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PROBLEM METHODS OF TEACHING ENGLISH FOR PROFESSIONAL PURPOSES**Kitchenko A.S.**Kharkiv Institute of Trade and Economics
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The article highlights the issue of problem methods of English language teaching that encourage personal activity of students. The described methods provide an active attitude to knowledge acquisition, regularity and perseverance in the performance of tasks and eventually cause a positive learning outcomes. The problematic situations presented by the author are aimed at stimulating of thinking, because the aim is the formation of the positive attitude to knowledge, the communicative skills necessary for the everyday life and professional communication, and the ability to apply them.

Keywords: problem learning, communicative method, discussion, problem situations, foreign language.

Introduction. The main task of the higher educational institution is to train specialists capable of non-standard, flexible and timely response to changes taking place in the world. Therefore, to prepare students for professional activity in the future, innovative teaching methods are used. One of the central problems in modern teaching methods of a foreign language is the problem of increasing the efficiency of learning in a very limited number of hours allocated for the course of a foreign language.

To achieve a high level of English language, it is important for a teacher to know the latest teaching methods, special educational techniques and techniques to optimally select one or another method in accordance with the level of knowledge, needs, interests of students, etc. Rational and motivated use of teaching methods in foreign language classes requires a creative approach from the teacher, because education is both science and art, so the approach to the choice of teaching methods should be based on the creativity of the teacher.

Analysis of recent research and publications. Problem studies were studied by many scholars such as V.T. Kudryavtsev, I.Y. Lerner, O.M. Matyushkin, M.I. Makhmutov and others. The analysis of psychological and pedagogical literature shows that today there is no single point of view on the phenomenon of problem learning. For example, some researchers see a new system of learning in it (M.I. Makhmutov, V. Okony and others), others – a special method of teaching (I.Y. Lerner and others), the third – a means to increase the effectiveness of learning (Y.K. Babansky), the fourth – a special approach to the organization of learning (T.A. Ilyin, M.M. Skatkin, and others), the fifth – form of education (Y.K. Babansky); sixth – the principle of training, etc. However, all authors combine what is problematic.

However, all authors are united by the fact that the problem in the study is considered as one of the regularities of the development of mental activity of those who learn in solving educational and research tasks.

The purpose of the article. This article intends to consider the main methods of foreign language teaching and the need to use problem-based learning in the process of learning a foreign language for professional purposes.

The statement of the main material. Problem learning is a system of teaching methods in which

students get knowledge not by learning and memorizing them in the finished form, but as a result of mental work for solving problems and problematic tasks built on material content that is being studied. Problem learning is used both at the stage of introduction of educational material, and at the stage of its consolidation in the process of linguistic practice at different stages of students.

In pedagogical practice, there are three methods of problem learning, which are characterized by systems of actions of the teacher and students: problem presentation of educational material, partly searching method and research methods.

The essence of the problematic presentation of educational information is that, having created a problematic situation, the teacher does not just inform the final conclusions of science, and goes along with the student as if the path to discovery reveals internal contradictions between objects, demonstrating thus the path of scientific research.

The partly searching method assumes that students partially carry out an independent solution to the problem under the direction of the teacher, find new, more optimal ways to solve the problem, while being under constant control from the teacher side, which directs the search on the right path.

The research method corresponds to the study, when students, realizing the problem, independently determine the search plan, build assumptions, ponder their examination, conduct observations, fix facts, compare, classify, generalize, prove, draw conclusions, thus allowing more closely to associate learning with life and professional activities. Thus, problem-based learning contributes to the development of logical thinking of those who study, teaches dialectically to solve contradictions, that students can meet in their professional activity, and a teacher tries to develop a clear idea of logic from future specialists research, its stages, the need for a solution to any problem, to strive to build the largest number of hypotheses and the formation of optimal ways to obtain the result.

Problematic teaching methods are used in the process of learning a foreign language for professional purposes by future specialists, in our opinion, contributes to the formation of sustainable knowledge, skills and abilities for action in specific situations of future professional activities.

