UDC: 303.832.32

Kolisnichenko Natalya Nikolayevna,
PhD in Public Administration, Associate Pro-
fessor, Head of Department of Ukrainian
and Foreign Languages, Odessa Regional
Institute of Public Administration of the Na-
tional Academy of Public Administration un-
der the President of Ukraine, 65009, Odessa,
Str. Genuezka, 22, office 300, e-mail: ird@
ukr.net, tel.: (066) 254 91 12
        ORCID: 0000-0003-1083-7990

Колісніченко Наталя Миколаївна,
кандидат наук з державного управління,
доцент, завідувач кафедри української
та іноземних мов, Одеський регіональний
інститут державного управління Націо-
нальної академії державного управління
при Президентові України, 65009, м. Оде-
са, вул. Генуезька, 22, к. 300, e-mail: ird@
ukr.net , тел.: (066) 254 91 12
        ORCID: 0000-0003-1083-7990

Колисниченко Наталья Николаевна,
кандидат наук по государственному уп-
равлению, доцент, заведующий кафедрой
украинского и иностранных языков, Одес-
ский региональный институт государс-
твенного управления Национальной ака-
демии государственного управления при
Президенте Украины, 65009, г. Одеса, ул.
Генуэзская, 22, к. 300, e-mail: ird@ukr.net,
тел.: (066) 254 91 12
        ORCID: 0000-0003-1083-7990

Yatsun Yevgeniya Matveyevna,
Senior Lecturer of Department of Ukrainian
and Foreign Languages, Odessa Regional
Institute of Public Administration of the Na-
tional Academy of Public Administration un-
der the President of Ukraine, 65009, Odessa,
Str. Genuezka, 22, office 300, e-mail: Happygoluck.j@gmail.com, tel.: (097) 649 08 80
        ORCID: 0000-0002-8259-4425

Яцун Євгенія Матвіївна,
старший викладач кафедри української та іноземних мов, Одеський регіональний
інститут державного управління Національної академії державного управління при
Президентові України, 65009, м. Одеса, вул. Генуезька, 22, к. 300, e-mail: Happygoluck.j@
gmail.com, тел.: (097) 649 08 80
        ORCID: 0000-0002-8259-4425

Яцун Евгения Матвеевна,

старший преподаватель кафедры украинского и иностранных языков, Одесский региональный институт государственного управления Национальной академии государственного управления при Президенте Украины, 65009, г. Одеса, ул. Генуэзская, 22, к. 300, тел.: (097) 649 08 80, e-mail: Happygoluck.j@gmail.com

ORCID: 0000-0002-8259-4425

DOI https://doi.org/10.31618/vadnd.v1i12.88

FOUR BASIC METHODS OF TEACHING ENGLISH IN A CHRONOLOGICAL ORDER OF THEIR DEVELOPMENT: APPLICATION IN THE SYSTEM OF PUBLIC ADMINISTRATION TRAINING

Abstract. The article is devoted to the comparative analysis of the basic methods of teaching English in chronological order of their development. The following teaching methods are studied: grammar translation method, direct method, audio-linguistic method, communicative teaching method. The specific features of each method, their positive and negative characteristics are revealed. The peculiarities of their application in the system of training in public administration are considered.

It is determined that training in the field of public administration corresponds to the activities of those who study, namely, public administration, both in terms of subject matter and linguistic content and language learning activities. In general, teaching / learning a foreign language is not essential, so teachers and students / students should only focus on certain aspects of a foreign language. Thus, general language learning should be combined with professional training. In groups with a sufficient level of language proficiency, it is immediately possible to begin a special vocational-oriented training. And, conversely, in groups with low and average English proficiency it is necessary to focus first of all on general language training, and then on professionally oriented. Grammatical material should always be developed and used in oral language.

It is noted that an important role in the study of foreign languages is given to the assimilation of professional vocabulary. Assimilation of lexical units is carried out in order to develop the skills of oral communication and is aimed at the implementation of communication skills and an adequate response in typical situations of professional communication, both verbal (for compilation of messages on professional subjects) and written (ability to write resume, any documents, etc.). After all, the possession of the working or official languages of the community provides in practice wide opportunities for obtaining international experience in public administration, undergo internships, work in international projects, etc. In the context of broad international relations with other countries, it is impor-

tant to communicate with foreign specialists, to develop professional-business and personal contacts with foreign partners, colleagues, to read different editions in the original language.

ЧОТИРИ ОСНОВНІ МЕТОДИКИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ХРОНОЛОГІЧНОМУ ПОРЯДКУ ЇХ РОЗВИТКУ: ЗАСТОСУВАННЯ В СИСТЕМІ ПІДГОТОВКИ З ПУБЛІЧНОГО УПРАВЛІННЯ

Анотація. Стаття присвячена порівняльному аналізу основних методик викладання англійської мови у хронологічному порядку їх розвитку. Вивчаються такі методи викладання: граматико-перекладний, прямий, аудіолінгвальний, комунікативний. Досліджуються специфічні риси кожного методу, їхні позитивні і негативні характеристики. Розглядаються особливості їхнього застосування в системі підготовки з публічного управління.

