

Characteristics of Foreign Language Education in Foreign Countries and Ways of Applying Foreign Experience in Pedagogical Universities of Ukraine

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Abstract: Comprehension and implementation of such experience will help to improve the foreign language education of future teachers of humanities in our country and will contribute to successful integration of Ukrainian national education into the world educational space. The purpose of the study is to systematize theoretical issues and generalize the experience of developing foreign language education for future teachers of humanities at pedagogical universities of Ukraine (mid-XX - early XXI century). An analysis of the original literature of the study period allowed us to identify the most effective methods of foreign language education in foreign countries: Grammar-Translation Method, which provides written work and focuses on the study of grammatical rules through translation of the original texts; Audio-Lingual Method, which enables the rapid training of foreign language specialists on the basis of the following provisions: language learning as habit-formation (language learning is); avoiding mistakes because they form bad habits (Mistakes are bad and should be avoided, as they make bad habits); mastering verbal communication and then writing (language skills are learned more effectively if they are presented verbally first, then in written form); when learning an analog language better than analysis (analogy is a better foundation for language learning than analysis); the meaning of words can only be learned in a linguistic-cultural context (the meanings of words can be learned only in a linguistic and cultural context); Cognitive-Code Methodologies (conscious-practical method, or theory of conscious mastery of code); its main provisions are: the verbal basis of learning the foreign language; language-based thinking formation.

Keywords: *teacher training, humanities, effective teaching methods, foreign language learning.*

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1. Introduction

The use of positive experience in the educational sphere in the context of globalization and integration matters, but domestic and foreign scholars warn that the preservation of their own teaching experience remains more important. Ukrainian scientists are confronted with the question of the combination of centuries-old domestic developments in the field of basic education with the successful achievements of the leading countries of the world (Komorowska, 1994; Kozlovskiy, 2010; Kozlovskiy et al., 2010; Kozlovskiy et al., 2019; Gerasymova et al., 2019; Melnyk et al., 2019; Sheremet et al., 2019).

In the 70's and 80's of the twentieth century in European countries there have been dramatical changes in the methodology of teaching a foreign language. Thus, in the early 1970s communicative approach to learning a foreign language became important, before that the main methods of teaching were the method of grammatical knowledge and the method of translation and audio-language method of learning foreign languages (Hamaniuk, 2012).

Analysis of the source base allows us to estimate that at the beginning of the 21st century learning a foreign language is undergoing significant changes; multilingualism, at European level, is one of the demands of the times. The English language is becoming more important, German and other foreign languages taking a completely new position and are in second place after English. For years, the Goethe Institute has organized events to support and spread the German language, for example: «German will open the door to Europe». Knowledge of a foreign language contributes to a better understanding of the history and culture of Central European countries and significantly increases the opportunity to gain employment in the labor market (Komorowska, 1994).

Systematic comparative-pedagogical studies of problems of foreign language education in foreign experience belong to T. Bodnarchuk (2012) (development of bilingual education in Austria), V. Hamaniuk (2012) (foreign language education of Germany in the context of pan-European integration processes), L. Hulpa (2007) (tendencies of development of other languages) education in secondary schools of the Hungarian Republic), O. Kuznetsova (2015) (development of language education in secondary and higher education institutions of Great Britain), O. Lazarenko (2010) (tendencies of formation and development of foreign language education at universities) Great Britain, O. Maksymenko (2013) (especially organizations

of teaching foreign languages at high school in Western Europe), M. Tadieeva (2011) (features of the development of school foreign language education in EU member states).

The purpose of the study is to systematize theoretical issues and to generalize the experience of developing foreign language education for future teachers of humanities at pedagogical universities of Ukraine (mid-XX - early XXI century).

2. Theoretical Background

To achieve this goal, the following research methods were used in the work: historical (historical-typological, historical-structural, chronological, retrospective), which allowed to trace in the dynamics of the development of foreign language education of future teachers of humanities in pedagogical universities of Ukraine in the studied period; general scientific - analysis, synthesis, systematization, generalizations, used for the purpose of complex retrospective and perspective historical analysis of the stage of unfolding the idea of foreign language education; comparative-analytical - to determine the theoretical and methodological foundations of research and comparative analysis of archival sources in scientific and pedagogical literature; structural - for the purpose of retrospective analysis of regulatory documents, statistical reports of educational institutions; chronological - to determine the dynamics of changes in the foreign language education system in Ukraine during the research period; empirical methods (teaching pedagogical practice, observation).