Therefore, when selecting modern teaching methods, it is necessary to consider the following criteria according to which the used methods should:

- create an atmosphere in which student feels free and comfortable, stimulates his interests, develops the desire for practical use of a foreign language;
- to encourage the student, affecting his emotions, feelings, etc.;
- to stimulate his linguistic, cognitive and creative abilities;
- to activate the student, making him the main active person in the learning process, actively interacting with other participants in this process;
- to create situations in which the teacher is not a central figure, that is, the student must realize that the study of a foreign language is related to his personality and interests, and not with the methods and means of teaching used by the teacher;
- to teach a student to work on a language independently at the level of his physical, intellectual and emotional capabilities – at the same time, to ensure the differentiation and individualization of the educational process;
- to provide different works in the classroom: individual or group to a certain extent, stimulating students' activity, their autonomy, creativity.

The activity-based and communicative approaches in foreign language teaching of students are popular nowadays.

In the process of learning by communicative method students acquire communicative competence – the ability to use the language depending on the situation. They learn how to communicate in the process of communication itself. This method helps to overcome the language barrier, depriving people fear to speak foreign language. During classes students can use the language in real life situations. The communicative method develops all language skills: from oral and written language to reading and listening. Grammar is taught in the communication process: the student learns and develops first words, expressions, language formula and then begins to disassemble what they are off in terms of grammar. Students and teacher communicate only in English language.

New rules and words are explained by the teacher only with the help of familiar vocabulary, grammatical constructions, gestures, facial expressions, drawings and other visual objects. Formation of skills takes place in several stages:

1. Assimilation of standard skills.
2. Automation of their use.
3. Development of skills in free communication situations.

Activity-based approach suggests that the learning process should be as close as possible to the future professional activity of the student. Work with information in any language requires the formation of certain intellectual skills: the ability to analyze information, select the necessary facts, constructing them in logical sequence, the ability to put forward arguments and counterarguments. As a rule, starting to work in a specialty, when communicating with their foreign colleagues, a young specialist faces the need to solve problems of theoretical and practical significance, which require clear thinking, the ability to formulate this opinion orally or in written form in a foreign language. Therefore, the process of teaching a foreign language can be effectively updated by problematisation of the educational process using information sources.

It is about the use of a number of problematic methods. These include research, search, discussion methods, project method. Formation of a specialist of a new level, possessing creative abilities, critical thinking, professional competence, able to produce and make decisions in an unstable, rapidly changing situation, involves the use of methods of activation and problematic language education. These methods allow future specialists to formulate certain models of scientific research, models of decision making, which they can apply in future activities and not only in it.

Let's consider the method of projects and the method of analysis of specific situations.

The basis of the method of projects is the idea that constitutes the essence of the concept of "project", it is pragmatically oriented to the result, which is achieved after the decision of one or another of the practical or theoretically meaningful problem for the students. It is important that student can see the result obtained during the work on the project, to comprehend and use it in real practical activities. The project is valuable because during its preparation students learn to acquire information independently, gaining knowledge and experience of cognitive and educational activity.

The next method is educational thematic discussion.

The discussion has a certain dynamics, which clearly distinguishes between three stages: engagement, collective discussion, summing up. The topic is given in the form of a mental task, which is not possible to solve unambiguously – here you need reflection, which usually gives different options for answers. Tasks should meet the interests and needs of the students. And only then the discussion is perceived as vital, relevant and meaningful.

Collective discussion. As the students are involved in a joint search for a solution to the problem, a spirit of adversity and interest is emerged.

When summing up the discussion, it is necessary to arrive at a certain positive result within the timeframe. If for some reason this could not be done until the end of the discussion, it is expedient to leave time to sum up and interrupt the discussion, no matter how interesting and lively it was.

Round table method. The collective exchange of ideas, a common search for truth at a round table is recognized as one of the most effective teaching methods at the senior stage of learning for the realization of the objectives of this concept. The following methods are used:

– the method of "round table", as a rule, is used during meetings with native speakers, with people who have been on tourist trips in different countries. This exercise is practiced both in the classroom and in the educational institution. For active participation, the issues of "round table", which are being studied in preparation, are drawn. Students offer a problem for the discussion that is brought to the invited professionals at a round table;

– the event is planned so that all attendees participate, and not only the host and invited guests. Otherwise, it will not be a round table, but an evening of questions and answers.