Визначено, що підготовка в галузі державного управління відповідає діяльності тих, хто навчається, а саме — публічному управлінню як з точки зору тематики, так і мовного змісту та діяльності з вивчення мови. Загалом викладання/вивчення іноземної мови не є основним, тому викладачі та студенти/слухачі повинні виділяти лише певні аспекти іноземної мови. Таким чином, загальне навчання мови повинно поєднуватися з професійним навчанням. У групах з достатнім рівнем володіння мовою ефективно відразу починати спеціальне професійно-орієнтоване навчання. І, навпаки, у групах з низьким та середнім рівнем володіння англійською мовою необхідно зосередити увагу насамперед на загальній мовній підготовці, а потім на професійно-спрямованій. Граматичний матеріал завжди повинен бути розроблений і відпрацьований в усній мові.

Відзначено, що важливу роль у вивченні іноземних мов відіграє асиміляція професійного словника. Асиміляція лексичних одиниць здійснюється з метою розвитку навичок усного спілкування та спрямована на реалізацію комунікативних навичок та адекватної відповіді у типових ситуаціях професійного спілкування — як словесного (для складання повідомлень з професійної тематики), так і письмового (вміння писати резюме, будь-які документи тощо). Адже володіння робочою або офіційною мовою спільноти надає на практиці широкі можливості отримати міжнародний досвід державного управління, пройти стажування, працювати в міжнародних проектах тощо. В умовах широких міжнародних зв'язків з іншими країнами важливо спілкуватися з іноземними спеціалістами, розвивати професійно-ділові й особисті контакти із зарубіжними партнерами, колегами, читати різні видання мовою оригіналу.

Ключові слова: граматико-перекладний метод, прямий метод, аудіолінгвальний метод, комунікативний метод.

ЧЕТЫРЕ ОСНОВНЫЕ МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В ХРОНОЛОГИЧЕСКОМ ПОРЯДКЕ ИХ РАЗВИТИЯ: ПРИМЕНЕНИЕ В СИСТЕМЕ ПОДГОТОВКИ ПО ПУБЛИЧНОМУ УПРАВЛЕНИЮ

Аннотация. Статья посвящена сравнительному анализу основных методик преподавания английского языка в хронологическом порядке их развития. Изучаются такие методы преподавания: грамматико-переводной, прямой, аудиолингвальный, коммуникативный. Исследуются специфические черты каждого метода, их положительные и отрицательные характеристики. Рассматриваются особенности их применения в системе подготовки по публичному управлению.

Определено, что подготовка в области государственного управления соответствует деятельности учащихся, а именно — публичном управлению как с точки зрения тематики, так и языкового содержания и деятельности по изучению языка. В целом преподавание/изучение иностранного языка не является основным, поэтому преподаватели и студенты/слушатели должны выделять только некоторые аспекты иностранного языка. Таким образом, общее обучение языку должно сочетаться с профессиональным обучением. В группах с достаточным уровнем владения языком эффективно сразу начинать специальное профессионально-ориентированное обучение. И, наоборот, в группах с низким и средним уровнем владения английским языком необходимо сосредоточить внимание прежде всего на общей языковой подготовке, а затем на профессионально-направленной. Грамматический материал всегда должен быть разработан и отработан в устной речи.

Отмечено, что важную роль в изучении иностранных языков играет ассимиляция профессионального словаря. Ассимиляция лексических единиц осуществляется с целью развития навыков устного общения и направлена на реализацию коммуникативных навыков и адекватного ответа в типичных ситуациях профессионального общения — как словесного (для составления сообщений с профессиональной тематики), так и письменного (умение писать резюме, любые документы и т. п.). Ведь владение рабочим или официальным языком сообщества оказывает на практике широкие возможности получить международный опыт государственного управления, пройти стажировку, работать в международных проектах и т. п. В условиях широких международных связей с другими странами важно общаться с иностранными специалистами, развивать профессионально-деловые и личные контакты с зарубежными партнерами, коллегами, читать различные издания на языке оригинала.

Ключевые слова: грамматико-переводной метод, прямой метод, аудиолингвальный метод, коммуникативный метод.

Target setting. Modern methods of training in a foreign language are aimed, first of all, at developing communicative skills of learners. Regard-

less of the number of techniques and their similar features, each method has its own specific characteristics. Because of these characteristics the techniques differ from each other and become a separate, independent phenomenon in the methodology of teaching.

The most common at different times were grammar-translated, direct, audio-lingual, and communicative teaching methods. Today there is no universal method, since the effectiveness of one method or another depends on many factors. At the present stage, the integration of methods is occurring. One can say that the formation of a complex method, which absorbs the best elements of different methods, takes place.

The implementation of one or another method is particular importance in the process of public administration professional development, as the system of public servants training, in the context of Ukraine's European integration course and public tasks, should actively promote the process of minimizing the separation of Ukrainian civil servants from the EU language barrier. After all, possession of the working or official languages of the community provides in practice wide opportunities for obtaining international experience in public administration, undergo internships, participate in international projects, etc. In the context of broad international relations with other countries, it is important to communicate with foreign specialists, to develop professional-business and personal contacts with foreign partners, colleagues, to read different editions in the original language.