The experience of different countries is important for the development of foreign language education for future humanities teachers. Nowadays, vocational training of humanities professionals is possible on the basis of a competent approach in combination with the principle of intercultural education.

3. Educational language policies of EU Member States

In the higher humanitarian education of Slovakia, the dialogue of cultures serves as an important principle for the implementation of an intercultural approach in foreign language education. Higher humanitarian education for humanities professionals (specialties: foreign languages and cultures, translation and interpretation, etc.) is considered intercultural in Slovakia, since it combines linguistic and sociocultural factors at the level of

organization of training and structuring of the content of curricula. Recently, the role of foreign languages in the world higher education system has changed, it has become a means of achieving professional growth and personal development.

The Slovak foreign language education curriculum consists of two parts in accordance with Article 245 of the Education Act 2008: the national Education Program, which defines the mandatory content of education, that is, the national education program sets international education standards, defines the scope education and curriculum structure; school curriculum (Kuznetsova, 2015) according to state educational programs. The National Education Program in the Slovak Republic is regarded as a contract between an educational institution and a user of services. The implementation of the educational curriculum is financially provided by each individual educational institution. The content of the curriculum education is selected in three stages: development of the curriculum; provision and carrying out of the educational process; development of educational curriculum.

Generalizations of the achievements of language policy and migration illustrate the functioning of multilingualism in the Republic of Austria. «Multilingualism is not only a key component of European identity, but also an educational goal in European schools, for example, the goal is L1 plus L2, plus L3» (Lozanov, 1977) and one of the Barcelona Target programs (Barcelona Ziel): Communication in the native language plus two foreign languages.

Researchers from the European Center for Modern Languages are involved in the development of programs for teaching foreign languages in different types of educational institutions. I. Landsiedler and E. Janstcher (2000) worked on the problems of assessing students' language competence as well as the effectiveness of different approaches to foreign language learning. The organization of foreign language learning in Austria is driven by the success of the European Union's language policy objectives. It is in Austria that the European Center for Modern Foreign Languages (Graz) is located, whose representatives have been developing and adapting foreign language programs for different types of schools since 1994 (Landsiedler et al., 1998).

There are three recognized languages in Austria: German, Croatian, Slovenian. The Austrian version of German is dominant and native to 93% of the population (Landsiedler, Kerschbaumer, Kettemann, & Cossée, 1998). Croatian and Slovenian languages are used for administrative, legislative and professional purposes in the regions where the respective ethnic groups live. Since Slovenian and Croatian are regional variants in

Austria, they are mostly used for oral communication. Languages of other ethnic groups recognized by the region (Hungarian, Czech, Slovak, Gypsy) do not have an official status. In other languages, such as, Bosnian, Polish, Romanian, Serbian or Turkish, only emigrants speak (Lozanov, 1977).

According to the results of the 1991 national census, there are ten commonly used languages: German (7300000 speakers), Serbo-Croatian (158000), Turkish (120000), Croatian (60000), English (41,000), Hungarian (33000), Slovenian (28000), Polish (25000), Czech (19000), Romanian (17000). In the language education system, German is a compulsory subject, in all educational institutions and at all levels it is the main learning tool in Austria, children begin to learn a foreign language in elementary grades and one foreign language is compulsory. At the secondary school level, the number of foreign languages that are studied is increasing (at least two languages). English is studied at all levels: 97% learn English at school, more than 50% continue to learn English, and other languages (French, Italian, Spanish) are less popular (*White Paper on Education and Training*, 1995).

