

COMMUNICATIVE APPROACH IN TEACHING FIRST- AND SECOND-YEAR NON-PHILOLOGY STUDENTS

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Proceeding from the needs of the communication-based “*Get Talking!*” course, implemented at the English Language Department and aimed at developing communication skills (cultural and speech personality), thus unfolding students’ speech potential, the following is of the essence: drawing on the principle of communication interaction (real-life situations, their problematic nature); encouraging students’ speech behaviour by means of (least rigidly-controlled) communicative tasks. In order to activate personal life experience and eliminate psychological barriers, which is also essential, teachers are encouraged to employ visual or/and language/speech as well as functional cues alongside various quiz-tests with the partner’s response recorded in key words with further reproduction. Students are encouraged to prepare their own cues in home tasks, which is conducive to the realisation of their potential and individuality/speech personality within the framework of learner-oriented/individualisation principle.

A functional unit in the course is an *Activity*, which is seen as the communicative task itself and/or the aim to be achieved while solving a problem-based situation. Within every activity there are *Steps* perceived as smaller-scale objectives towards the aim/solving a problem-based real-life situation. They include dealing with language material or/and various cues as a support either independently or in pairs/groups.

Every unit progresses according to the following principles: topic-related nature, progression according to real-life stages, consistency and logical progression of Activities and Steps within them.

To the methods of instruction within this course belong: verbal (narratives, discussion, role-plays); visual (demonstration, illustration via a picture/photo of shields, announcements, tables, sociograms); practical (production practicing).

Students’ progress is assessed continually and summatively. Continuous assessment is conducted at the language level (word dictations, dictation-translation, dictation-paraphrasing, dictation-completion) as well as at the speech level (individual, front-class testing monologue production skills and in pairs/groups to test dia/polylogue production skills). The dialogue is

part and parcel of summative assessment as well, in conjunction with reading comprehension (multiple choice) and choosing the appropriate sentence or its part (at the level of speech skills). Vocabulary accuracy sub-skills are checked and assessed in the form of a multiple choice test with the gaps representing the learned vocabulary items.

Thus, the communicative approach is realized in the “*Get Talking!*” course that serves to develop communication skills necessary in real-life day-to-day communication (including problem-based) and embraces underlying communicative approach principles.