main task of which is the socialization of the individual.

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HIGHLIGHTING THE SIGNIFICANCE OF COMMUNICATIVE APPROACH IN ONLINE ENGLISH TEACHING

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The communicative approach is a format for learning English, in which the student develops communicative competencies, that is, learns to speak English in different life situations. The focus is on the ability to express one's thoughts and communicate in English, and not to mechanically memorize grammar rules or translate texts. The basis of the communicative approach is meaningful communication and modeling real-life conversational situations in the lesson.

The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods used for foreign language teaching; the audio-lingual method and Grammar-translation method. These great linguists and educators who contributed to the rise of this worldwide used approach are Hymes, Chomsky, Wilkins, and Alexander, and the Council of Europe. However, all these linguists and educators felt that students during those years were not learning the language in the right way. They claimed that they did not learn the 'whole language' and

realistic language. Students did not know how to communicate outside the classroom in real life situations, using the appropriate social language. So far, they were relying on the structures of language instead of relying on functions and notions of language. This made them unable to communicate in the culture of the language studied [1, p. 272].

Currently, teaching oral communication, in which speaking plays a primary role, is one of the most essential aspects of language. Learners primarily have a great desire to learn how to speak the English language. Learning outcomes are primarily assessed by communication skills, in particular by the ability to dialogical speech. The creation of a motivational base for teaching an English language is a necessary condition for the quality and success of teaching and the formation of communicative competence.

This approach was used in online English lessons at secondary school during my teaching internship, where I was given two 8th grades, such as 8 "A" and 8 "B" (14-15 learners in each). I noticed that the level of the secondary school students of grade 8 "A" was pretty good, in the opposite class there were difficulties, and the students did not show any interest in this subject and were quite passive. Moreover, online learning was not comfortable for everyone; definitely, it was arduous for the students to study online. I clearly noticed low activity in the lesson with class 8 "B". Therefore, at the lesson I decided to use a communicative approach using various modern applications. Hence, the 8th grade "A" (control) was taught traditionally, and the 8th grade "B" (experimental) – a communicative approach, including different mobile applications.
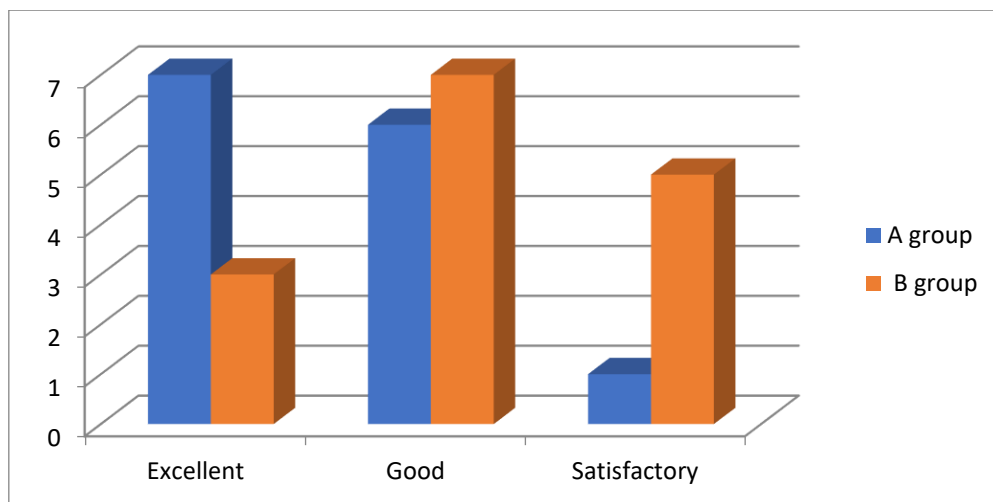
Bar chart 1. Data on the level of students in the English subject before the experiment.

The topic of the lesson was devoted to the "Books" according to the secondary school curriculum. The purpose of the lesson was to develop students' online communication skills in English. Firstly, our task was to use a communicative approach during the online lesson, adding various applications that will help involve the student in the lesson and be active. Secondly, it will assist the teacher to abandon the traditional method and avoid the daily routine.

The lessons were held on the Zoom platform. First and foremost, there was a warm-up with questions related to books, since the topic of the lesson is related to these ones. The day before the lesson, the pupils were offered new words and phrases in applications in order to save time during the lesson and to help them express their opinion about the books, which assists them to have an active discussion with classmates. Moreover, students learned these words in applications that could be downloaded to their phone or opened on a computer as a website.

