можна віднести можливість використання інтерактивних відео - та аудіо роликів при навчанні усному мовленню. Демонструючи схеми, фото та малюнки за тематикою мовного спілкування, реалізується принцип наочності. Запровадження мультимедійних технологій створює умови для інтерактивного спілкування, що на сьогоднішній день є найважливішою складовою навчального процесу.

Використовуючи мультимедійні технології викладач може подати інформацію в абсолютно новій та ефективній формі, зробити її більш повною, цікавою та наближеною до тематики спілкування, що вивчається. А також, мультимедійні технології дозволяють розробити яскраві та більш цікаві вправи на говоріння. Для студентів, вивчення іноземної мови із застосуванням мультимедійних технологій, також має певні переваги. Так як ці технології нові, для студентів цікаво мати справу з джерелами нових видів отримання інформації.

А також важливо те, що засвоєння нової інформації з використанням мультимедійних технологій, проходить в ігровій формі. Застосування мультимедійних технологій дозволяє студентам самостійно готувати міні-проекти за тематикою, спілкування та презентувати їх [ ].

Таким чином, використання мультимедійної технології у викладанні іноземної мови, спрямоване на оволодіння новими знаннями, уміннями в різних видах мовленнєвої діяльності, на формування творчих здібностей студентів, є одним із перспективних шляхів підвищення якості освітнього процесу.

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Techniques of making materials more contexts appropriate
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Dynamic growth of the modern society and globalization are creating higher and more complicated requirements for an individual. It is now common knowledge that a ticket to successful professional life for many people from different spheres is well-developed communicative competence in English that can enable them to find

solution to various problems. Students' needs nowadays are not within knowledge about the language, learners strive for skills and abilities with the help of which they can find a job, make a career, expand business and so on. This situation explains efforts of scholars, methodologists and language teachers to design effective techniques of organizing the teaching and learning process in correspondence to the social demands.

The most important methodological problem at present is forming conditions in which students can be exposed to authentic language and authentic tasks as intensively as possible. The main difficulty concerning this problem is that, on the one hand, a high value of promoting authenticity seems to be quite obvious and generally accepted, on the other hand, analysis of different aspects of the teaching and learning process often reveals the fact that the idea is not fully realized as a certain number of learners do not reach the expected results. One of these aspects concerns using materials in class.

Teaching materials are 'usually a help to most teachers when they use them to meet the needs of the learners' [5, p. 115]. Using the materials that satisfy learners' needs is one of the main principles of communicative approach that theoretically seems to be quite easy for realization but practically turns out to be rather challenging.

It is obvious that people begin to learn the foreign language because they want to communicate with its help in the same way they communicate in the native language. But, we can never reach this aim during one class, so we should split it into a number of small ones that are achievable. And this is where we are at risk of shifting from the communicative competence as the global aim to formation of knowledge about the language. This risk is caused by different reasons. Firstly, to encourage learners to work with linguistic information is always technically easier for a teacher than to form their practical skills in the foreign language. Secondly, to differentiate between learners' needs and teacher's interpretation of learners' needs often means to fight the human egoistic nature. Therefore, it can happen that the teacher replaces learners' needs by his/her personal understanding of what is good for the learners. Thirdly, following closely the materials prescribed by the curriculum or chosen by the administration can grant the teacher with the sensation of safety caused by shared responsibility which the teacher is not ready to sacrifice for learners' needs. Or fourthly, the teacher simply does not know where to start from to make materials as beneficial for learners as possible. Thus, techniques of adapting materials to satisfy modern requirements are the issue that the article is focused on.

To be efficient for teaching and learning English as a foreign language materials are supposed to be context appropriate. To understand what it means it is necessary to analyze the notion of context. According to the dictionary *context*, on the one hand, is defined as 'the situation, events, or information that are related to something and that help you to understand it', and on the other hand, it is 'the words that come just before and after a word or sentence and that help you understand its meaning' [3]. So the context is definitely opposite to isolation and it reflects combinations that presuppose understanding.

Analyzing modern materials for teaching and learning foreign languages we

can hardly find those that offer students to practice separate linguistic units. On the contrary, the total majority of course books are aimed at practicing the language at the level of sentences and texts and the biggest number of activities in them concern filling the gaps in the sentences, matching, asking/answering questions, reordering words, describing, discussing, writing letters – all these activities are aimed at working with contexts. Unfortunately, when it comes to learners' production in the foreign language we can often observe learners' output in the form of such sentences:

I threw my book yesterday.
I shook my bag yesterday.
My brother and I touch the screen every day.
Today I am dropping my spoon.
I am forgetting my pen inside the room.

