

The impact of communicative teaching methods on the professional training of english language and literature teachers

O impacto dos métodos comunicativos de ensino na formação profissional dos professores de língua e literatura inglesa

El impacto de los métodos de enseñanza comunicativa en la formación profesional de los profesores de lengua y literatura inglesas

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Abstract: *The aim of the study is to empirically test the impact of communicative teaching methods on the professional training of English language and literature teachers. The research employed the following methods: monitoring survey, questionnaire survey, comparative methods, and correlational analysis. The research confirmed the positive impact of the communicative teaching method on the professional training of English language and literature teachers. This is evidenced by the increased level of foreign language competence, professional training of English language and literature teachers. The number of the first-year students who studied using the communicative method increased by 7.7; 6.3% among the respondents with high and sufficient levels of professional training, respectively. Among the fourth-year students who studied a foreign language using the communicative method, it was found that 14.4; 16%, respectively, more persons with high and sufficient levels of professional training. No respondents with a low level of professional training were found among the future English language and literature teachers who studied using the communicative method. The data are compared with students who studied a foreign language using the lexical approach. Students and teachers also noted an increase in motivation to study specialized subjects, understanding of the prospects for further professional development, readiness to use the acquired competencies in real conditions, success in communication in a foreign language space. The research prospect is the spread of positive experience of using communicative methods of a foreign language teaching in the professional training of teachers of all majors.*

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Keywords: Students. Teaching method. Professional training. Teacher. Foreign language. Higher education, Communicative approach.

Resumo: O objetivo do estudo foi testar empiricamente o impacto dos métodos de ensino comunicativos na formação profissional dos professores de língua e literatura inglesas. A investigação utilizou os seguintes métodos: inquérito de acompanhamento, inquérito por questionário, métodos comparativos e análise correlacional. A investigação confirmou o impacto positivo do método de ensino comunicativo na formação profissional dos professores de língua e literatura inglesas. Este facto é evidenciado pelo aumento do nível de competência em língua estrangeira e pela formação profissional dos professores de língua e literatura inglesas. O número de alunos do primeiro ano que estudaram utilizando o método comunicativo aumentou em 7,7; 6,3% entre os inquiridos com níveis de formação profissional elevados e suficientes, respetivamente. Entre os alunos do quarto ano que estudaram uma língua estrangeira utilizando o método comunicativo, verificou-se que 14,4; 16%, respetivamente, mais pessoas com níveis de formação profissional elevados e suficientes. Entre os futuros professores de língua e literatura inglesas que estudaram segundo o método comunicativo, não foram encontrados inquiridos com um nível baixo de formação profissional. Os dados são comparados com os dos alunos que estudaram uma língua estrangeira utilizando a abordagem lexical. Os alunos e os professores notaram igualmente um aumento da motivação para estudar disciplinas especializadas, a compreensão das perspectivas de desenvolvimento profissional futuro, a disponibilidade para utilizar as competências adquiridas em condições reais, o sucesso na comunicação num espaço de língua estrangeira. A perspectiva da investigação é a divulgação de experiências positivas de utilização de métodos comunicativos de ensino de uma língua estrangeira na formação profissional de professores de todas as especialidades.

Palavras-chave: Estudantes. Método de ensino. Formação profissional. Professor. Língua estrangeira. Ensino superior. Abordagem comunicativa

Resumen: El objetivo del estudio es comprobar empíricamente el impacto de los métodos de enseñanza comunicativa en la formación profesional de los profesores de lengua y literatura inglesas. La investigación empleó los siguientes métodos: encuesta de seguimiento, encuesta por cuestionario, métodos comparativos y análisis correlacional. La investigación confirmó el impacto positivo del método de enseñanza comunicativo en la formación profesional de los profesores de lengua y literatura inglesas. Prueba de ello es el aumento del nivel de competencia en lenguas extranjeras y de la formación profesional de los profesores de lengua y literatura inglesas. El número de alumnos de primer curso que estudiaron con el método comunicativo aumentó en un 7,7; 6,3% entre los encuestados con niveles alto y suficiente de formación profesional, respectivamente. Entre los alumnos de cuarto curso que estudiaron una lengua extranjera utilizando el método comunicativo, se constató un aumento del 14,4; 16%, respectivamente, entre las personas con niveles alto y suficiente de formación profesional. Entre los futuros profesores de lengua y literatura inglesas que estudiaron utilizando el método comunicativo no se encontraron personas con un nivel bajo de formación profesional. Los datos se comparan con los estudiantes que estudiaron una lengua extranjera utilizando el enfoque léxico. Los estudiantes y los profesores también observaron un aumento de la motivación para estudiar asignaturas especializadas, la comprensión de las perspectivas de desarrollo profesional ulterior, la disposición a utilizar las competencias adquiridas en condiciones reales, el éxito en la comunicación en un espacio de lengua extranjera. La perspectiva de la investigación es la difusión de la experiencia positiva del uso de métodos comunicativos de enseñanza de una lengua extranjera en la formación profesional de los profesores de todas las especialidades.

