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**Modern Approaches to Learning Foreign Languages
for Professional**

The article analyzes modern approaches to teaching foreign languages and substantiates their expediency their use in higher educational institutions. The method of teaching foreign languages constantly is developing and is in search of the most effective ways of learning.

Key words: *institutions of higher education, methods of teaching a foreign language, professional orientation, modern technologies, foreign languages, educational and cognitive competence, language education, organization of the educational process*

The level of motivation for educational activity is one of the determining factors of successful mastering of a foreign language by students. A high level of motivation can compensate for a low level of knowledge or inclinations, while a low level of motivation cannot be compensated by any other component that determines and influences the level of skills development. Therefore, it is difficult to overestimate the importance of the comprehensive, systematic, and scientifically sound influence of the teacher on the motivational structure of students' learning activities.

Elaboration of theoretical material on the problem of motivation of educational activity made it possible to state that the structure of motivation of educational activity is not formed once and for all, it is constantly changing. The formation of motivation is a process exclusively internal and only motivators can be set externally, not the motives themselves. The influence of discrete and procedural motives at different stages of learning has different potential strengths, but only if sufficient strength of both types of motives is possible active work of students in the classroom. In fact, motivating learning activities can be only if there is a certain need and the student's awareness of the possibility of meeting this need by directing their activities to the educational task. ([1, p. 64])

Among the factors influencing the decline in student activity in English pairs are the following: individual factors associated with uncertainty, and low self-esteem. Some students consider their language skills to be imperfect and prefer to be silent rather than answer mistakes

and lose respect among peers, and high levels of demands are also problematic, especially for students with low self-esteem.

Here are some aspects of improving English language learning in the class:

Cognitive approach [*Eng. cognitive - cognitive, Latin. cognitive - knowledge, cognition*] - a modern approach that involves the use of human knowledge and the presentation of objects around the world for more effective learning.

Information approach. A characteristic feature of this approach is the accuracy and specificity of theoretical descriptions that allow easy variation of models and approximation of research carried out by representatives of the information approach to the idea of "exact" science. The most common and classic version of the information approach is the symbolic approach, which understands the human cognitive system as an operation on discrete elements of information - symbols.

The behavioral approach defines the mastery of a foreign language as the formation of reactions to foreign language stimuli. Knowing the traditions and values of another country, and being able to relevantly reflect their knowledge in the communication process, students become full participants in the interactive.

An innovative, non-traditional approach to learning provides a positive motivation to acquire knowledge in all subjects, active functioning intellectual and

volitional spheres, forms a lasting interest in the discipline, and promotes the development of a creative personality. The process of learning English using non-traditional forms of learning promotes the formation of interest in the language; a positive attitude to its study; stimulates independent speech activity of students; gives the opportunity to more purposefully implement an individual approach to learning. ([2, p. 1])

The intuitive-conscious approach involves mastering a foreign language, taking into account the models in an intensive mode, followed by an awareness of their importance and rules of operation.

The conscious cognitive approach directs the student's activities primarily to master the rules of use of lexical and grammatical models, on the basis of which the conscious construction of statements.

The communicative approach involves an organic combination of conscious and subconscious components in the process of learning a foreign language, i.e., learning the rules of operation of foreign language models occurs simultaneously with the mastery of their communicative-speech function.

All tasks used in the study of foreign languages should be communicative and aimed at students to properly interpret the problem situation, which requires mental effort and stimulates students' speech activity in the process of discussing the problem. ([3, p. 38])

The individual approach stimulates the selection of students with extremely high communication barriers of individual tasks for the development of monologue speech, which the student can prepare in advance in a quiet "home" environment. We are talking about various messages, reports, and presentations, which one of the members of the group presents to the audience for further discussion and possible additions.

The "Thematic" approach to learning a foreign language is an attempt by professionals to modify topics, give them a creative character, and turn them into essays, reports, etc., which are selected and developed by students themselves. This is, of course, a step forward. But the point is to move to a speech-activity approach in language learning. Because "themes", in fact, have actually replaced speech activity.

The need for an activist approach to the study of linguistic phenomena, ie the study of the nature of meaning from the standpoint of functionalism, emphasizes the analysis of pragmatic and semantic aspects of monologue speech, expands students' understanding of the relationship between nominative nature and functional meaning of monologue. ([3, p. 40])

A pragmatic approach to the problem of studying the conditions of functioning of language units should take into account the fact that in real communication, any statement is part of the structure of the language relationship. Each statement exists only in a pragmatic context, and the influence of the context on the implementation of the communicative strategy of the speaker is very important. This is a prerequisite for enhancing knowledge about the cultural characteristics of countries and peoples whose language is being studied. In our opinion, this is fully facilitated by the intercultural approach to the study of a foreign language, which is an important component of the culture of the people who communicate in this language, and a means of transmitting it to others.

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Сучасні підходи до вивчення іноземних мов для професіоналів

У статті аналізуються сучасні підходи до викладання іноземних мов та обґрунтовується доцільність їх використання у вищих навчальних закладах. Методика викладання іноземних мов постійно розвивається і знаходиться в пошуку найбільш ефективних способів навчання.

Ключові слова: ВНЗ, методика викладання іноземної мови, професійна орієнтація, сучасні технології, іноземні мови, навчально-пізнавальна компетентність, мовна освіта, організація навчального процесу.