Though the given sentences are accurate, they sound quite strange. The problem with them is that it is difficult to imagine situations of communication in which they would sound natural. Although the words in each of the given sentences make up formal combinations they do not provide any message and do not serve for any communicative purpose. Such examples point out that context goes beyond formal combinations of words.

If to look carefully at the examples given above one can notice that they realize no language function: they are neither informative nor persuasive, they do not share feelings, they do not ask for information, they do not express agreement or complaining. They are a combination of words that mechanically follow rules on word order in the sentence. But this very drawback suggests a certain solution to the problem: to make materials more contexts appropriate means to link them to the language functions.

The language functions are the language in use, in other words, they are "what people do by means of language" [2, p. 27]. They are categorized according to the following:
- the instrumental function,
- the regulatory function,
- the interactional function,
- the personal function,
- the heuristic function,
- the imaginative function,
- the representational function [4, p. 70-71].

Language functions are given in more detail in "Threshold 1990" [2, p. 28-47], for example, asking for confirmation, expressing agreement, seeking identification, denying statements, expressing degrees of probability and so on. Language functions point out to the fact that we do not use the language for the sake of the language. We always use the language to accompany some other actions: greeting, arguing, paying compliments and so on. Thus, if we use the teaching and learning materials to accompany our every day actions, we will make them more contexts appropriate.

The traditional types of activities in the modern course books are: completion, consciousness-raising activities, drilling, expansion, gap-filling, jigsaw activities, matching, 'odd one out', prediction, ranking, rephrasing, selection, split dialogue,

true-false statements, unscrambling, brainstorming, mapping, information transfer, presentation, report, discussion, problem solving, role play, interview, simulation and project work [1, p.133-150]. Some of the types of activities have a bigger potential to realize the language functions (for example, discussion or interview), others, such as drilling or gap-filling, have less potential. And analysis of the course books shows that the latter are quite numerous. It means that we are to seek for techniques of adaptation that can add language functions to the majority of activities.

As the function itself is an action it is reasonable to do adaptation on the level of activity instruction. Let us analyze several widely used instructions given in different course books:

- match the words from the left column with their definitions in the right column;
- fill in the correct word;
- paraphrase the sentences using the words and phrases from the topical vocabulary;
- underline the correct item;
- put the verbs in brackets either into Present Simple or Present Continuous.

As we can see the instructions given above are directed at the formal side of the language, they have no communicative purpose and they do not encourage any actions that reflect everyday activity though they are very important for forming learners' language background which means that excluding them from the teaching and learning process will not be beneficial for students. Thus, it is worth trying at least two techniques of their adaptation: reformulation and extension.

In both cases the basis must be formed with a language function, for example,

- match the words with their definitions, then use them to give advice to your partner;
- fill in the correct word and use the sentences to speak about something that is true to you;
- paraphrase the sentences in such a way that you would use them while asking how to find the way to your hotel;
- underline the correct item to make up the sentences that you would use while talking to a waiter in a restaurant;
- put the verbs in brackets either into Present Simple or Present Continuous, indicate the tense function in each case.

So, the main idea of making materials more contexts appropriate is based on adding language functions to their activities that is performing an action with the given language that we normally perform in everyday life.

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Approaches to communicative English

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There is no doubt that a thorough grounding in English is essential for a successful business career. Institutions of higher education are taking the teaching of English and other foreign languages more seriously than ever.

Our task as teachers is to improve language teaching, combining modern communicative methods with more traditional exposition of English grammar rules, made in the students' native language, to help first year students develop communicative skills.

There is an explicit focus on the process of communication that helps students deal with communication in English and, at the same time, increase awareness of their own language.

Communication strategies are focused on different aspects of communication and provide students with step-by-step procedures for dealing with them.

Communicative tasks are also clearly staged to provide students with support, to improve task achievement and to build confidence.

Most activities involve talking patterns in small groups or pairs. There are several reasons why this is valuable; there is no need to worry about mistakes, everyone has time to communicate their ideas, each activity can become a real conversation – not just a piece of 'language practice'.

This raises the problem of errors as you can't learn to speak a foreign language without making mistakes. The question is how much do they matter. Is it more important to speak 100% accurately or to learn to communicate effectively? If a student is afraid to express an idea because he may make a mistake, then he won't make any progress. Mistakes can tell what he still needs to learn. A teacher corrects the ones which seem to prevent a student from communicating.

Other activities help students deal with communication in English. Reading of different text types (e.g. websites, advertisements, magazine articles) develop general reading and helps students to do specific exam tasks.

Listening to radio programmes, dialogues, lectures helps to develop listening skills.

Writing tasks focus on linking words and text organization.

In this way language teaching materials serve both teaching and learning purpose, providing appropriate context for language acquisition.

Therefore much attention should be paid to their selection. Materials should satisfy the following criteria: develop professional content; develop knowledge of