In Austria, they are now facilitating the study of less common languages (e.g. Croatian, Slovenian). Another important trend in foreign language education is the growing interest in bilingual education (mainly German and English). The current concept of foreign language education in the country is based on a communicative approach in language training. Curricula in Austria are coordinated by the Federal Ministry of Education and the Arts on the basis of the law on education, which provides for different directions: curricula in different subjects (German, mathematics, modern foreign language, etc.) (Hamaniuk, 2012). Programs in foreign languages contain the goals of teaching, the content of speech activity. The main tasks of learning a foreign language are: forming motivation to learn languages throughout life; preparation of a basis for communication in a foreign language; fostering a positive attitude towards other peoples, respect for other languages and cultures. In the majority of Austrian educational establishments, they study under the programs corresponding to the national program on foreign languages, which requires the study of one foreign language (mainly English) and which is given an average of one or two times a week (Lazarenko, 2010). Austrian language education is based on an integrated approach, which was founded in the 1990s and received a positive assessment among students and language professionals. This approach is described by scientists as «embedded» in the program. First language is studied at the elementary level of everyday communication, and later integrated into the study of subjects such as mathematics, social disciplines, physical education. The effectiveness of learning a foreign language depends

on the language and methodological abilities of the teacher. An important condition for the success of this approach to learning a foreign language is the professionalism of the teacher. Therefore, the main task of organizing the educational process is to train such a specialist who is able to use learning technologies. To ensure a gradual transition from the traditional model of foreign language learning to integrated learning, the Austrian Ministry of Education approved a transitional period (1998-2003), during which the regional education authorities had to organize teacher retraining programs to improve their language, speech and language skills. There are also special foreign language programs in Austria which provide for the study of foreign languages outside the university program. Such programs must be approved by the Ministry of Education and be eligible; the implementation of the programs should be carried out by professional teachers; provided links between learning units (Landsiedler et al., 1998).

Another educational type of foreign language education program is the intensive foreign language study program, which provides a gradual transition to bilingual education, where more than 50% of subjects are taught in a foreign language. Common principles of organization of intensive training are: involvement of experienced teachers and native speakers; student groups consist of German-speaking students; several subjects of the main program are taught in a foreign language; team training or close collaboration between teachers (Maksymenko, 2013). There is another type of foreign language program in Austria which provides for elementary studying of two foreign languages. As a rule, such programs provide familiarity with English and French, English and Italian at the same time, etc. The programs under consideration combine traditional and integrated learning models. Such programs focus on the primary positive contacts of students with foreign languages.

The analysis of different types of foreign language programs has highlighted the general requirements for foreign language education in Austria. Thus, foreign language teaching should be based on the principles of general education and basic principles of foreign language teaching. Studying in Austria is pedocentric, holistic, based on play activities (role-playing games, fairy tales, riddles, poems). To provide foreign language teaching with the necessary materials, the Ministry coordinates the look of recommended materials, textbooks, manuals related to the national general education program.

The effectiveness of foreign language education in Austria involves such conditions and factors as to the organization of the educational process, such as: availability of teaching staff with appropriate linguistic and

methodological competences; a well-organized structure of foreign language learning; a well-structured curriculum and effective class schedule; the interconnection of language education at all stages of learning a foreign language (Kuznetsova, 2015). One of the most important problems and tasks of modern foreign language education is the preparation of the teacher in the aspects of expanding methodological strategies, as well as improving the quality of foreign language proficiency for its integration in the classical process of the curriculum. Integrated foreign language learning programs are developed by regional educational structures, but there is a need to establish qualifying criteria for teachers.

Using the experience of organizing foreign language learning in Austria will be useful in the process of reforming foreign language education in Ukraine. Particularly noteworthy are the provisions: in the process of learning foreign languages, the following approaches are used: traditional learning, integrated approach, intensive learning of one foreign language, elementary learning of two or more foreign languages, bilingual learning.

Analysis of scientific studies on the organization of foreign language education in Austria (Phillips, 2000; Komorowska, 2006) show that there is an intensive development in Austria today reformation of language education. So, today, pedagogues are developing new concepts of language education, new curricula for foreign languages, modernizing the system of teacher training for languages in different age groups.

In German-speaking countries, «multilingualism» plays a significant role in the school context. According to H. Reich (2009), German is the most common language in Europe. There are also linguistic variants within the standard of modern literary German, especially: the variant of the German literary language in Switzerland, a variant of the German literary language in the Republic of Austria, and a variant of the German literary language in the Federal Republic of Germany.

