

3. Щерба Л.В. Преподавание иностранных языков в средней школе // Языковая система и речевая деятельность. – Л.: Наука 1974. С.319-365.

### **Summary**

The article deals with the practical, cultural, and formative reasons to study Latin language. Latin is the key to modern languages. Knowing Latin makes it much easier to learn the grammar and vocabulary of the modern Romance and German languages, to mark out some of the similarities and differences between Latin, native and studied foreign language, to understand much deeper the structure of language in general. On another hand, the study of Latin opens a window into the world of ancient history, literature, religion, mythology, and philosophy. Thus, the study of Latin has a great importance not just in filling students' minds with useful knowledge, but also in forming their minds, their spirits and their aesthetic judgment.

## **SITUATION COMEDIES – AN EFFECTIVE TOOL IN THE PROCESS OF FOREIGN LANGUAGE LEARNING**

**Gogová L.**

*Institute of Slovak Studies, General Linguistics and Media Studies  
Faculty of Arts, University of Prešov in Prešov*

Modern foreign language teaching requires modern and effective approaches in order to obtain the best results. Situation comedies (sitcoms) as a specific genre of television have become a crucial part of the social dynamics and contemporary popular culture. Their implementation into the field of education does not only bring the development of linguistic competences, but it also means positive motivation for foreign language learners.

The main goal of foreign language learning is effective communication in the target language which is defined in School Curriculum and Assessment Authority [1993:3] as “the ability to choose appropriate examples of lexis and structures and to transfer meaning from and into the target language” in order to accomplish communication goals. These communication goals can be characterised as the ability to understand, react appropriately and to be understood. The use of authentic video materials such as situation comedies in the classroom offers completely new dimensions to the language learning experience for the students as well as the teachers.

Incorporating video materials into the system of education has become a dominant theme of various education associations. In a joint statement in 1996, the National Council of Teachers of English and the International Reading Association declared that “being literate in contemporary society means being active critical and creative users not only of print and spoken language but also of the visual language of film and television” [in Considine, Baker 2006:12-15].

According to Harmer [2003] there exist three basic sources of listening material: recordings, ‘live’ listening and teacher talk. Video recordings provide foreign language learners insight into the culture of the target language which helps them to realise and understand cross-cultural differences, develop their learning strategies and increase positive social skills. Moreover, sitcoms have positive benefits on students’ cognitive and moral development. In the context of personal development, students learn to accept cultural diversity and to establish self-identity through humour. William adds that this genre also helps learners to “understand the ideological forces that influence popular culture” [Williams 2003:547] as well as effects they have on one’s lives.

In term of linguistics, television shows have a tendency to present real language that is not simplified and is spoken at a normal speed with genuine accents [Burt 1999] in real-life situations what results in improving linguistic competences. Situation comedies can be incorporated into the classroom in a number of ways: to revise and develop existing language; introduce new language; develop listening skills; exemplify paralinguistic features and extra linguistic information; for comprehension activities that stimulate freer production - oral and written of language; to practise pronunciation and familiarise students with the culture of the target language [Miro 1998]. Within half an hour sitcom characters have to initiate, develop and resolve complications and conflicts what teaches students adequate reaction on problems, tolerance, empathy and cooperation. Siraj-Blatchford and Whitebread [2003:69] see problem-solving skills as “a complex intellectual process involving the co-ordination of a range of demanding and interrelated skills [...] which include understanding and representing the problem; gathering and organizing relevant information; constructing and managing a plan of action, or a strategy; using various problem-solving tools; reasoning, hypothesis testing and decision making”. Social values and ethnical principles shared within a specific culture are “portrayed within the media messages received through television” [Watkins 1985:329]. It is obvious that situation comedies promote a comfortable classroom atmosphere that has positive results on the very academic progress.

### **Literature**

1. Burt M. Using Video with Adult English Language Learners, 1999. [Online, 10 March 2011] [http://www.cal.org/caela/esl\\_resources/digests/video.html](http://www.cal.org/caela/esl_resources/digests/video.html)
2. Considine D.M., Baker F. Focus on Film: Learning it through the movies // Middle Ground. The Magazine of Middle Level Education. 2006.-Vol.10.-No.2.-P.12-15. [Online, 10 March 2011] <<http://www.nmsa.org/Publications/MiddleGround/Articles/October2006/Article1/tabid/1061/Default.aspx>>
3. Harmer J. Listening//English Teaching Professional. 2003.-Vol.26.-No.1.-P.29.

4. Miro A. Evaluating Video. 1998. [Online, 10 March 2011]
5. <<http://skyscraper.fortunecity.com/networking/68/edtech/amber.html>>
6. School Curriculum and Assessment Authority (SCAA). In Graham S. Effective Language Learning.- Clevedon: Multilingual Matters Ltd., 1997.- 235 p.
7. Siraj-Blatchford J., Whitebread D. Supporting Information and Communications Technology in the Early Years.- Berkshire: Open University Press, 2003.- 136 p.
8. Watkins B. Television viewing as a dominant activity of childhood: A developmental theory of television effects // Critical Studies in Mass Communication.- Routledge, 1985.-Vol.2.-No.4.- P.323-337.
9. Williams B.T. What they see is what we get: Television and middle school writers // Journal of Adolescent and Adult Literacy. 2003.-Vol.46.-No.7.-P.547.

### **Summary**

The author of the paper focuses on the use of situation comedies as an authentic video material in the process of language education, which main goal is to prepare students for effective communication in the target language. Moreover, the author points out benefits which learners - 'cultural producers' gain in real cultural context through humour. The development of social skills and competences has become an integrated part of modern education.

## **ФОРМУВАННЯ ГОТОВНОСТІ ДО ПРОФЕСІЙНОГО ІНШОМОВНОГО СПІЛКУВАННЯ МАЙБУТНІХ ФАХІВЦІВ З МІЖНАРОДНИХ ВІДНОСИН**

**Долгош К.І.**

*ДВНЗ «Ужгородський національний університет»*

На сьогоднішній день проблема формування готовності студентів-міжнародників до іншомовного професійного спілкування є вельми актуальною. Це пов'язане з тим, що велика кількість українських підприємств співпрацює з іноземними партнерами. Індустріальний розвиток України відбувається за рахунок інвестицій інших країн, підприємствами яких управляють іноземні спеціалісти. Це означає, що фахівцям з міжнародних відносин потрібні не лише знання з спеціальних дисциплін, а й володіння іноземною мовою, оскільки основними компонентами співпраці є комунікація між партнерами, ведення ділової документації, укладання договорів. Тому перед вищими навчальними закладами стоїть питання підготовки фахівців готових до професійного іншомовного спілкування, що дозволить досягти максимального результату в їхній професійній діяльності.