Analysis of recent research and publications. The various aspects of the grammar translation method were explored by Nunan D. [1], Richards J. and Rogers T. [2–4] and others; the specific characteristics of the direct method became the research objective for Krause C. [5], Littlewood W. [6], Richards J. [7] and others; Fries C. [8], Richards J., Rodgers T. [9] and others studied the application of audio-lingualism in teaching/learning foreign languages; communicative language teaching method was researched in the works of Bax S. [10], Brandl K. [11], Brumfit C. [12], Hiep P. [13] and others. Among the Ukrainian scholars the methods of teaching a foreign language studied Gaponova S. [14], Kazachiner O. [15]. Kravchuk L. [16], Legan V. [17], Soshenko S. and Kolomiyets B. [18] and others.

The purpose of the article. The purpose of the article is to discuss the four main methods of teaching a foreign language in their development, to highlight their peculiarities in the context of their application in the system of public administration training.

The statement of basic materials. Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Certainly there is a great number of methods, but none of them is the best in all contexts, and none of them, on the essence, does not excel other. In addition, it is impossible to apply the same method for all students, which have different goals, terms and requirements in teaching. It is needed to apply the most suitable method for implementation of concrete tasks of studying. Every method of teaching is based on certain

vision of understanding the language or teaching process, often with the use of special methods and materials which are used in the set sequence.

In the scientific literature, the methods of studying a foreign language are divided depending on: which aspect of the language prevails in the study (grammatical or lexical); the role played by the native language and the translation in the teaching of foreign languages (translated and non-translated or direct); the purpose (oral method and method of reading), the technique of working with the language (audio-visual and visual), the principle of organization (traditional and method of programmed learning), etc.

Each method has its priorities and while exploring the training of managers and public servants we will consider:

1. Grammar translation method — classic method of studying English;
2. Direct method — discovering the importance of speaking;
3. Audio-lingualism — one of the first modern methods;
4. Communicative language teaching method as a modern standard method.

Grammar translation as classical technique for learning English. At the heart of this method is the study of grammar. The main means of teaching the language was a literal translation. Grammar Translation is one of the most traditional methods since the late nineteenth and early twentieth centuries. It was originally used to teach "dead languages", such as Latin and Greek. The main characteristic of this method is the study of grammatical rules and their application in translating the text from the native language to the foreign language. Throughout its history, the method of grammatical translation has repeatedly been criticized by supporters of more "direct" methods, which argued that languages should be studied through speaking and listening, and not simply by studying them. Some critics went so far as to argue that the method of grammatical translation seeks to "know everything about a thing, not the thing itself". Nevertheless, the method of grammatical translation continued to be one of the main methods used in the American teaching system, although it was partially replaced by the so-called "method of reading", which replaced the classical texts of grammatical translation with texts written specifically for students studying a foreign language, based on the study of frequency words, and encouraged students to avoid consciously translating what they read. Since this method was not suitable for teaching an oral foreign language, it was used as a method of teaching reading and translating classical texts [19].

According to this method, language proficiency is the storage of a certain number of words and knowledge of grammar. The student consistently learns different grammatical schemes and replenishes his vocabulary. Textual teaching materials are the so-called artificial text, in which the meaning of what you say is not important, the important thing is how you say it.

This method of teaching foreign languages is somewhat outdated, it is considered to be boring, difficult, and the result is achieved too long (a lot of boring and difficult grammatical

rules, a bunch of words that need to be crammed, dreary texts that are required to read and translate, and sometimes retell). Besides, the main drawback of the traditional method is that it creates ideal conditions for the emergence of a language barrier, because a person does not speak, but simply combines words with grammatical rules. The classes are conducted according to the scheme: read — translate, read — translate. It is evident that this technique greatly reduces the motivation and interest in pursuits.

However, despite all the shortcomings, the traditional method has its pluses — it allows the students to master their grammar at a high level, in addition, this method is well suited for people with a highly developed logical thinking that are able to perceive language as a set of grammatical formulas [20].

Nowadays, the traditional method, although it has changed greatly, has not surrendered its positions and continues to exist successfully in the form of a modern lexico-grammatical method by which well-known language schools work. The modern lexico-grammatical method is aimed at teaching the language as a system consisting of 4 main components — speaking (oral speech), listening, reading, writing. The greatest attention is paid to the analysis of texts, writing of works, statements and dictations. In addition, students should learn the structure and logic of a foreign language, be able to relate it to the native, to understand what their similarities and differences are. This is impossible without a serious study of grammar and without the practice of bilateral translation.

The direct method. The direct method (DM) of teaching was developed in the late 1800's as a response to the Grammar-Translation method. In contrast to the Grammar-Translation Method, the Direct Method employs objects and actions to link with words in the Target Language [21, p. 93]. It is called "direct" as it means to be conveyed directly in the target language through demonstration and action. According to Webster's New International Dictionary [22], direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion, and reading in the language itself, without the use of people's language, without translation and without the study of formal grammar. So, the focus in it is on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis.