V. Hamaniuk (2012) addresses the issue of teaching foreign languages in Germany in multilingualism. The main problems of the study were the substantiation of theoretical foundations of foreign language education in Germany in the context of pan-European integration processes, analysis of the development of the foreign language education system, issues of state regulation in the foreign language education system of Germany, curricular principles of foreign language teaching. The dynamics of changes in defining the content of foreign language education in Germany under the conditions of integration, systematic analysis of the practice of teaching foreign languages at different links of the educational system are monitored. Valuable are the provisions of V. Hamaniuk's research (2012) on the

problem of multilingualism as a pedagogical category, classification of types of multilingualism, which are based on the pedagogical aspect, as well as on the conceptual principles of multilingualism didactics, that is, the concept of forming a plurilingual personality by the parallel study of several related groups. In addition, a significant scientific achievement of the researcher is considered to cover the peculiarities of practical implementation of the conceptual provisions of multilingual didactics in the projects Euro Com Slav, Euro Com Germ, Euro Com Rom, and the results of their testing in the German language education system.

The current reform of the education system in Poland is aimed at achieving general education goals. In the current conditions of multilingualism, for the purposes of general education, the study of the second foreign language (IM2) is also provided, and the following tasks are outlined: the development of self-esteem and confidence; formation of individual language competence; providing access to authentic educational materials; practice of verbal and written language of the first (IM1) and second foreign language (IM2); learning the basics of independent learning of foreign languages (Kuznetsova, 2015). Language education in Poland has the following features: Awareness is taken into account; position on professional practice; training programs; content of textbooks; forms of final and current examinations, etc.

Main goals of foreign language education in Poland: preparation for contact with people brought up in a culture other than culture; facilitating stress-free adaptation to life in another country or in one's own society; knowledge of foreign languages at a sufficient level; better understanding of one's own culture and self-identification.

In Poland, there are establishments where the second foreign language is taught (German, French, Spanish, Italian, etc.). The first foreign language is English. The dominance of English in curricula as the first foreign language can be explained by the fact of versatility and the international level of English usage. Applying the experience of learning the first foreign language is useful and necessary in achieving the goals in the process of learning the second foreign language.

Foreign language education in the Kingdom of Sweden under the conditions of multilingualism was investigated by L. Movchan (2012). The researcher found that multilingualism policy is a defining feature of Sweden's foreign language education. Launched in 1950 by the government as a result of the awareness of its multinational population, it is intended to ensure that national interests, including linguistic interests, are taken into account. The researcher believes that the characteristics of the Swedish system of foreign

language education are: prioritization of foreign languages in the content of education, diversification of their list; modernization of curricula and programs, communicative and cultural orientation of foreign language education; study of non-linguistic objects by means of a foreign language; focus on European standards; divergence between curricula and teaching materials; increasing professionalism.

Analysis of the source base (Decree of the Cabinet of Ministers of Hungary «National standard of education», State educational program, Program of development of foreign language education, etc.) on issues of foreign language education of Hungary in the conditions of multilingualism revealed the existing tendencies to modernize the organization and content of teaching foreign languages. Since 2005, a mandatory two-level state final certification of foreign language and obtaining graduates of the relevant certificate.

In Hungary, foreign language education includes the study of the following languages: English, German, French, Spanish. The overwhelming majority of Hungarian youth choose English in their first foreign language and German in their second foreign language (Movchan, 2012).

The purpose of the educational language policy of the EU Member States is to be fluent in the mother tongue and in two foreign languages. Each citizen has the opportunity to choose two foreign languages for international communication and, in addition, should be able to learn his native language. Therefore, one of the most important tasks of the concept of multilingualism in the EU Member States is the most effective interconnection of all learning objectives, as well as the achievement of synergistic effect in the process of learning foreign languages in schools.

4. Foreign language education in the United States and the United Kingdom

Let's look at current trends and trends in vocational-oriented foreign language training in US and UK higher education institutions: reducing the demand for foreign languages at US higher education institutions (except for compulsory subjects) (Bodnarchuk, 2012). Therefore, learning a foreign language is recognized as a «strategic goal» by the US. State programs (involving the State Department and the US Department of Education) are being developed to involve students in learning languages such as Arabic, Chinese, Russian. Assistance programs for young Americans in mastering foreign languages are expanding. The American Standards for the Study of Foreign Languages in the 21st Century provide for: the development of

communicative competence through the development of interpersonal, interactive language skills; formation of socio-cultural foreign language competence through understanding different aspects of the country's culture; comparative analysis of foreign language and culture with mother tongue.

