

Inna KOZUBAI

Senior Lecturer of International
Relations and Social and Humanities
Chair of Educational and Scientific
Institute of Law and Innovative
Education of Dnipropetrovsk State
University of Internal Affairs

IMPLEMENTING THE DOGME APPROACH IN LANGUAGE TEACHING IN UKRAINE: OPPORTUNITIES AND CHALLENGES

In today's world, learning a foreign language has become an essential requirement for personal and professional growth. Moreover, in the context of globalization, it is a key factor in integration and communication between countries. In this regard, the European Union is making significant efforts to promote multilingualism and improve communication between member states.

Ukraine, as a country seeking closer integration with the EU, is also taking steps to improve the level of foreign language proficiency among its citizens. In the context of European integration, foreign language proficiency is a key element for effective communication with foreign partners, increasing competitiveness and ensuring sustainable ties with European countries.

However, teaching foreign languages in Ukraine is often reduced to mechanical learning of vocabulary and grammar, without reference to real communicative communication. One of the innovative methods of teaching foreign languages is the dogmatic approach, which has gained popularity in recent years. The approach is considered not only a methodology but also an educational movement, whose proponents challenge the over-reliance on materials, textbooks and grammar programmes. This methodology is based on the minimal use of textbooks and other materials and aims to build students' communication skills by involving various situations from their real life in the learning process. In this way, students learn the language in a natural environment and are able to apply their knowledge in different situations.

The methodology was developed in the 1990s by linguists Scott Thornbury and Lewis Williams who wanted to challenge traditional teaching methods that relied on textbooks and grammar exercises. The Dogme Approach emphasises the use of authentic materials such as newspapers, TV programmes and movies to provide a real-world context for language learning. The approach also encourages students to take an active role in the learning process and use the language in meaningful communication with their peers.

Moreover, this approach is based on the idea that learning should be orientated towards the needs of the learners, their interests and the real-life situations in which they have to use the language. It does not support the use of ready-made syllabuses

and textbooks, instead, the teacher and students interact with each other using different types of communication and materials that are relevant to the students.

The importance of using the Dogme Approach is that it contributes to the development of students' communicative competence. Students do not learn a language to memorise a large number of grammatical rules and vocabulary items but to be able to communicate in different situations and understand their partners. This helps to improve the quality of communication with foreign partners in the process of Ukraine's European integration.

In Ukraine, the dogmatic approach has gained popularity in recent years. It is particularly relevant in the Ukrainian context, where traditional teaching methods often focus on grammatical rules and translation exercises rather than real-life communication. The dogmatic approach offers an alternative to this traditional approach, creating a more learner-centred and communicative learning environment.

The European Union places a strong emphasis on the importance of multilingualism and the need for citizens to have a good level of proficiency in at least two foreign languages. In this context, the Dogma Approach can contribute to the process of European integration by offering a more effective and innovative method of teaching foreign languages. By developing students' speaking and listening skills and increasing their confidence in using the language, the Dogma Approach can contribute to improved communication and mutual understanding between Ukraine and EU member states.

In summary, the Dogma approach is an innovative method of teaching foreign languages that emphasises the importance of authentic materials, student-centred learning and spoken language in the classroom. This approach has proven to be effective in developing speaking and listening skills, increasing motivation to learn and improving the ability to communicate in real-life situations. In the context of the European integration process, the Dogma approach can contribute to improved communication and mutual understanding between Ukraine and EU member states. Therefore, the use of the Dogma approach in foreign language teaching in Ukraine should be encouraged and supported as a means of improving language proficiency and promoting integration.

Список використаних джерел

1. Kozubai I. V., Vorona V. I. Peculiarities of Teaching English in the Period of European Integration. *Challenges in Science of Nowadays : the Proceedings of the 10th International Scientific and Practical Conference*. EnDeavours Publisher, 2022. С. 211–212.
2. Makushev P., Minchenko O., Tsareva I. Legal Linguistics as a Promising Field of Knowledge. *Political Questions*. 2021. № 39(68). P. 571–580.
3. Meddings L., Thornbury S. *Teaching Unplugged: Dogme in English Language Teaching*. Surrey, UK : Delta Publishing Company, 2009. 104 p.
4. Suvorova S., Halapsis A., Vetrova S., Aksyonova V., Sklovsky I. Interrelation and Consistency in the Thematic Stages of the Publicistic Style. *Studies in Media and Communication*. 2022. Vol. 10. No. 3. P. 205–209. URL : <https://doi.org/10.11114/smc.v10i3.5852>.