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## SPECIFICATION OF FOREIGN LANGUAGE TEACHING METHODS IN HIGHER EDUCATIONAL ESTABLISHMENTS

*The concept of "teaching method" is considered as a synthesis of teaching and learning approaches that meet the modern requirements for teaching methods in higher education and allow the most complete implementation of the goals and objectives of the course. Fundamentally methodical systems differ from each other not by the description of technological processes, but by their orientation, the rule of the education system.*

*The study of foreign languages in modern society has become an integral part of the professional training of specialists of a wide variety of profiles, and the successful solution of professional growth issues and the expansion of contacts with foreign partners largely depend on the quality of their language training. Consequently, the higher educational establishments are designed to provide a certain level of foreign language skills, which could allow everyone to continue the study independently. The success of training largely depends on the methodology of a foreign language teacher, on his ability to use various modern methods in the context of solving specific educational tasks.*

*When preparing a programme in the language of the specialty, it is necessary to take into account motivational factors, one of which is the choice of adequate teaching methods, which can really depend on specific learning conditions and objectives. At the center of learning is the student as a subject of educational activity, which involves taking into account the interests, needs and motives of students in determining the purpose of classes and ways of organizing learning. The activity nature of learning is the organization of the educational process aimed at setting and solving a specific educational objective. The point is that the objectives of learning are language activities such as listening, speaking, reading and writing. Language classes are focused on learning how to communicate fluently and use language to exchange ideas. Particular attention is paid to supporting the need to assimilate professionally relevant and cultural information. The organization of the educational process must meet the following requirements: the use of exercises that reproduce the most important for students learning situations; parallel mastering of grammatical structures and their functions in language; the teacher's role in class is a communicator. Finally, regarding the choice of methods we have to point out that the main focus is to be on the communicative method while teaching foreign languages in higher educational establishments. Experience has shown that new methods reduce workload, teach teamwork, develop thinking, evaluate and respect different points of view, develop communication skills, motivation, help students create a strategy of self-oriented learning. In the future, we will need different models and teaching methodologies. Teachers should not underestimate the development of new technologies that improve the quality of teaching and education in general, such as the Internet, multimedia, tablets, telephones etc.*

**Key words:** *teaching methodologies, teaching methods, language competence, the development of new technologies, communicative skills, teacher's role.*

**Formulation of the problem.** First of all we have to admit that the term "method" means a way to achieve a goal, organized in a certain way activities, which is aimed at achieving the goal. Teaching methods are the basis of the course programme, they determine the choice of types of work and are a way of interconnected activities of teachers and students, aimed at solving learning problems. As this study concerns the teaching of the language of the specialty, the development of the course must take into account the specific requirements for the teaching of professionally-oriented communication in the language being studied. These requirements and recommendations should take into account the

current state of methodological developments. It is known that traditional textbooks in a special language assume that students must be able to read and understand some professionally oriented literature. In reality, it all comes down to the submission of written translations, summary processing of texts in writing and the ability to lead a discussion on a particular topic of a particular specialty. That is why lexical and grammatical material is carefully (on the principle of minimization) selected, and the main purpose of training is the formation of a professional worldview.

**Analysis of recent research and publications.** The problem of teaching methods has been studied

in the methodological literature for many decades, and numerous studies by scientists (L. Tekuchev, A. Shchukin, G. Kitaygorodskaya, etc.) have been devoted to it.

For instance, as for I. Bim method is “the main structural and functional component of the activities of teachers and students, the way and method of achieving a certain goal in teaching and learning” [1, pp. 19–40].

The methodological literature has been often stated that the principles, methods and recommendations that are valid to the conditions of a particular experiment or specific learning conditions may not always give the expected results in case of changing even individual components of learning.

Nowadays, the method, which is widely used, is a communicative method, the foundations of which were laid by different psychologists such as S. Rubinstein, A. Leontiev, I. Winter. The list of the main concepts, methods and principles are systematized in the modern methodological literature [2, pp. 400–425].

**The purpose of the article** is to analyze the changes and highlight the ideas of the complex of some components of modern educational programme that will be a favorable base to teach the language of the specialty.