Palabras clave: Estudiantes. Método de enseñanza. Formación profesional. Profesor. Lengua extranjera. Enseñanza superior. Enfoque comunicativo.

1 INTRODUCTION

A foreign language plays an important role in becoming a modern professional in any field of professional activity. The importance of foreign language training is growing every year. Therefore, it is important to pay special attention to the professional development of foreign language teachers. The level of foreign language

competence of students of all its levels and directions of education depends on the professionalism of foreign language and literature teachers. Communicative approach is the main approach to teaching a foreign language in educational institutions. It has a significant impact on the development of all components of the students' foreign language competence, on the quality of the foreign language learning process.

But along with it, the use of other approaches is practiced, in particular lexical and grammatical approaches. The issue of the effectiveness of using each of the approaches to teaching a foreign language in a higher education institution (HEI) when training specialists in various fields is debatable. Today, a large part of the academic and research staff of pedagogical HEIs adhere to the opinion of the high efficiency of using communicative teaching methods in the preparation of language teachers. This is determined by the obvious positive influence of this technique on the communicative components of the professional training of language teachers. The appropriateness of active implementation of communicative teaching methods in the training of English language and literature teachers is confirmed by the research (Namiandost, Homayouni, Rahmani, 2020; Toro, Camacho-Minuche, Pinza-Tapia, Paredes, 2019; Fernández-Batanero, Montenegro-Rueda, Fernández-Cerero, García-Martínez, 2022; Koval, 2019; KOVAL, 2022). However, the issue of the influence of communicative teaching methods on the professional training of foreign language and literature teachers remains poorly studied.

The Department of Foreign Languages and Teaching Methods of the Educational and Scientific Institute of Philology and History of Oleksandr Dovzhenko Hlukhiv National Pedagogical University pays special attention to the implementation of communicative teaching methods for students studying to become English language and literature teachers. So, a decision was made to study the impact of communicative teaching methods on the professional training of English language and literature teachers.

The aim of the work is to empirically verify the impact of communicative teaching methods on the professional training of English language and literature teachers. The aim involves the fulfilment of the following research objectives:

- studying the level of professional training of English language and literature teachers in HEIs;

- analysis of the state of foreign language training of English language and literature teachers in HEIs;

- comparative analysis of the levels of foreign language and professional training of future English language and literature teachers;

- studying the opinions of teachers and students regarding the impact of communicative teaching methods on the professional training of English language and literature teachers.

Research hypothesis: teaching English in a HEI using a communicative approach, compared to a lexical one, contributes more to the growth of the level of professional training of future English language and literature teachers.

2 LITERATURE REVIEW

The researchers paid considerable attention to the importance of a foreign language, in particular English, in the educational process of institutions of different types and levels. In this context, the importance of considering creativity and ingenuity during the teaching of English is emphasized, focusing on cooperation between teachers and students, expanding motivation and independence of learning (Tarrayo, Anudin, 2023). The researchers also point to time constraints for the preparation of educational materials, limited resources, and difficulties in adapting materials for online teaching of English in different HEIs. The authors of empirical studies highly appreciate the positive impact of the introduction of communicative teaching of English on the development of students' communicative competence (Fernández-Batanero *et al.*, 2022).

In view of the current destructive challenges, scholars emphasize the importance of promoting the professional development of foreign language teachers (Bragg, Walsh, Heyeres, 2021). Establishing the relationship between professional development courses, teachers' beliefs, and the teaching methods they implement is equally important (Santos, Miguel, 2019). The researchers highly rate the importance of continuous professional training of teachers, formation of research literacy, planning and adjustment of individual profes-

sional development programmes (Derakhshan, Coombe, Zhaleh, Tabatabaeian, 2020). It is also important to establish higher standards of professional development of foreign language teachers (Tonga, Eryiğit, Yalçin, Tan- tekin, 2019). It is necessary to pay special attention to building the professional trajectory of the English language teacher as part of the comprehensive development of the teacher's personality (Wendy, 2020).

