

## ЛІТЕРАТУРА

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## MODERN AND FASHIONABLE METHODS OF STUDYING FOREIGN LANGUAGES AT NON-LINGUISTIC FACULTIES ON THE EXAMPLE OF TRAINING FUTURE POLICE OFFICERS

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The higher school of Ukraine needs to rethink the role of the teacher and actualizes the need to find ways to increase the efficiency of the educational process, especially in foreign language classes. In this thesaurus of the development of new educational technologies and the integration of learning into the educational process, playful technologies occupy a special place

as a means of bringing the individual as close as possible to real life and involving them in solving specific tasks in the space of interpersonal and business communication and cooperation. Let's consider such technologies for teaching foreign languages to future policemen at the Donetsk State University of Internal Affairs as: “*Quest*”, “*Co-working*” and “*Workshop*”.

**1. QUEST** – is one of the types of games that is quite popular among young people and attracts all true lovers of adventure. If you translate the word “quest” from English, it will mean “to look for something, to complete a task”, to demonstrate personal intelligence and the ability to build logical chains, to present personal talent and get endless pleasure from it. In the classical sense, a *quest* is a lesson format focused on the development of students' cognitive and searching activities, in which a significant part of the information is obtained through Internet resources to solve the tasks (Dniprovska 2022, 4-10).

It has been determined that “quest” as a technology of training in institutes of higher education provides for research and project activities of students. Within this activity, while performing certain tasks students carry out the search of information, analyze it, and summarize. The various types of quest training tasks that are most appropriate for use in higher education institutions are listed. The attention is also paid to the requirements for the organization of training using such technology. The performed study shows that the use of quests in cadets' training has a great perspective. Educational quests have a positive influence on preparation for future professional activity; redound to the formation of cultural and professional competences; form responsibility for the decisions made; prepare for the possible risks in life and the profession. The introduction of the practice of the use of quest technologies in the educational process of institutions of higher education makes it possible to build a new design of the educational space of the institutes of higher education, which meets the needs of students of generation Z (Shvyrka 2019, 135-141).

**We understand the educational method “Quest” of teaching foreign language for future police officers** *as an educational and playful means of learning a foreign language, during which future police officers can activate lexical, grammatical, phonetic skills and abilities. It is characterized by the presence of several locations, during which cadets can also improve their physical skills and raise the level of motivation to master a foreign language.*

We will give an example of a *Quest* that we conduct in our classes on any topic.

Our **quest** has three locations: “*Lexical stop on demand*”, “*Grammar pursuit of the suspect*” and “*Artistic incident on the street*”. A platoon of cadets is divided into two teams, each of which runs its own route. The team that reaches the finish line first without mistakes wins.

The main task of the teams at the first location, in addition to physically getting to the

given point faster, is to solve the active vocabulary crossword for the topic being studied.

The main task of the teams at the second location is to perform grammar exercises such as: “Fill in the blanks”, “Find mistakes”, etc.

The main task of the teams at the third location is role-playing various situations of both a criminal and everyday nature, which are studied in foreign language classes (stopping a criminal by the police, inspecting a crime scene, a court hearing, a hotel theft, a missing person, etc.).

The quest ends by awarding the winners with a sweet prize.

**2. CO-WORKING** is a specific organization of people's work, in which people with different occupations come together in one common space for communication and creative interaction. The term can be perceived in a broad and narrow sense. In a broad sense, *coworking* is an approach to the organization of people working in a common space, engaged in various activities. In a narrow sense, a *co-working space* is a space, office or other similar place that determines the content and structure of the teacher's professional competence development; hence it is a modern model for organizing educational opportunities for teachers. It is determined that in the process of implementation of an individual trajectory, it is important to choose the optimal model of education, based on a combination of theoretical training material and acquisition of professional skills in training sessions. Therefore, the model of modern *educational coworking* should be based on the updated structure of the development of professional competence of teachers. It is *educational coworking*, as a new complex of interrelated actions and procedures that can provide teachers with the quality of educational services to throughout their professional life, flexibly responding to professional-personal demands (Smahina 2019, 169-172).

