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## INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES

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**Abstract.** The work deals with innovative methods in teaching foreign languages at higher education institution. The latest trends in the area of studying are analyzed. The main approaches to teaching foreign languages for specific purposes are discussed. The authors consider three approaches to improving the teaching of foreign languages for specific purposes: communicative, self-individual and technological.

**Keywords:** innovative methods, foreign languages, development, improvement.

The globalization and integration processes, people readiness to multicultural transformations, as well as the dynamic development of modern digital technologies have a significant impact on the development of modern higher education. Nowadays requirements for teaching and learning foreign languages are gaining new momentum. These are the latest trends in higher education of Ukraine. There is not a single university that does not include the study of a foreign language in its curriculum. The study of a foreign language as a specific discipline reaches a new level, striving to meet the latest progressive standards. It is not surprising that the issue of foreign language teaching remains relevant and arouses considerable interest of both theorists of teaching methods and practitioners.

The purpose of the work is to analyze the methodology of teaching foreign languages, which needs diversification and renewal, that is, the involvement of various methods for the development of speech and communication skills. The authors consider three approaches to improving the teaching of foreign languages for specific purposes: communicative, self-individual and technological.

The most attention is given to the communicative approach in order to

skillfully use the language in the future professional activity. Speech and situation orientation are the definitions of this approach and at the same time are its principles. The implementation of the communicative approach principles is facilitated by collective communication, students' cooperation, and teacher-student interaction (Печко, 2018). All this involves shifting the emphasis to the student's cognitive activity, which contributes to the development of their creativity, activity, flexibility, initiative, and personal abilities' development. The group discussion method is one of the most popular and effective interactive methods of learning a foreign language. Collective discussion of the problem develops the skills and ability to clearly, concisely and succinctly express both one's thoughts and to carefully listen to the opinions of others and defend one's personal views with arguments. Applying this interactive method during practical classes, the teacher aims students at solving the problem on their own. Therefore, the interactive form of learning is especially important for learning a foreign language in professional area, because being active the student is constantly in the language environment.

Talking about a self-individual approach, it can be noted that the effectiveness of learning foreign languages depends mostly on a teacher as the organizer of educational process. Various types of individual and cognitive activities are called independent educational activities, which are carried out in educational classes or outside them according to the teacher's tasks or under his guidance, but without his direct participation. For example, such task as the project work presentation gradually overcomes the language barrier and fear of the audience, develops speaking skills. Text annotation after studying the original foreign literature develops a scientific style of writing. Evaluating students' individual work, the teacher must remember that by assigning grades, he motivates the students' further cognitive and research activities.

The implementation of these instructions requires active mental work from the student, independent performance of various types of cognitive tasks and application of previously acquired knowledge based on pedagogical guidance.

The technological approach in the process of learning foreign languages combines informative and cultural aspects. The Internet is valuable for finding information in various fields, and it is also especially important for learning foreign languages. Interaction through social media and other means of communication enables students to communicate with native speakers of the language they are learning. The Internet methods' usage in the foreign language classroom activities is the source of students' additional motivation due to the expansion of the language environment and knowledge of a foreign country's culture, as well as in the social, professional-academic and practical orientation of such activities (Сарієва, 2015).

It can be concluded that educational institutions now face the task of constantly improving the quality of education, modernizing its content, developing and implementing educational innovations and information technologies. As practice shows, technological means of obtaining information arouse more cognitive interest in students, contribute to better implementation of the educational tasks and develop their creative and research potential. The involvement of modern technologies in the process of learning a foreign language significantly expands and diversifies the curriculum, provides access to all kinds of materials, increases the motivation of students to study, giving them the opportunity to improve the language, thus contributing to the individualization of learning and effective mastery in a foreign language, which is the main task of language teaching methodology.

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## ІНСТИТУЦІОНАЛЬНИЙ ДИСКУРС І КУЛЬТУРНИЙ ТУРИЗМ: ЛІНГВОКУЛЬТУРОЛОГІЧНІ КОРРЕЛЯЦІЇ

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**Abstract.** The article examines the peculiarities of the institutional discourse, which is the generic concept of the discourse of cultural tourism. The structure of the discourse is described on the basis of the existing concepts of this concept. An attempt is made to identify linguistic and cultural correlations between institutional and touristic discourses. The elements of the terminological corpus reflecting the nominations of the types of cultural discourse according to the operational sections of this type of activity are considered. It is argued that the concepts of "cultural tourism" and "discourse of cultural tourism" are products not so much of tour operators as of social institutions of the authorities. Prospects for identifying linguistic-cultural and semiotic correlations of discourses of this type are outlined.

**Keywords:** discourse, institutional and touristic discourse, cultural tourism, culture, leisure, linguistic and cultural studies, semiotics, communication.

**ВСТУП.** Сучасний стан суспільства в останні десятиліття характеризується інтенсивною діяльністю низки активних соціальних груп, зокрема носіїв інституційного формату комунікації та дискурсу. Феномен інституційного дискурсу відрізняється високою частотністю маніфестацій і відіграє зростаючу роль у житті будь-яких соціальних груп. Будучи по суті справи «гібридним», а отже, складним об'єктом аналізу, цей тип дискурсу виступає джерелом суперечливої, але від того не менш привабливої інформації для політологів, соціальних психологів, лінгвістів.

**МЕТОДИ ТА МАТЕРІАЛ ДОСЛІДЖЕННЯ.** У рамках цих гуманітарних дисциплін здійснюється аналіз форм, прагматики та змістовної бази дискурсу, зокрема розглядається його функціонування у детермінованих («політично забарвлених») ситуаціях (Дем'янков, 2001). Інституціональний дискурс корелює з цілою низкою соціально значущих типів дискурсу, зокрема – з туристичним дискурсом. Певною мірою