

INTERACTIVE METHODOLOGICAL APPROACHES TO TEACHING FOREIGN LANGUAGES FOR INTERNATIONAL RELATIONS MASTER STUDENTS

Abstract

The article is devoted to the issues of practical appliance of a variety of interactive and innovative methods on lessons of a foreign language for International Relations postgraduates. The authors present several examples of activities aimed at improvement of communicative and critical thinking skills.

Keywords: *competences, communicative competence, business games, critical thinking, project, portfolio.*

Аңдатпа

Берілген мақалада шет тілі сабағындағы түрлі интерактивті және инновациялық әдістерін тәжірибелік түрде қолдану мәселелері қарастырылады. Авторлар сабақта коммуникативті құзыреттілік пен сыни тұрғыдан ойлау дағдыларын дамуға бағытталған тәсілдерге мысалдар келтіреді.

Тірек сөздер: *құзырет, коммуникативтік құзырет, іскерлік ойын, сыни тұрғыдан ойлау, жоба, портфолио.*

Аннотация

В настоящей статье рассматриваются проблемы практического применения различных интерактивных и инновационных методов на уроках иностранного языка. Авторы приводят примеры использования на уроке различных приемов, направленных на развитие коммуникативной компетенции и навыков критического мышления обучающихся.

Ключевые слова: *компетенция, коммуникативная компетенция, деловая игра, критическое мышление, проект, портфолио.*

The political, economic and socio-cultural changes taking place in the modern world contribute to expansion of professional communication, enhance cooperation in international projects, and enable to build professional contacts between representatives of different nations.

The modern education is facing the objective to improve and upgrade approaches to foreign languages teaching through the development of professional communication in the segment of language training, which in turn determines the successful implementation of competences in the changing world.

The Declaration on Establishing the European Higher Education Area, adopted within the Bologna Process, focuses on the need to raise the level of language training specialists in all fields of knowledge to ensure the preparedness to life in a multilingual world.

To this end, in the process of training Master Students in the sphere of international relations special importance is attired to professional foreign language training of diplomats, capable to carry out professional activities with the help of foreign languages.

From the point of view of competence approach, the major goal of the professional language training of specialists in international relations is the formation of the system of professionally signaling competences satisfying the quality characteristics of a university graduate with the degree in International Relations in the subjects of Foreign Language in Professional Sphere and Second Foreign Language, i.e. preparing Master Students for professional foreign language communication. High level of competences (by type of speech and professional activity) is a criterion for evaluating the quality of professional language training specialists in international relations.

Teaching diplomats how to establish cooperation with foreign partners, enabling an individual to integrate in the world and national systems, professional, intellectual, communicative development of diplomats is reflected as the goal of training in the work of the Institute of Diplomacy in compliance with the law "On Education", the Regulation "On Postgraduate Professional

Education”, directives of the MFA of RK, the Concept of Development of the Academy of Public Administration under the President of the Republic of Kazakhstan and other inner normative acts of the Academy. The peculiar feature of training in the Institute of Diplomacy is its international status, involving carrying out professional activities by its graduates in a foreign language. In this regard, the institute is facing the objective to find approaches to language training for diplomats, which would correspond to the changing demands of the society. Given the specificity of the above, we have an opinion that language training should focus on development of professional communication in the everyday speech activity as well as in the process of solving their professional problems. Improving professional communication skills implies formation of Master Students’ ability to carry out communication in a foreign language in specific professional, business and scientific spheres and situations, taking into account characteristics of professional thinking while being involved in motivational and research oriented activities. Professionally oriented training means the training based on the needs of Master Students in the study of a foreign language, dictated by the peculiarities of their future profession or specialty. It implies acquiring good command of professionally oriented foreign language along with development of personal qualities, knowledge of culture of a studied language country and acquisition of specialized skills based on professional and linguistic knowledge. Foreign language in this case is a means of enhancing professional competence as well as personal and professional development of Master Students of the Institute of Diplomacy and is a prerequisite for their future successful career.

Concerning learning a foreign language the Council of Europe materials consider two types of competencies in the area of foreign language learning: general competence (including the ability to learn, existential competence, declarative knowledge and skills) and communicative competence [1].

Communicative competence in accordance with the mentioned concept includes the following components: linguistic competence, sociolinguistic competence, discourse competence, social competence, strategic competence and social competence.