We understand the **educational method «Coworking» of teaching foreign language for future police officers** *as an educational and playful means of learning a foreign language, during which future police officers can form, activate and develop their own communicative skills and abilities (monological, dialogical, polylogical, group), which will lead to an increase in the level of foreign language communicative competence.*

We will give an example of a ***Coworking*** that we conduct in our classes on any topic.

Our **co-working** session was dedicated to the International Day of Peace (September 21). The teacher presents several videos for the cadets' discretion, which reveal the essence of this day, and tells about the history of its origin and ways of celebration in our country and abroad. Then, in a calm, comfortable atmosphere with tea and sweets, the cadets discuss the topic “What is the PEACE for me?”. This year this issue is extremely relevant and has a variety of colors.

**3. WORKSHOP** – an educational seminar or series of meetings emphasizing interaction and exchange of information among a usually small number of participants.

Thus, the method of conducting creative workshops has the following positive aspects: 1) it increases students' motivation and interest in learning; 2) organizes a psychologically comfortable atmosphere during classes; 3) requires active communication between the student and the teacher, which helps to improve the results and quality of education; 4) provides an opportunity to use the student's creative potential; 5) develops new skills and abilities during independent work; 6) forms new professional skills and abilities; 7) uses all types of speech activity; 8) activates mutual stimulation of students; 9) ensures involuntary memorization of new vocabulary; 10) provides an opportunity to combine different areas of foreign language learning (Hrytskevych 2020, 181-185).

We understand **the educational method “Workshop” of teaching foreign language for future police officers** as: *as an educational and playful means of learning a foreign language, during which future police officers can acquire relevant knowledge, skills, and share their own knowledge and experience in solving various problems and issues in a foreign language.*

We will give an example of a **Workshop** that we conduct in our classes on any topic.

The educational session with the **workshop** takes place in several stages. At the first stage, cadets are divided into several groups and given tasks, for example: “Court session”, “Interrogation of witnesses”, “Analysis of a car accident”, etc.

The second stage is characterized by the fact that the cadets independently assign roles at home and write and study lines.

The third, main stage is the presentation of the situation at the lesson. The task of the other two teams at the end is to correct lexical, grammatical, phonetic and situational errors, if they notice and can correct them.

Summarizing all of the above, we should say that these methods, in addition to educational tasks, have a motivational character to study a foreign language and contribute to a better attitude of cadets to the subject “Foreign Language for Specific Purposes”.

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## ДО ПИТАННЯ ПРО МЕТОДИ НАВЧАННЯ ІНОЗЕМНИХ МОВ

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### **The question of methods of foreign language teaching**

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Протягом усіх історичних етапів розвитку педагогічної та філологічної науки методика викладання іноземних мов була орієнтована на пошуки найефективнішого методу навчання.

Проблема методики викладання іноземної мови була об'єктом дослідження багатьох учених. Вивченням цього питання займалися такі науковці як: І. Рахманов, І. Берман, І. Грузинська, Ю. Пассов, Е. Верещагін, В. Скалкін, В. Раушенбах, О. Миролубов, О. Першукова та ін.

За останнє десятиліття було видано цілу низку науково-методичної літератури, присвяченої новітнім принципам, методам, прийомам і підходам щодо вивчення англійської мови у ЗВО. Вивченням питань інноваційних методів навчання англійської мови в контексті трансформації іншомовної освіти займаються О. Альошина, А. Біліченко, О. Коваленко, В. Кунченко, О. Остапчук та ін. Зокрема, інноваційною тенденцією, на думку українських науковців (О. Карп'юк, С. Ніколаєва, Н. Скліренко, О. Тарнопольський та ін.), є застосування комунікативного методу навчання англійської мови. Реалізації комунікативної методики вивчення англійської мови почасти сприяє запровадження інтерактивних технологій навчання, прибічниками яких є Н. Мурадова, Є. Полат та ін. (Тверезовська, Чередніченко 2010).