Today, the need to implement approaches to cooperative and communicative foreign language learning is becoming urgent (Namazi- andost *et al.*, 2020; Toro *et al.*, 2019). Along with the communicative method of teaching English, the researchers actively discuss other equally effective methods and approaches of teaching foreign languages. These are gram- matical and translational, audio-lingual, con- scious practical methods (Onishchuk *et al.*, 2020). Attention is also paid to the students' communicative development by means of the languages of international communica- tion, the establishment of a foreign language as an integral system of forming a student's personality as a future professional (Rustamov, Mamaziyayev, 2022). Emphasis is placed on the importance of implementing foreign lan- guage learning methods that are adequate to the students' social and cultural demands (Miguel, Santos, 2020).

There is a need to overcome differences between teachers' beliefs and foreign language teaching methods, to develop teachers' pro- fessionalism in the context of increasing their readiness to teach a foreign language in the dig- ital era (Nugroho, Mutiaraningrum, 2020). The researchers prove the opinion about the need to modernize the training of foreign language teachers based on multiculturalism; promoting the professional development of foreign lan- guage teachers, involving them in the develop- ment of educational and methodological sup- port for foreign language lessons, conferences, seminars, webinars (Onishchuk *et al.*, 2020). The researchers emphasize the importance of improving the system of evaluation of students' knowledge by foreign language teachers. One of the ways is the introduction of professional

training in language assessment. It will provide a conceptualization of the dynamic and complex nature of language assessment, make teachers acquainted with modern assessment practices (Nasreen, 2019).

The researchers study different positive and negative factors that affect language learn- ing and teaching in different countries as part of the analysis of modern foreign language training in educational institutions. Education- al transformations aimed at improving English language proficiency levels are also being an- nounced (Sevy-Biloon, Recino, Munoz, 2020). The positive experience of using virtual reality platforms to expand English learning oppor- tunities, improving various skills of English as a foreign language is studied. This is achieved through the communicative orientation of virtual reality technologies, its connection with real life (Soto, Ocampo, Colon, Oropesa, 2020). At the same time, the studies identified a number of problems in teaching English, in particular: lack of appropriate materials, insuf- ficient attention and demotivation of students regarding online classes, lack of funding and support of language institutions (Khatoony, Nezhadmehr, 2020). One of the ways to solve a number of problems is increasing the impor- tance of informal continuous training of for- eign language teachers (Dang, Bonar, Jiazhou, 2023), in the implementation of authentic aca- demic digital practices in teaching English (Is- kandar, Sumarni, Dewanti, Asnur, 2022).

Within the scope of foreign language teaching, the researchers emphasize the im- portance of developing students' profession- ally oriented speech, increasing the level of their educational autonomy when working with original resources on teaching methods (Kamynin, Tuchyna, 2019). The professional training of a foreign language teacher in a HEI includes linguistic (theoretical and prac- tical) and methodical training (Khmelivska, Samoilenko, 2020). Leading trends in the train- ing of future teachers in foreign countries in- clude internationalization through participa- tion in international projects and digitalization (Gavrilova, Beskorsa, Ishutina, 2021). The main emphasis in the domestic method of teaching

a foreign language is on the development of communicative abilities, skills, and experience (KOVAL, 2022). The communicative approach is implemented through the practice of communication and the training of foreign language perception by ear, aimed at creating an artificial language environment. Today, HEIs of Ukraine are actively implementing modifications of communicative methods: Flipped classroom, Dogme style, Task-based learning, Content and Language Integrated Learning, Blended learning, Embodied learning, Inquiry based learning (Slukhenska, Burtnyk, Kukovska, Kukovska, Martsenyak, 2022).

The main methodical principles of teaching a foreign language include communicativeness, taking into account the native language, the dominant role of exercises, interconnected learning of speech activities (Bondarenko, 2019). The domestic model of teaching English is based on the development of competencies in all four types of speech activity — reading, listening, writing, and speaking (Skiba, 2019). The project method is being actively implemented along with the communicative approach to foreign language teaching (Koval, 2019). The main goal of foreign language teaching in HEIs is to acquire communicative competence by students. It helps students to use the acquired knowledge, skills, and abilities to solve specific communicative tasks in real conditions (Bezliudna, 2019). An individually oriented approach to teaching foreign languages is used in some HEIs in Ukraine. The concepts of autonomous learning are distinguished within its scope (Bondarenko, Zapotichna, Kashchuk, 2020).

The Department of Foreign Languages and Teaching Methods of the Educational and Scientific Institute of Philology and History of the Oleksandr Dovzhenko Hlukhiv National Pedagogical University pays considerable attention to the implementation of different methods of teaching English. The main approaches are communicative and lexical. But there are no empirical studies that would unequivocally confirm the effectiveness of one of them in the preparation of English language and literature

teachers in the context of their professional training. Therefore, it was decided to conduct an empirical study of the impact of communicative methods of teaching English on the professional training of English language and literature teachers.

