

# INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL ESTABLISHMENTS

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In the process of reforming a system of higher education in Ukraine, special attention is devoted to teaching foreign languages. Today, the labor market needs knowledge at least of one foreign language, and all student's exchange programs impossible without knowledge of a foreign language. Such state of the problem requires a teacher's using of innovative approaches to teaching a foreign language.

First of all, we can mention, that in pedagogy, the concept "approach" is defined as a set of views and ideas implemented in theory and practice. The approach defines the whole set of a content, tools, methods of activity used in a pedagogical process.

According to the foreign language's teaching, there is no single classification of teaching approaches. We can mention, that the approach to teaching a foreign language is effective if:

- it is simple and clear for both a teacher and a student;
- the level and amount of an educational material is constantly increasing;
- a constant material repetition is a part of it, as well as a testing;
- modern teaching tools are used;
- the approach is flexible, which is necessary in order to cope with different learning conditions.

Today, there are many approaches to teaching a foreign language, which displace a traditional system, create an interactive learning environment and make changes in the content and forms of teaching. Among them, we can excrete: "Problem-based learning", "Flipped classroom", "Space Learning", "Collaborative learning", "Interdisciplinary learning", etc.

So, "*Collaborative learning*" is defined as a joint learning organization in which students with different abilities and interests work together in small groups to complete project or problem solving [3].

Unlike a cooperative learning, in which each student is responsible for their own part of the work, during a collaborative learning, all team members work together for solving a common problem.

Distinguishing concepts of a cooperative and a collaborative learning, we can note that a cooperative learning is more focused on a teacher who forms groups, organizes positive interdependence and teaches students cooperative skills. A collaborative learning allows students to form groups' interest, friendly relations and wishes by themselves, research and contextual approaches are used to teach interpersonal skills [2]. That is, a collaborative foreign language learning is an organization of a learning process in small groups for solving practical problems in a foreign language without the teacher's coordination in order to person's self-actualizing.

Collaborative learning forms of teaching a foreign language are an interview, a round table, a focus list, structured solution problems, questionnaires, a pair annotation of the article, a role play, a problem solving, Jigsaw method (puzzle), etc.

Another approach to teaching a foreign language is a "*Space Learning*". The "Space Learning" – is mentioned that a learning content is repeated three times, with two 10-minute breaks when students do, for example, physical or game exercises. It is proved that a constant stimulation of brain cells during learning, activates the mechanism of a connection formation, but it is important that periods of brain stimulation were replaced by periods of a rest. This allows switching another activity quickly, building associations and taking a break before moving to another section or another task [1]. In the context of higher educational establishments, such a technique can also be actively used by teachers in the process of teaching a foreign language, when during the break can be used role-playing and business games, watching videos, various game tasks, etc.

Also, during teaching a foreign language, very effective there is one of the methods of a speech approach – the method of a "*Visual Thinking Strategies*", which is based on the fact that learning begins with the natural ability to observe, using an imagination. So, the teacher, paying students' attention to proposed on the slide

image, asks open-ended questions such as: What is happening on the image? What made you think so? What can we see more? Justify your answer, etc. Students think and give answers. The process of image's discussing is able to develop critical thinking, foreign an oral and a written speech, confidence, cooperation, as well as a visual literacy.

Another modern approach is called "*Flexible Fridays*", which is mentioned that during a training, the day on which students study a topic or section that they have not assigned or have difficulties in performing a certain task is determined. Some students repeat, some study and consult with the teacher, which is convenient for mastering a certain part of the training course. Also, they don't spend much time on performing an incomprehensible or difficult task at home. This approach to teaching, allows students to understand the key concepts of the topic, consolidate the material, expand their knowledge of the topic. We can noted, that about 25% of the total class time is spent by the teacher on the organizational moment, other activities, explanation of a homework, which affects the quality and amount of a material learned.

Finally, another approach to teaching a foreign language in higher educational establishment is called a "*Place-based learning*", is mentioned, that teachers and students are involved in solving community problems. This approach differs from traditional classroom teaching in the way, that the primary source of learning is a local history, culture, economics, literature and art, which is the place of a teaching. The purpose of this approach is to teach students, first of all, not national or global topics and issues, but to acquaint them with current local problems and issues, because, students must first learn about the environment as much as possible and gain basic knowledge of a history, economics, culture, etc., and then study broader aspects and disciplines. This approach is sometimes called "*Service Learning and Community Engagement*" [4].

Therefore, due to this approach, teaching a foreign language can be implemented by:

- a professionally-oriented travels of students, as well as meetings with public figures and professionals in economy, businessmen, etc .;
- an involvement of students and teachers in a public life;
- a studying abroad , which allows students to participate in various short-term and long-term programs, which will increase the motivation to learn not only a foreign language, but also other disciplines;
- broadening horizons, realizing modern world socio-economic problems, challenges and changes;
- using of the latest learning technologies (applications for mobile phones, social networks, blogs).

Thus, using of innovative approaches to foreign language teaching will make long-term learning a favorite for students, stimulate learning regardless of the teacher, teach critical and creative thinking, develop students' confidence and desire to learn, work and properly distribute their own learning.

#### **LITERATURE:**

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