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REASONED ECLECTISM METHOD OF TEACHING ENGLISH TO INTERNATIONAL RELATIONS STUDENTS

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Abstract: Teaching English to students majoring in international relations (IR) encompasses specialized methodologies designed to provide students with the language skills necessary to communicate effectively in a globalized and diplomatically complex field. As English has become the dominant lingua franca in international discourse, the demand for proficient speakers of IR has increased dramatically, prompting teachers to adapt their teaching strategies to these specific professional requirements. The significance of this topic lies in its relevance to the growing interconnectedness of global affairs, where fluency in English is essential for negotiating, analyzing, and collaborating with international stakeholders. This article discusses the application of well-known methodologies, such as communicative language teaching (CLT) and discussion-based learning, roundtables, projects, and presentations, in the English classroom for second-year international students at the Faculty of Law and International Relations of Borys Grinchenko Kyiv Metropolitan University. These methodologies not only prepare students for real-world interactions, but also develop critical thinking and adaptability, and contribute to improving their English language proficiency, thereby improving their academic performance and professional readiness in a competitive global arena.

Key words: English language teaching, international relations students, method of reasoned eclecticism, communicative language teaching method, method of guided discovery, Suggestopedia.

The evolution of English language teaching has been largely influenced by the needs of various fields, including international relations (IR). As English has become a global lingua franca, especially in the second half of the 20th century, its role in diplomacy, trade, and international communication has become increasingly prominent [1, p. 147].

The historical context of English language teaching reflects a shift from traditional methods to more interactive and student-centered approaches driven by the need for effective communication in a globalized world. In the early stages of teaching English as a second language, methods such as grammar-translation and audiolingual approaches, which focused largely on rote memorization and passive learning, were dominant [2, p. 3], [3, p. 1]. However, as the world has become more interconnected, the pedagogical emphasis has shifted towards communicative language teaching and task-based learning, which emphasizes active participation and the practical application of language skills [3, c. 2; 4.c. 3]. This shift has been consistent with the growing recognition that English proficiency is essential for success in international relations, where effective negotiation and clear communication are crucial [3, c. 2].

Teaching English to students majoring in international relations requires an approach that meets their specific academic and professional needs. Research on methodologies for teaching English as a foreign language (EFL) has shown that a variety of approaches can be used to improve language learning outcomes in this field. Effective methodologies are discussed, with an emphasis on communicative and inquiry-based approaches to teaching, as well as the importance of accommodating different learning styles.

This article describes the methods of teaching English to second-year international students of the bachelor's degree in Public Communications and Regional Studies at the Faculty of Law and International Relations at Borys Grinchenko Kyiv Metropolitan University. Among the various methods and techniques of teaching English in groups of modern international students, the favorites are communicative language teaching (CLT), inquiry-based learning,

task-based learning, collaborative learning, learning through games and simulations, the method of adapting to the needs of the student (Suggestopedia), and the method of guided discovery of the new (Guided Discovery).

I would like to note that the general method of teaching English at our faculty is the Principled Eclecticism Method, which combines various approaches and methods described below. This approach adapts our methods, taking into account the general and specific goals and objectives of learning, motivation and the ultimate goal of each student to meet the general and specific competencies and learning outcomes of the educational program (EP). This method integrates such aspects of learning English as listening, speaking, writing and reading at the B2, C1 levels and the language of a professional specialized diplomatic orientation (including professional and general communication, work with professional articles and materials, lexical analysis, critical analysis, content analysis, discussion and translation, studying the format and content of professional diplomatic documents, their writing and translation).

1. Communicative Language Teaching (CLT) is one of the most popular methodologies for teaching English as a second language today. It helps to teach students to communicate in English on general and specialized topics, creates a language environment in the lesson where each exercise has a communicative purpose. Communicative Language Teaching (CLT) emphasizes the ability to communicate in real-life contexts, which is especially relevant for students who study international relations and often participate in discussions, negotiations and presentations. In the second year, we study seven broad topics (modules cover general and specialized English). This method is democratic, students communicate with each other and with the teacher in English, discuss interesting modern topics and learn to express their opinions in general and specialized genres of communication. The tasks integrate several language aspects at once (reading-speaking, listening-speaking, reading-writing). All teaching methods are used: acoustic, visual, kinesthetic, verbal and non-verbal. Language is perceived as a means of communication. Grammar is studied in the context of educational material. In this

method, we also develop intercultural awareness. We read interesting anthropological articles, discuss linguistic and cultural components, archetypes and myths of culture, discuss issues of Ukrainian cultural identity and patriotism. We discuss global culture and its aspects, processes of forming global identity, acculturation in a work situation abroad. The method develops cultural and linguistic tolerance and a positive perception of otherness. This methodology is focused on the practical application of knowledge. Cultural, linguistic and pragmatic awareness (English in context) plays a key role.

2. A learning method focused on a specific task or situation (TBL (Task-Based Learning)). Task-Based Learning gives students the opportunity to use language when performing real pragmatic tasks: going through an interview, writing a resume, a motivational letter, writing an argumentative essay, giving a speech at a summit, developing a joint project on a professional topic, developing a group and individual presentation and being able to present it to the public (knowledge of rhetorical techniques and stylistic techniques and tropes is required). This approach teaches how to exist in an English-speaking environment. Also, TBL forms practical communication skills and critical thinking skills. Methods such as role-playing and simulations are often practiced in the classroom. They allow students to practice language skills in realistic scenarios that reflect the complexity of international negotiations and diplomatic interactions.

3. Lexical Approach: a method of studying fixed expressions and phrases, studying collocations, phrasal verbs, idioms, makes students' speech more natural, enriches vocabulary, and promotes the study of professional vocabulary. The study of grammatical units is integrated into lexical tasks. We use the method when studying professional diplomatic documents, we consider and study clichés, lexical expressions, the level of formality and idioms, and the format of documents.

4. The Grammar-translation method focuses on detailed grammatical rules and vocabulary, with exercises in translation from Ukrainian to English and vice versa as the central activity. Assessment usually includes written translation tasks, identifying and using translation techniques, identifying grammatical and lexical

errors, and answering questions about understanding the translated texts. This traditional, rule-based approach prioritizes reading and writing and is used during classes on the translation of professional and general material. We use the help of Google translate, Chat GPT, and other translation tools. assistants, compare translation options.

5. Suggestopedia method: emotionally favorable atmosphere in the classroom for better assimilation of the material. The first module of the second year is devoted to the topic of Personality in Diplomacy and International Relations. Students take psychological tests in English to find out their psychotype and indicate the methods and techniques of learning that are most suitable for certain types of personality. This material also has a professional component, suggests the type of activity that the student can engage in in the future. Discussion of this topic is useful and interesting. The approach is student-centered, self-analysis, pair work, group work, game, discussion of the material in English.

6. Guided Discovery method: independence in learning. Students perform various types of independent work and upload the completed work to the electronic course.

Teaching English to students specializing in international relations requires an approach that meets their specific academic and professional needs. As research on methodologies has shown Teaching English as a Foreign Language (EFL), various approaches can be used to improve language learning outcomes in this field. We believe that effective methodologies, with an emphasis on communicative and inquiry-based approaches to learning, allow for the best professional outcomes.

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