

are highly valued in modern society. Knowledge of foreign languages is considered a great prestige and provides many opportunities for self-realization and self-development. That is why foreign languages need to be learned. The motivation to study them can be anything. And most importantly, remember that the level of education and your knowledge determines your place in the social hierarchy.

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### **TRENDS AND EXPERIENCE OF IMPLEMENTATION OF THE LATEST TEACHING METHODS IN ENGLISH CLASSES IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS**

The conducted researches of pedagogical work have shown that teaching foreign languages today is impossible without an innovative component. In the light of modern requirements for the goals of teaching a foreign language, the status of both the student and the lecturer is changing. Now they move from the “lecturer-student” scheme to innovative technologies.

The lecturers of a foreign language in a nonlinguistic higher education institution are expected to fulfill the social demand of the society - to prepare in a short time a specialist who has a good command of foreign language. It is possible to achieve the set task - to teach the student to speak, understand, and acquire information of a different nature from the original sources within time limited by educational framework - by combining traditional and innovative teaching methods, based on the principles of communicative interaction.

The great majority of students realizes the importance of knowing a foreign language and sees it as one of the means of increasing their professional competence and competitiveness in the labor market. However, there is still dissatisfaction with the process of teaching a foreign language, which may be due to the insufficient number of hours allotted for its study, the organizational and content side of teaching, forms, methods and means of teaching.

It is no secret to anyone that very often a foreign language appears in the curriculum for training a specialist as an elective subject. The status of elective subject entails not only the limitation of the amount of hours, but also the placement

of a foreign language in the structure of the educational process. As a rule, the electives are taken "out of the frame" of the main schedule of academic subjects, which means that classes take place in the afternoon, after the main cycle of subjects, when the physical, mental, and psychological capabilities of students are reduced. The time limitation is often reflected in the content side of education, its forms and methods.

In modern conditions, a foreign language course in a nonlinguistic higher education institution should be considered as a multidimensional and complex educational product with a clear professional focus.

The main task of teaching a foreign language to students of nonlinguistic higher education institution in modern conditions is the formation of a foreign language communicative competence, which in turn allows one to navigate freely in a foreign language environment, and thereby contributes to the formation of a competitive specialist in the labor market. In modern conditions, foreign language communication becomes an essential component of the future professional activity of a specialist. In this regard, the role of the "foreign language" subject is increasing significantly in nonlinguistic faculties of higher education institutions. The state educational standard of higher professional education requires taking into account the professional specifics in the study of a foreign language, its focus on the accomplishment of the objectives of the future professional activity of graduates.

The objective would be not only to master the skills of communication in a foreign language, but also to acquire special knowledge in the chosen specialty. In this regard, professionally oriented teaching of foreign languages is a priority in modern education. It provides for the formation of students' ability to communicate in a foreign language in specific professional, business, scientific areas and situations, taking into account the features of their future profession.

Professionally oriented teaching is understood as teaching, which is based on consideration of the needs of future graduates in studying a foreign language, determined by the aspects of their future profession or educational specialty, which, in turn, require its study. This is what makes it different from teaching a language for general educational purposes. The obvious advantages of use of this type of teaching can be seen in the increasing of student's motivation to learn a foreign language.

Professionally oriented English language teaching assumes that the authentic texts, selected according to thematic principle, become the basis of the course. A system of special exercises is used in addition to the texts. These exercises are intended to develop the necessary skills and abilities. The exercises of a lexical and grammatical nature contribute to the accumulation of a special thesaurus. The exercises at the text level (distinguishing the main idea of the text, finding keywords) help the student to form statements in oral or written speech. The exercises in structuring of information contribute to the formation of skills of independent work with the various sources. With their help, the student learns to comment, provide

arguments, defend his or her point of view, hold a discussion, etc.

Thus, professionally oriented teaching of a foreign language in a nonlinguistic higher education institution requires the formation of a professional foreign language competence, which allows a modern specialist to:

– read texts of a professional nature, draw and process information, from printed and electronic sources of information in accordance with the set goal, using the skills of revision reading, reading for specific information, exploratory reading and reading for details;

– comprehend messages on professional topics and to separate information in accordance with the communicative task;

– express your thoughts in the form of oral and written texts, demonstrating knowledge of grammar and mastery of special terminology;

– hold a dialogue of an argumentative type: ask questions of a clarifying and polemical nature, add/clarify a particular point of view, support/reject the arguments of the dialog partner, while demonstrating mastery of speaking etiquette in a wide variety of situations;

– compile messages/reports on a given topic: present a structured summary of the topic, highlight the problem under discussion, consider its various aspects, state and argue your position;

– speak on the topic: briefly and logically justify your position, give examples, sum up the results of the discussion;

– take notes of the oral and written text, depending on the planned output of speech (short message, comment, report).

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