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MODERN APPROACHES TO TEACHING ENGLISH LANGUAGE

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The study of foreign languages in modern society is becoming an integral part of the professional training of specialists in various fields, and the degree of their language training can largely depend on their further career development. Studying a foreign language contributes to the development of communicative competence and develops students' ability to the study of a foreign language contributes to the development of communicative competence and develops students' ability to use it as a tool for communication. The success of learning depends largely on the right choice of teaching methods.

The variety of methods and ways of mastering a foreign language in a higher educational institution leads to the necessity of rational choice of one of them or an optimal combination of mutually complementary methods and technologies, from which follows the necessity of generalizing knowledge about methods and techniques of organizing foreign language communication. Now intensive foreign language teaching is realized in various developing, newly created and operating methodological systems. It is conditioned by the variety of specific goals of foreign language teaching for different groups of learners, as well as the diversity of learning conditions.

The method of cases or the method of concrete situations - a method of active problem situational analysis, based on learning by doing specific tasks - situations. The immediate purpose of the case-method is a joint discussion and analysis of the case (events that occurred in this or that area of activity) by a group of students, the development of practical solutions followed by the evaluation of the proposed algorithms and the choice of the best in the context of the problem.

A case is an event that actually happened in a particular field of activity in order to provoke a discussion in the classroom. The case method in teaching English can be used taking into account the specifics of the subject. In order to form students' necessary abilities and skills in a particular type of foreign language speech activity, as well as linguistic competence at the level defined by the program and the standard, it is necessary to active oral foreign language practice for each participant in the educational process. Since a foreign language as an element of culture functions within a certain culture, we are also talking about the need to form country-specific competence of students. In order to form communicative competence outside the linguistic environment, it is necessary to look for ways to include students in an active dialogue of cultures, so that they can learn in practice the features of functioning of English in cultures new to them. [4]

The case method, which has gained a leading position in modern teaching practice abroad, developing mastery of these speech functions, gives the opportunity to to master the knowledge of the specialty in a foreign language, increase the level of professional competence and self-esteem. At the same time, the previously earlier in the methodology the learning objectives: communicative setting, linguistic objective, mental and educational goals, etc. -remain relevant. The leading role in the theoretical development of the method and its practical application belongs to P. Duff, C. Faltis, J. Heap. J. Heap [1; 2; 3].M. Dolgorukov refers the "case study" method to "advanced" active methods learning [5]. The increase in the student's "luggage" of analyzed cases increases the probability of using a ready-made solution scheme for a given situation. Situational learning

teaches how to search for and use knowledge in a dynamic situation, developing flexibility of thinking.

The use of the case method in English classes in a professional environment has two complementary goals, namely: Further improvement of communicative competence (linguistic and socio-cultural) and shaping of professional qualities of the trainees. Familiarity with a case (reading a professionally a professionally oriented text in which a task is formulated in the specialty, in the original or with minor abbreviations and minor adaptations, and subsequent translation), independent search for a solution (internal monological speech in English), the process of analysis of the situation during the process of analyzing a situation during a class (monologic and dialogic speech, prepared and spontaneous, also in English) - all these are examples of communicative tasks.

Audience communication related to case work, which is characterized by argumentation, discussion, argumentation, description, comparison, persuasion, and other speech acts, trains the skill of developing the correct strategy of speech behavior, observance of norms and rules of English-speaking communication. The teacher on the following skills assesses students' comments on the content of the case study: analytical, managerial, decision-making skill, interpersonal communication skill, creativity, oral and written communication skill in English (lexico-grammatical aspect). Therefore, the case study method includes both a special type of learning material and special ways of its use in the educational practice of English.

According to the results of applied research, it has been established that case method can be used as an exceptionally effective method for to achieve the goals of teaching a professional foreign language and intercultural adaptation. However, the application of this method in teaching foreign language teaching must be methodologically justified and ensured. This It is necessary both at the level of the educational process organization. The whole curriculum, as well as at the level of its planning by an individual instructor.

The disadvantages of using this way of organizing instruction are the fact that it is difficult to guarantee the independence of the performance of all assignments for individual students. The case-method in foreign language classes is recommended for groups with a certain amount of specialty knowledge and a sufficient level of foreign language proficiency. Besides, being a complex and effective method of teaching, the case-method is not universal and is effective only in combination with other methods of teaching foreign languages, because it does not lay down the obligatory normative knowledge of the language.

The use of the case-method in the study of 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 lead a discussion, argue answers; improves professional reading skills in a foreign language and information processing; teaches teamwork and team decision-making. In the conditions of interactive learning students have a stronger sense of personal involvement into the educational process and responsibility for their own educational results. Discussion, analysis of real situations, brainstorming, business games, project tasks lead to creation of a favorable psychological atmosphere in the class, enhancement of intellectual activity of students, increase their sense of self-confidence and create a semantic context of communication.

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NEW APPROACHES IN THE EDUCATION SYSTEM

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According to the majority of teachers (V.P.Bespalko, V.M.Monakhov, D.B.Elkonin, etc.) traditional authoritarian pedagogy has revealed its insolvency. The ideal of traditional pedagogy comes down to a system of control over certain and unambiguously prescribed actions of students: repetition, memorization, reproduction, imitation, etc. - creation of rigid conditions for students. A number of researchers (T.P. Zaitseva, V.M. Monakhov, G.K. Selevko and others) identified the negative aspects of the classroom-lesson system [6]:

- Weakening positive motivation;
- increase in the number of children's stresses;
- Decrease in the level of confidence in one's abilities;
- Deterioration of systematicness in knowledge;
- Decrease of interest in knowledge;