In the 21st century, foreign language learning standards set out a list of competencies that students should possess. The most common in the US is a communicative approach to foreign language learning aimed at communication in the professional field. Universities (Massachusetts Institute of Technology, Iona College) include special education courses aimed at the formation and development of language arts and techniques (Public Speaking, Communication Theory, Speech Communication). In the most prestigious colleges of the state of Columbia, Michigan (University of the District of Columbia, Michigan State University), some courses are taught in a foreign language. According to American scientists, the lack of foreign language competence of future specialists limits professional opportunities. Communicative approach is the focus on the development of each component of communicative competence - linguistic and socio-cultural. The organization of linguistic material is not form-oriented but function-oriented. The main criterion for achieving the goal is the transmission or perception of the message. An important component of the educational process is the independent learning activities of students, including project activities, which provides opportunities for the formation of foreign language competences, the development of creative abilities (Lozanov, 1977).

The teaching of foreign languages for special purposes is a priority in foreign teaching. Higher education institutions in the United States and the United Kingdom see the task of preparing a graduate student ready for professional foreign language communication; the communicative approach is preferred.

In the 1950s, the concept of vocational training was introduced in America. Foreign language teaching was considered to be a priority for foreign language teaching (ESP – English for Specific Purpose), due to the need for language training for a large number of foreign students and expatriates. Professional foreign language training was provided by ESP courses organized on the basis of language schools. The advantages of this form of foreign language education were the development of a special training program based on the students' communicative interests, the uniformity of the contingent, the short-term and the intensity of learning. The courses were aimed at preparing students for professional activities in a

particular specialty. An important part of the classes was occupied by communication activities (preparation of specialty reports, participation in discussions, etc.). US language schools have prepared ESP for a wide variety of professions. The US ESP programs were aimed at professional development. For example, at the IEP (Intensive English Programme) at the National University of California at Riverside, internship was one of the forms of education.

In the late 60's - early 70's in the British system of teaching foreign professional communication in the educational institutions of the country were reforms that identified the priority areas for the development of vocational foreign language education. During this period the tendency towards equalization of quality of university preparation started (Lazarenko, 2010).

Current approaches to the organization of higher education in the UK help to ensure that curricula take into account the latest scientific developments. The UK education system builds on the country's economic development and therefore introduces compulsory and optional elective courses. Such subjects include both technical (drawings, computer science) and humanities (foreign languages) (Blair, 2003). Admission to higher education institutions, such as Oxford Cambridge, The Open University, requires a high level of vocational training. In particular, the English language curriculum at the University of Birmingham provides students not only with theoretical knowledge but also with an understanding of the role of English in the modern world. To this end, the program implements such areas as «Language as a media», «Language in professional activity», «Language of law», «Language of computer communications», «Spoken English», «Language in argumentation», «Intercultural Communication in Business», «Psychology of Language in Communication», etc. «Foundation Year», an academic program for international students, is being implemented for international students in the UK. «Foundation Year» provides English and specialized subjects. The «Foundation Year» program of a particular university is designed for the program of that university. «Foundation Year» is offered by Oxford, Cambridge, as well as by some colleges (Phillips, 2000).

5. Discussion

The scientific novelty of the research is that: the organizational and pedagogical principles of foreign language education of future teachers of humanities in pedagogical universities are outlined; the peculiarities of

the formation of the content of foreign language education in pedagogical universities of Ukraine (the middle of the XX - the beginning of the XXI century) are singled out; the forms, methods and technologies of foreign language education of future teachers of humanities are determined; identified ways to implement the experience of foreign language education in pedagogical universities of Ukraine (mid-XX - early XXI century);

The practical significance of the research results is that the results of the research offer methodical recommendations "Development of foreign language education of future teachers of humanities in pedagogical universities" and substantiate the expediency of this methodical introduction into the practice of pedagogical institutions of higher education to increase professional readiness of future teachers of humanities.

