

– область застосування форсайт-методу не обмежена побудовою соціально-економічних шляхів розвитку суспільства. Його використання можливе для моделювання рішень природничо-наукових, технічних та інших проблем, що дозволяє розглядати даний метод як універсальний.

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Tsyganenko O. A.

Lecturer at the Department of English
for Naval Specialist Training in the Short Program

*Kherson State Maritime Academy
Kherson, Ukraine*

COMMUNICATIVE APPROACH AND ITS CHARACTERISTICS

Teachers who care about their students' future operate with the communicative approach aimed at developing communicative skills. The essential aim is to teach a student to speak a foreign language properly and fluently. That is why it is necessary to go beyond traditional teaching methods and to use such types of activities as projects, interactive games, theatricalizing, discussion, that is to develop all linguistic skills of oral and written speech. It is necessary for students to learn words, phrases, linguistic units and then figure out what is their grammatical subject, especially at the initial stage. A teacher explains rules, meanings of new words with the help of familiar vocabulary, grammatical constructions and phrases; through facial expressions and gestures, pictures and other visual aids. Now classrooms are equipped well enough to use the internet, TV-programs, newspapers, and magazines. All this stimulates a

keen interest in the history, culture, and traditions of an area where the language is spoken.

Spoken interaction absorbs most of the time at lessons, though reading and writing are also taken into account. In this, a teacher speaks less than students do; he or she guides their activity. A teacher assigns a task, then takes a back seat just to monitor and evaluate. Herein lies the communicative approach, that is, in the assimilation of the learning process to the communication process. More specifically the communicative approach is based on the fact that the learning process is somewhat a simplified model of the communication process. This will be considered in more detail below.

This approach to learning emerged in the 1970s and 1980s of the last century as a result of many independent studies and development, both in Europe and the United States [5, p. 126]. On the one hand, it was because the demand for foreign languages rose higher with the creation of the European Economic Community, especially in Europe. As a result of increasing demand had to change the approach to foreign languages teaching. Such traditional methods like grammar-translation type of teaching implied that students began to learn a foreign language years before they would need to use it in a real life. However, those guidelines were not good for adult learners who were intensely busy as well as for schoolchildren whose learning abilities were not yet advanced enough. It became clear that those categories of learners needed the approach with a higher level of returns.

Dealing with communication as technology or the education strategy, the following characteristics should be highlighted [1, p. 84]:

- motivation of every action and every activity of a learner;
- purposefulness of every action and every activity of a learner;
- personal meaning throughout the work of a learner;
- voice and thought activity, that is a permanent involvement in the process of meeting the challenges of communication;
 - a permanent connectivity of the instructive and communicative thinking;
 - the attitude based on a personal interest, which entails the expression of a personal attitude to issues and subject of a discussion;
- the connection of communication with various forms of activities: cognitive and training, social, work, sports, artistic, household;
 - the interaction of communicating parties, that is coordination, mutual assistance, support, cooperation, trusting relationship;
 - sociability on three fronts: emotional, semantic and personal;
 - situatedness indicating that communication of learners with a teacher, or learners among themselves in the process of mastering speech material, can always be characterized as a set of relationships, which has grown out of the contextual position of the ones having direct contact with each other;
- functionality meaning that the process of mastering speech material always takes place, if there are speech functions, which have the priority over the form of speech units;
 - heuristicity as the organization of material and the process of its learning excluding arbitrary memorizing and reproduction of it;
 - validity as the objective characteristic, and informativeness as subjective characteristic of the training material;

- problematical character as a way of organizing and presentation of training materials;
- expressiveness in the use of verbal and nonverbal means of communication.

According to modern foreign researches, the major distinctive characteristics of communicative learning are [2, p. 180]:

- the content is primary in a statement (not a structure, or a form);
- dialogues (if they are used) are based on communicative functions and usually are not memorized;
- new vocabulary is introduced only in the context;
- learning a language means learning to communicate;
- the instructional objective is effective communication in a foreign language;
- drilling may be used but only occasionally;
- pronunciation should be easily understood (but not necessarily as of a native speaker);
- any means, which benefit learners and appropriate to their age and needs, etc., can be used when explaining grammar;
- attempts to engage in a real dialogue are welcome from the start of education;
- prudent use of a native language by learners is permitted as and where possible;
- interpretation into the native language is applied where it is needed, or may be beneficial;
- if desired, reading and writing can be started studying from the very first lesson;
- the system of a language under study is better mastered through desire for a comprehensive communication;
- the main aim of education is the formation of a communicative competency (capacity to use linguistic system of a language effectively and to the point);
- the consistency of introducing material is defined by any means, which provide interest in it in terms of content, use or topic;
- a teacher supports and motivates a learner to use a foreign language whatever way he or she can;
- foreign-language statements emerge from a learner, often through trial and error;
- the main aim of education is the fluency of speech and a pertinent use of lexical units;
- grammatical correctness is defined only in the context, not in the abstract;
- learners are required to communicate with real people in groups or pairs, or by written communication (learners decide about this themselves, without teacher's guidance);
- the true motivation will appear when a learner has an interest in a foreign-language message.

