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**PECULARITIES OF USING OF THE MODAL VERBS AS MEANS OF EXPRESSING THE
PROBLEMATICAL CHARACTER OF THE ACTION IN THE FORMATION OF THE
ENGLISH COMMUNICATIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE
TEACHERS**

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The article defines the peculiarities of using of the modal verbs with the value of the problematical character of the action; the need for their using during the formation of the English communicative competence of future foreign language teachers is proved.

Key words: future English teacher, English communicative competence, modal verbs, problematical character.

**ОСОБЛИВОСТІ ВИКОРИСТАННЯ МОДАЛЬНИХ ДІЄСЛІВ ЯК ЗАСОБУ ВИРАЖЕННЯ
ПРОБЛЕМАТИЧНОСТІ ДІЇ У ФОРМУВАННІ АНГЛОМОВНОЇ КОМУНІКАТИВНОЇ
КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ**

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У статті розглянуто особливості використання модальних дієслів із значенням проблематичності дії; доведено необхідність їх використання під час формування англomовної комунікативної компетентності майбутніх учителів іноземної мови.

Ключові слова: майбутній учитель англійської мови, англomовна комунікативна компетентність, модальні дієслова, проблематичність.

**ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ МОДАЛЬНЫХ ГЛАГОЛОВ КАК СРЕДСТВ
ВЫРАЖЕНИЯ ПРОБЛЕМАТИЧНОСТИ ДЕЙСТВИЯ В ФОРМИРОВАНИИ
АНГЛОЯЗЫЧНОЙ КОМУНІКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ
УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

Горовенко О. А.

В статье рассмотрены особенности использования модальных глаголом со значение проблематичности действия; доведена необходимость их использования во время формирования англomовной комунікативной компетентности будущих учителей иностранного языка.

Ключевые слова: будущий учитель английского языка, англomовная комунікативная компетентность, модальные глаголы, проблематичность.

Formulation of the problem and its connection with important scientific tasks. The formation of English communicative competence is an integral part of training the students of philological

faculties of pedagogical higher education establishments. The content of modern language education is associated with new views on the problem of personal skills development to use a foreign language as a tool of international communication. According to that, arises the question of forms' choice, methods and means to improve the efficiency of the process of the formation of English communicative competence of future English teachers.

For the formation of students' skills of accurate translation of information, for building a dialogue, expressing not an action, but only the speaker's attitude to it, it will be advisable to develop skills in the use of modal words and phrases.

Analysis of the last researches and publications. The research of the problems of training future teachers in higher educational institutions devoted to the works of G. Meshko; the essence of language communication and English language communicative competence were considered in the works by T. Pakhomova, I. Senchenko; methodical foundations of teaching foreign speech activity of students disclosed in the scientific works of A. Tarnopolskyi.

Significant contribution to the study of modality and modal means of expression of the problematic nature of the action made such scientists as A. Akhmanov, N. Bally, A. Beliaiev, M. Blokh, S. Dolgoplov, F. Palmer, V. Panfilov, V. Vinogradov, N. Shvedov, V. Shynkaruk, L. Yermolaieva, G. Zolotova, A. Zvieriev and others.

In scientific works of V. Admoni, O. Bondarko, E. Paduchev, D. Paramonov and others were studied the problem of realization of modality in text materials.

However, modal words and verbs haven't got a full understanding of their combination in relation with their diversity, the specificity of linguistic expression and functional features.

The formulation of the objectives of the article. The purpose of the article consists of theoretical substantiation of the use of modal verbs as means of expressing the problematic steps in the formation of English-language communicative competence; there were defined the essence of concepts «English communicative competence», «problematic action», «modal verbs»; there were identified the conditions for the formation of the English communication skills of students at the lessons of a foreign language.

Statement of the main research. The English language is rich in different designs, with which the speaker may express the difficulty of the action (unreality, doubt, probability, flatness etc.).

