

NEW APPROACHES TO LEARNING ENGLISH IN UKRAINE

During the Soviet period, learning foreign languages was determined primarily by the policy of Soviet power. As O. Vyshnevskyi points out, «this understanding of a subject responded to the educational policy of Soviet government, in which all children had to study the main European languages, but they should not have mastered them». The first installation was propaganda but the second defended society from the influence of a bourgeois ideology [1].

When Ukraine has gained its independence, the relics of such an instruction continued to exist in the post-soviet method of teaching English in the form of certain pedagogical views, techniques and stereotypes.

The main problems of such an approach to learning English were its nominal knowledge (so-called «English with a dictionary»), disconnected grammar knowledge that the user could not use in a practice, a theoretical presentation of the material which was presented in the form of long and sometimes incomprehensible rules that had a low practical value.

The main activities were reading and translation (often old and uninteresting texts that had a low practical value). A lack of time was spent on listening and speaking, which were reduced to a simple learning of texts. The work was mainly conducted in the system of a teacher-student or a student-teacher, where the teacher was the main person who apprized information and was a strict controller, whose role was to identify mistakes and imperfections in students' speech.

At the beginning of the 20th century, the Council of Europe has elaborated and confirmed European Recommendations for the language education [1]. This document is recommended by the Ministry of Education and Science of Ukraine for using in the learning foreign languages at all levels. According to the European Recommendations for the language education, six basic levels of learning a

language have been identified: A1 and A2 (elementary user), B1 and B2 (independent user), C1 and C2 (advanced user). Each activity is considered according to descriptors and provides objective criteria for determining the level of learning the language by a particular language user.

Today, due to innovations in teaching foreign languages, it is planned to increase the level of mastering the language among young people and scholars for the purpose of social and economic development of the state [2].

European experience shows that the most effective approach of learning English is a competent approach, which is aimed at the development and formation of practical skills, gaining experience in using theoretical knowledge in a practice. With the help of such an approach, English is a tool for solving practical problems in cooperation with foreign partners, but not an end in itself, language for the sake of language, which will remain at the level of the textbook and educational audience and will not be used in a real life.

European method presage that communication is considered as the main purpose of the language using. The communicative approach is the basis of educational and methodological complexes elaborated by groups of specialists and methodologists, native speakers, taking into consideration the latest research methods of teaching, pedagogy, psychology and other adjacent sciences.

Modern English educational and methodical complexes consist of a textbook (student's book or course book) and a workbook with audio files for the student; CDs and DVDs; books for the teacher with detailed methodical recommendations not only for the course as a whole, but also for every lesson; recommendations for student's assessment for each type of a task; interactive tasks on cards, which produce unprepared oral or written speech; tests for a current control and a final test, forms for students' self-assessment and tracking a personal progress, etc.

Consequently, the principal in the learning English is the development of competencies in four types of a speech activity - reading, listening, writing and speaking. Due to typical tasks and exercises in English educational and methodical

complexes, students mastered the basic strategies of working with every type of a speech activity, as well as get used to the format of conducting international examinations in English (FCE, CAE, IELTS, TOEFL, etc.) and develop the necessary skills.

Another advantage of modern European complexes is an activity-oriented approach, which anticipates a learning material that is as close as possible to real life situations and needs of users in the language, tasks for the development of a critical thinking, pragmatism.

The new paradigm of foreign language education is also based on using a multimedia, audio and video materials, with further tasks and discussions at every lesson; the use of the Internet for creating a speech environment for students; implication of modern devices for searching and processing information (smart phones, tablets, laptops); organization of a student's project work, implication of non-standard and creative tasks; engaging students in cultural and educational activities which are conducted in foreign languages (English speaking club, competitions, exhibitions of creative works, decades of foreign languages, theatrical performances, English speaking camps); students' practice abroad, especially in English-speaking countries [3].

Students learn both receptive and productive activities. Much of the time is devoted to a productive speech, which involves formulating thoughts during interactions. The use of the native language in the communication process is minimized. According to this approach, learning becomes interactive, presages changing partners in communication through working in pairs, mini-groups (3-4 students) and large groups (from 5 students).

In the process of learning, a teacher helps the student to realize himself as a self-worth, supports aspiration for self-development, self-realization, self-improvement, contributes to personal growth, the disclosure of abilities and cognitive possibilities, creates an atmosphere of unconditional acceptance, understanding, and trust; directs the student in the educational process; provides

professional recommendations and correctional advice, focuses on the personal progress of each student and helps to find the most effective way to learn English.

The implementation of European approaches to learning English in Ukrainian universities has already begun, but there are a number of problems which arise in the professional activity of English teachers: the low level of mastering English by school graduates; insufficient internal motivation to learn English, skip classes, poorly developed ability to organize their own work and learn English systematically; the difficulty in adapting to the new method of learning English, the lack of classroom's hours, etc.

The overcoming of these problems depends on the teacher. Take into consideration requirements of time and the maximum mark on the result which is prescribed in the standards of all specialties, to ensure a quality process of learning English at a high school is capable a specialist who has a sufficient level of English for teaching at universities (C1-C2 levels), knows modern European methods of learning English, as well as technologies of a productive interaction with the student, is able to create a favorable psychological climate during the learning of English for the providing a student's self-confidence.

A minority of teachers may confirm that they master all competencies, having only the basic education of an English teacher, as all competences are changing and requiring a constant development and improvement. So, today the Ministry of Education and Science of Ukraine pays a considerable attention on improving the qualifications of teachers and their motivation for studying an international experience, participation in international programs and projects, trainings with leading methodologists from EU countries and the USA, getting international certificates confirming the level of mastering English (FCE, CAE, IELTS, TOEFL, etc.) For this purpose, conditions for the active cooperation with international organizations (the British Council, the US Peace Corps in Ukraine, the TESOL and UK Educational Associations of Teachers from the United States (IATEFL) have been created.

In conclusions, we would like to say that the main innovations in the approaches to learning English in Ukraine are the breakaway from the post-soviet methodology; compliance with the contents of the European recommendations for the language education, unification of educational levels in Ukraine and in the world, compliance with modern European standards of the language education in accordance with descriptors, which define levels of mastering English (from A1 to C2); a competent approach in the learning foreign languages, the development of competences in all four types of speech activities (reading, listening, writing and speaking); minimizing the use of the native language in the communication process, learning interactivity, the dynamism and variety of tasks at the lesson; orientation to international exams in English (FCE, CAE, IELTS, TOEFL, etc.); an activity-oriented approach, which determines the teaching of material, as close as possible to real life situations and user needs; the task of developing critical thinking; active use of multimedia, audio and video materials, the Internet to create a speech environment for students, the use of modern devices for the searching and processing information; organization of a student's project work, implication of non-standard and creative tasks; engaging students in cultural and educational activities which are conducted in foreign languages; students' participation in exchange programs and practice abroad, especially in English-speaking countries.

LITERATURE:

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