**Presenting the main material.** Just to start we have to say that to make the definition of teaching foreign language methods as complete as possible and to cover all its aspects, it is advisable to formulate it as follows: methods of teaching foreign languages explores all interdependencies of subjects and objects of teaching and language acquisition in the course of joint interaction, which is aimed at obtaining certain learning outcomes. Methodical researches are carried out for the purpose of revealing and developing the possibilities and means of optimization and intensification of educational process for achievement of the best of possible for certain conditions results according to the purposes of training formulated proceeding from the social order and those possibilities which provide its conditions. The subject of methods of teaching foreign languages as a science (i.e. an abstract system of objects of scientific research, studying which, the science formulates certain conclusions and builds its constructs to implement the latter results in the teaching practice) is not the process of learning a foreign language, as sometimes claimed, because this process is object of research in methodological science, which is clear from the above. The subject of the methodology is the generalization of all possible models of interaction of all phenomena, processes, connections and relations of the sphere of reality, which is connected with the teaching of foreign languages [3, pp. 51–192].

Modern requirements for language courses in the specialty are based on the communicative-activity

method and take into account the professional orientation of the institution of higher education. Specialty language courses usually include two stages: 1) basic foreign language course; 2) introduction to the specialty (the purpose may be, for example, preparation for listening, recording a lecture in a non-native language or the formation of certain intellectual skills).

Teaching a language considering professional orientation is based on such principles as: a) an interest in language learning, which focuses the attention of students and provides a firm memorization; b) understanding the ultimate goal of learning and the desire to achieve it; c) attention and associative connections; d) positive emotions in the teaching process; e) multiple repetition, which provides the formation of language skills and abilities; f) different types of memory; g) reliance on mental activity, cognitive needs of listeners, which is a source of motivation to learn the language.

Using of problem situations in the methodology of language teaching has recently been organized in a special direction, which is called the problem approach. The concept of approach is broader than the concept of method. The methodological literature states that the approach is a certain system of relationship between a method and content, in which all decisions about the content are based on the evidence of the learner.

The effectiveness of professional activities is directly related to the ability to work with fixed information and the ability to make interpersonal communication. The selected set of skills and abilities, which is defined in this article as professional communicative competence, is correlated with the following communicative skills of reading and speaking [5, pp. 67–155].

The ability to read in the framework of professionally oriented work includes the following working techniques: 1) definition of reading goals, choice of search orientation; 2) separation of semantic information blocks; 3) identification of information sources available in the document, by their origin, meaning, content, etc.; 4) fixation of information retrieval; 5) compiling a short summary. The selected working methods are correlated with the following stages of work during reading: a) determination of authorship, interests and positions defended by authors; b) finding out the reasons for the appearance of the document and its purposes; c) structuring the information.

Communicative ability to speak correlates with the techniques used in interpersonal communication and includes: 1) establishing contact based on the assessment of one's own position, the position of the interlocutor and the meaning of the conversation; 2) fixing the position of the addressee of the conversation (covers the motivation to transfer information, its separation, establishing a connection with the subject and objectives of the conversation, its suffi-

ciency and plausibility, reliability); 3) formulation and substantiation of own position; 4) opposition (questions, additions, elements of controversy, influence on the argumentation of the addressee of the conversation, i.e. addition of the interlocutor or denial to him); 5) reaching a general conclusion.

Thus, the communicative abilities to read and to speak are filled with specific content, which correlates with the methodological tasks of teaching reading in the course of the specialty language.

As a result of consideration of modern requirements to the quality of education, the components that determine the innovative approach have been identified. There are such components as: a) differentiation of students according to the level of preparedness; b) student's participation (based on his motivations and requests) in the design of goals and in determining the final results; c) variability of methods that activate the mental activity of students; d) organization of the educational space itself (classes in small groups, in a circle, etc.); e) evaluation of the results of the student's educational activities, taking into account his real capabilities and the initial level of knowledge.

Taking into account that in modern conditions of teaching the language of the specialty motivational resources are decisive, it is necessary to mention issues related to the study of the main motives. It is known that one of the sources of formation of high motivation in language learning as a non-core discipline can be the establishment of direct links between educational activities specific to a particular institution of higher education, and educational work to acquire knowledge and skills in language classes. Thus, taking into account the special abilities of students, which are focused on in a particular higher educational establishment, can be the basis for the formation of the main motive.

The communicative-activity method has been scrutinized to be the most adequate to the set goals and objectives, as it perfectly meets the requirements for the content and organization of language learning, which the course in the language of the specialty must meet within the study.