The brain-storm method helps students form communicative skills necessary for communication in educational and work sphere, contributes to the knowl-

edge of the achievements of national and universal values, develops the ability to independently find and use the necessary information, develops skills for control and self-control, and also improves such moral qualities as mutual assistance, tolerance, cooperation.

The analysis of specific situations. To solve educational and developmental problems the problem-based learning is a method of analyzing specific situations that is the most effective technique at all stages of learning. The advantage of this method is that the task has a unique opportunity to create specific problem situations, taken from university, domestic or family practice. Teachers with special enthusiasm take part in the analysis of the situation and make optimal decisions, because the themes are very close and understandable, and therefore interesting and relevant:

1) introduction or background description of the situation;

2) a description of the event that occurred or the problem;

3) variants of the decisions and measures taken (for their further group or paired discussion and individual considerations).

Examples that are selected for work on this method when teaching students of non-language higher education institutions in a foreign language should be similar to the real working situations and the common problems and challenges faced by a specialist in the profession they receive. Learning assignments should be designed so that students are maximally involved in solving the problem facing them, which should not have an unambiguous decision. Usually such work is group-like and is carried out in the form of a discussion in which students defend their thoughts, arguing with their avail-

able information about the problem situation. In the course of their reasoning, they may apply knowledge of solving similar situations obtained earlier in a foreign language classes or other subjects, as well as to rely on their experience, ethical settings and common sense. As a rule, work on the analysis of concrete examples ends with an individual written task that reflects the real world of business and professional documentation or correspondence.

Conclusions and further research. The above methods and techniques of teaching a foreign language have a lot of supporters, especially among teachers of higher education institutions. It is obvious that their use is quite justified in the training of students of non-language higher education institutions, since it allows students to master their professional and communicative competences, the ability to organize their educational activities, to participate in the discussion and analysis of the material, as well as apply knowledge and skills in practice. Moreover, the described methods and technologies allow to use effectively limited time, allocated for studying English language, transferring the main part of students' work to perform tasks for independent and out-of-class educational activities.

The results indicate that, the following task was introduced to the new modern higher education: not only provide student with a sufficient amount of learning information, but also to teach to receive it, because the person is formed in activity, and it causes the formation of the ability to professional self improvement.

Methods discussed in the article can contribute to further research focused on the development of training exercises, problem situations that will help to learn English.

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ПРОБЛЕМНІ МЕТОДИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація

У статті висвітлено використання проблемних методів у викладанні іноземної мови, що заохочують особисту діяльність студентів. Описані методи забезпечують активне ставлення до придбання знань, регулярності та наполегливості у виконанні завдань і, з реттотою, забезпечують позитивні результати навчання. Представлені автором проблемні ситуації спрямовані на стимулювання мислення, оскільки метою є формування у студентів навичок до навчальної роботи, комунікативних навичок, необхідних для повсякденного життя та професійного спілкування, і здатність до їх застосування.

Ключові слова: проблемне навчання, комунікативний метод, дискусія, проблемні ситуації, іноземна мова.

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ПРОБЛЕМНЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА ПРОФЕССИОНАЛЬНОГО НАПРАВЛЕНИЯ

Аннотация

В статье освещаются вопросы использования проблемных методов в обучении иностранному языку, которые стимулируют личностную активность студентов. Описанные методы обеспечивают активное отношение к приобретению знаний, регулярности и настойчивости при выполнении заданий и, конечно обеспечивают положительные результаты обучения. Представленные автором проблемные ситуации направленные на стимулирование мышления, поскольку целью является формирование у студентов учебных навыков работы, коммуникативных навыков, необходимых для повседневной жизни и профессионального общения, и умение их применять.

Ключевые слова: проблемное обучение, коммуникативный метод, дискуссия, проблемные ситуации, иностранный язык.