

COMMUNICATIVE METHOD OF TEACHING ENGLISH IN MILITARY UNIVERSITIES AS AN EFFECTIVE ALTERNATIVE TO THE CLASSICAL APPROACH.

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The paper examines the advantages of the communicative method of teaching English in military universities. There are a large number of methods for teaching English. Their use depends on age, on the final goal, on the level of the teacher. The most frequently used – the Communicative approach – appeared in the 70s of the twentieth century in Great Britain and almost immediately became the most popular. In 1972, the British linguist Wilkins coined the concept of «language functionality,» which became the basis for further pedagogical developments.

Topics and all educational material are divided into functional and semantic modules devoted to different areas. Time is also given to the remaining elements of language learning: reading, writing, listening. For example, after listening to audio recordings, cadets discuss what they heard. Written assignments can be in the form of an interview recorded during a dialogue or an essay, which must then be conveyed in your own words. All skills are trained in conjunction - according to the rules, they cannot be taught in isolation. The communication method imitates what happens in real life and is needed so that a person can use maximum knowledge here and now.

To summarize, the main principles are:

We've been talking since the first lesson. Several new phrases and words every lesson are the key to the fact that after a while a person will be able to operate with a sufficient lexical base.

We use authentic materials. English-language films, TV series, books, and dictionaries will help you get comfortable with the language faster.

We simulate life situations. The language must be useful and applicable in real-world settings.

We perceive the teacher as a mentor who engages, motivates, and helps.

We make mistakes and draw conclusions. Friendly mentors replaced strict teachers.

We learn not only to speak, but also to find a common language. This approach is designed for dense and close useful interaction within groups.

Unlike other approaches, the main role is given to the cadet. Teacher - advisor.

Conclusion. Thus, the Dogme approach is built on the following rules: oral speech is the main tool, the fundamental form of language, English in action. Communication, social interaction is much more important than analyzing sentences and phrases. This approach is designed for dense and close useful interaction within groups.

Reference:

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