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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL INSTITUTIONS

The importance of teaching students foreign languages at higher educational institutions by innovating study methods is discussed. Main innovative approaches were studied. The usage of cases and projects in classes are unified. It is discussed that innovative approaches promotes the development of language skills, the second purpose of working with innovative methodology is a communicative practice. Possible innovative approaches are described in the article. Innovative approaches to foreign language teaching skills is described in the article. It was determined that the systematic usage of the innovative approaches improves language competence and formats necessary skills. The use of various methods and techniques of active learning arouses students' interest in the educational and cognitive activity itself, which enables creating an atmosphere of motivated, creative learning and at the same time solving a whole range of educational, educational, developmental tasks.

Key words: innovative studies, project-oriented approach, innovative teaching approaches, pedagogy, foreign language, communication, innovative teaching technologies.

Introduction.

The study of foreign languages in modern society is becoming an inseparable component of the professional training of engineering and pedagogical specialists, and the successful resolution of issues of professional growth and expansion of contacts with foreign partners largely depends on the quality of their training. The success of teaching a foreign language largely depends on the teacher's work methodology, on his ability to use various modern methods in the context of solving specific educational problems. The article discusses one of the creative approaches to teaching a foreign language for special purposes - the "case method", the essence of which is the independent foreign language activity of students in an artificially created environment. It is noted that the cases are extremely rich in content and have the potential to take into account the knowledge already acquired by the student for learning the language of the specialty and developing management skills. According to the results of applied research conducted by the authors, it has been established that this method can be used as extremely effective in achieving the goals of teaching a foreign language and intercultural adaptation.

The main purposes of this paper is to give a brief overview of innovative methods of teaching foreign languages, consider the theoretical foundations of their creation and analyze the practical contribution of the developers of approaches to the development of teaching methods [1–7].

The main part.

The transition to a multi-level training system at the present stage dictates the need to change approaches to the content of the educational process, create new forms of its methodological support, as well as understand the role of the teacher in the innovative paradigm of student-oriented, creative learning. The variety of methods and methods of mastering a foreign language leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which implies the need to generalize knowledge about the methods and techniques of organizing foreign language communication.

Currently, intensive teaching of foreign languages is implemented in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of teaching a foreign language to different groups of students, as well as the variety of learning conditions. The linguistic-sociocultural approach is inherent in almost all foreign language schools. The communicative approach is followed by British and American language schools Bell International, OISE, St. Giles International, Rennert Bilingual, NESE. This opportunity is provided by language schools in New York, London, San Francisco, Toronto and other world business centers [1–7].

It is necessary to take into account that when teaching a professional foreign language, various functions of speech and methods of its use cannot be of equal value. Along with instrumental (simple transmission of information), regulatory (regulation of activities), personal-emotional and artistic (role-playing games, imagery of speech), the greatest value is heuristic (expressing one's understanding), social (communication outside one's narrow circle) and information-scientific, analytical , reference. The case method, which has gained a leading position in modern practice of studying abroad, by developing mastery of these speech functions, makes it possible to master knowledge in a foreign language, increase the level of one's competence and self-esteem.

"Case method" (English case method, case method, case study, case-study, method of specific situations) is a teaching technique that uses a description of real (economic, social and business) situations. An increase in students' "baggage" of analyzed cases increases the likelihood of using a ready-made solution scheme for the current situation and develops skills in solving more serious problems. Situational learning teaches the search and use of knowledge in a dynamic situation, developing flexibility of thinking

The use of the case method in English classes in a professional environment pursues two complementary goals, namely [8–17].:

further improvement of communicative competence (linguistic and sociocultural) and the formation of professional qualities of students. Acquaintance with the case (reading a professionally directed text in which a task in the specialty is formulated, in the original or with minor abbreviations and minor adaptation, and subsequent translation), independent search for a solution (internal monologue speech in English), the process of analyzing the situation during the lesson (monologue and dialogic speech, prepared and spontaneous, also in English) are all examples of communicative tasks.