3 METHODOLOGY

3.1 RESEARCH DESIGN

We conducted an empirical study to determine the impact of communicative teaching methods on the professional training of English language and literature teachers. It included three stages: organizational — determining the aim and objectives of the research, sampling, selecting tools; practical — checking the current level of professional training of students — future English language and literature teachers of who study using different methods (communicative approach, lexical approach); final — comparative analysis of the obtained empirical data, drawing conclusions.

3.2 SAMPLING

The sample of the study is students studying to become English language and literature teachers. The students of the sample study at the 1st and 4th years of Oleksandr Dovzhenko Hlukhiv National Pedagogical University. The choice for research of first- and fourth-year students is motivated by the need to trace the development of foreign language competence and the level of professional training, covering the initial and final stages of education. The sample included all students of the academic groups selected for the study without exception. They are studying to become English language and literature future teachers. Four groups of respondents were selected for the study: Group I (25 first-year students), Group III (26 fourth-year students) study by the communicative method, Group 2 (23 first-year students), Group IV (24 fourth-year students) study by using the lexical approach to foreign language teaching. The study involved a total

of 98 students, including 47 first-year students and 51 fourth-year students. The age of the respondents is 17-22 years.

3.3 METHODS

The impact of communicative teaching methods on the professional training of English language and literature teachers was determined through the following methods: monitoring of students' professional training (testing in the specialized subjects), monitoring of students' foreign language training (a test of English language knowledge), questionnaire survey to determine the impact of communicative teaching methods on professional training of English language and literature teachers, comparative and correlational analysis. Comparative analysis was used to determine the differences in the levels of professional and foreign language training of students who were taught English using two different methods (communicative, lexical approach). Correlation analysis was used to establish the relationship between the level of professional and foreign language training of future English language and literature teachers. The Mann-Whitney U test was used to calculate differences between groups of respondents. The professional and foreign language training was monitored by using test assignments developed by teachers of the Department of Foreign Languages and Teaching Methods of the Educational and Scientific Institute of Philology and History of Oleksandr Dovzhenko Hlukhiv National Pedagogical University. The research was conducted during the 1st semester of the 2023/2024 academic year.

The survey to determine the assessment by students and teachers of the influence of the communicative teaching method on the professional training of future English language and literature teachers was conducted by using the author's questionnaire (Appendix A). The questionnaire involved determining the following types of attitudes: positive, negative, indifferent. According to the questionnaire, the respondents were asked to evaluate the impact of the communicative method of teaching a

foreign language on the professional training of English language and literature teachers. The evaluation criteria were the following: motivation to study the specialized subjects, understanding the prospects for further professional development, willingness to use acquired competencies in real conditions, successful communication in a foreign language environment.

The survey involved 51 students and 20 teachers of the Educational and Scientific Institute of Philology and History of Oleksandr Dovzhenko Hlukhiv National Pedagogical University based on the author's questionnaire. The respondent students studied according to the communicative method. The respondent teachers worked in groups of students using different approaches: lexical, communicative.

Conducting the research involved intervention in the educational process of training English language and literature teachers. This intervention was agreed with the administration of the educational institution.

The study was conducted on a voluntary basis. All respondents of the study gave informed consent to participate in it.

4 RESULTS

Two groups of students (first and fourth years) were selected to study the impact of communicative teaching methods on the professional training of English language and literature teachers. Certain groups of the fourth and first years were taught English according to the communicative method, and others — based on the lexical approach. Under the communicative teaching method, more attention was paid to English oral communication. Under the lexical approach, the main work was aimed at expanding and deepening the students' vocabulary. Monitoring of foreign language training in particular and professional training in general was carried out in all analysed groups of respondents in the course of the study. The obtained results of monitoring professional and foreign language training of students — future English language and literature teachers are summarized in Tables 1, 2.

Table 1- Results of monitoring foreign language training of students- future English language and literature teachers

Groups of students / % of respondents	Levels of students' English language competence						
	A	B	C	D	E	FX	F
I year (communicative approach) 25	16	32	40	12	0	0	0
I year (lexical approach) 23	4.3	13	26	43.5	13	0	0
IV year (communicative approach) 26	30.8	38.5	26.9	3.9	0	0	0
IV year (lexical approach) 24	16.8	29.9	29.2	21	4.2	0	0

Source: Elaborated by the authors (2024)

As Table 1 shows, first-year future English language and literature teachers who studied using the communicative method have higher levels of English language competence compared to those who studied using the lexical approach. In particular, no students with E level were found in the group of first-year students who studied using the communicative approach, while there were by 11.7; 19; 14% more respondents with A, B, C levels, respectively. In the group of first-year students who studied using the communicative approach, the number of students with D level is 31.5% lower. A larger number

of students with A, B, C levels was recorded among the fourth-year students who studied using the communicative method (by 14, 8.6, 2.3%, respectively). There are also 17.1% fewer respondents with D level compared to students approach in the analysed group who studied using the lexical. Similarly, not a single respondent with E level was recorded among the fourth-year students who studied using the communicative method. This testifies to the higher effectiveness of using the communicative approach in teaching a foreign language in higher education compared to the lexical approach.