The believers in the direct method argue that "a foreign language could be taught if meaning was conveyed without the translation or the use of the learner's native language directly through demonstration and action" [23].

The direct method of teaching is also called: the natural method, the reform method, the anti-grammatical method, the phonetical method, the Berlitz method.

As the natural approach DM (as propounded by Professor S. Krashen) stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

As the reform method DM refers to reforms in language teaching. The reforms brought about in language teach-

ing at the end of the 19th century were for the purpose of improving language teaching. The primary desire was not to throw away what had been done before. Rather, the goal was to further help in the improvement of language teaching. The reform method comprised ideas of reforming the old-school systems. The teaching of English as a second language represented a main impetus [24, p. 173].

As the anti-grammatical method DM developed, as Rao K. V. has pointed out, "as a reaction against the grammar-translation method" [25, p. 106]. The major assumptions of this method were in opposition to the grammar-translation method. Hence, it is considered as a reaction against the grammar-translation method with a distinct grammatical bias [26, p. 127–128].

As the phonetical method DM advocates the following notions and practices: the spoken form of a language is primary and should be taught first; the findings of phonetics should be applied to language teaching; teachers must have solid training in phonetics; learners should be given phonetic training to establish good speech habits.

The Berlitz method (as enjoyable conversational style of teaching) was developed by a language teacher Maximilian Berlitz in 1878 [27]. With this method, all conversation during the class takes place in the target language. The lectures use a conversational approach based on listening and speaking. Practical vocabulary and grammar in the context of real-life situations are emphasized. Study is supplemented with relevant reading and writing exercises. There are different levels of learning Berlitz's direct method, which includes certain initial assessments to see where the student fits in [28]:

1. The Functional level: limits communication in its simplest form both orally and by listening.

2. Intermediate level: conversing in English and understanding familiar topics of discussion.

3. Advanced Intermediate level: competent communication and comfort with speaking the English Language in a professional and personal setting.

4. Advanced level: speak English proficiently.

5. Native Speaker: Speak English naturally or at a professional level

Generally, teaching which is based on the Direct Method means [29, p. 212]:

• teaching the spoken language first;
• relating the new words directly to their referents in the outside world;
• practicing;
• working as hard as possible to gain and keep the learner's interest.

As through this method students are directly taught to the target/L2 language without using their native language, the DM of learning a language is a step by step and limited process that considers the correct translation to be of the most importance.

This method advocated teaching of oral skills at the expense of every traditional purpose of language teaching. The goal of the teacher is to get the students to communicate and think in the target language (the teacher wants students to "associate meaning in the target language"). Known words could be used to teach new vocabulary, using mime, demonstration and pictures; to demonstrate meaning through realia. The teacher directs class activities;

the "teacher-student" relationship is more like a partnership. The teacher responds to errors by trying to get students to self-correct whenever possible. In direct method the teacher should control a class but it does not mean that he or she has to dominate over the class and behave very strictly [30, p. 30].

The students are given the new word, and never the L1 equivalent. They speak in the target language a great deal and communicate about real-life situations. In direct approach grammar is taught inductively - explicit grammar rule may never be given, because vocabulary is over grammar. Besides, oral communication is given priority; reading and writing are based on topics from oral practice.

So, some characteristics of DM are:

• lessons are in the target language;

• there is a focus on everyday vocabulary;

• visual aids are used to teach vocabulary;

• particular attention is placed on the accuracy of pronunciation and grammar;

• a systematic approach is developed for comprehension and oral expression.

Some DM techniques are:

• reading aloud (students take turns reading dialogues, passages, plays, etc. out loud. At the end of each turn, the teacher uses gestures, pictures, etc. to get meaning across);

• question and answer practice (in full sentences);

• conversation Practice (asking students about themselves in a way to get them to use new grammar structure or vocabulary);

• dictation (teacher reads passage once at normal speed, then he/she reads second passage again, slowing down so students can copy, finally the teacher reads again so students can check work).

Among the advantages of this method it is worth to mention that it makes learning the English language interesting and lively by establishing a direct bond between a word and its meaning; psychologically it is a sound method as it proceeds from the concrete to the abstract; this method can be usefully used from the lowest to the highest class; through this method, fluency of speech, good pronunciation and power of expression are properly developed.

Its disadvantages are as the following: there are many abstract words that cannot be interpreted directly in English, and they are waste of time trying to do this purpose; this method is based on the principles that audit appeal is stronger than visual (but there are children with more visual than with their oral sense like ears and tongue); the method ignores systematic written work and reading activities and does not pay much attention to reading and writing [31].