It will be appropriate to consider the theoretical aspects of the use of English modal verbs as means of expressing the problematic nature of the action, contributing to the formation of English communicative competence of future English teachers.

Under English communicative competence we will understand the set of knowledge, abilities and skills in the field of speech communication, which provides the highest communication effect in the English language and the ability to establish and maintain the necessary contacts during international communication.

An address to dictionaries has allowed us to define the interpretation of the concept «problematic», namely: 1) is the assumption; 2) still remains a problem, includes the problem, that is, requires study, clarification; 3) is questionable, not credible, needs confirmation; 4) has different degrees of probability (from very probable to improbable).

The concept of «problematic action» does not limit temporary space: problematic can be an action or event both in the past and in the present or future tenses.

In English, modal verbs are those that express not the action but only attitude of the speaker towards it. Thanks to them, people can express need, obligation, possibility, impossibility, probability or unlikelihood of the action etc. The modal verbs include: *can, may, must, ought, shall, should, will, need and dare* [4]. In addition, modal meanings can be expressed by the verbs *to have* and *to be*.

By themselves, modal verbs are «defective» (insufficient), because they lack some grammatical forms, for example: they do not have the suffix – s in 3rd person singular present tense; they do not have infinitive, -ing form and the participle; some of them do not have forms of the past tense (*must, should, ought, need*). Among other features of the modal verbs it is necessary to mention the following:

– the infinitive of the notional verb is used without the particle *to* after modal verbs except *ought, to have* and *to be*;

– interrogative and negative forms of the sentences that have modal verbs, are built up without the auxiliary verb *do*, with the exception of the verb *to have*, for example [1, 482]: *Must I drink it too?; He cannot come today.*

The value of the difficulty may be transmitted using the verbs *can, may, should, ought to, to be to*. Let's consider them in more detail.

The verb *can* has the following forms [3, 57]: *can* – the present tense; *could* – the past tense; *could* is the subjunctive.

In the sense of «ability», «capability» the form *could* may express the difficulty. So, the form *could* is the past tense form, if it is used in the context of elapsed time. It indicates only that the action, probably, was occurred in the past – the question about was the action occurred or was not – still open: They could do everything they wanted.

Also, the form *could* is the subjunctive, if it is used in the context of the present time, for example: I need your help. Could you come and see me on Friday?

If after *could* is the simple infinitive, the action refers to present or future. If after *could* is a perfect infinitive, this combination indicates that the action could occur, but have not occurred in the past: Now he clearly sees all the mistakes he made and could have avoided.

In the negative sentences the form «*can*» can express impossibility or improbability: *She can't be really ill* (It is impossible that she is really ill). However, in the interrogative sentences the form «*can*» can express uncertainty or doubt, for example: *Can it be true?* (Is it really true?). The use of the

form «could» in this meaning makes the statement more polite and soft: *Could he really be ill?* (Is he still sick?).

As for the verb «may», it has the following form [2, 151]: may – present (can, could, may etc.); might – past tense (could, could, could, etc.); might – the subjunctive (would, could etc.).

It can express the difficulty, having the meaning of supposition implying uncertainty in affirmative and negative sentences [1, 48]: *She may be at work* (She may be (possibly, probably) at work).

Depending on what time refers the action expressed by the notional verb, «may» can be combined with different forms of the infinitive as a verb can. For example: *It may be rain in the morning* (It's possible that it will be rain in the morning); *Father may be listening to music* (Perhaps Dad is listening to music); *Your son may have been crying since he woke up* (It's possible that your son is crying since he has woken up).

The use of the form «might» give a softer meaning to the whole statement, for example: *They might come soon* (They probably will come soon).

As a modal verb «should» has only one form, which is used in contexts of present time and does not change in indirect speech: *She said: «It's late. You should go to bed»* (She said, «It's late. You need to sleep») and *She said that it was late and that I should go to bed* (She said it's late and I need sleep).

