

## **THE USAGE OF SMALL LITERARY FORMS IN THE COURSE OF LEARNING A FOREIGN LANGUAGE**

**Voinalovych Liudmyla**

Ph.D., Associate Professor  
Zhytomyr Ivan Franko State University

Success in learning a foreign language is achieved not only by the established methods of teaching, but also by creative approaches to their implementation in the learning process. It is the complex mechanism that allows students to form the need to learn, develop the ability to think, show creativity and independence in solving certain tasks, and promote the development of speech activity. This urges teachers to look for new methods of teaching a foreign language, as well as ways to make it effective and interesting for students.

The main goal of the teacher should be to ensure the improvement of the skills of correct speech production, further development of students' not only language and speech competences, but also linguistic and sociocultural competence, which, in turn, are integral components of foreign language communicative competence, the purpose of which is to develop the ability to successfully solve the problems of mutual understanding and interaction with native speakers of the language being studied in accordance with the norms and cultural traditions in direct and indirect contact [1].

It is undeniable that a foreign language acts as a powerful means of acquainting and connecting students to the culture, customs and traditions of different nations whose language is studied. The language reflects the national character, cultural values and heritage of the people in vocabulary, grammar, idiomatic expressions and proverbs. In this regard, we believe that the use of small literary forms is appropriate in the course of learning a foreign language, as they serve as a source of language enrichment, increasing its logical, emotional and stylistic expressiveness, which makes it possible to master various linguistic phenomena and constructions in a relatively shorter period of time and make learning a foreign language effective and interesting.

The linguists single out the following small literary forms that can be frequently used during foreign language lessons: one-line texts; clerihews; quotes; limericks; proverbs and sayings; postcards; jokes; letters; reviews; appeals; popular science; advertisements; revue sketches; short stories.

The methodology differentiates between the following functions of a foreign language text for the development of students' foreign language communicative competence:

1) enriching and expanding students' knowledge and experience in various spheres of life;

2) training for the purpose of mastering lexical and grammatical material and ensuring correct and fluent use of the learnt material in oral and written speech [2].

There are certain benefits of using small literary forms in foreign language lessons:

– students read the texts quickly enough, which makes it possible to proceed to the tasks with minimal time delay;

– the teacher can offer a larger number of texts for mastering in a limited amount of time;

– small literary forms serve as valuable authentic material at different levels of learning a foreign language, namely: phonetic, grammatical, lexical, communicative, socio-cultural;

– correctly selected small literary forms often contain a complex idea, conveyed in a simple language that students can understand.

Thus, the usage of small literary forms is an integral part of an interesting, creative foreign language lesson, as they serve as an effective means of developing foreign language communicative competence.

### **References:**

1. Методика формування міжкультурної іншомовної комунікативної компетенції: курс лекцій: навч.-метод. посіб. [для студ. мовних спец. осв.-кваліф. рівня «магістр»] / [О.Б. Бігич, Н.Ф. Бориско, Г.Е. Борецька та ін.]; за ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2011. 344 с.

2. Методика навчання іноземних мов і культур: теорія і практика : підручник для студентів / О. Бігич та ін. ; за заг. ред. С. Ніколаєвої. Київ : Ленвіт, 2013. 590 с.