Is it efficient to use direct method in training civil servants and future managers? First, regarding the context of the material, remember about abstract words. Second, regarding the level of language proficiency of students, remember that this method may not hold well in higher classes where the translation method is found to be suitable. Third, regarding the number of groups, remember that in larger classes, this method is not properly applied and teaching with this method does not suit or meet the needs of individual students in large classes. Direct

method requires student interaction, which is not easy because of the number of students in a class (which is mostly high). Again it is hard to review everyone's performance when the students are given a task (and they have to answer collectively). Fourth, according to J. Richards and T. Rodgers the Direct Method requires more specialized teachers, teaching equipments and its difficult to test [32, p. 12]. While implementing this approach, it is to be ensured that the materials allow learners to progress at their own rates of learning and for different styles. Also, that they provide opportunities for independent study and use and for self-evaluation and progress. The Direct Method should be as specific as possible in its design. The materials need to be suggestive and graded with respect as to their complexity. Moreover, they need to be tightly constructed so as to ensure uniformity in various classrooms. They must also support what has been learnt and lay foundation for further learning.

The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.

The audio-lingual approach of language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences

preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audio-lingual approach focus on grammar drills.

The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

Audio-lingual method represents updated modification of direct method. Some characteristics of this method are:
• drills are used to teach structural patterns;
• set phrases are memorized with a focus on intonation;
• grammatical explanations are kept to a minimum;
• vocabulary is taught in context;
• focus is on pronunciation;
• correct responses are positively reinforced immediately [33].

A student seizes a language by mastering the linguistic structures — vocal standards, i. e. the specially developed dialogues, which are read, learned by heart by heart, in pairwork, and then their separate structures are worked off through intensive training. Such exercises as frequent reiteration, substitution of words, transformations of structures on a certain chart are used [34].

Among the techniques of the audio-lingual method we can name the following fresh ones:

1. Focus on practical pronunciation. The audio-lingual approach, based upon language structure, naturally treats the sounds of language as important building blocks for the creation of utterances, that is, meaningful strings

of sounds. All spoken languages are pronounced. Individual sounds can be isolated. No matter how many sounds are employed in the language, one will need to have a basic understanding of what they are, how they are produced and how they work together to create utterances. To gain that understanding and apply it to teaching it is important:

• to identify the sound system. The lecturer is: to help the students to articulate and then recognize the most basic sounds necessary; to void using complex graphic representations of these sounds; to take advantage of readily recognized symbols that students use in their native language; to be moderate in the existence of similar sounds; to avoid being nitpicky with individual sounds when practicing sentences;

• to use tongue-twisters to build articulation and strength (to try well-known tongue-twisters).

2. Structural drilling exercises. In the audio-lingual method, this manifested itself in sentence structure drilling. Structural drilling is useful in lots of ways: it strengthens the vocal apparatus for future sentence production; it builds strong habits in structural manipulation; it settles automatic responses in everyday conversational exchange. The most basic type of sentence structure practice involves the substitution of a particular word with another that would logically be found in the same place in the sentence. In the simplest kind of substitution, the student simply replaces one word with the cue word provided by the teacher. No other modification will occur within the sentence [35]. In public administration training, for example:

Teacher: Local administrations realize their managerial functions in the sphere of economy. Education.

Students: Local administrations realize their managerial functions in the sphere of education. Culture.

Teacher: Local administrations realize their managerial functions in the sphere of culture. Tourism.

Students: Local administrations realize their managerial functions in the sphere of tourism etc.

Transformation practice involves slightly more complex substitution in which the change of one word requires modifications in other words. Subject-verb agreement may need to be reflected. The teacher repetition of the sentence produced by the students serves a couple of purposes: through this repetition, the teacher can emphasize correctly any sound or articulation the students have shown problematic; the repetition reinforces the listening aspect of language, allowing students to immediately recognize the sentence they have just pronounced [36].

Drilling can become a regular activity, both as a vocal warm-up and an inductive introduction to particular structures or vocabulary that will be the theme of the class. On the other hand, an entire hour of drilling might be something one would consider once or twice during a semester, but should probably not be the basic structure of the class;

3. Dialogue practice (dialogue as the exchange of information between two or more people). Structural linguists found that many conversational exchanges followed basic structures that can be studied and learned. Everyday dialogues are probably the most familiar leftovers of the original audio-lingual

method. Most modern language texts will include dialogue material and exercises, these often being the principle presentation text in a unit, especially in texts aimed at language use rather than language study for examination [37].

Dialogues can fall into many different categories:

• standard everyday dialogues (that type of verbal exchange that we tend to repeat over and again throughout our daily lives which will include basic greetings and farewells, shopping dialogues and information requests, among others);

• improvisational dialogues (those that may begin standard but which will be unpredictable because of the personal interaction of the people speaking — debate, discussion, argument and opinion sharing). An everyday dialogue can grow easily from previous sentence structure practice. The teacher may present this dialogue in any number of fashions, from a printed handout to pictures, from sock puppets to repetition exercises — whatever means suit his/her teaching style [38]. These types of dialogues, which naturally lead to more complex role play, offer a theme to students and allow them more freedom in using language. The presentation of these dialogues will necessarily be a little more complex as well. This method requires some ideas for a teacher to keep in mind: to have character cards prepared beforehand; to practice the vocabulary first; to make a dialogue scheme; to work in pairs [39].