Under the linguistic competence, which is the main component of communicative competence we understand the ability to construct grammatically and syntactically correct structures, as well as to comprehend the meaning segments of speech, organized in accordance with the existing rules of the English language, and to use them in the sense they are used by native speakers in an isolated position.

Sociolinguistic competence is the ability to select an appropriate linguistic form, mode of expression depending on the conditions of the communicative act: the situation, the communicative goals and intentions of the speaker, social and functional roles of communicants, relationship between them, and so forth.

Under discourse or speech competence we understand the ability to use a specific strategy to design and interpret a text. As a part of the discourse competence specialists consider written and oral text types and tactics of speech behavior. At the same time, different types of texts for productive and receptive perception are recognized.

Socio-cultural competence implies familiarity with national and cultural specificity of verbal behavior of native speakers, with those elements of the socio-cultural context, which are relevant for generation and perception of speech in terms of native speakers, including customs, rules, regulations, social conventions, rituals, cross-cultural knowledge and so on.

Social competence is manifested in the willingness and ability to engage in a communicative contact with other people. The willingness to make a contact is caused by needs, motives, a certain attitude to future partners for communication, as well as a speaker’s self-esteem.

Strategic competence allows compensating insufficient language skills as well as speech and social experience of communication in a foreign language environment by using special tools.

Communicative competence is designated as the main goal of foreign language teaching in the system of national higher vocational education and training and in relation to the Institute of Diplomacy is considered, as it was stated above, as an ability acquired in the process of organized learning to implement appropriate models of foreign language communicative speech behavior stereotypes in professional communicative situations.

The formation of foreign language communicative competence is an urgent task of academic and practical value. The theoretical aspect of communicative competence is presented as a multi-component phenomenon, where the level of its components formation determines effectiveness of work on development of communicative competence of a future expert. This means that, despite the variety of interpretations of component composition of the communicative competence, its main elements such as language, speech and socio-cultural competence, most fully reflect the content and purpose of learning a foreign language as a means of communication. The theoretical aspect of communicative competence is based on the most important concepts of terminology to describe the process of communication, including the concept of communicative strategy, communicative behavior as conventions selection of linguistic material and organization of communication in aggregate socio-psychological and actual linguistic factors, receptive behavior as an adequate understanding of the verbal action interlocutor [2].

Applicative description of foreign language communicative competence oriented towards the search for new methods of study consistent with the objectives of professional competency formation. Productive aspects of foreign language teaching can effectively be explicated in such forms of methodical work as a multifaceted training monologue (a paraphrase, abstracting, annotation, translation of texts in a foreign language) and dialogical speech in the framework of the project methodology, game technology, and modular interactive learning technologies. These methods of formation of foreign language communicative competence as a part of professional competence, having a practice-oriented character, can help shape the ability of Master Students for action, solving professional problems.

Training specialists in international relations for a professional connection with a multilingual representative is associated with issues of professional communication that makes it necessary to develop tools to integrate them into the process of language training. The set of pedagogical conditions for effective language training of a diplomat for professional communication, according to the I.V. Zotkin includes:

- organization of educational process on the basis of the concept of “dialogue of nations” to ensure self-development of an individual, his integration into the global and national cultures systems, knowledge of one’s own identity and understanding of another person;
 - creation of language environment enabling Master Students to “plunge” into the sphere of foreign language culture;
 - integrity of professional language and vocational training, which is the basis for foreign language teaching;
 - use of active forms and methods of learning (training, role play, case study methods, etc.), Stimulating development of correct speech, ideas about professional specifics of the communication;
 - organization of Master Students’ extracurricular activity through creative work in various clubs, meetings with native speakers, participate in a festive and competitive activities [3].
- Based on the above, foreign language training of future specialists in international affairs is a complex and time-consuming process. Department of State and Foreign Languages of the Institute of Diplomacy is working hard to improve the content of vocational training and language training for diplomats, in particular.