Classroom communication associated with work on a case, which is characterized by argument, discussion, argumentation, description, comparison, persuasion and other speech acts, trains the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of English-language communication.

Students comments on the content of the case are assessed by the teacher for the following skills: analytical, managerial, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexico-grammatical aspect). Therefore, the case method simultaneously includes a special type of educational material and special ways of using it in the educational practice of the English language. According to the results of our applied research, it has been established that the case method can be used as extremely effective in achieving the goals of teaching a professional foreign language and intercultural adaptation. However, the use of this method in teaching a foreign language must be methodologically justified and ensured. This is necessary both at the level of organizing the educational process for the educational program as a whole, and at the level of planning it by an individual teacher.

The disadvantages of using this method of organizing training include the fact that it is difficult to guarantee the independence of completing all tasks in the case of individual students. The case method in foreign language classes is recommended to be used in groups that have a certain amount of knowledge in the specialty and a sufficient level of proficiency in a foreign language. In addition, being a complex and effective teaching method, the case method is not universal and is effective only in combination with other methods of teaching foreign languages, because in itself does not lay down the mandatory normative knowledge of the language.

Nevertheless, the use of the case method in learning a foreign language increases the level of knowledge of a foreign language in general. The method develops creative thinking; develops presentation skills; develops the ability to conduct a discussion and give reasons for answers; improves professional reading skills in a foreign language and information processing; teaches you to work in a team and develop a collective solution. Discussion, analysis of real situations, brainstorming, business games, project assignments lead to the creation of a favorable psychological atmosphere in the classroom, to strengthening the speech and intellectual activity of students, increasing their sense of self-confidence and creating a semantic context for communications. The pedagogical potential of the case method is much greater than the pedagogical potential of traditional teaching methods.

The case method is an extremely effective tool that allows you to apply theoretical knowledge to solve practical problems. The problem of introducing the case method into the practice of higher professional education is currently very relevant, which is due to the general orientation of the development of education, the focus not so much on obtaining specific knowledge, but on the formation of professional competence, abilities and skills of mental activity, and the development of individual abilities.

The case method came to foreign languages from economics, where it was successfully used to teach students. The basis of the method is dialogue, discussion, decision making. The essence of this method is to comprehend, critically analyze and solve specific problems or cases. A case is a description of a situation that took place in a particular practice and contains some problem that requires resolution. It is a kind of tool through which a part of real life is brought into the classroom, a practical situation to be discussed and a reasoned solution to be provided. Cases are usually prepared in writing and based on the experiences of real people. Due to the high concentration of roles in the cases, this technology is close to game methods and problem-based leaning.

In recent years, the concept of "competence" has reached the didactic and methodological level. A person who is competent in a certain area as a specialist has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it [1-3]. This is related to the system-practical functions of competencies and their integrative interdisciplinary role in general education.

Increasing attention to this concept is also due to the recommendations of the Council of Europe and the main provisions of the Bologna system of education, which can be attributed to the restoration and strengthening of the function of education, its approximation to the order of society [2, 8–18]. The analysis of foreign literature shows that the formation of the concept of "key competencies" is related to understanding them as a kind of indicators that determine the readiness of a graduate of a higher educational institution for life and profession.

Most authors believe that there should be broad programs aimed at the development of learning throughout a person's life, which are primarily related to the following briefly stated provisions:

1. Understanding the culture of competences – classification-identification of their tasks and areas of use: • competitive global economy; • development of creativity and innovative thinking; • active participation of all levels of higher educational institutions in education; • raising the standards of teaching and learning; • promoting the creation of a knowledge society, etc.

2. The concept of competence includes research components: • the individual's ability to contribute and respond to individual and social needs; • a complex of relationships, values, knowledge and habits; • the ability to competently perform tasks or work, etc.