Table 2- Results of monitoring professional training of future English language and literature teachers

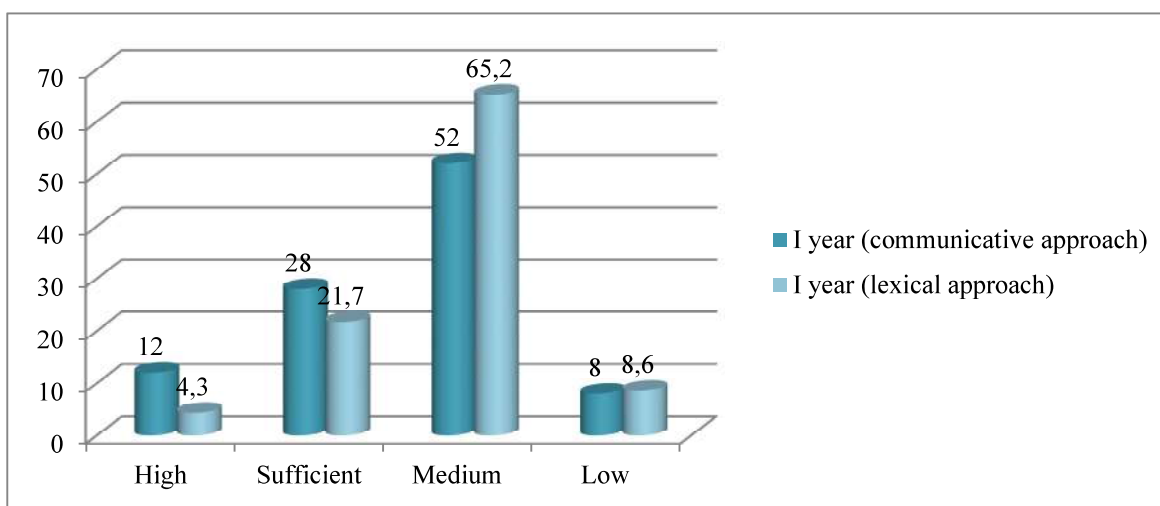
Groups of students / % of respondents	Levels of students' English language competence			
	High	Sufficient	Medium	Low
I year (communicative approach) 25	12	28	52	8
I year (lexical approach) 23	4.3	21.7	65.2	8.6
IV year (communicative approach) 26	26.9	50	23.1	0
IV year (lexical approach) 24	12.5	33.3	41.7	12.5

Source: Elaborated by the authors (2024).

Table 2 shows that first-year students who studied using the communicative method, compared to students who acquired knowledge using the lexical approach, have higher indicators of professional training. In particular, 7.7; 6.3% more respondents were found with high and sufficient levels of professional training, respectively. Among the fourth-year students who studied a foreign language using the communicative method, 14.4; 16% more persons with high and suf-

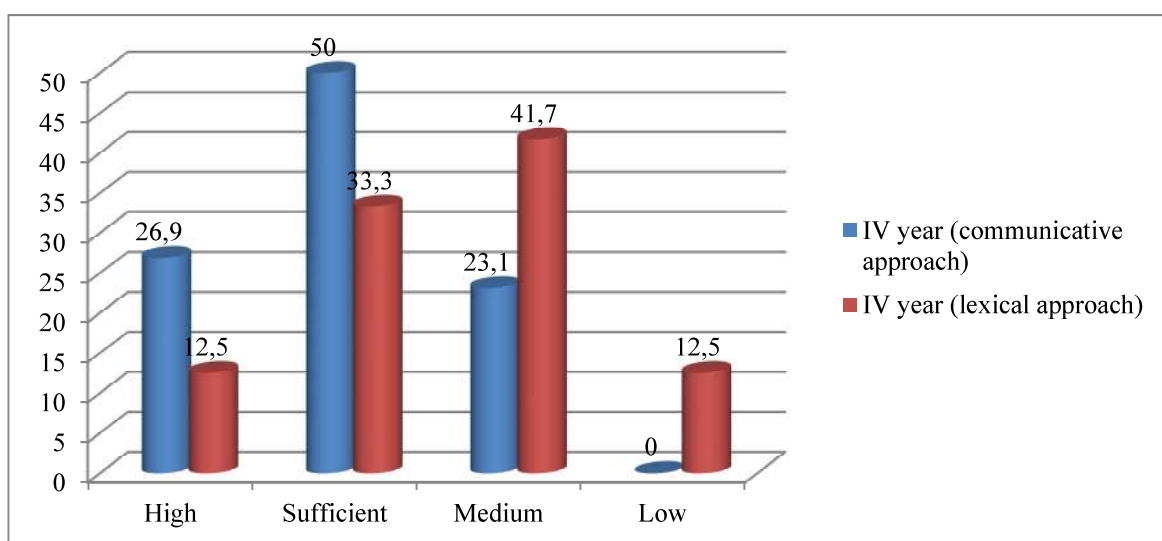
ficient levels of professional training were recorded, respectively. At the same time, there are 18.6% fewer respondents with a medium level of professional training compared to students who studied using the lexical approach in the group of fourth-year students who studied using the communicative method. No respondents with a low level of professional training were found among those who studied using the communicative method (Figure 1, 2).