1.   **ED Words.**

An app from an online English school called Englishdom supported learners memorize new words and extend their vocabulary. The app is straightforward with 350 ready-made thematic sets, as well as the ability for teachers to create their own sets and track their students' progress. There are four types of word memorization exercises and the interval repetition method. In addition, there is gamification, which means that students can compete with their classmates [2].

2. **Quizlet**

This app is known as cards. It has a learning mode in which words are pronounced by native speakers, a quick game "find the correct word" and the ability to share words with other users. We have added cards for different genres of the book. The student could use the sets of cards prepared by the teachers, which meant that the teacher could create a card with words with definitions and instances. Students can open this app and familiarize with new words during or before class. After they had a good practice and memorized all the words from the list, there was a great opportunity to check them by running tests. The application interface was simple and user-friendly, and nothing distracted students from their studies [3].

Furthermore, it is widely known that grammar is one of the significant areas in the study of foreign languages. However, we deem that distance learning grammar is challenging. Nevertheless, we suggest that the teacher use electronic applications during the online lesson, and then it will be quite simple to give information on a new topic of grammar. Therefore, during the online lesson, the students were offered the best grammar apps in which they had the opportunity to complete the practice assignment, which was extremely useful for the students to have a good understanding of the new grammar topic.

1. **Knudge.me**

Knudge.me application consists of two sections: the first section contains English lessons, and the second – games with which the student can test their knowledge of the English language. Various types of English grammar are included in this app. The student can access this application by phone or use the website. This app also has other important features such as tests that match the language level of the students, achievement tracking, and word cards [4].

2. **Johnny Grammar's Word Challenge**

This fun app includes questions from beginner to advanced levels and covers a variety of topics such as Books, Restaurants, Movies and Hobbies. Pupils earned badges as they progressed and that helped keep them motivated to learn by competing against their friends on points. Definitely, the tasks were in the field of grammar [5].

After gaining knowledge of vocabulary and grammar, as the organizer of the Zoom platform, I divided the students into separate discussion rooms for 3-4 people so that they could discuss their favorite books and ask each other questions. No more than five minutes were given to this dialogical task. Active communication between classmates is more free and promotes a wide exchange of opinions.

Further students were offered dramatization, which forced them to approach a given problem creatively and find a faster and more accurate way to solve it. This required a strain of emotional and mental strength. According to the curriculum for the 8th grade, the novel "Moby Dick" was given, and first I provided information about this novel, afterward, students were offered a sentence in which they need to create a dialogue with meaning in mind.

In addition, we would like to suggest that teachers sometimes use the Miro.com platform [6] to conduct a lesson, since this platform allows them to communicate through a video call, and during a lesson on this platform, they can use a board to draw various diagrams, add pictures and videos to make the lesson is more practical.

Results:
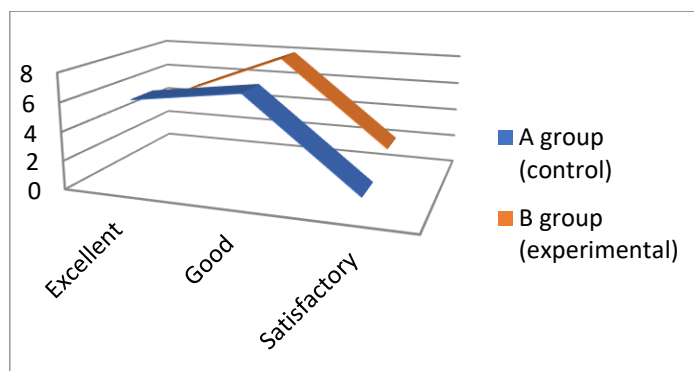
Line graph 1. Experiment Results

After experimental testing of teaching, a large dissimilarity was found in the number of results of the experimental class (B group). You can also see the results on the line graph, which shows that the experimental group has risen almost to the level of control, which only emphasizes the significance of the communicative approach in the lesson. Moreover, the lessons were interesting because the use of various applications that we presented above had an impact on the students and we noticed that the ability to perceive knowledge was extremely noticeable.

Conclusion:

Non-traditional forms of conducting lessons allow not only increasing the interest of students in the studied subject, however, also to develop their creative independence, to teach how to work with various sources of knowledge. The experimental teaching test proves the significance of the communicative approach so that students have a golden opportunity to overcome their barrier, improve their comprehension and communication skills in English. The use of modern applications has a great advantage in keeping students motivated and active throughout the lesson, which allows them to improve their language skills.

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OVERCOMING THE LANGUAGE BARRIER IN LEARNING A FOREIGN LANGUAGE BY REFLECTIVE METHOD

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