At the beginning of the 21st century, foreign language education was enriched by the inclusion in the educational process of information and telecommunications technologies, which provide a new level of mastery of foreign languages. When learning a foreign language, it is more appropriate to use a blended form of study. Blended learning refers to the combination of formal learning, classroom work, and theoretical material, with informal discussions such as e-mail and Internet conferencing. The blended form of learning organically combines both daytime and distance learning. For the mixed form of study, the following features are characteristic: constant bilateral communication; the text of the textbook should be motivational; the student applies the acquired knowledge and skills (availability of practical, creative tasks) (Komorowska, 2006).

The creation of an electronic textbook on a foreign language is based on the following principles: the principle of quantization is the breakdown of material into training modules; principle of completeness - each section should have the following components: theoretical part; control questions; tasks for independent execution; principle of clarity - each section should be accompanied by a presentation with a minimum of text and visualization. The practical training of a distance course can be carried out in the form of business or didactic game, analysis of production situations, work with documents, colloquium, discussion, control work.

An interesting idea of foreign language education, implemented in foreign countries, is the updating of the attention on the system of professional training of teachers, which should be professionally oriented, that is, to train a teacher of foreign languages, and not a specialist in foreign languages with pedagogical and psychological knowledge and skills. The training system is functional, which includes the following types of skills: design; adaptation; organizational; motivational; communicative; control and

self-control skills; cognitive; auxiliaries that form the basis of professional culture. The learning process models pedagogical activity in educational tasks.

In today's foreign language education of future teachers of humanities specialties are considered relevant for the methods that are successfully used in foreign countries. Yes, Oxford, Cambridge, Longman, MacMillan publications are particularly valuable, and it is appropriate to use an interactive method of modeling situations where situations of social-status relations, role relations (role play), situations of relationships of joint activity (group work, exchange) are used as experience in the situation of moral relations.

Based on the analysis of scientific literature, we can identify such ways of intensification of foreign language teaching as: optimal selection of educational material; a person-centered approach to learning; specification of requirements for each stage of training; combination of traditional and innovative teaching methods; rational organization of communication and cognitive activity of students; increasing motivation to study the discipline; improving the planning of students' educational activities; the use of computer technology in training.

Important for extrapolation of current ideas of foreign language education are the methods of teaching foreign languages. Depending on the purpose and task, one or the other approach to teaching prevails; most commonly used lexical or grammatical methods; synthetic and analytical methods. According to the development of which skills are the purpose of learning, distinguish oral and reading methods. By way of semantization of material - translated and direct methods. On the principle of organizing the material, the traditional method is contrasted with the method of programmed learning. Among the most well-known methods, the most commonly used are the two main directions in foreign language learning - the consciousness and intuition, the name of which reflects their connection with the mental processes of mastering the language (Bodnarchuk, 2012).

Each method has objective value under certain conditions. Foreign educators believe that direct methods are more appropriate to use in small groups, in a multilingual or monolingual audience, if the teacher does not speak the language of the students and is tasked with teaching oral language within a restricted subject area. Comparative methods can only be used in a monolingual audience when the learner speaks the students' mother tongue. Mixed methods are applied depending on the purpose and specific learning environment of the foreign language.

The lexical translation or analytical method. The method was applied in different countries of Europe (England, France, Switzerland). The emphasis was on vocabulary, which was created by memorizing the original texts. The grammar was considered secondary and was studied haphazardly as a commentary on the text.

The natural method. The essence of the method is to create conditions similar to those that are characteristic of natural assimilation.

Gwen Method. Francois Guén, like M. Berlitz (, was a representative of the natural method; proposed in the teaching of foreign languages to apply internal visualization, which allowed, based on experience, to link individual phenomena and actions in a continuous chain. The basis of language teaching is the need to accompany their activities with statements in a logical and chronological sequence. The main points of this method: natural language teaching is based on the need of a person to express their feelings; not a word, but a sentence should be based on teaching; the most reliable and effective is auditory perception, that is why the primary means of language learning should be oral speech, not reading and correspondence. Berlitz and Guenpositive influenced the reform of the teaching of foreign languages: they were adherents of the narrow-minded study of a foreign language.

The main provisions of the direct method are following: the basis of foreign language training is the same physiological and psychological patterns as in the native language; memory and feeling, not thinking, play a major role in speech. The purpose of the method is to create an atmosphere of a foreign language. The lesson turns into a theatrical spectacle where each student is an actor and the teacher is a director and playwright. Representatives of the direct method are Harold Palmer and Michael West. The direct method became the basis for the development of purely specific teaching methods, such as audio-lingual and audio-visual.