Figure 1-Comparative analysis of the levels of professional training of future English language and literature teachers among first-year students, %



Source: Elaborated by the authors (2024)

Figure 2-Comparative analysis of the levels of professional training of future English language and literature teachers among fourth-year students, %



Source: Elaborated by the authors (2024)

The Mann-Whitney test was used to calculate the differences between groups of respondents and to test the research hypothesis (Table 3).

Table 3- The Mann-Whitney test

Groups of respondents	Comparison of Mann Whitney U test values	
	Lexical approach	Communicative approach
I year	$U_{ex}(18^*) < U_{cr}(24)$	$U_{ex}(45^*) > U_{cr}(36)$
IV year	$U_{ex}(17^*) < U_{cr}(28)$	$U_{ex}(25^*) > U_{cr}(19)$

Note. * – the data are reliable at the $p \leq 0.05$ level, U_{ex} , U_{cr} are experimental and critical indicators of the analysed criterion.

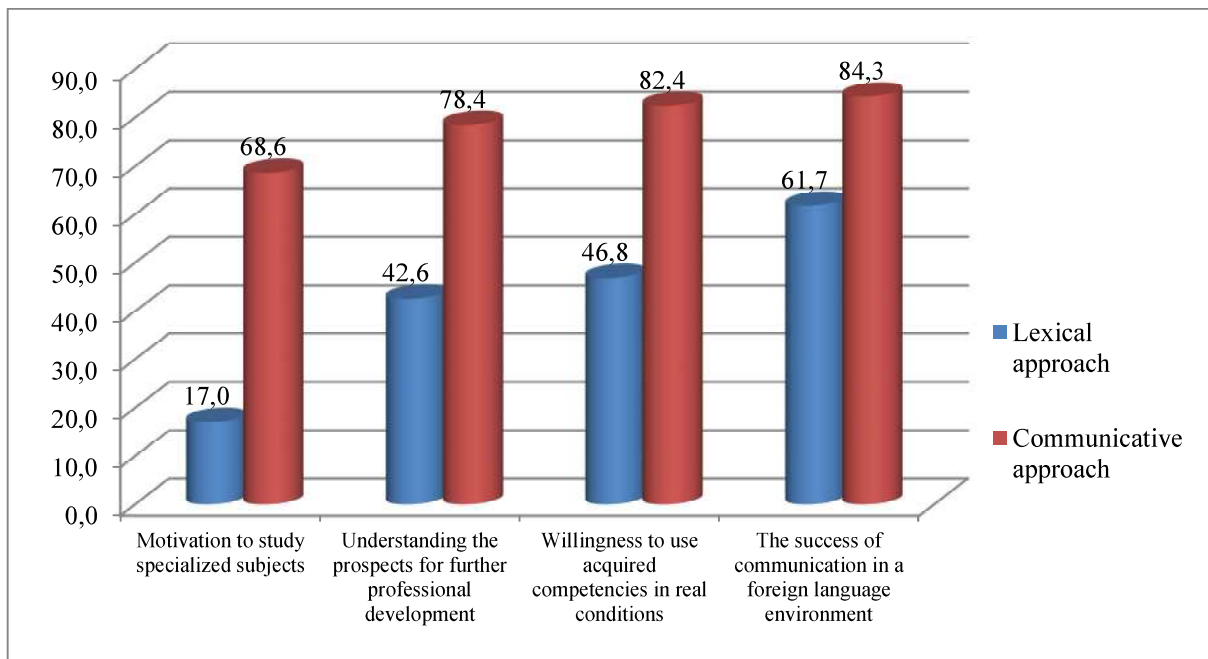
Elaborated by the authors (2024).

