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INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN
TEACHING FOREIGN LANGUAGE

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Abstract. Innovative pedagogical technologies have been widely used worldwide in the methodology of teaching foreign languages in the last decade of the 20th and at the beginning of the XXI century, namely: training in small groups of cooperation, discussions, brainstorming, the method of projects and some others. It should be noted that none of these methods and technologies is not universal. It is advisable to use separate types depending on the material, group, and other different factors. Role-play games of a problem orientation are well known to teachers of the foreign language as a very effective and attractive technology of teaching which is very useful not only playful.

In the methodology, the most widely used methods are situational, playful, problematic, actually role-playing and business games. Role-playing games are mainly aimed at the development of sociolinguistic competence, since they have a communicative-situational orientation, where attention is directed not to the teacher, but to the student, and they are using various ways of implementing communicative tasks, for example, working in pairs, dialog. Using the role-playing games of communicative-orienting exercises helps to achieve socio-cultural competence. Role-playing games aimed at the development of professionally-oriented knowledge and skills in the process by which the students solve various problem situations themselves.

Another effective form in teaching a foreign language is business game, where simulation in the game is close to the real

conditions of the profession. Activities, where a conflict situation and a mandatory joint the activities of participants in the game, performing certain roles.

Evidence of the processes of integration of the national higher school in the European system is the wide dissemination of the case analysis. This method is aimed at improving analytical skills of student. This method was first developed at Harvard University in 1870. It would be a mistake to abuse any one of these methods. But, undoubtedly, all of the above technologies will occupy an important place in the the educational process.

Beginning from the third year, the department strives to use texts which are filled with relevant content and vocabulary. An example is the textbook of McBurney "Tourism" (Tourism / Neil McBurney International Distribution Ltd).

In the process of working with each text, I suggest students to write out the words and word combinations related to their specialty. Under the vocabulary of professional communication we understand vocabulary of a certain professional group and used in the speech of people, united by a common profession.

The vocabulary of professional communication is heterogeneous and consists of three layers: 1) common (neutral), 2) terminological, 3) professionalism.

Retelling in senior courses can be considered as the easiest way in development of oral speech skills. Textbook McBurney offers for the development of oral speech in a large number of various exercises: pre-text questions on

The subject of the text (pre-reading questions); Exercises for search and viewing. Reading (skimming and scanning); Questions on reading comprehension as well as topics for discussion and expressing one's own point of view on the affected point (viewpoints).