**Conclusions and prospects for further research.** Thus, to solve today's problems in teaching English, the language must be considered as the main one with active interaction with each other around the world. When using traditional teaching methods, the maximum part of the study time is spent on exercises and translations, working with grammar structures and pronunciation, which takes most of the time. These methods were mainly aimed at acquiring basic language skills, such as reading and writing, and not enough time for speaking and listening, so students did not have enough conversational practice in their studies. In an era of competition, where most students are trying to master and pass different inter-

national exams, mastering good listening and speaking skills becomes an absolute necessity. In addition, it is not always possible or appropriate to apply the same methodology to all students who have different learning goals, conditions and needs. There are several points that can be included in the teaching approach to maximize student training opportunities. Firstly, it is important to encourage students to discuss the material in small groups, and discuss this material with the entire audience. Secondly, we have to prepare a series of questions related to the material for students to listen to so that there is something to discuss. Thirdly, it is essential to introduce the use of a foreign language in the audience (communicate only in a foreign language). By integrating the above concept and classrooms with an innovative approach, as shown above, the teacher can successfully conduct English classes of any level of complexity and format. The use of information and communication technologies (ICTs) has led to many innovations in the field of teaching, which has dramatically changed the old paradigm of teaching and learning.

Thus, in the modern methods of teaching languages, all of the above components are not only successfully used, but also become traditional. That is why, when discussing the problem of learning the language of the specialty, we are talking about non-language higher educational establishments, i.e. a special group of future professionals for whom the language is not the subject of professional activity and can only be considered as the means of communication (a tool whose use may be limited to training sessions). This circumstance, on the other hand, can be effectively used in compiling a special course programme in the language of the specialty, because language is inherent, like no other subject, the phenomenon of meaninglessness: it is studied as the means of communication, carried out through the use of those knowledge and forms of work that are considered appropriate for a particular course.

It has been also shown that the choice of methods of communication and forms of work with the text in the language of the specialty should primarily take into account a set of requirements for the level of professional communicative competence (native language), which must be achieved by students - non-speakers in general university training. Taking into account interdisciplinary links and the fact that some communicative skills and abilities formed on the material of the native language can be transferred to a non-native language learners, it requires a careful selection of general communication skills and abilities that will form the basis of the methodological course. It has been found out that special attention in solving methodological problems should be paid to the formation of language activities types, which are determined in the space of interdisciplinary coordination.

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**Коляда І. В., Журкіна С. В. Специфікація методів викладання іноземних мов у закладах вищої освіти**

*У статті поняття «метод навчання» розглядається як синтез викладання та навчання, що відповідає сучасним вимогам до методів викладання у вищій школі і дозволяє найбільш повно реалізувати цілі та завдання курсу. Принципово методичні системи відрізняються одна від одної не описом технологічних процесів, а їх спрямованістю, правилом системи освіти.*

*Вивчення іноземних мов у сучасному суспільстві стає невід'ємним складником професійної підготовки фахівців різного профілю, від якості їх мовної підготовки багато в чому залежить успішне вирішення питань професійного зростання і розширення контактів із зарубіжними партнерами.*

*Отже, вищі навчальні заклади покликані забезпечити певний рівень володіння іноземною мовою, який міг би дозволити продовжити його вивчення самостійно. Успіх навчання багато в чому залежить від методики роботи викладача іноземної мови, від його вміння користуватися різними сучасними методами в контексті вирішення конкретних освітніх завдань.*

*Процес навчання іноземним мовам можна охарактеризувати як комплексний і багатоаспектний, тому вважаємо неможливим сформувати уявлення про особливості його функціонування на базі однієї науки. Теоретичну основу навчання іноземним мовам становлять дані таких наук, як методика навчання іноземним мовам, лінгвістика, педагогіка, дидактика, психологія та психолінгвістика. У статті визначено термін «методика навчання» і проаналізовано його значення. Будь-який метод інноваційного навчання не є постійним або універсальним. Він не може замінити традиційні методологію, а радше підтримує її. Однак нові методи сприяють кращій адаптації студентів у нашому соціальному середовищі, що швидко перетворюється. Досвід показав, що нові методи знижують робоче навантаження, вчать працювати в команді, розвивати мислення, оцінювати і шанувати різні точки зору, розвивають комунікативні навички, мотивацію, допомагають студентів створити стратегію самонаправленості навчання. У майбутньому освіта потребуватиме різних моделей і методологій навчання. Викладачі не повинні недооцінювати розвиток нових технологій, що впливають на поліпшення якості навчання і освіти загалом, як-от інтернет, мультимедійні засоби, планшети, телефони та телебачення.*

***Ключові слова:** методології викладання, методи навчання, мовна компетентність, розробка нових технологій навчання, комунікативні навички, роль викладача.*