The obtained criterion data confirm the research hypothesis: teaching English using the communicative approach contributes to the growth of the level of professional training of future English language and literature teachers.

In our study, it is important to take into

account teachers' assessment of the impact of communicative teaching methods on the professional competence of future English language and literature teachers. The teachers were interviewed for this purpose. Figure 3 shows the survey results.

Figure 3- Assessment by teachers of the impact of communicative teaching methods on the professional training of future English language and literature teachers



Elaborated by the authors (2024).

Figure 3 shows that the majority of teachers noted the progressiveness of the communicative method of teaching English, its positive impact on the professional training of English language and literature teachers. The students who study using the communicative method have higher indicators of motivation

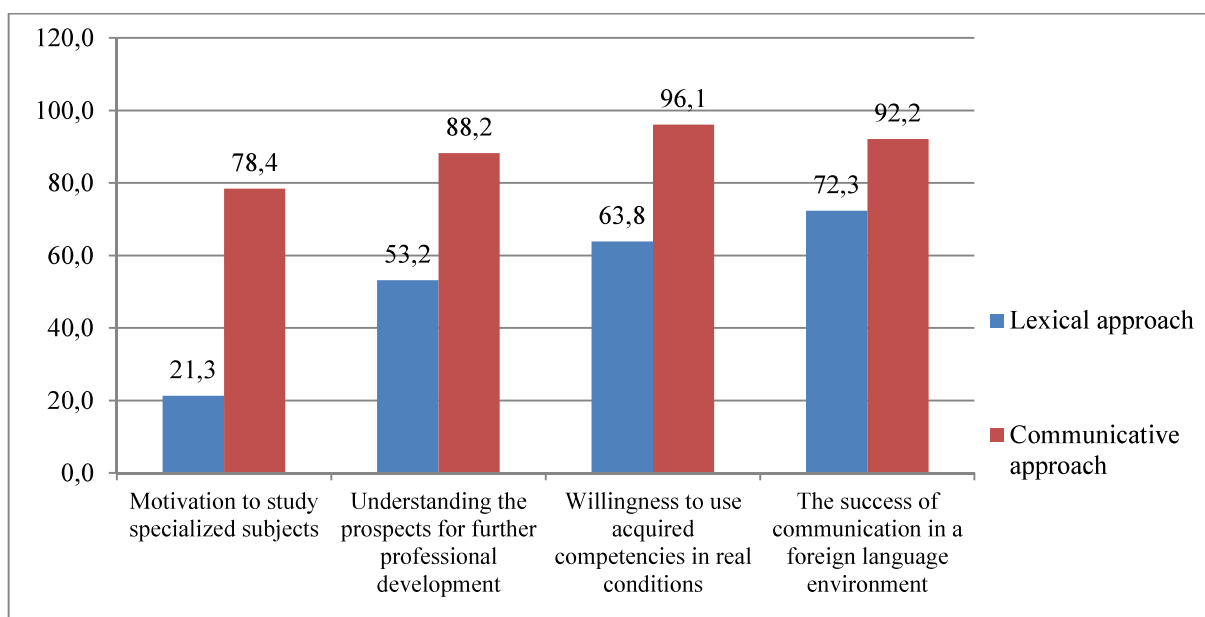
to study the specialized subjects (by 51.6%), understanding of the prospects for further professional development (by 35.9%), readiness to use the acquired competences in real conditions (by 35.5%), the success of communication in a foreign language environment (by 22.6%).

We also took into account the assessment by the students who studied using the communicative and lexical approach of the level of similar criteria, namely: motivation to study the specialized subjects, understanding of the prospects for further professional development, willingness to use the acquired competences in real conditions, successful communication in a foreign language environment.

The empirical data shown in Figure 4 indicate a positive influence of communicative

teaching methods on the professional training of English language and literature teachers. The students who study using the communicative method have higher indicators of motivation to study the specialized subjects (by 57.2%), understanding of the prospects for further professional development (by 35%), readiness to use the acquired competences in real conditions (by 32.2 %), the success of communication in a foreign language environment (by 69.5%).

Figure 4- Assessment by students of the impact of communicative teaching methods on the professional training of future English language and literature teachers, %



Elaborated by the authors (2024).

The conducted research gives grounds to determine the main directions of influence of the communicative teaching method on the professional training of English language and literature teachers:

- enhancing the motivation of educational activities;
- motivation for continuous professional improvement;
- expansion of opportunities for professional improvement;
- strengthening the communicative component of foreign language training of teachers;
- increasing the level of teachers' professional competence.