3. Key competences contribute to success, development of the quality of public institutions, are related to various spheres of life. Key competencies – fundamental and basic competencies in the field of mathematics and physics; mathematical modeling and optimization of processes in various fields of science, engineering and technology, as well as equipment; mastery of foreign languages; the ability to learn innovative activities; social and entrepreneurial skills; general culture, etc.

The main needs and priorities from the point of view of the development of technical creativity of students in a modern higher educational institution, in our opinion, include:

1. The presence of polytechnics in a higher educational institution is the main opportunity for the formation of communicative and organizational abilities of students;

2. The growth of specialization of teaching in order to create a final product, project or technological process based on a broad technical outlook;

3. Strengthening interaction and close cooperation of various specialties in order to motivate creative cooperation due to competition in the team of designers;

4. Formation of new inter-course, inter-departmental and inter-faculty complex associations when solving various types of innovative projects, etc [8–17].

As you know, competencies are classified and identified by types of research: by hierarchy level - key, general subject, subject; by content – value-significant, general cultural, educational-cognitive, informational, communicative, social-labor, personal self-improvement competencies; by types of activity – formative and professional (table 1, 2). First of all, for polytechnic higher education, competencies can be classified and identified as:

1) academic and subject according to the direction of study on the way to achieving a positive result in professional activity;

2) cognitive in accordance with the constituent principles and methods of specific areas of study;

3) personal and creative, taking into account technological components;

4) administrative and strategic as directions of development and innovation in types of training;

5) social, for example, a high level of education and qualification of personnel is characteristic for Ukraine along with a low level of remuneration, which is attractive for the activities of foreign companies [18–22, 24, 25];

Table 1. Classification-identification of the discipline Fundamentals of equipment design (Prof. Bukhkalo S.I.)

№	Examples of the hierarchy of components of the discipline Fundamentals of designing chemical production equipment
1	General information about: objects of study and the subject of the discipline, the purpose of study, requirements for students' knowledge; historical development of chemical technology as a science Classification-identification of general provisions of scientific justification and requirements for design and manufacture of chemical equipment.
2	Determination of the component algorithms for the calculation and selection of heat exchange equipment - varieties and design features of plate heat exchangers (PTO).
3	Classification-identification of the main directions of design development, innovative research of chemical technology machines and devices - indicators of energy, resource and environmental efficiency of installations and equipment.
4	Determination of component algorithms for calculation and selection of heat exchange equipment - types of collapsible PTO.
5	Generalized structural scheme of the technological line, processes, equipment and stages of chemical production; the main issues of modernization of production.
6	Determination of the component algorithms for the calculation and selection of heat exchange equipment - semi-detachable PTO.
7	Hierarchy of the selection of the material performance of the main equipment according to the examples of the requirements of the scientific and technical documentation (STD) of production - varieties and features of the design.
8	Determination of the component algorithms for the calculation and selection of heat exchange equipment - types of non-decomposable PTO.
9	Classification-identification of the main indicators for calculating the strength of machines and devices of chemical industries.
10	Determination of the component algorithms for the calculation and selection of heat exchange equipment - varieties and design features of spiral PTO.
11	Classification-identification of general information on design methods: mathematical modeling, types of verification, equipment calculations, etc.
12	Determination of the component algorithms for the calculation and selection of heat exchange equipment - types and features of the design of recuperative heat exchangers
13	Classification-identification of general information about the processes of heat exchange and heat transfer of heat exchange apparatuses of chemical industries, types and features of equipment design.
14	Determination of the component algorithms for the calculation and selection of heat exchange equipment - varieties and design features of regenerative heat exchangers
15	Classification-identification of the main indicators of chemical production: definitions and provisions on hot (heating) coolants and cold (cooling) coolants.
16	Determination of the component algorithms for the calculation and selection of heat exchange equipment - varieties and design features of shell-and-tube heat exchangers

Table 2. Classification-identification of some components of the discipline Modern food technologies (Bukhkalo S.I.)

