

4. The future teacher's successful innovative activity motivation is facilitated by the certain pedagogical conditions creation, with an important role plays the teacher's coordinating activity.

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## **CONTEXTUAL APPROACH IN ENGLISH LANGUAGE LEARNING FOR STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS**

During the reform of the higher education system in Ukraine, the vector of professional training of future specialists is changing. First, it is about the formation of a professionally competent personality of a modern specialist, who can interact constructively in the professional environment and outside it. Consequently, the problem of updating the content and technologies of professional education, on the one hand, and the search for modified approaches to foreign language learning in higher education institutions, on the other hand, is urgent and urgent in its solution.

The analysis of educational and professional training programmes for specialists in engineering and technology indicates that the formation of integral, all general and professional competencies are based on the students' conscious assimilation of thorough professional knowledge, abilities and skills for practical application of this knowledge, as well as the ability of a future specialist's personality to acquire new knowledge, learn best practices, communicate with other specialists and creatively solve professional tasks. Hence, the critical role of a foreign language (English) and the main requirement for its study – professional orientation are apparent. Considering this, we focus on the contextual approach in learning English by students of higher technical education institutions. As N. Myronchuk notes, a characteristic feature of the context approach is that learning is based on solving some professional-life issues using external contexts; simultaneously, students are aware of the need for knowledge, its appropriateness for different professional functions (Myronchuk, 2018). In other words, it is the contextual approach that ensures the transition of learning and cognitive information into professional and conscious, motivated and result-oriented information.

Thus, A. Verbytskyy argues that the concept of "context" is a meaning-creating category in the theory of contextual learning. Therefore, it is necessary to create different contexts of students' life activity in higher education institutions' learning and educational environment in connection with their professional activities, contributing to their involvement in cognitive processes

and mastery of their future professional activities (Verbytskyy, 2004, p. 25). In our opinion, N. Guzii's opinions on the fact that contextual learning provides a change of student's activity type from educational to professional one are interesting [3, p. 364-365]. In the context of our study, A. Melnyk's reasoning that non-verbal students are cognitively and socially motivated to learn a foreign language seems productive. That is, cognitive motives are conditioned by the content of educational material and contribute to the awareness of the need to learn something new, to possess certain information, to gain knowledge; social motives or communication motives are connected with the need to communicate with other people (Melnyk, 2012, p. 194).

The training of future engineering students in English, as the practical experience shows, is a complex multistage process, the success of which depends on the motivation and organisation of it as a subject-subject interaction between a teacher and students. In the English language class, there should be communication between the participants of the educational process. Moreover, communication is understood in the unity of its three main components: communicative, interactive and perceptive. The communicative component of communication determines the specifics of information exchange between the teacher and students, considering their knowledge, skills, and experience. The interactive component provides the interaction between the teacher and the student based on their interaction strategy (cooperation, evasion, elimination, competition or compromise). In its turn, the perceptual component is responsible for the mutual understanding of participants of the educational process and their perception (Halatsyn, Khomyak, 2019, p. 46-61).

At the first stage, students' cognitive and social motives for learning English are formed, which provide systematic and thorough knowledge and awareness of the expediency and necessity of language learning for successful professional development. At this stage, an essential task of an English teacher is the development of students' self-regulatory skills and the formation of the ability and willingness to learn independently. The second stage of learning English implies the professionalization of English language knowledge, its professional orientation. Future professionals at this stage are aware of the importance of English for their development as professionals. They also understand that the level of foreign language proficiency depends on themselves, their desire to learn, and hence their responsibility for the quality of learning is logical. At the third stage of learning English, students practically use their acquired knowledge of English in professional activities (in particular, in various work practices, preparing final papers, etc.). English serves to obtain new professional information, communicate in a foreign language professional space, establish interpersonal and professional contacts, etc.

In learning English, the teacher's role changes from an organiser of the learning process to an equal participant and coordinator and adviser. However, at all stages of learning English, interactive technology remains relevant, which is one of the prerequisites for implementing the contextual approach.

Interactive technologies ensure students' active position in the learning process. Thus, Komar O., understands interactivity as a principle of building and functioning pedagogical, psychological, computer-based communication in a dialogue mode [4]. The signs of interactivity can be identified as mutual learning, cognitive activity, different learning and cognitive activity formats, different types of activity, and situations of success.

Interactive technologies ensure the conscious learning of English-language teaching material and the formation of students' active position in the learning process. The most effective in learning English was such interactive technologies as cooperative learning technologies (work in pairs, triples, carousel, work in small groups, etc.); situational modelling technologies (simulation games, role play, etc.); technologies of processing discussion questions (press method, take a stand, case-method, discussion, etc.); technologies of collective group learning (unfinished proposals, brainstorming, etc.).

Consequently, as a conclusion, it can be stated that an essential component of the professional competence of a modern specialist is English-language training, which implies not only conscious assimilation of English-language knowledge but also its practical application in professional activities and everyday life.

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