As a part of the curriculum for the subject “French as a second foreign language”, despite the relatively small number of hours devoted to this discipline, we use a variety of active learning methods and tools, communication-oriented textbooks and teaching material. Firstly, it should be noted that training is conducted on the basis of educational and methodical manual «Objectif diplomatie. Le français des relations européennes et internationales », which is based on innovative approaches [4; 5]. This manual was an attempt to respond to the needs rapid and effective learning of the French language to use in different situations, demanding a poly-lingual cosmopolitan specialist to work at an international level. This is an intensive tutorial for levels from A1 to B2 according to the European standards of language competence containing a large number of documents for civil servants, using the French language in international relations and public administration, as well as Master Students preparing for careers in international affairs. In the introduction to the manual Abdou Diouf, Secretary-General of the International Organization

of La Francophonie says that the French language is one of the working languages of the European Union and the UN Secretariat, as well as many other international organizations. It is also the official language of many countries on five continents. As for the three capitals of the European Union - Brussels, Luxembourg and Strasbourg, they are known to be French-speaking cities. Therefore, French-speaking diplomats and civil servants working on the European and international level have an advantage. The teaching and methodical manual was developed in partnership with the International Organization of La Francophonie, the Ministry of Foreign Affairs and the French Ministry of Culture.

It addresses four main areas:

Aspects et étapes de la vie et de la carrière d'un fonctionnaire à l'international (aspects and stages of the life and career of a manager-international affairs); Comment se déroule un événement international, depuis la préparation jusqu'à la couverture médiatique? (How is the international event, from preparation to its coverage in the media);

Différents types de la prise de parole publique: des conférences aux débats et leur comptes rendus (Different types of performances: from conferences to debate and reports); Différentes formes d'échanges de vues (stratégies de communication), la négociation (techniques, rituels) (Various forms of information exchange (communication strategy), negotiations (equipment, rituals)).

The thematic variety of material specified in the educational manual was dictated by the need to include, in accordance with the purposes and certain pragmatic content of various documents, statements regarding geopolitical issues, student mobility, European issues, international trade, Francophonie, dispute, defend ideas, declarations of relevance news. The proposed video opens a wide panorama of the journalistic situations: debates, discussions, reports, interviews. In addition, reference is made to them, and they can always be found on the website of the International channel for Francophones around the world TV5 Monde.

Assignments and exercises offered in the manual are aimed to express their views, instant response, debates on current issues or general problems of the world. Authentic video content (as a means of training to audition) presented in it, contribute to the recreation of a real situation of communication that promotes learning a natural, living language and is a huge incentive to increase the motivation of undergraduates in the study of the French language.

This gives Master Students an opportunity to step by step learn how to develop a communication strategy to build a reasoned response, to make a formal statement and, eventually, to use the French language in different situations freely and efficiently.

Secondly, in the process of learning the French language we can widely use business games, simulating professional situations through role repertoire and dramatic improvisation through tools to develop Master Students' communication style as the context of professional activities. Role play in the educational process involves the simulation of real conditions specific for future careers of Master Students. Using this method, our studies have shown the effectiveness of mastering the material, as it increases the volume of the material that helps to activate the voice of each of Master Students.

Let's consider the use of this method on the example of preparation and conduct a series of activities on the theme "*Francophonie. French language in the world*", according to the thematic plan of the Syllabus for second-year undergraduates specialty "*International Relations*". The purpose of training is development and improvement of communication skills for use of the French language in professional work. At the end of theme we hold a business game, a round table on the theme "*Francophonie. French language in Kazakhstan*".

As a means of education, implementing learning content according to the communicative method in the classroom we can use modern educational technologies with the connection to various components of audio-visual systems, Internet resources, and a special channel of the International Organization of Francophone TV5 Monde [6], the projector, the above teaching methodical complex.

It should be noted that the game provides a special method of learning organization and activities designed for the organic inclusion of games and game exercises in the learning process,

providing knowledge and learning studying subject content of the world, sealed in their new linguistic code.

As for business games, a form and method of teaching in which the simulated subject, and social aspects of the content of professional activity. Training business games are practical exercises that simulate different aspects of the professional activity of Master Students and ensure conditions of complex use of their knowledge of the subject of professional activity, improving their foreign speech and a complete mastery of a foreign language as a means of professional communication.

For the round table the following roles are distributed between undergraduates: a representative of the International Organization of La Francophonie, at the French Embassy, a Cultural Affairs Adviser of the French Embassy in Kazakhstan, an attaché for education and the French language of the French Embassy in Kazakhstan, the Director of the French Alliance in Astana, a representative of the Ministry of Education and Science of RK.

Participants are encouraged to consider the following aspects: the role and place of the French language in the world, the work of the French Embassy for the dissemination of the French language in Kazakhstan, the involvement of Master Students and the adult population of Astana in the world of French language and culture through the French Alliance, the position of the French language in educational institutions of Kazakhstan. In accordance with the received roles master Master Students prepare their presentations.

