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**INNOVATIVE APPROACHES TO TEACHING FOREIGN  
LANGUAGES AT HIGHER EDUCATION ESTABLISHMENTS**

**ІННОВАЦІЙНІ ПІДХОДИ ВИКЛАДАННЯ  
ІНОЗЕМНИХ МОВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ**

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Nowadays, the variety of methods and ways of mastering a foreign language at higher education establishments leads to the need for a rational choice of the most effective ones or an optimal combination of complementary methods, technologies and techniques, which implies the need to generalize knowledge about the methods and techniques of organizing foreign language communication. Currently, intensive teaching of foreign languages is implemented in various developing, newly created and existing methodological systems. This is mainly due to the numerous specific goals of foreign language teaching as well as the variety of learning conditions.

Formation of a certain level of foreign language professional communicative competence is an important and effective basis for further foreign language professionally oriented communication of university graduates. However, while teaching a professional foreign language it is vital to take into account the fact that various functions of speech and ways it is used for cannot be of equal value. Along with the instrumental one (simple transmission of information), regulatory (regulation activities), personal-emotional and artistic (role-playing games), the most valuable ones are the following: heuristic (showing understanding), social (communication outside a narrow circle), information-scientific, analytical and referential.

The case-study method, which has recently won a leading position in modern teaching practice, developing the mastery of the mentioned above functions makes it possible to improve the level of students' professional competence and self-esteem. At the same time the learning objectives such

as communicative setting, language goal, mental and educational goals remain relevant. The leading role in the theoretical development of this method and its practical application belongs to P. Duff, C. Faltis, J. Heap.

A case study, a method which is based upon analyzing and describing real-life or hypothetical situations, is widely used to improve students' performance and develop their analytical, decision-making and communicative skills. It is considered to be an effective technique as students are exposed to situations they are likely to encounter in professional practice. As a training tool, the case study method can be used to enhance team spirit. It requires participation and involvement from students and this way they can learn more effectively when actively involved in the learning process [6, p. 41].

A case study is a suitable and efficient means of motivating and improving oral participation in the classroom. It is a useful method for training learners of EFL since they need to apply linguistic skills along with interpersonal ones. As no analysis is provided, learners themselves analyze the case and produce possible solutions. It is used to generate in-depth, multi-faceted understanding of a complex issue in its real-life context. Moreover, case studies help teachers to implement the communicative approach as a tool to communicate learners' ideas. It is particularly suitable for involving students in spoken interactions. Cases provide a rich contextual way to introduce new material they have learned [7, p. 96].

This method is recommended to be used with those groups of students who have a certain store of knowledge in the specialty as well as a sufficient level of language proficiency. In addition, being a complex and effective teaching method, the case study method is not universal and productive only in combination with other methods of teaching foreign languages, as it does not constitute a mandatory normative knowledge of the language if it is used alone. However, the use of the case study method in learning a foreign language increases the level of language sufficiency in general.

While working on a case, audience communication is characterized by disputes, discussion, argumentation, description, comparison, persuasion and other speech acts, which helps to develop the right speech behavior as well as compliance with norms and rules of English communication. A teacher evaluates the following students' skills: analytical, managerial, decision making, interpersonal, creativity, oral and written, communicative (lexical and grammatical aspects). Therefore, the method includes both a special type of educational material and special methods of its use in practice.

The case study method develops creative thinking, presentation skills; improves the ability to debate and provide well-reasoned answers; enhances professional reading skills in a foreign language and helps to process information. It teaches to work in a team and take collective solutions. Moreover, in an interactive learning environment students can develop a sense of personal involvement in the educational process. Discussion, analysis of real-life situations, brainstorming, games, project tasks help to create a favorable psychological atmosphere in a classroom, strengthen communicative and intellectual students' activities, increase sense of self-confidence and create a semantic context of communication.

In conclusion, using cases in teaching are beneficial in several manners. In spite of certain challenges, cases studies help students be actively engaged in figuring out the principles by abstracting them from the examples, which develops their skills in problem solving, decision making and coping with ambiguities. It is a great way to implement theory to practice and the knowledge that arises through this. The method allows EFL learners to practice different types of language skills in communicative situations with analytical skills. In addition, the case study method is highly adaptable in terms of topic areas, complexity of content, linguistic difficulty and length.

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## NEW CHALLENGES OF TEACHING PRONUNCIATION TO FOREIGN STUDENTS

### НОВІ ВИКЛИКИ НАВЧАННЯ ВИМОВИ ДЛЯ ІНОЗЕМНИХ СТУДЕНТІВ

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**Introduction.** During this academic year, foreign students have changed several forms of studying: offline, online (being in Ukraine), in addition online (being evacuated from Ukraine). Medical terms are the target language of each lesson that is why practising pronunciation is essential during each online lesson which creates a need to adjust as many drilling activities as possible. Fortunately, technology is helpful in this case.

**Aim.** The proper activities are to be described, tested and analysed what is more advantages, as well as disadvantages, are to be indicated.

**Materials and methods of research.** The following methods have been used in the research: theoretical (analysis of ESL methodology books written by Adrian Underhill and Jim Scrivener, also their articles and material from their latest webinars; empirical (polls of students in order to get feedback); observation; description and also generalization.

**Results.** Teaching English for medical purposes means creating materials and also practice for mixed-ability classes, students with different backgrounds as well as mother tongue, in addition students who speak African, Indian English, etc. Students' pronunciation differs, thus they make completely diverse mistakes.