

COMMUNICATIVE METHODS OF TEACHING

In the time of Ukraine's integration with Europe the aim of every teacher is to make their students speak fluently, have critical and creative thinking and the communicative method is thought to be the most efficient.

Here we will have a good look at the Communicative Language Teaching (CLT), its methods, advantages and disadvantages. The goal of CTL is to enable students to communicate in the target language. The teacher facilitates the communication in the classroom, and he also acts like an advisor and a guide. Students are communicators. They are actively engaged in trying to make their speech understandable and fluent.

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and the listener, so its meaning thought to be derived from the written word through an interaction between the reader and the writer.

A wide variety of materials have been used to support communicative approaches to language teaching. CLT views materials as a way of influencing the quality of interaction and language use. The primary role of materials is to promote communicative language use. There are three kinds of material used in CLT: text-based, task-based and realia.

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum.

Classroom activities may be:

- *Information Gap Activity*
- *Jigsaw Activities*
- *Pair and Group Work*
- *Task-completion Activities*
- *Information-gathering Activities*
- *Opinion-sharing Activities*
- *Information-transfer Activities*
- *Reasoning-gap Activities*
- *Role Plays*
- *Identifying Differences*
- *Games*
- *Interviews*
- *Learning by Teaching*

Advantages of the CLT are following. *The interaction between students and teachers.* Teacher-student relationship is an interactive, harmonious relationship rather than the traditional education, the kind of master-servant relationship. CLT teaching encourage students to participate in discussion of close to life situations, the students become the main characters, naturally *they are interested in English and learn it with pleasure.*

Disadvantages are the following. Often, *there is no text, grammar rules are not presented and classroom arrangement is nonstandard*. Students are expected to interact primarily with each other rather than with a teacher, and *correction of errors may be absent or rare*. Students with low levels of proficiency in the target language may find it *difficult to participate in oral communicative activities* and if *the examinations used by an institution are grammar based, communicative fluency may not be appropriate*.

In my experience the most effective activities are role plays, opinion sharing, reasoning-gap and information-transfer activities in groups with high level of knowledge of English. In groups with low level of knowledge of English it is better to choose activities based on the texts or prompts such as information-gap, jigsaw and task-completion activities. Individual work is also good for such students. It gives them a possibility to work at their own pace, they are confident about what they know and what they need to spend more time on, they can use their preferred learning styles and strategies.

REFERENCES

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