5 DISCUSSION

The importance of improving the methodology of foreign language learning through its optimization based on competence, activity, and communicative approaches is emphasized in the studies related to our research (Bezliudna, 2019). The importance of using various modifications of the communicative technique in teaching a foreign language is also confirmed. This orients the teaching of a foreign language to the real students' needs and allows achieving results with satisfaction and maximum comfort for all participants in the process (Slukhenska *et al.*, 2022). The com-

municative method of teaching a foreign language in empirical studies appears to be the optimal way of developing foreign language fluency skills (Namaziandost *et al.*, 2020). The authors of empirical studies state the positive influence of the communicative approach on the development of bilingual communicative competence (speech, sociocultural, and linguistic), cultural enrichment of students, and the formation of students' ideas about the dialogue of cultures as an irreplaceable philosophy of life in the modern world (Rustamov, Mamazyayev, 2022).

In the context of our research, the experience of providing metalinguistic feedback within the communicative methodology of foreign language teaching to diagnose and adequately adjust the students' communicative skills is also worth noting (Toro *et al.*, 2019). Summarizing the results of our research, one can fully agree with the specified vectors of modern foreign language education of humanities teachers. This education is focused on the development of a creative personality capable of creative thinking based on a high level of mastery of a foreign language as a means of communication in the field of professional communication. Its advantages are the strengthening of interpersonal communication, the expansion of the spheres of foreign language communication; flexible concepts of foreign language education, intensive and perceptive methods, translation of the socio-cultural component of the content of foreign language education (Onishchuk *et al.*, 2020).

It is advisable to combine the above-mentioned guidelines of the communicative methodology of foreign language teaching with immersive virtual reality platforms and other digital innovations. This will make it possible to learn a foreign language in the conditions as close as possible to real scenarios. Virtual means of teaching a foreign language are also an environment for development, experimentation, and acquisition of new skills (Soto *et al.*, 2020). The studies that provide findings different from our research, deal with the problem of professional development of foreign language teachers taking into account the career

trajectory they have built (government work, private practice, self-employment) (Wendy, 2020).

However, in most studies, the main emphasis is placed on the advantages of the communicative method of teaching a foreign language in the context of the training of specialists of different majors without specifying its impact on the system of professional training of English language and literature teachers. Our research provides a comprehensive approach to the study of the impact of communicative teaching methods on the professional training of English language and literature teachers. Our research is important due to the possibility of addressing different perspectives existing in the scientific and pedagogical communities of HEIs regarding the appropriateness of the dominance of the communicative approach to teaching a foreign language over the lexical one.

5.1 LIMITATIONS

The main limitations of the study are its focus on students studying to become English language and literature teachers. The sample is a limitation, as it includes first- and fourth-year students.

5.2 RECOMMENDATIONS

The main recommendations are to expand the sample of the study, to trace the dynamics of the influence of communicative teaching methods on the level of professional training of students throughout the entire period of study in each of the training courses. Further testing of communicative teaching methods in teaching a foreign language to students of non-pedagogical majors will also be of significant importance.

6 CONCLUSIONS

The communicative method of teaching a foreign language is the most integrated into the foreign language communicative environment. Communication is the basis of the pro-

fessional activity of English language and literature teachers. The quality of teaching and the quality of knowledge of their students depends on their communicative ability. Therefore, the use of communicative methods is appropriate in the educational process of training future English language and literature teachers. It is aimed at the development of abilities and skills of foreign language communication in real conditions, it is as close as possible to the students' professional activity. The introduction of the communicative method of teaching a foreign language has a positive effect on the development of foreign language competence and the level of professional training of English language and literature teachers.

The results of the study show that the use of a communicative approach to teaching a foreign language is more effective compared to the lexical approach. This is evidenced by the growth of motivation to study the specialized subjects, understanding of the prospects for further professional development, willingness to use the acquired competences in real conditions, successful communication in a foreign language environment.

The obtained research results can be used in the educational process of training language and non-language specialists in HEIs of Ukraine. The experimental testing of communicative methods of teaching a foreign language in the training of students of different majors in HEIs is promising.

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APPENDIX A

Questionnaire for determining the students' and teachers' assessment of the influence of communicative teaching methods on the professional training of English language and literature teachers

Evaluate the impact of foreign language teaching methods according to the following criteria:

Criteria	Significant	Medium	Insignificant
Motivation to study specialized subjects			
Understanding the prospects for further professional development			
Willingness to use acquired competencies in real conditions			
The success of communication in a foreign language environment			

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