№	Examples of the hierarchy of components of the discipline Modern food technologies
1	General information about: objects of study and the subject of the discipline, the purpose of study, requirements for students' knowledge; historical development of modern nutrition technology as a science Classification-identification of general provisions of scientific justification and requirements for training components.
2	Definition, characteristics and classifications-identification of nutritionology as a science, its purpose, basic concepts of the theory and concept of nutrition.
3	Modern aspects of nutrition science regarding human nutrition: structure, purpose, tasks, classification-identification of study objects and hierarchy of course components in examples and tasks.
4	Systematization of branches and main types of food products. Functions of nutrition, interaction of the human body with the environment.
5	Classification-identification of the components of the quality and safety of nutrition of the population. Hierarchy of constituent socio-economic prerequisites for the creation of a healthy food industry in Ukraine.
6	Classification-identification, characteristics and definitions of the classical theory of nutrition. Hierarchy of components of the theory of adequate nutrition.
7	Classification-identification, characterization and definition of the concept of nutrition. Hierarchy of components of the alternative theory and concept of nutrition.
8	Definition, classification-identification of basic food dietary supplements. Hygienic regulation of food additives to food products. The measure of toxicity of substances
9	Classification-identification of food substances - nutraceuticals, probiotics, parapharmaceuticals - features and their characteristics.
10	Functional products in the modern nutrition structure. Main groups of functional food products. Functional products in the modern nutrition structure.
11	Concept of fusion cuisine, history of emergence and main trends, classification-identification and characteristics. The concept of molecular cuisine - classification-identification and characterization.
12	Examples of calculations of components of modern food technologies - classification-identification and characterization of material balances by dry substances.
13	Classification-identification, characteristics, definition and purpose of therapeutic and preventive nutrition.
14	Examples of calculations of components of modern food technologies, classification and identification of recipes.
15	Classification-identification of the main indicators of modern food technologies: definitions and provisions
16	Classification-identification of scientific principles of modern food enrichment technologies in examples and tasks, hierarchy of components of healthy nutrition.

Table 3. Functional diagram of development and implementation of innovative research

№	Components of development and implementation of a comprehensive research scheme
1	Determination of the current state of the problem based on an analytical review of the principles and methods of classification and identification of research components.
2	Characterization of the features of development processes – the hierarchy of understanding and execution
3	Definition and classification-identification of search mechanisms for possible implementation options for research components
4	Definition and classification-identification of search mechanisms for the accumulated own options for the implementation of research components
5	Classification-identification of the main variants of the concepts of the topic - analysis algorithms and research actions
6	Determination and classification-identification of conclusions from the search for accumulated own options for the implementation of research components
7	Definition and classification-identification of cooperation within the project based on the accumulated own variants of implementation of research components

6) pedagogical and methodological as participation in various forms of international cooperation, including numerous projects and actions, the need for political interaction, the active development of transnational corporations, etc. require participants in business communication to know the national, cultural and other characteristics of their partners

7) communicative principles of subordination, status or the principle of professionalism of the individual, means of communication as sign systems, verbal and non-verbal types of communication;

8) methodological according to the direction of study on the way to achieving a positive result in professional activity [23, 26–28];

9) innovative-technical and technological for types of training.

10) political - refer to the degree of stability of state power, the presence of national movements, the regime of government, etc.

11) economic – determine the pace of the country's economic development, per capita income, inflation rates, purchasing power, the cost of local labor, which is reflected in wages and staff motivation in general. Based on these positions, it can be determined that the competencies themselves can be classified as organizational and operational, cognitive (lat. cognitio,

"cognition, study, awareness") and creative, which have a creative beginning. At the same time, creativity (creation) is an effective way to solve the problem - it is, first of all, the use of the creative abilities of the individual student, which are characterized by the readiness to form fundamentally new ideas and are included in the structure of giftedness as an independent factor.