Palmer Method. English teacher and methodologist Harold Palmer considered the most valuable methodological provisions rationalization of the pedagogical process and systematization of educational material. The main purpose of learning a foreign language is mastering verbal language. This method is also called the oral method. The interest is a system of exercises for creating the correct skills of oral language, which contains the following types: receptive work (conscious oral assimilation, training, one-part answers to common questions); receptive-imitative work (repetition of sounds, words, sentences); conditional dialogue (questions and answers, orders and answers, end of sentences) (Hulpa, 2007).

West Method. English teacher and methodologist Michael West, author of the method of «learning to read, speak and compose vocabulary». West reading is not only a goal, but also a learning tool, especially in the beginning: it allows you to accumulate vocabulary and thus create a base for developing reading and speaking skills. Tutorials created by M. West are texts written on previously selected lexical units, taking into account the gradual introduction of new words and their repetition (one unfamiliar word, introduced into 50 known, appears at least three times in a paragraph, possibly more often in another part lesson). The method made positive results due to the rationalization of the educational material, the intensive educational process, the use of visualization (Benson et al., 2001).

The Bloomfield method is one of the variants of direct method. The concept of Bloomfield is revealed in the following terms: learning a foreign language is aimed at practical purposes - the ability to speak and understand speech; training is done on an oral basis and with an oral advance, by creating associations; imitation and memory are very important; purposeful work is being done to develop auditory perception and auditory memory.

C. Frieze, R. Lado method - the focus is on the issue of adult learning in foreign languages, and their concept has influenced the school methodology. The basic principles of the Fries-Lado method are following : the study of a foreign language is inextricably linked with the study of the culture of the people, which is not only educational but practical. The basis of the training is oral language, which provides further learning to read and correspondence, which is considered as a process of recognition and transmission in the graphic image of already learned orally material. Therefore, learning to read and write is different from learning to speak. But the method of C. Frieze, R. Lado is limited to only one aspect - oral speech; readings and writings have not been developed in it (Hamaniuk, 2012).

Structural-global (audiovisual method) developed by the Scientific and Methodological Center at the Pedagogical Institute in St. Cloud and the Institute of Phonetics in Zagreb. A team of scientists led by renowned linguists P. Rivan (France) and P. Guberina (Yugoslavia), creatively applying the provisions of American structuralism and J. Guggenheim's work on the syntax of French, created an oral method of teaching foreigners in French. The method is designed for adults who need knowledge of French for listening to lectures in French educational establishments and for communicating with the French. This method is also widespread in England, Canada, Turkey, Mexico, Poland. It is mainly used in foreign language courses. The language of this method is studied for 3 - 3.5 months at 20 hours a week (the entire course of studying 250-300 hours). The ultimate

goal is to use a foreign language as a means of communication in everyday life. The most rational in the audiovisual method are techniques of development of auditory perception and auditory memory, active testing of strictly selected models, training of intonational speech patterns. The disadvantages of the audiovisual method are: the lack of accurate representation of the language facts studied by students and the resulting difficulty in operating them; weakness of mechanical associations and destruction of stereotypes in case of insufficient practice and interruptions in work; underestimation of reading and correspondence; narrow practical orientation of work and absence of general educational elements.

Georgy Lozanov's (1977) method - suggestion method (suggestive method) is a modification of the direct method, based on which accelerated learning in a foreign language is calculated for three months. The method was created at the Sofia Institute of Sugestology (Bulgaria). The author concluded that the ordinary educational system does not allow to mobilize the reserves of the individual. In the base of the method is the development of suggestion problems in pedagogy, the so-called suggestopedia, in this form of experiential learning much attention is paid to the connection of the educational process with the personal interests and motives of students. Classes by G. Lozanov (1977) method at first glance resemble a performance. The atmosphere promotes communication, first with the help of the teacher and then independently. The interlocutors make contact with each other, first with some difficulties, and then begin to communicate in a foreign language. According to G. Lozanov (1977), he was able to introduce about two thousand words in one month at the spoken level due to the use of the reserves of involuntary memory.

