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**Implementation of current methods and approaches in teaching foreign languages in higher education**

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With the development of global integration processes in the world, which especially affect the activities of specialists in various professional fields, the issue of the effectiveness of foreign language teaching in higher education is gaining more and more attention in terms of developing and improving foreign language teaching technologies. According to the education reform, one of the key competencies is foreign language proficiency. This is important for everyone, for mathematicians, chemists, engineers and all specialists. That is, a foreign language is not the main object of study, but an indispensable means of professional educational communication. So, if an engineer does not know a foreign language, he/she will not be able to read many foreign professional publications, communicate with colleagues from other countries and therefore will be isolated, which is unacceptable for his professional development. That is why it is so important to maintain the level of foreign language teaching in educational institutions at the appropriate level.

Requirements for foreign language classes have changed over time, the latest teaching methods are being developed. At present it is safe to say that the days when the ability to translate from a foreign language and, conversely, adapted, inauthentic texts was sufficient proof of language acquisition. Today the educational process in Ukrainian universities is being reformed in accordance with European requirements

for the quality of education: informatization of educational space, integration processes in modern domestic education, establishing Ukrainian universities with European educational institutions in the field of education and research, international student exchanges, education and training in master's programs abroad.

In the context of higher education reform, educational technologies for teaching foreign languages must also change. Language education itself is also gradually being modernized through the introduction of a modular rating system for teaching foreign languages, interdisciplinary integration. All this puts new demands on teaching a foreign language in universities.

Good knowledge of foreign languages is now and will continue to be one of the leading requirements of employers. In this regard, the university is responsible for providing students with a set of language knowledge, skills, abilities, it requires to systematically create conditions for training its teachers, to provide the institution with adequate materials and technical support.

High-quality language training of students is not possible without the use of modern educational technologies and approaches. Modern technologies in education are professionally-oriented teaching of foreign languages, project work in teaching, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creation of presentations, use of Internet resources, learning a foreign language in a computer environment, the educational applications for studying languages like Quizlet, Cake, Duolingo, Coursera, Skyeng and many others.

Let's study some of the modern methods and approaches of teaching foreign languages. Task-based learning is considered a means of communication by the use of grammar, vocabulary, lexical structures or other units of language. Language is learned through use. Types of group work are focused on certain tasks and during their performance students learn to interact [1, c.16].

Presentation-Practice-Production (PPP), this approach, as the name implies, involves the introduction of new vocabulary or grammar (new lexical or grammatical functions), then the practice of their use in controlled conditions and the last stage is the free use of the studied (in freer or free conditions). In this approach, as in some others, grammatical and lexical structures are the most important part of the language, and the typical types of learning are situational use of learned vocabulary or role-playing games.

Lexical Approach focuses on vocabulary, omitting the grammar from learning. Students' attention is focused on the study of different types of vocabulary in general or fixed language expressions. When using this approach, the teacher often uses authentic resources, and students work with texts, highlighting (writing, underlining) lexical items. There is also the practice of studied lexical items in different conditions: controlled, semi-free and free.

In the functional approach, it is the functions that stand out, they are the main component of language. However, both lexical and grammatical functions are important. The learning process is generally similar to PPP.

In communicative approaches, the priority is the actual success of communication, that is, the successful communication of thoughts to the interlocutor through functions, grammar, vocabulary, syntax and others (a set of speech competencies). The best way to learn a language is to interact. The key principle is that you need to learn the language itself, not about the language.

While teaching a wide range of types of work is used: pairs, groups, work with authentic materials, the main principle is "Fluency rather than accuracy". The role of the teacher is reduced to the facilitator of types of interactions (indicates the appropriateness of work in threes or work in moving groups) and the correction of students, as well as the introduction of new units of language.

Grammar-Translation approach has a number of grammatical rules/patterns, respectively, the language is studied through their analysis and application. Types of work include memorizing lexical items, focusing on literacy (the direct opposite of

the principle of "Fluency rather than accuracy" - here rather "Nothing but accuracy", and get "Everything but fluency"), translation of texts or sentences from L2 to L1 and vice versa.

In Total Physical Response, the balance between the importance of grammar and vocabulary is preserved. Learning occurs through immersion in language ("exposure"). Awareness precedes the use of language units. Often, students need a "silent period", so there is no point in forcing them to produce speech.

According to the name of the method, language is best studied when accompanied by movements, that is the performance of physical actions. Learning should also take place in a relaxed atmosphere; this method is usually used with younger students [2, c.151].

The key claim of the method of Guided discovery is that students learn better when they discover something new (elements of language) on their own, rather than when the material is taught by a teacher. The technique, in particular, can be for instance: the teacher gives students an example of the target language (a text with an audio recording), and asks students to find a sequence (regularity) and formulate a rule. This method is often combined with PPP, TBL and the function method.

In content-based learning the grammatical, lexical and functional parts of speech as well as usage skills are equally important. The key principle is to motivate students to learn through the use of materials whose content (topic) meets the interests of students and helps them learn something new. This method is used mainly in schools, foreign textbooks are mostly built on it.

Content and Language Integrated Learning involves studying a certain subject in a foreign language, the focus is not on grammar or other linguistic parts of language learning. However, the process of teaching a certain subject is integrated into a foreign language it is, in fact, is performed by a foreign language. For example, teaching the discipline of "Machine Parts" in English. The linguistic basis of this method lies in the principle of acquisition.

Of course, it is not effective to use one method all the time, the teacher must combine different approaches of learning, creating their own teaching style, adapting to the goals, features, objectives and needs of students.

From all the above, we must conclude that it is important for teachers today to constantly improve their knowledge of foreign language teaching methods, to introduce into their own teaching practice the latest educational concepts, to keep up with the times.

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### **Підхід «перевернутий клас» у навчанні іноземних мов у ЗВО**

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Ідея технології «перевернутий клас» (flipped classroom), яка стає все більш популярною у зв'язку із повсюдним переходом на змішане навчання, полягає в тому, що основні етапи процесу викладання та навчання, у тому числі заняття у класі та виконання домашнього завдання, змінюються місцями. Тобто, теоретичний матеріал вивчається студентами індивідуально через перегляд та прослуховування відео- або аудіоматеріалів, записаних викладачем або завантажених з веб-сайтів в Інтернеті в готовому вигляді, тоді як заняття в аудиторії присвячені виконанню практичних завдань та обговоренню