

INNOVATIVE TRAINING METHODS USED DURING FOREIGN LANGUAGE CLASSES IN NON-PHILOLOGICAL HIGH SCHOOLS OF UKRAINE

The article describes and analyzes the most effective innovative teaching methods used during foreign language classes in non-philological higher education institutions.

Key words: *contextual training, simulation training, problem-based training, full assimilation of knowledge, modular training, distance training.*

Modern trends in Ukraine's language education are determined by the process of Europe unification, its spread to the East, which is accompanied by the formation of a common educational and scientific space, and the need to develop uniform criteria and standards on the scale of the entire continent. Language education in Ukraine is also being reformed taking into account the main achievements of European countries in this field. The ideas of the language policy of the Council of Europe are increasingly being implemented in Ukraine: the number of languages studied is increasing; the number of people who speak at least one foreign language is increasing; the study of several foreign languages has been started in secondary educational institutions; the attitude towards the study of foreign languages in higher educational institutions of a non-philological profile is radically changing [2].

The Law of Ukraine "On Higher Education" among the main tasks of higher educational institutions envisages "ensuring an organic combination of educational, scientific and innovative activities in the educational process" [5]. In addition, the modern socio-economic development of society requires the use of new innovative methods and technologies of training students of higher education in non-language higher educational institutions, which will allow future specialists to be more competitive in the labor market [8].

Research on innovative teaching methods in higher education belongs to many foreign and Ukrainian scientists: A. M. Aleksyuk [1], I. I. Dobroskok, V. P. Kotsura, S. O. Nikitchina [3], P. Yu Saukh [6], M. V. Lysenko [4] and others. Their analysis and implementation in the educational process do not lose their relevance even today.

We consider the most effective innovative teaching methods used in foreign language classes in non-linguistic higher education institutions to be: contextual training, simulation training, problem-based training, full assimilation of knowledge, modular and distance training [8].

Contextual training is based on the integration of various activities of higher education students: educational, scientific and practical. During such training, conditions close to real ones are created, the content of training is involved in the context of solving important tasks of professional activity.

The basis of simulation training is simulation and game modeling in the conditions of training of processes occurring in a real system. The essence of this technology is to prepare students of higher education to solve specific problems in a group. After all, the usual form of education is the interaction between the teacher and the student only, and this method helps to develop the personality in the process of working with the team. During a fruitful discussion, the problem of discussion is a significant element in the process of assimilation of information [7].

Problem training is based on a personal and activity approach to the organization of the learning process. It is carried out on the basis of the initiation of an independent search for knowledge by the student of higher education through problematization (by the teacher) of the educational material. Problem-based training includes such areas as case studies, role-playing games, and simulations. The structure of a class with elements of problem-based training consists of a sequence of learning problems created by the teacher. The task of the teacher is to listen to

different points of view, to coordinate the direction of thinking of the applicants using a system of questions, to correct mistakes, to help in working with various sources of information.

Modular training is a type of programmed training, the essence of which is that the content of the training material is rigidly structured with the aim of assimilating it as fully as possible, accompanied by mandatory blocks of exercises and monitoring of each fragment.

The full assimilation of knowledge is based on the need to make learning outcomes fixed, while optimally changing the parameters of learning conditions depending on the abilities of higher education seekers.

Distance training is considered a type of correspondence education based on the use of the latest information and communication technologies and tools. It provides wide access to educational resources, the extremely mediated role of the teacher and the independent and autonomous role of the student of higher education [9]. With the introduction of distance training, many universities are already using online seminar technology called “webinar”, which shows comparative tables, presentations, videos, etc. With the help of Internet technologies, the webinar preserved the main feature of the seminar – interactivity, which provides simulation of the functions of the speaker and the listener, who will work interactively, communicating together according to the scenario of holding such a seminar [10].

Therefore, the use of innovative teaching methods in foreign language classes in higher educational institutions of a non-philological orientation contributes to the formation of future specialists who are competitive in the labor market both in our country and abroad.

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