

to oil the wheels of communication in the worlds of business, commerce, education and tourism. To become better communicators, students may need to think not only about grammar, vocabulary and pronunciation, but also about effective communication in an international environment. As my mentor once said: “It's not just about the tools, it's about the people who use them”.

References:

1. Bower, B.L., 2001. Distance education: facing the faculty challenge. Online J. Dis. p. 76-79.
2. Education code of the republic of moldova. No. 152 dated July 17, 2014 Published on October 24, 2014 in the Official Gazette no. 319-324, article no. 634. Date of entry into force: November 23, 2014. Pp. 2-94.
3. Limba străină I : Învățământul primar : Curriculum național / Ion Guțu, Daniela MuncaAftenev, Silvia Guțu [et al.] ; coord. naț.: Angela Cutasevici [et al.] ; experți-coord. naț.: Ludmila Ursu [et al.] ; Min. Educației, Culturii și Cercetării al Rep. Moldova. – Chișinău : Lyceum, 2018 (F.E.-P. "Tipografia Centrală"). – 2-38 p
4. Selwood, D. (2014) What does the Rosetta Stone tell us about the Bible? Did Moses read hieroglyphs? The Telegraph, July 15, p.34-39.

The implementation of Communicative language teaching in English classroom

Solovyova Olga

*PhD in Public administration, Associate Professor of the Department of Linguistics and Humanities
Technical University “Metinvest Polytechnic” LLC
Zaporizhzhia, Ukraine
e-mail: ovsolovyova6@gmail.com*

Communication skills must be mastered to learn English. This is the basic idea of communicative language teaching.

Communicative language teaching is known as a form of teaching that emphasizes conversation and interactive activities to improve students' language skills [1].

Communicative language teaching is an approach that primarily focuses on developing fluency in English.

By fluency, we mean mastery of the English language, the ability to effectively and coherently express thoughts and feelings, and the ability to cope with various social contexts where language skills are required.

This method emphasizes the practical application of all material.

Therefore, students can often role-play various everyday situations, solve problems, ask for information, etc.

The communicative approach to teaching English is mainly intended to prove that it is not enough to know grammar well or to learn the entire list of words assigned by the teacher to become a successful speaker.

To achieve this goal, constant practice is necessary, and this is what Communicative language teaching gives to students.

Basic principles of the communicative approach in teaching English:

- lessons focused on speaking:

English lessons should be as much speaking-oriented as possible. Students should have an additional speaking task. Any task can be turned into English speaking practice.

- practice using functional language:

Students should try to apply their English target vocabulary and grammar rules while speaking. That is why the tasks chosen or created by the teacher should contribute to this need. Be sure to help your students if they feel confused in the target language (pronunciation, meaning, etc.) while doing their communicative activities: answer questions, write down typical mistakes and discuss them afterwards, and pay attention to the most difficult cases [2].

Communication as a form of activity in the English lesson is not the final goal. Students should learn something in the process of communication.

- implement task-based learning:

All tasks that students do in the English lesson should be meaningful and related to a certain topic or even a plot. There should be a sense of discovery, so try to implement task-based learning to achieve this.

Communication is not something that can be done on your own. Therefore, there should be plenty of pair or group exercises, games, role-plays, etc.

These tasks will often simulate real-life situations that require communication with others in English. This is why teachers should use cooperative learning and get their students used to working together.

- the English class should be student-centered:

The teacher should not answer every question or explain everything. Give your students the opportunity to do so. Giving your students the opportunity to contribute to the explanation and express their opinions on certain issues makes the English lesson more interesting, dynamic, easy to understand and fun.

- authentic materials on the English lesson:

Textbooks are certainly not enough when it comes to teaching students how to speak English.

The teacher should use as many authentic materials as possible. This is important because both textbook tasks and the latest TV shows serve as examples of English language for students, examples that can and even should be copied. The responsibility of the English teacher is to make sure that these examples are worthy of copying, as they represent the language that is actually spoken and used.

Implementing communicative language teaching by applying all the above principles in your English classroom will have such positive effects as: increasing the speaking ability of students, overcoming the language barrier, the ability to respond in various communicative situations. In this way, students will clearly see where and how they can apply certain English vocabulary and grammar, and therefore will be able to act accordingly in various real-life situations.

Literature:

1. Sreehari, P. (2012). Communicative language teaching: possibilities and problems. *English Language Teaching*, 5 (12), 87-93. October 19, 2012.
2. Asassfeh, S. M., et.al. (2012). Communicative language teaching in an EFL context: learners' attitudes and perceived implementation. *Journal of Language Teaching and Research*, 3 (3), 525-535. May, 2012.