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A MULTI-METHOD APPROACH TO LEARNING A FOREIGN LANGUAGE

Modern society needs well-educated and qualified specialists who are dynamic and ambitious. One of the most important skills they should possess is being able to select the essential data from the increasing information flow. For the time being, a person's competence in the English language is in great demand. This factor, consequently, predetermines the content, objectives, dynamics of teaching and learning.

The research examines the concept of a multi-method approach to learning a foreign language, highlights components of optimal learning as well as gives an outline of perspectives of using this innovative method in teaching.

A modern multi-method approach originates from the so-called "Cleveland Plan" developed in the 1920s. Its basic principles are as follows:

1. Foreign language cannot be learned by memorizing only. A constant contact with foreign speech is of great importance.
2. Knowledge of culture is transmitted in the process of learning a foreign language with the help of authentic materials.
3. Each lesson is supposed to focus on a certain topic the contents of which is to be learnt by students.
4. Grammar and vocabulary are to be organized and taught in a logical order, with each subsequent portion of information extending previously acquired knowledge.
5. While learning a foreign language all four types of speech activity are to be developed simultaneously.

This method is not complicated for understanding and it is this simplicity that contributes greatly to effective and active learning a foreign language. A.J. Hoge's advanced multi-method has gained immense popularity in the field of pedagogics. A lecturer divides new blocks of information into small parts and explains the material in a logical order. In other words, each lesson enhances the student's

vocabulary. All the material of the course is presented in the form of long dialogues, followed by a set of exercises basing on question-answer practice.

The main feature of the multi-method is a constant usage of a foreign language in communication. An American philologist A. J. Hoge claims that the student involuntarily not only remembers new English words but also begins to understand the structure and constituents of sentences due to multiple listening to short stories.

The multi-method can be effectively used while learning a foreign language in the ESL classroom at a higher educational establishment as well as for the purpose of self-education. This factor illustrates an everlasting importance of effective teaching a foreign language. This method can be used at universities in Ukraine because it helps to understand language within a short period of time and ensures that students' vocabulary increase to the intermediate level.

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WILLIAM SHAKESPEARE'S INFLUENCE ON THE FORMATION OF THE ENGLISH LANGUAGE

Nowadays the widespread statement that every language tolerates changes with time is explicitly highlighted in a variety of national and international sources. It is connected with different factors that influence on literature itself and writers in general. Many authors with outstanding names have contributed to the development of the modern English language. One of them was W. Shakespeare who made a considerable contribution to sustainable development of the literary English language. Many idiomatic expressions, that are relevant nowadays, belong to him.

W. Shakespeare invented more than 1700 words, transformed nouns into verbs, verbs into adjectives, linking words, added prefixes and suffixes and invented his own words by introducing borrowed words from other languages into English. According to M. Morozov, W. Shakespeare introduced many words for the first time into the