In practice, in training on grammar, for example, the communicative approach means the following sequence of actions [5, p. 130]:

- first learners read a text;

- then the examples on this grammatical rule are highlighted in the text to be analyzed by learners;
- these examples are further used as a basis for activities, which are aimed at working out the structure and its form as well as the semantic meaning, which we can transmit with the help of this structure;
- and finally, learners should find similar examples in the text and extract the relevant grammatical rule.

The communicative learning of a language is rather an approach than a method. The communicative approach for a foreign-language learning can be described with the help of certain principles and objectives of the language learning, the ways of learning by learners, types of assignments and activities used in learning, and the roles of a teacher and a learner in the process of study. According to this approach, the basic principles of learning are the following [4, p. 171]:

- the communicative principle: learning occurs with the help of activities, which stimulate the real communication;
- the principle of communicative tasks: learning occurs with the help of activities where the language is used to fulfill interesting and meaningful tasks;
- the principle of relevance and meaning: learning occurs with the help of the language, which a learner uses meaningfully. Learning activities are selected based on how active they involve a learner in the authentic and meaningful communication (as opposed to simply mechanical usage of language patterns).

Commenting on the thought that the communicative approach to learning is rather an approach than a method, a number of conclusions can be drawn [3, p. 82]:

- the word “approach” offers a teacher great opportunity in the foreign-language teaching. That is, through this interpretation a teacher is entitled to teach a foreign language the way, which best suits to the specific training situation;
- it also means that teachers can loosely interpret the rules of teaching depending on the tasks, which are placed upon them;
- teachers can use a broad range of assignments and activities when teaching a foreign language;
- and most importantly, it should help us avoid the situation when learners who are competent in grammar find themselves incompetent in communication.

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Цюняк О. П.

кандидат педагогічних наук,
доцент кафедри педагогіки початкової освіти
*Прикарпатський національний університет
імені Василя Стефаника
м. Івано-Франківськ, Україна*

СИСТЕМНИЙ ПІДХІД У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ МАГІСТРІВ ПОЧАТКОВОЇ ОСВІТИ ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ

Модернізація вищої освіти в Україні є актуальним завданням на шляху до інноваційного розвитку українського суспільства, формування освіченого молоді. Слід пам'ятати, що інноваційний шлях розвитку суспільства можна забезпечити, сформувавши покоління людей, котрі мислять та працюють повному. Як зазначається у Концепції Нової української школи: «Освічені українці, всебічно розвинені, відповідальні громадяни і патріоти, здатні до ризику та інновацій, – ось хто поведе українську економіку вперед у ХХІ столітті» [7]. Тому від випускника вишу сьогодення вимагає високого рівня інтелекту, культурологічної і комунікативної підготовленості, здатності самостійно здобувати знання, критично мислити. Зауважимо, що особливого значення набуває модернізація освіти на принципах демократизації та гуманізації, створення умов для всебічного розвитку інтелектуальних і професійних якостей особистості.

Зважаючи на такий контекст, підготовка фахівців у вишах повинна здійснюватися із застосування відповідних підходів, що відповідають запитам сучасної науки та практики. У аспекті нашого дослідження звернемо увагу на організацію професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності з урахуванням *системного підходу*.

Багато учених, таких як О. Богданов, С. Гончаренко, П. Друкер, Э. Де Боно, О. Льенко, Н. Кузьміна, О. Мармаза, В. Сластьонін, В. Садовський, Г. Саймон, Г. Щедровицький, Е. Юдін та ін. визначають основою педагогічних досліджень *системний підхід* (теорію систем), що відображає загальний зв'язок і взаємозумовленість явищ і процесів навколишньої дійсності, та є обов'язковою складовою загальнонаукової методології. Основним поняттям системного підходу є система. Варто зазначити, що на сьогодні не існує загальноприйнятого визначення поняття «система».

Термін «система» визначається за допомогою таких понять, як «зв'язок» (або взаємозв'язок), «елемент», «ціле», «єдність». У перекладі з грецької мови Systema означає ціле від складових частин, поєднання.