

to build skills ranging from reading skills to high-level analytical skills. A systematic study of newspaper texts helps to develop methods of independent work, which is especially important for learning a foreign language during the period of postgraduate education. Regular work with online news encourages students to read periodicals during the out-of-class time. Besides, the systematic study of newspaper texts contributes to the development of methods of independent work, which is especially important for learning a foreign language during the period of postgraduate education.

For any level of language proficiency, Facebook provides a huge selection of texts that cause a vital and professional interest and create motivation.

The competent and thoughtful use of Facebook and other social networks allows the teacher to create a natural multicultural language and information educational environment.

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THE MOST COMMON PECULIARITIES IN LISTENING AND SPEAKING A FOREIGN LANGUAGE FOR PUPILS OF PRIMARY EDUCATION

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Listening and comprehension are difficult for learners because they should understand speech sound quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in catching what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure.

During the listening a foreign language pupils should be very attentive and think hard. They should string up their memory and will power to keep the sequence of sounds they hear and to differ it. Not all pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils skills in listening: linguistic material for listening; the content of the material suggested for listening and comprehension; conditions in which the material is presented. Comprehension of the text by listening can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in listening. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. Phonetic difficulties appear because the phonic system of English and Ukrainian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. They can hardly differentiate the following words by ear: *worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat-board*. The difference in intonation often prevents pupils from comprehending a communication. The teacher should develop his pupils ear for English sounds and intonation. Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: *The horse is slipping. The horse is sleeping. They worked till night. They walked till night*. The opposites are often misunderstanding, for the learners often take one word for another. For example: east-west, take-put, ask-answer. The most difficult words for listening are the phrasal verbs, such as: put on, put off, put down, take off, see off, go in for. Grammatical difficulties are mostly connected with the analytical structure of the English language, and with the extensive use of infinitive and participle construction. The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for listening. The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology). The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to raise pupils interest in listening such a text. Narration is more interesting for listening. This type of communication should be used for listening comprehension. The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing pupils' skills in listening. The form of communication: whether the text is a dialogue or monologue. Monologic speech

is easier for learners, it is preferable for developing pupils' ability to listen. Conditions of presenting the material are of great importance for teaching listening comprehension. There are different points of view on the problem of the speed of speech in teaching listening a foreign language. The most convincing is the approach suggested by N. V. Elunkhina. She suggests that in teaching listening the tempo should be slower than the normal speed of authentic speech, especially for pupils of primary education. However this slowness is not gained at the expense of the time required for producing words, but of the time required for pauses which are so necessary for a pupil to catch the information of each portion between the pauses. According to the investigation carried out by L. Tzesarsky the average speed for teaching listening should be 120 words per minute; the slow speed – 90 words per minute. The number of times of presenting the material for listening: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. In case the pupils can not catch most of the information, practice proves that manifold to help pupils in comprehension by using a “feed back” established through a dialogue between the teacher and the pupils which takes as much as it required for the repetitive presentation of the material. The most favourable condition is when pupils can see the speaker as is the case when the teacher to them in a foreign language. The most difficult task is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation. Visual “props” which may be of two kinds, objects and motions. Pupils find it difficult to listen without visual props. When the pupils see some pictures, cards and other illustrated material, they can understand the task more correctly and accurately. Speaking a foreign language is the most difficult part in language learning because pupils need sufficient practice in speaking to be able to say a few words of their own connection with the situation. This work is time –consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a foreign language. The teacher can use are often feeble and artificial. The pupils repeat the sentence they hear, they complete sentences that are in the book, they construct sentences on the pattern of a given one. These mechanical drill exercises are necessary. There must be occasions when the pupils feel the necessity, and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language. Another factor of no less importance is a psycho-linguistic one; the pupils need words, phrases, sentence patterns, and grammatical forms and structures stored up in their memory ready to be used for expressing any thought they want to. So, in teaching listening comprehension the teacher should bear in mind all difficulties pupils encounter when listening in a foreign language. In teaching speaking, therefore, the teacher should stimulate pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation.

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MODERN APPLICATION OF THE TRADITIONAL GRAMMAR TRANSLATION METHOD WHILE SECOND LANGUAGE TEACHING

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The Grammar Translation Method (GTM) is one of the means of second language teaching based mostly on the translation of textual units. The essence of the method is that grammar rules and syntax of the target language are introduced and explained to learners more in a linguistic than communicative way.

The method was created by Prof. Karl Plotz in the XIX century, and hence can be considered one of the oldest in second language acquisition methodology. Basically, the strategy includes learning and comparison. Strict grammar and syntax rules of the target language are comprehended and learned through comparison with the related rules of the native language. To practice the theory, specific sentences and paragraphs are translated from second language into native and back. Taking into account the character of learning activity such a methodology is aimed to teach the inner nature of the target language in the narrow sense but not the language in its overall meaning.

The basic tools included in the Grammar Translation Method are paradigms; consistent translation of sentences and mirror comparison of rules; rote learning which is a technique of memorizing based on repetition; and dividing words into lexemes and morphemes.

Nowadays the essence of the Grammar Translation Method can be viewed as relatively restricted, not widely applicable and not consistent with current trends of teaching second language. Such an opinion can be accepted but with certain clarifications – the method is still widely practiced and applied when understanding texts is the primary goal of foreign language learning and there is little need for language communicative skills development. The method is focused on second language learning in order to read and comprehend texts and benefit from intellectual development as a result of foreign language skills application.

The basic principle of the Grammar Translation Method could sound as the following: «The first language is maintained as the reference system in the