The advantages of this method include:

• it aims at developing listening and speaking skills which is a step away from the Grammar translation method;

• the use of visual aids has proven its effectiveness in vocabulary teaching;

• students practicing useful language from the very first class;

• better pronunciation and increased participation as a result of the drilling exercises;

• the use of visual cues to help in developing vocabulary [40].

On the other hand, there are some disadvantages:

• too much attention placed upon the teacher, who is limited to presenting only mechanical aspects of language;

• the reduction of vocabulary in favor of structure.

Generally, the material developed within the audio-lingual method can be quite useful in any class at any level.

Communicative language teaching method is a natural follow-on from the reaction during the 70's against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically.

The Communicative language teaching method has various characteristics that distinguish it from previous methods:

• understanding occurs through active student interaction in the foreign language;

• teaching occurs by using authentic English texts;

• students not only learn the second language but they also learn strategies for understanding;

• importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons;

• using the new language in unrehearsed contexts creates learning opportunities outside the classroom.

Essence of this method consists of that basic linguistic skills (talking, listening, reading and writing) develop simultaneously in the process of real intercourse. This is the main task of method — to teach to communicate in language. Unlike the method of grammatical translation basic exercises are directed on communication — intercourse (oral and writing). The special popularity is used by colloquial games, discussions, scenarios, close to real situations [41].

Among the advantages of this method it is worth to mention the following:

• development of colloquial speech: teaching purpose is to teach a person to speak and express the ideas in a foreign language easily and relatively correctly. Grammar is studied in the process of communication — there is not a necessity to "learn" by rote difficult rules;

• absence of language-mediator: employments, built in obedience to a communicative method, will hardly demand from a student to translate anything — where to be more important able to apply knowledge in a real situation (purchase of ticket, interview, chat);

• liquidation of linguistic barrier: due to communicative exercises students socialize with a teacher and with each other;

• students apply the target language independently and without translation when they feel inclined/confident enough to do so.

The disadvantages include:

• grammar: little attention is paid on rules and structure of language;

• translation: communicative approach does not allow in a sufficient degree to develop skills of writing speech (including writing translation);

• teaching "from a zero": in most cases teaching passes without a language-mediator, that is very difficult for people without any knowledge of vocabulary and grammar (many incomprehensible words and structures, other phonetic sounds, etc.);

• important role of a teacher: teachers undertake different roles: a teacher, an organizer of intercourse (animator), a speaker, an opponent in discussions, etc.

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few [42].

Training in Public Administration is relevant to learners' professions, that are in its public administration-specific orientation, both in terms of topics, and language content and language learning activities. Teaching/learning a foreign language as a whole is not viable, therefore only certain aspects of a foreign language have to be selected by teachers and learners to focus on. So, general language training should be combined with vocational training. In groups with a sufficient level of proficiency in language training, it is effective to immediately begin special vocational-oriented training. And, conversely, in groups with a low and intermediate level of English proficiency, it is necessary to focus first on the gen-

eral language training of students, and then on the professionally directed. The grammatical material should always be developed and fixed in oral speech.

An important role in foreign-language training of students is provided with the assimilation of professional vocabulary. The assimilation of lexical units is carried out with the purpose of developing oral communication skills and is aimed at implementing communicative skills and adequate response in typical situations of professional communication, both verbal (to make reports concerning a professional topic) and written (ability to write summaries, any papers, etc.).

It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in foreign language teaching, it would have to be the communicative language teaching approach. The communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself [43]. Thus, among the analyzed methods the communicative method is a key one as communicative competence is very important for public administrators. The teaching of English to students of public administration specialty implies the development of their necessary professional competence. Achieving this goal is made through special teaching methods that are aimed at mastering and working out new lexical and grammatical material. Professionally-oriented "case-studies" should be an integral part of the majo-

rity of classes for teaching students verbal communication.

Conclusions. Our world, our society, our consciousness today are changing rapidly. Changes in all areas lead to innovations in the education system. Today, teachers need to prepare students to work in changed conditions, to approach non-traditional approaches to solving various situations, to organize their activities on a creative basis. All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods — in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves.

REFERENCES

1. *Nunan D.* (1991), Language teaching methodology, Hemel Hempstead: Prentice Hall International, UK.
2. *Richards J. C., Rodgers T. S.* (2014), Approaches and methods in language teaching, Cambridge Language Teaching Library, UK.
3. *Richards J. and Rodgers T.* (1982), "Method: Approach, design and procedure", TESOL Quarterly, № 16, p. 153–68.
4. *Richards J. and Rogers T.* (1986), Approaches and methods in language

teaching, Cambridge: Cambridge University Press, UK.

5. *Krause C. A.* (1916), The Direct Method in Modern Languages, New York, USA.

6. *Littlewood W.* (1981), Communicative Language Teaching, Cambridge: Cambridge University Press, UK.

7. *Richards J.* (2006), Communicative Language Teaching Today, Cambridge: Cambridge University Press, UK.