For example, the image of the country from the point of view of tourism, hotel and restaurant business and business should be the result of analytical and synthetic activities regarding the study of the unique tourist and gastronomic record of the country, which consists of a system of various components, even chemical engineering, modern food technologies and innovative restaurant technologies.

Competences are knowledge, experience, ways of working with real objects in the form of innovative projects of various levels. When developing the content of competencies, we fill "knowledge", "skills", "habits", "abilities", "qualities" with specific subject content, define the functions of each competency. That is, development methods and techniques are determined by the content and function of competence.

Analysis of the formation of the concept of "key competencies" is related to the readiness of a graduate of a higher educational institution for life and profession. The criteria for assessing the potential for intensification of development in the field of innovative technologies can be represented by the following facts:

• expansion of the number of students participating in game and complex design - it is possible to involve students of 1-5 courses of virtually all faculties;

• creation of prerequisites for effective cooperation of inventors and entrepreneurs in the development of innovative projects of various levels of complexity;

• widespread dissemination of information about the results of innovative developments, etc.

Program competencies of innovative polytechnic education can be presented as integral and general competencies of educational programs. Integral competence as the ability to solve complex specialized tasks and practical problems of technology and engineering, which involves the application of certain theories and methods of technology and engineering and is characterized by the complexity and uncertainty of conditions.

General competencies are defined by the standard of higher education of the specialty, for example:

1. Ability to abstract thinking, analysis and synthesis - algorithms for classification and identification of research components.

2. The ability to apply knowledge in practical situations - algorithms for classification and identification of components of experimental research.

3. Knowledge and understanding of the subject area of professional activity - algorithms for the classification and identification of training components.

4. The ability to communicate in the national language both orally and in writing - algorithms for the classification and identification of the components of research on cross-cultural communication.

5. The ability to communicate in a foreign language – algorithms for the classification and identification of the components of research on cross-cultural communication.

6. Efforts to preserve the environment - algorithms for the classification and identification of components of cross-cultural communication research.

7. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

8. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the field, its place in the general system of knowledge about nature and society and in the development of society.

To carry out complex game design, the main stages of the work of students of different faculties of 1-5 courses were developed (Table 3) and an innovative topic - resource and energy saving - was chosen. The analysis of the presented competencies allows us to draw a conclusion about their creative orientation as a preparatory stage for work in a creative direction.

Thus, according to the functional scheme, the main components of each stage of the functional scheme can be determined:

1. Organization of interaction with well-known projects; analysis of the development of society and technology; development of one's own views and position in the discussion; the ability to face uncertainty and complexity.

2. Search and study of various databases; consultations of experts at various levels and surveys of the environment; information search and its logical and structural classification; ability to work with documents.

3. The ability to benefit from experience: organizing the relationship of one's own knowledge, organizing it and developing one's own methods of study; self-education for the purpose of forming the ability to solve the problem of the task.

4. The ability to organize one's work, join a team of designers and contribute; bear responsibility and confirm the solidarity of actions in the group.

5. To have modern methods of mathematical modeling and optimization, to be knowledgeable in computer technology and programming from the point of view of setting and solving tasks, as well as the development of action algorithms at all stages of innovative design.

6. The ability to cooperate when working in a team and negotiate; make decisions, settle conflicts and disagreements; develop and execute contracts.

7. The ability to find new solutions in order to modernize objects, use innovative technologies, information and communication;

8. Have and show resilience in the face of difficulties, prove flexibility to rapid changes, etc.

Case study is a learning system based on the analysis, solution and discussion of situations, both simulated and real. Case study is considered one of the best methods for developing analytical and critical thinking and creativity; it has also proven effective in distance learning and forms the basis training in online trainings; This is also a method that should be classified as a group of logical methods for teaching translation.

The name Case study comes from the Latin term "casus" - a confusing or unusual case. Case study – does not have an exact translation into Russian. Basically, either the English term or several Russian-language analogues are used: case study (transliteration), business cases, case method, learning from practical examples, method of specific situations, situational learning, situational tasks, etc.

