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**Situational Approach Usage in Terms of Foreign Languages Teaching**

One of the major tasks of English for Specific Purposes is the task of highly qualified specialists training in different spheres of social life. The main condition of this problem solution is the task to provide the future specialists with necessary skills of professional communication in foreign languages with the aim of professional experience and achievements for their implementation in Ukraine.

This problem in modern linguistic didactics has found its reflection in many investigations. The works of S.K. Folomkina, I.N. Vereschagina, V.V. Кuraksina., Tarnopolskiy, U.V., Degtyaryova and N.L. Drab have described different aspects of professional communication in foreign languages in higher educational establishments.

It should be mentioned that one of the most important principles in modern foreign languages teaching is the principle of the situational factor, which must be taken into consideration on the stage of the material mastering. Creation of the situational media is extremely necessary for the maintaining of the language activity of learners. The result of the situational approach is dialogues making up by learners and reproduction of ready-made ones. The situational approach teaching assumes how to use different language structures in definite situations. The method is intended for development of automatic language skills or practice connected with the use of certain speech pattern. The use of language forms in the communicative act and situational conditionality of the language patterns are trained. Situational learning stimulates oral speech and encourages skills of spontaneous conversation. Creation of real-life situations produces natural speech stimuli. It is easy to find necessary words under such conditions [1, с.139].

Before presenting any learning situation, a teacher must organize educational language material presentation necessary for this work [1, с.140]. Preliminary preparation of the program theme is one of the conditions of the problem situation realization. Teaching problems are chosen by taking into consideration educational teaching aims and individual peculiarities of learners. To these specific features we refer the age peculiarities of students, stipulating increased psychophysiological activity and their inability to concentrate on difficult and serious tasks; life experience; sphere of interests and in some degree the students’ unwillingness to study the subject as a non-profile one, etc [2, с. 62].

For creation of such situations in class oral descriptions of speech situations, illustrations, dramatizing of ready-made dialogues, using the situation under real-life conditions are proposed.

It is necessary to remember that before starting the situation description, the students must have ready speech patterns for this situation and must have already developed automated skills for quick selection of these speech patterns. In KNMU the students are offered a number of problematic situations of the following types: 1) you talk to a patient who has a bad appetite, a sour bleaching, a feeling of burning in the stomach. Ask the patient about the presence of other dyspeptic signs and their frequency, the time and causes of their disturbance; or 2) your patient has pains in the region of the ear, his temperature is high and his ears discharge pus. Define more exactly the remoteness, character and localization of pains along with abundance and consistence of discharge from ears, and presence of blood in discharge; or 3) you are explaining the results of X-ray examination to patients who bring you the X-ray pictures. Ascertain the absence of pathological changes or the presence of lesions in the lungs (stomach, bones) in the X-ray picture etc.

The experience of foreign language teachers has proved that the most effective methods for professional foreign material mastering is the use of situations imitating real-life ones; they take rather significant place in the short term system of future specialists training.

Thanks to everyday use of such conditioned situations, the studied material is easily mastered by the students even with poor linguistic abilities, and also by the students who are afraid of speaking foreign languages. Typical working conditions are created, which, from the one side, reduce lack of self-confidence and slow response situation greatly, and, from the other hand, provide a very stable link between the language material in a foreign language and situation. The use of such situations in the process of education stipulates some renewal of certain fragment of real situation. The main condition of working with such situations is that no any speech act should disturb the reality of the created situation. Therefore, this fixed speech pattern remains stable for a long period of time. Future specialists not only use certain verbal constructions, but compare them with already existing ones. So, it encourages to overcome the difficulty of the abrupt transmission from training conditions to real communicative situations thanks to formation of stable associative links in learners.

Educational speech situations give possibility to reformate already existing ways of foreign languages training with the aim of their activization; they stimulate the students to think. These situational tasks prepare the learners ingenuously and make it easy to start communication in real-life situations [2, с. 63].

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