8. *Fries C.* (1961), Foundations for English Teaching, Tokyo: Kenkyusha, Japan.

9. *Richards J. and Rodgers T.* (1987), "The Audio-lingual Method", Approaches and Methods in language teaching, Reino Unido: Cambridge University Press, p. 44–63.

10. *Bax S.* (2003), "The end of CLT: A context approach to language teaching", ELT Journal, № 57 (3), p. 278–287.

11. *Brandl K.* (2008), Communicative language teaching in action: Putting principles to work, Upper Saddle River, NJ: Pearson Prentice Hall, USA.

12. *Brumfit C.* (1984), Communicative methodology in language teaching: The roles of fluency and accuracy, Cambridge: Cambridge University Press, UK.

13. *Hiep P.* (2007), "Communicative language teaching: Unity within diversity", ELT Journal, № 61 (3), p. 193–201.

14. *Gaponova S.* (2010), "An overview of foreign methods of teaching foreign languages in the twentieth century", Inozemni movy, № 1, p. 11–15.

15. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

16. *Kravchuk L.* (2011), "Historical development of methods of education of foreign languages in the second half of the XXth century", Visnyk LDU BZhD, № 5, p. 154–158.

17. *Legan V.* (2011), "To problem of methods of teaching foreign language", Naukovyi visnyk Uzhgorodskogo natsionalnogo universitetu. vol. 23, p. 72–74.

18. *Soshenko S., Kolomiyets B.* (2014) "Evolution of methods for teaching foreign language", Pedagogichnyi protess: teoriya i praktyka, vol. 1, p. 22–27.

19. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

20. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

21. *The Direct* Method (2011), available at: http://shodhganga.inflibnet.ac.in/bitstream/10603/13029/11/11_chapter%203.pdf

22. *Webster's* New International Dictionary (1934), 2nd edition, G. & C. Merriam Company, Publishers, USA.

23. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english

24. *Tamura E. T.* (2006), "Concepts on The Methodology of Teaching English", The Economic Journal of Takasaki City University of Economics, vol. 48, № 3, p. 169–188.

25. *Rao K. V.* (2004), Methods of Teaching English, Hyderabad: Neelkamal Publication, India.

26. *Methods* and approaches of English language teaching in India, available at: http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf

27. *Stieglitz G. J.* (1955), "The Berlitz Method", Modern Language Journal, vol. 39, № 6 (October), p. 300–310.

28. *Second* Language Learning Methods — Direct Method (2009), available at: http://blog.innovativelanguage.com/2009/06/16/second-language-learning-methods-direct-method-berlitz/

29. *Howatt A., Widdowson H.* (2004), A History of English Language Teaching, OUP Oxford, UK.
30. *Sumaiya P.* (2015), An experience of teaching English by using Direct Method and Grammar Translation Method, Department of English and Humanities, Brac University, Bangladesh.
31. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english
32. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english
33. *Brown H. D.* (2000). Principles of language learning and teaching (4ᵗʰ ed.). New York: Longman.
34. *Rao K. V.* (2004), Methods of Teaching English, Hyderabad: Neelkamal Publication, India.
35. *Harold B.* Allen; Campbell R. (1972), Teaching English as a Second Language, New York: McGowan-Hill, Inc., USA.
36. *Harold B. Allen, Campbell R.* (1972), Teaching English as a Second Language, New York: McGowan-Hill, Inc., USA.
37. *Rhalmi M.* (2017), The Audiolingual, available at: http://www.myenglishpages.com/blog/the-audiolingual-approach/
38. *Passov E.* (1991), Kommunikativnyi metod obucheniya inoyazychnomu govoreniyu [Communicative method of teaching speaking foreign language], Moscow, Russia.
39. *Richards J. and Rogers T.* (1986), Approaches and methods in language teaching, Cambridge: Cambridge University Press, UK.
40. *Arroway R.* (2016) "3 Fresh Ways to Use the Audio-lingual Method in Your Class", available at: https://www.fluentu.com/blog/educator/audio-lingual-method/
41. *Arroway R.* (2016) "3 Fresh Ways to Use the Audio-lingual Method in Your Class", available at: https://www.fluentu.com/blog/educator/audio-lingual-method/
42. *Passov E.* (1991), Kommunikativnyi metod obucheniya inoyazychnomu govoreniyu [Communicative method of teaching speaking foreign language], Moscow, Russia.
43. *Brown, H. D.* (2000). Principles of language learning and teaching (4ᵗʰ ed.). New York: Longman.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. *Nunan D.* (1991), Language teaching methodology, Hemel Hempstead: Prentice Hall International, UK.
2. *Richards J. C., Rodgers T. S.* (2014), Approaches and methods in language teaching, Cambridge Language Teaching Library, UK.
3. *Richards, J. and Rodgers T.* (1982), "Method: Approach, design and procedure", TESOL Quarterly, № 16, p. 153–68.
4. *Richards J. and Rogers T.* (1986), Approaches and methods in language teaching, Cambridge: Cambridge University Press, UK.
5. *Krause C. A.* (1916), The Direct Method in Modern Languages, New York, USA.
6. *Littlewood W.* (1981), Communicative Language Teaching, Cambridge: Cambridge University Press, UK.
7. *Richards J.* (2006), Communicative Language Teaching Today, Cambridge: Cambridge University Press, UK.
8. *Fries C.* (1961), Foundations for English Teaching, Tokyo: Kenkyusha, Japan.
9. *Richards, J. and Rodgers T.* (1987), "The Audio-lingual Method", Approaches and Methods in language teaching,

Reino Unido: Cambridge University Press, p. 44–63.