Learning from practical examples, as a way of development, has existed since ancient times; there are references to the fact that descriptions of specific battles and their analysis were used to develop leadership skills in boys in Sparta. However, officially, as a teaching method, the Case study method was first used at Harvard Business School in 1924, when its teachers and students were faced with the fact that it was impossible to learn the practice of management and business only with the help of existing textbooks. An alternative to textbooks was interviews with leading business practitioners and detailed reports (descriptions of situations) written on their basis on how top managers solved a particular situation, as well as descriptions of all the factors influencing their activities. This is how the Case study training system and the first business cases were born. Students were given descriptions of a specific situation that a real organization encountered in its activities in order to become familiar with the problem and find a solution to the business case independently and through a collective discussion.

"Case study" is a teaching method based on the consideration of specific (real) or modeled as real practical examples. By linking theory and practice, case studies effectively develop participants' ability to make informed decisions under time pressure. "Case" is something like a tool that allows you to apply theoretical knowledge to solve practical problems. There are "field" cases – based on real factual material and "desktop" – fictional cases.

The essence of case technology is that students are given a set of educational materials enclosed in a folder (case) and are asked (as a result of familiarization with the materials) to comprehend the content of the problem contained in them, which, as a rule, does not have a clear solution, and propose their own solution. using existing professional knowledge and skills. The main goal of studying cases when teaching a foreign language at a university is, first of all, to provide students with a scenario that is as close as possible to the real conditions of the functioning of the language in a certain professional field. The ultimate goal is to promote the formation of integrated knowledge, skills and abilities, as well as the combination of theory and practice.

At the same time, the role load of the case method in different subject areas is different. For example, in law, cases set precedent; in medicine, with the help of cases, you can find a new method of treating a certain disease; In the course of business disciplines, students are provided with data related to various aspects of the organization and functioning of enterprises. In any case, cases help students gain first experience of working in a team and develop abilities to perform a specific set of functions and professional roles.

The practice of using such technology in foreign language classes at a university, as existing experience shows, contributes to the activation of the educational process and is an effective means of developing the cognitive, professional and linguistic capabilities of students. The use of technology leads to an increase in the intensity of the educational process and provides a variety of forms of interaction between its participants.

Typically, work using Case study technology is structured as follows. A group of students is invited to consider any specific problem situation related to their future professional activities in a foreign language. For students a description of the decision is also offered for study, including the following information: why this particular decision was made; how this decision was implemented in practice and what the results (consequences) were. Students should familiarize themselves with the problem before class and think of their own ways to solve it. In the classroom during a training session, there is a collective discussion of a given case from practice, for example, a real-life foreign company. During the discussion of the case, the teacher himself usually tries to refrain from answering the questions posed. Instead, he asks questions from the audience and gives the floor to students to answer the questions themselves. In the process of discussion, a discussion ensues, and in a dispute, the truth is born. At the end of the lesson, the teacher can spend 10–15 minutes revealing what actually happened in the real situation, on the basis of which the case was written, and try to analyze the students' reasoning and lead them to new conclusions. However, the case method still places the main emphasis on students' independent thinking, their personal ability to convey their thoughts to the audience and constructively engage in debate, as well as adequately respond to criticism from colleagues. Traditional test forms for mastering the material presented in the case can be a prepared message or a completed poster or booklet. At the same time, the work must meet a mandatory condition, namely, contain a detailed analysis of the situation, as well as comply with the principles accepted in a certain professional field and contain possible solutions to specific problems.

Conclusions and ideas for further investigation

Teaching foreign languages in the context of professional training of future engineer-teachers should be aimed at solving the following task - to develop in future specialists the ability to carry out international

professional interaction, to ensure the possibility of their constructive professional communication with foreign colleagues. In this regard, there is a need to choose the best option from the variety of modern methodological technologies, taking into account the level of training, stage of training, and individual characteristics of the students [13, 30].

