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Санкції
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Студенти вивчають кожен розділ, лексику та вирази, обов'язково вивчаємо інкотерміни, студенти здають їх, як залік, а потім студенти пишуть переклад частин контракту з іноземної мови на рідну та з рідної на іноземну. Часто вони отримують завдання скласти самим частину контракту з певною фірмою. Також, на державному іспиті до складу білету входить, як одне з письмових завдань, складання дідового листа чи переклад частини контракту.

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VARIOUS METHODS OF TEACHING ENGLISH IN THE MODERN WORLD

The interest in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methodologies, each trying to be a major improvement over the previous or contemporary methods. The

earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803—1865), Henry Sweet (1845—1912), Otto Jespersen (1860—1943), and Harold Palmer (1877—1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise.

The development of foreign language teaching is not linear. There have been two major branches in the field, the empirical and theoretical, and these have almost completely separate histories, with each gaining ground over the other at one point in time or another. Examples of researchers on the empiricist side are Jespersen, Palmer, and Leonard Bloomfield, who promote mimicry and memorization with pattern drills. These methods follow from the basic empiricist position that language acquisition basically results from habits formed by conditioning and drilling. In its most extreme form, language learning is seen as basically the same as any other learning in any other species, human language being essentially the same as communication behaviors seen in other species.

Language education may take place as a general school subject or in a specialized language school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights.

While sometimes confused, the terms «approach», «method» and «technique» are hierarchical concepts. An approach is a set of correlative assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. Such can be related to second language acquisition theory.

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers. A technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less-directly, with the approach.

The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900 and are best represented by the methods devised by

Berlitz and de Saüzé although neither claim originality and has been re-invented under other names. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary.

The audio-lingual method was developed due to the U.S.'s entry into World War II. The government suddenly needed people who could carry on conversations fluently in a variety of languages such as German, French, Italian, Chinese, Malay, etc., and could work as interpreters, code-room assistants, and translators. However, since foreign language instruction in that country was heavily focused on reading instruction, no textbooks, other materials or courses existed at the time, so new methods and materials had to be devised

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms[4] it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. Dogme language teaching shares a philosophy with TBL, although differs in approach. Dogme is a communicative approach to language teaching and encourages teaching without published textbooks and instead focusing on conversational communication among the learners and the teacher.

The proprioceptive method virtually stands alone as a second language acquisition (SLA) method in that it bases its methodology on a speech pathology model. It stresses that mere knowledge (in the form of vocabulary and grammar memory) is not the sole requirement for spoken language fluency, but that the mind receives real-time feedback from both hearing and neurological receptors of the mouth

and related organs in order to constantly regulate the store of vocabulary and grammar memory in the mind during speech.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years.

On average in Europe, at the start of foreign language teaching, pupils have lessons for three to four hours a week. Compulsory lessons in a foreign language normally start at the end of primary school or the start of secondary school. In Luxembourg, Norway, Italy and Malta, however, the first foreign language starts at age six, and in Belgium's Flemish community at age 10. About half of the EU's primary school pupils learn a foreign language.

English is the language taught most often at lower secondary level in the EU. There, 93 % of children learn English. At upper secondary level, English is even more widely taught. French is taught at lower secondary level in all EU countries except Slovenia. A total of 33% of European Union pupils learn French at this level. At upper secondary level the figure drops slightly to 28 %. German is taught in nearly all EU countries. A total of 13 % of pupils in the European Union learn German in lower secondary education, and 20 % learn it at an upper secondary level.

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НАУКОВА РОБОТА ВИКЛАДАЧА У ВУЗІ

Перетворення КНЕУ в науковий центр передбачає поруч із навчальною, методичною роботою проведення викладачами кафедри фінансів підприємств глибоких наукових фінансових досліджень.

Нам імponує заклик: «поки ще не пізно» як тема доповіді Глена від Національної комісії США з питань освіти і науки. Дев'яност років тому на фасаді першого у світі Болонського університету написано: «Освіта і наука — єдині». Отже система