10. *Bax S.* (2003), "The end of CLT: A context approach to language teaching", ELT Journal, № 57 (3), p. 278–287.

11. *Brandl K.* (2008), Communicative language teaching in action: Putting principles to work, Upper Saddle River, NJ: Pearson Prentice Hall, USA.

12. *Brumfit C.* (1984), Communicative methodology in language teaching: The roles of fluency and accuracy, Cambridge: Cambridge University Press, UK.

13. *Hiep P.* (2007), "Communicative language teaching: Unity within diversity", ELT Journal, № 61 (3), p. 193–201.

14. *Gaponova S.* (2010), "An overview of foreign methods of teaching foreign languages in the twentieth century", Inozemni movy, № 1, p. 11–15.

15. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

16. *Kravchuk L.* (2011), "Historical development of methods of education of foreign languages in the second half of the XXth century", Visnyk LDU BZhD, № 5, p. 154–158.

17. *Legan V.* (2011), "To problem of methods of teaching foreign language", Naukovyi visnyk Uzhgorodskogo natsionalnogo universitetu. vol. 23, p. 72–74.

18. *Soshenko S., Kolomiyets B.* (2014) "Evolution of methods for teaching foreign language", Pedagogichnyi protses: teoriya i praktyka, vol. 1, p. 22–27.

19. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

20. *Kazachiner O.* (2014), Author's methods of teaching a foreign language, Kharkiv: Osnova, Ukraine.

21. *The Direct* Method (2011), available at: http://shodhganga.inflibnet.ac.in/bitstream/10603/13029/11/11_chapter%203.pdf

22. *Webster's* New International Dictionary (1934), 2nd edition, G. & C. Merriam Company, Publishers, USA.

23. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english

24. *Tamura E. T.* (2006), "Concepts on The Methodology of Teaching English", The Economic Journal of Takasaki City University of Economics, vol. 48, № 3, p. 169–188.

25. *Rao K. V.* (2004), Methods of Teaching English, Hyderabad: Neelkamal Publication, India.

26. *Methods* and approaches of English language teaching in India, available at: http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf

27. *Stieglitz G. J.* (1955), "The Berlitz Method", Modern Language Journal, vol. 39, № 6 (October), p. 300–310.

28. *Second* Language Learning Methods — Direct Method (2009), available at: http://blog.innovative-language.com/2009/06/16/second-language-learning-methods-direct-method-berlitz/

29. *Howatt A., Widdowson H.* (2004), A History of English Language Teaching, OUP Oxford, UK.

30. *Sumaiya P.* (2015), An experience of teaching English by using Direct Method and Grammar Translation Method, Department of English and Humanities, Brac University, Bangladesh.

31. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english

32. *Nath Baiju K.* (2011), Direct method and translation method in teaching of English, available at: http://www.

academia.edu/10886801/direct_method_and_translation_method_in_teaching_of_english

33. *Brown H. D.* (2000). Principles of language learning and teaching (4th ed.). New York: Longman

34. *Rao K. V.* (2004), Methods of Teaching English, Hyderabad: Neelkamal Publication, India.

35. *Harold B. Allen, Campbell R.* (1972), Teaching English as a Second Language, New York: McGowan-Hill, Inc., USA.

36. *Harold B. Allen, Campbell R.* (1972), Teaching English as a Second Language, New York: McGowan-Hill, Inc., USA.

37. *Rhalmi M.* (2017), The Audiolingual, available at: http://www.myenglishpages.com/blog/the-audiolingual-approach/

38. *Passov E.* (1991), Kommunikativnyi metod obucheniya inoyazychnomu govoreniyu [Communicative method of teaching speaking foreign language], Moscow, Russia.

39. *Richards J. and Rogers T.* (1986), Approaches and methods in language teaching, Cambridge: Cambridge University Press, UK.

40. *Arroway R.* (2016) "3 Fresh Ways to Use the Audio-lingual Method in Your Class", available at: https://www.fluentu.com/blog/educator/audio-lingual-method/

41. *Arroway R.* (2016) "3 Fresh Ways to Use the Audio-lingual Method in Your Class", available at: https://www.fluentu.com/blog/educator/audio-lingual-method/

42. *Passov E.* (1991), Kommunikativnyi metod obucheniya inoyazychnomu govoreniyu [Communicative method of teaching speaking foreign language], Moscow, Russia.

43. *Brown H. D.* (2000). Principles of language learning and teaching (4th ed.). New York: Longman.