«Should» usually expresses the obligation, but this meaning may decrease to the expression of the desirability of the action, advice or recommendation, depending on the context: *I should speak to him right away* (I need to talk to him immediately); *He shouldn't miss the opportunity* (He should not lose this opportunity); *Should we ask her about it?* (Do we need to ask her about it?).

If the action of the main verb refers to present or future time, it is transmitted by the simple infinitive; if the action of the main verb relates to past time, it is presented by perfect infinitive. In the latter case, «should» in the affirmative form expresses an action that didn't take place, though it was desirable; «should» in the negative form with perfect infinitive expresses an action that happened though it was unwilling, for example: *I am ill. I should have stayed at home* (I'm ill. I should have (would have) to stay at home).

The verb «should» in many cases is used in a weakened sense. It does not express modality, but only enriches the proposals emotionally, reports the outrage, the anger, which the speaker may feel about the fact (the so-called «emotional should»). For example: *Why should I read it?* (Why should I have to read?); *I'm sorry he should think so* (I'm sorry he thinks so).

Modal verb «ought» has only one form that is used in the context of the present time and does not change in indirect speech. After «ought» the infinitive of the main verb is always used with the particle «to», for example: *She said: «The boy ought to apologize»* (She said «The boy needs to apologize»); *She said that the boy ought to apologize* (She said that the boy should apologize).

The verb «to be» as a modal verb is used in two forms – Present and Past Indefinite, for example: *He is to come at five* (He has to come in five as well), *was to come at five* (He was supposed to come at five).

«To be» can express [1]:

– orders, instructions (often official), for example: *The students are to hand in their course works by the 1st of April* (Students must pass the course work before the 1st of April);

– preliminary agreement or obligation, for example: *They were to meet and discuss it on Wednesday* (They were supposed to meet and discuss this on Wednesday). If there are perfect infinitive after the verb «to be», it means that the expected action has not occurred, for example: *She was to have brought the book yesterday* (She was supposed to bring a book yesterday (but he didn't));

– the opportunity due to circumstances, for example: *Where is she to be found?* (Where can it be found?);

– the inevitability, for example: *They did not know at the time that they were never to see their friend again* (At that time they did not know that they would never be able to see their friend again).

In order to the knowledge acquired in the course of theoretical training was accompanied with formed skills in English communication, you must follow the certain conditions:

1. The use of problem situations in the classroom during English lessons, which are oriented at the realization of common aims of their activity, the formation of the overall programme of communication, distribution of functions between the participants of interaction.

2. Methodical organization and duration of speech practice with the gradual complication of exercises.

3. The use of active learning methods that stimulate cognitive activity of students. The constructions of the dialogues, polylogue-discussions are marked by a high level of students' activity, allowing free exchange of views.

4. The motivating of students to a successful activity, since it promotes the motivation of speech activity of students. Methodological literature focuses on two types of motivation. Integrative motivation is determined by the student's desire to become closer to the culture of the country whose language is being studied; instrumental motivation is characterized by the desire to learn the language for getting the high results in their professional career.

5. The creation of a favorable microclimate, which increases the efficiency of the process of formation of English communicative competence of the students and ensures the free expression of their own thoughts.

Conclusions from this research and prospects for further investigations in this direction.

The main aim of teaching a foreign language is to develop English communicative competence of the students, which is understood as a set of knowledge, abilities and skills in the field of speech

communication, which provides the highest communication effect in the English language and the ability to establish and maintain the necessary contacts during international communication. With a help of modal verbs a speaker may express the difficulty, unreality, possibility, opportunity, responsibility, necessity, obligatory of some actions in different language situations. Without the skills of identifying the difficulty in the process of real communication the correct and accurate understanding of the interviewer's speech is impossible. This problem is interesting and relevant, therefore we see our further research in the introduction of information and communication technologies for the purpose of forming English communicative competence of future teachers.

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