Nowadays, the most common methods abroad are: Grammar-Translation Method - a grammar-translation method focused on the study of grammatical rules through the translation of original texts; Audio-Lingual Method - the audio-lingual method provides for the rapid preparation of English language teachers with a communication orientation, based on the following principles: language learning is habit forming (language learning is habit-formation); mistakes should be avoided because they form bad habits (Mistakes are bad and should be avoided, as they make bad habits); first you need to learn oral language and then written (language skills are learned more effectively if they are presented orally first, then in written form); learning an analogy language is better than analyzing (analogy is a better foundation for language learning than analysis); the meaning of words can only be learned in a linguistic-cultural context (the meanings of words can be learned only in a linguistic and cultural context).

A separate method is - Cognitive-Code Methodologies (the theory of conscious mastery of the code; the conscious-practical method), the principles of which are: oral basis of foreign language learning; forming of thinking; mastery of the vocabulary in the sentence; mastering the grammatical structure of the language being studied. The difference with this method is the focus on language skills: speaking, listening, reading and writing.

The following method – Comprehension Approaches - cognitive approach reflects the process of mastering the first language, especially the great influence and application it has found in the practice of teaching and learning a foreign language in adults. C. Orwig (1998), in his work *Language Learning Strategies*, points out that the following are in the base of the cognitive process: the existence of a preparatory period for the formation of listening skills and the ability to understand oral language; the level of understanding of the language must be superior to its ability to communicate; foreign language communication must be based on comprehension skills.

Conclusions

The analysis of the source base shows that the legislative recommendations include following points: improvement of the system of foreign language training of students of Ukrainian universities in accordance with the Council of Europe documents; separation of the principle of multiculturalism in the legislative documents of Ukraine; providing the Ministry of Education and Science of Ukraine with information support for all participants of the educational process through the Internet; close cooperation of the Ministry of Education and Science of Ukraine with state, regional and international level educational organizations involved in foreign language education; cooperation of the Ministry of Education and Science of Ukraine with scientists, teachers, various public and international organizations; a clear identification of the multicultural direction of foreign language learning, emphasizing the need to integrate culture into the foreign language teaching process; organization of specialized centers, methodological offices and associations in order to raise the level of awareness of the conducted studies in the field of foreign language education (Komorowska, 2006).

At the organizational and methodological level, the recommendations are following: development of special multicultural programs and curricula; the use of foreign language as a means of learning,

the implementation of bilingual learning at all stages, the expansion of bilingual learning practices, strengthening the focus on teaching foreign languages to develop common communication skills; development and use of the latest pedagogical technologies in foreign language teaching using the achievements of information and communication technology. At the professional-pedagogical level it is necessary to: modernize the training of foreign language teachers on the basis of multiculturalism; to enhance the professional development of foreign language teachers, to stimulate their level of qualification through the implementation of online and distance education; to involve teachers in the development of educational and methodological provision of foreign language lessons, conferences, seminars, webinars.

It is proved that the modern foreign language education of future teachers of humanities specialties is focused on the formation of creative personality, capable of creative thinking based on a high level of foreign language skills as a means of communication in the sphere of professional communication. The effective ways of using the progressive experience of foreign language education of the studied period include the use of pedagogical strategies such as: integration of reproductive teaching and creative activities (vocabulary and business games; working with reference literature and search for independent work; language exercises and analysis of specific situations); combination of modular and problematic learning through the implementation of the principle of developmental learning; application of non-communicative model of foreign language education (strengthening of interpersonal communication, expansion of spheres of realization of foreign language communication; flexible concepts of foreign language education); use of cognitive strategies of foreign language education and intercultural orientation of the communication process (involving students to comprehend peculiarities of outlook, values of native speakers in order to find the optimal communication strategy); introduction of a model of foreign language education, which makes it possible to specify the social, professional and scientific activity of the student's personality; strengthening of extra-curricular work on foreign language education (professionally oriented activities in English, the work of clubs and clubs in a foreign language). And also the use of intensive methods (suggestopedic, activation, emotional-content, rhythm, relaxation); perceptual methods (video method, meetings with teachers from different countries); modeling of systems of relations which are characteristic for pedagogical activity (imitation of professional problems and contradictions); application of methods of broadcasting the socio-cultural component of the content of a

foreign language education (invitation of native speakers, participation in international projects).

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