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ENGLISH LANGUAGE TEACHING AND LEARNING: INNOVATIVE TECHNOLOGIES THROUGH EUROPEAN AND UKRAINIAN CONTEXT

European integration trends in Ukraine and the Bologna Process provide for the creation of a single Eurozone of higher education to ensure the competitiveness of Ukrainian professionals in the world. This requires future professionals to speak a foreign language at such a level as to become an important element of their training. The acquisition of foreign language competence by a future specialist occurs in the process of education, which in a higher education institution is an interconnected activity of a teacher and a higher education applicant [1]. Moreover, the tendencies of humanization of teaching foreign languages in a professional direction require a change in the position of the applicant in this process.

At the present stage of the development of democratic education, the future specialist can no longer be a simple recipient of information [4]. He must be able to accumulate, select and analyze information obtained from various sources, creating their own new knowledge [3]. Thus, the training of the future specialist should focus not on the passive acquisition of knowledge, but on the creative, active implementation of problem tasks or projects in interaction and cooperation with other subjects of study.

The strategy of personality development is reflected in modern technologies of teaching professional English, during the training of specialists in higher education institutions, characterized by humanistic orientation, personality orientation, democracy [2].

Today, group and individual forms of education are used in the system of teaching foreign languages. Pedagogists believe that the direct close communication of the teacher with the applicant allows revealing the real picture of general pedagogical training of the future specialist and joint efforts to find effective ways to achieve results in the development of foreign language competence [1]. The future specialist creates his own training plan, outlines personal educational schemes and trajectories, involving not only a certain amount of knowledge but also personal goals, tools for studying the necessary topics, and forms of evaluation of educational outcomes, which are adjusted in communication with the teacher-mentor [3].

Group forms of teaching foreign languages in higher education institutions, both European countries, and Ukraine, help to orient applicants to the amount of knowledge and competencies that they must master after passing a certain content module, and formulate general problems that the student should work on during of the specified period [5]. Group forms of foreign language teaching include lectures and practical / seminar classes.

The analysis proves that the modern process of teaching foreign languages in higher education institutions of both European and Ukrainian educational space, focuses on the use of innovative technologies and active forms and methods of teaching that stimulate the creative activity of future professionals, promote critical thinking, initiative, motivation future specialists to independent cognitive intellectual activity, while forming a stable system of humanistic, democratic views and beliefs, which is an integral part of the professional competencies of a modern specialist.

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