Today, due to the rapid pace of development of innovative technologies, changes are occurring in all spheres of society. In particular, in higher education there is a need for new methods and approaches to teaching foreign languages. New technologies in teaching foreign languages prove their effectiveness in practice and lead to high rates of mastery of foreign languages.

Currently, along with traditional methods of teaching a foreign language (grammar-translation, structural and communicative), innovative ones are used.

The priority is the active mental activity of the student, and the teacher plays the role of a supervisor who provides well-chosen teaching methods that meet the goals.

Modern innovative methods in teaching foreign languages include such as the project method (Internet projects), case method, STL-collaborative learning, brainstorming, problem-based learning

A foreign language teacher at a university today has countless opportunities to choose teaching methods and technologies to solve the assigned tasks of forming a creative, active personality capable of adequately responding to tasks and situations in the surrounding world. This could be a technology for maintaining a language portfolio, a method for solving problems, a method for analyzing specific examples, and much more. At the same time, it is necessary to help each student open himself up to communicate with the outside world and teach the languages of communication with this world. The student must become an active participant in the learning process, and the role of the teacher must be transformed into an advisory and partner plane.

One of the pressing problems of improving the quality of teaching a foreign language at a university is the task of forming control over competencies as such. Control, as is known, largely determines the content of training. Effective development of a particular competence within the framework of teaching a foreign language is possible only if it is the main object of assessment during the final control based on the results of mastering the content of the discipline reflected in the curriculum. In other words, the foreign language course program must clearly state that, as part of the final control, the student must demonstrate specific knowledge and practical skills. Only in this case can we say that the purpose of such a course will be the formation of a certain competence (as a set of certain knowledge and skills). Such control cannot be carried out even in the absence of criterion-level scaling of the formation of certain competencies of students. Therefore, the task of foreign language teachers today is to create databases based on monitoring the achievements of their students so that the requirements for students to master certain competencies are at least somehow correlated with their real capabilities and needs.

Interactive methods in teaching a foreign language are also capable of ensuring a high degree of activity and independence of students. In the conditions of professionally-oriented training, the following methods of interactive training can be used: business games, disputes, discussions, performances, conferences. Firstly, they ensure the interconnection of individual and group forms of student work; secondly, they imitate certain problematic situations that occur in the professional activities of a specialist in real conditions; thirdly, it encourages students to make decisions and achieve their goals; fourthly, they contribute to the creation of a positive creative environment in the classroom and, as a result, eliminate barriers of anxiety and fear when generating foreign language speech; and fifthly, which, in fact, is the most important - these methods make it possible to comprehensively implement the principle of professional orientation of training, which makes it possible to increase students' interest in foreign language classes and optimize the educational process. With this approach, a foreign language becomes one of the means of studying a specialty [28–34].

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ІННОВАЦІЙНІ КОМПЛЕКСНІ ПІДХОДИ ДО НАВЧАННЯ ІНОЗЕМНИХ МОВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Обговорюється важливість навчання студентів іноземних мов у вищих навчальних закладах за інноваційними методами навчання. Вивчено основні інноваційні підходи. Використання кейсів і проектів на заняттях уніфіковано. Обговорюється, що інноваційні підходи сприяють розвитку мовних навичок, другою метою роботи з інноваційною методикою є комунікативна практика. У статті описані можливі інноваційні підходи. У статті описано інноваційні підходи до навчання іноземних мов. Визначено, що системне використання інноваційних підходів покращує мовну компетенцію та формує необхідні навички. Використання різноманітних методів і прийомів активного навчання викликає в учнів інтерес до самої навчально-пізнавальної діяльності, що дає змогу створити атмосферу вмотивованого, творчого навчання й водночас вирішити цілий комплекс освітніх, виховних, розвиваючих завдань.

Ключові слова: інноваційна освіта, проектно-орієнтований підхід, інноваційні підходи до навчання, педагогіка, іноземна мова, комунікація, інноваційні технології навчання.