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NEW APPROACHES TO TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL ESTABLISHMENTS

The methodology of teaching foreign languages is constantly developing and is in search of the most effective ways of learning. The development and modernization of education in higher educational establishments requires a wide range of scientific researches, which are connected with the implementation of modern technologies into the educational process and modern approaches. Graduates of higher educational establishments should master foreign language on the level of sufficient, personal and professional communication, and that's why it is necessary to ensure the effectiveness of training and improve the quality of the acquired knowledge, skills and abilities. The state's needs in highly qualified specialists, which are able to establish business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in programs of Ukraine higher educational establishments [5, p. 21].

Today foreign language is not just a part of the culture of a certain nation, but it is the key to success, the future of a successful student's career. The achieving a high level of foreign language proficiency is impossible without the fundamental linguistic training at a high school. In most universities, students learn at least two foreign languages. Therefore, the question is raised about the implementation of new methods of teaching the foreign language and special educational techniques. In the methodology of teaching foreign languages «teaching methods - are organized ways of the teacher and the student, aimed at the effective resolution of educational material; the teaching method serves as a tool for the teacher to perform a leadership function – teaching» [2, p. 150].

The problem of finding modern effective approaches to teaching foreign languages is relevant and reflected in works of scientists [1, 3]. However, the

constant evolution of the public order predetermines the further study of the theoretical foundations of different approaches and the specifics of their implementation in the process of learning.

Consequently, at a modern stage, scientists distinguish the following approaches to teaching foreign languages in higher educational establishments:

a) the informative approach, the characteristic feature of which is the accuracy and specificity of theoretical knowledge;

b) the innovation approach provides a positive motivation for gaining knowledge in all subjects, active functioning of the intellectual and volitional spheres, forming a steady interest in the subject, contributes to the development of the creative personality;

c) the cognitive approach involves the use of human knowledge and environmental objects for more effective learning;

d) the pragmatic approach considered the fact that the real communication, the expression exists only in the pragmatic context;

e) the individual approach involves the selection of specific individual tasks, skills and abilities;

f) the communicative approach combines the conscious and subconscious components in the process of learning a foreign language, that is, the mastering of rules of operation with other language models takes place simultaneously with the mastery of their communicative-speech function;

g) the thematic approach goes to unify the themes of giving them an artistic character;

h) the intuitive-conscious approach considers the models in the intensive schedule with further awareness of their meaning and rules of operation by them.

In order to improve the student's motivation base in the process of teaching foreign languages, it is desirable to use different content projects in accordance with the program. They are: literary-creative, natural sciences, ecological, linguistic, cultural studies with historical-geographical, ethnographic, political, art studies, and economic elements, sports, geographical, musical, etc.

In the didactic plan, the teacher should select, first of all, the existence of a research-relevant problem that requires integrated knowledge and researches; practical, theoretical, cognitive significance of the expected results; students' independent work (group, pair or individual); definition of the first goal of joint or individual projects; identification of basic knowledge from different fields needed to work on a project; systematize the content of a project with the indication of phased results; use research methods; the effectiveness of the projects.

Therefore, the implementation of modern approaches to the teaching of foreign languages at universities should improve the quality of teaching foreign languages, and bring it closer to the standard of the native speaker. In order to improve the quality of students' knowledge of foreign languages, it is necessary to use advanced approaches that allow diversifying and improving the teaching of foreign languages, making it as close as possible to real conditions.

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