of improving listening skills, however they are difficult to quantify.

One of the largest inhibitors for cadets is often mental block. While listening, a cadet suddenly decides that he or she doesn't understand what is being said. At this point, many cadets just tune out or get caught up in an internal dialogue trying to translate a specific word. Some cadets convince

themselves that they are not able to understand spoken English well and create problems for themselves.

The author believes that the key is to help cadets to improve their listening skills and convince them that not understanding is OK. This is more of an attitude adjustment than anything else, and it is easier for some students to accept than others. Another important point that they need to listen to English as often as possible, but for short periods of time. Cadets need to apply the same approach to listening skills. It's necessary to encourage them to get a film, or listen to an English radio station, but not to watch an entire film or listen for two hours. Cadets should often listen, but they should listen for short periods – five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, cadets must not expect improved understanding too quickly. The brain is capable of amazing things if given time, cadets must have the patience to wait for results. If a cadet continues this exercise over two to three months their listening comprehension skills will greatly improve.

Speaking about the Listening Resources we can say that the dialogue is worth taking into account. A cadet can hear two people talking about the necessity of capital punishment implementation. He or she will hear the listening twice. Then the cadet should write down the answers to the questions. After they have finished, a lecturer checks the answers to see if they have answered the questions correctly. The questions to the dialogue can be as follows: Do the criminals need hospital treatment?; What was the reason of suspension of the capital punishment?; Why did criminals become some kind of hero-figure in our time?; Why did a criminal batter harmless lady to death?; Does «life imprisonment» mean what it says?; What was the major deterrent in ancient times?; Why the criminals are paid vast sums of money for their «memoirs»?; Does a wicked society breed evil? Why? What are the main arguments of the saying etc. [1].

The author shares the point of view of those lecturers who also advise to follow the next teaching program:

1. Create a comfortable classroom environment. Build the confidence of English language learners. They want to be understood and accepted socially, but this can be difficult as they face the language barrier. Correct a cadet's pronunciation in class. Speak to him/ her privately to eliminate any embarrassment. Teach other cadets to appreciate the bilingual accomplishments of cadets. Never permit mockery.

2. Speak at a slow to normal pace. Break thoughts into manageable phrases, but not into individual words, as this will interrupt the rhythm of speech. Use visual clues so non-native English learners can associate words with objects. It is helpful to label as many items in the classroom as possible. Write and pronounce the main concept words on the board prior to teaching a lesson.

3. Play board games. Utilize online, printable games for cadets. «Word Up» (a TEFL game) is popular with teachers, as it requires participants to use words in context. Other games such as Boggle or Scrabble are effective with more advanced cadets. Cadets are able to assimilate the language in a more relaxed setting. Ask them to role-play situations that pertain to the age group. Place the cadets with partners. Allow practice time and then require them to present their dialogues to the class.

4. Incorporate computer technology. Cadets need to integrate the skills of listening, speaking, reading and writing English, and there are programs on the market today that accelerate this process. Some allow listeners to hear the correct pronunciations of different word groups and then repeat back those pronunciations [2].

Novel methods such audio video aids, mimicry, group discussions, dialogue construction, enactment of drama would pave way for learning the language and boost the confidence of the learners.

Using Multimedia in Teaching and Learning Process. Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the cadets are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Teaching with Sense of Humour is Effective. Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only

fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements. It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it – much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.

Mobile Phone Assisted Language Learning. Mobile phones are considered as miniature computers because of its additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consists of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions. The most important features of Mobile Phone Assisted language learning are, social interactivity, context portability, Sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting [3].

*In conclusion we can mention the following key points:*

- lecturers should encourage cadets to practice listening step by step until they come to the result until they are able to listen for along time and the main thing is their understanding of everything what was said. The key is having good contact with the language and maintaining motivation;

– the key factor is also to having good contact with the language is high-quality materials that gradually build your level of exposure. A good method is also incredibly important because it will help you better interact and learn the material that you find and help maintain motivation by making the process as efficient as possible.

### References:

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## **ОСОБЛИВОСТІ ФУНКЦІОНУВАННЯ ФРАЗЕОЛОГІЇ В АМЕРИКАНСЬКОМУ ТОК-ШОУ ДЖИММІ ФЕЛЛОНА «СЬОГОДНІ ВВЕЧЕРІ»**

**Актуальність дослідження та постановка проблеми.** Останнім часом мову ЗМІ досить активно досліджують. Об'єктом спостереження мовознавців нерідко стають фразеологічні одиниці (далі ФО), які вивчають як елементи інтертексту. Безперервний рух життя, постійне прагнення людини до пізнання явищ, подій, ознак, відносин спонукає до мовних змін, зокрема в галузі фразеології, що, у свою чергу, заохочує лінгвістів до опрацювання та дослідження творчих новацій режисерів.

**Мета і завдання дослідження.** Дослідити практичні аспекти використання ФО в середовищі ЗМІ, зокрема в американському ток-шоу