It should be noted that the purpose of a presentation, which in turn relates to methods of active learning, is to develop the skills of creative work with professional information, to ensure the practical application of knowledge and skills acquired in the classroom for the French language, mastering the skills of professional oral monologic speech. The main tasks of the preparation and the presentation are as follows: planning, preparation and carrying out of presentations, preparing for the role of the audience followed by questions to the speaker.

It must be emphasized that the preparation and presentations are discussed during several lessons where the teacher explains the goals, objectives and structure of the presentation. On these lessons Master Students brainstorm ideas, which are used in the presentation. As it is known, the success of the presentation depends on careful planning. Planning should provide answers to the following questions: *Why do we need a presentation? What are the purpose, objectives, and target audience?* All presentations have the same structure and language models. The presentation language must be clear, simple and concise. It is important to use audio-visual materials, as well as official documents: diplomas, photos, graphics.

Complete presentation in the form of a business game in which Master Students perform in selected roles performed at the final stage. A clearly defined purpose, as stated from the very beginning of the presentation, allows capturing the attention of the audience. Thanks to the work previously carried out Master Students determine the main points of the presentation, which is divided into four logical parts: general information, definition of the problem, the possibility of solving the problem, proposals for solving the problem. Presenting the main presentation of the problem, participants pay special attention to the facts, figures and arguments. After the presentations questions are asked, as expected, a discussion is held with the statement of his own views on the issues under consideration.

It should be noted that speakers use a variety of handouts, as well as charts, graphs, drawings, photographs, videos, results that make speech more colorful and memorable.

At the end of the business game the teacher conducts analysis of the game, analyzes the quality of vocational and foreign language speech activity. A separate analysis is subject to foreign-language speech behavior of each participant.

Likewise, interactive work is organized on lessons of English in Professional Sphere for International Relations master Master Students. Teachers pay great attention to developing in Master Students such skills as ability to freely communicate with a native speaker on professional topics, prepare a presentation or report using appropriate language structures, participate in discussions providing necessary arguments, etc.

Teaching of English in Kazakhstan gained the second momentum after our state got independence 20 years ago and since then as educational integration gets more intensive worldwide it has been

developing more or less in line with modern international methodological tendencies. Teachers of English in Kazakhstan turn to interactive technologies, such as critical thinking development, model simulation, debates and round tables, projects, presentations, case-studies, etc to raise effectiveness of English learning.

One of the hardest aspects in teaching critical thinking is assessing the level of critical thinking a student has achieved. The authors Richard Paul and Gerald M. Nosich offer a set of criteria that can be used for objective and comprehensive evaluation.

Richard Paul and Gerald M. Nosich, in their article “A Model for the National Assessment of Higher Order Thinking” noted that a teacher should concentrate on assessing the fundamental cognitive structures of communication, for example:

- with reading and listening, the ability to
 - create an accurate interpretation,
 - assess the author’s or speaker’s purpose,
 - accurately identify the question-at-issue or problem being discussed,
 - accurately identify basic concepts at the heart of what is said or written,
 - see significant implications of the advocated position,
 - identify, understand, and evaluate the assumptions underlying someone’s position,
 - recognize evidence, argument, inference (or their lack) in oral and written presentations,
 - reasonably assess the credibility of an author or speaker,
 - accurately grasp the point of view of the author or speaker,
 - empathetically reason within the point of view of the author or speaker.
- with writing and speaking, the ability to
- identify and explicate one’s own point of view and its implications,
 - be clear about and communicate clearly, in either spoken or written form, the problem one is addressing,
 - be clear about what one is assuming, presupposing, or taking for granted,
 - present one’s position precisely, accurately, completely, and give relevant, logical, and fair arguments for it,
 - cite relevant evidence and experiences to support one’s position,
 - see, formulate, and take account of alternative positions and opposing points of view, recognizing and evaluating evidence and key assumptions on both sides,
 - illustrate one’s central concepts with significant examples and show how they apply in real situations,
 - empathetically entertain strong objections from points of view other than one’s own
- [7, p. 2]

The above list outlines the fundamental skills which the ability of critical thinking is constructed of. In order to be able to make an overall assessment a teacher should have a precise and step-by-step vision of what kind of knowledge a student is required to demonstrate. Of course, it is impossible to base the assessment on all the above criteria. Each separate case demands concrete communicative and cognitive skills, the fact which means Master Students are normally expected to implement limited amount of mental operations. For instance, in the process of critical reading Master Students get introduced with the information in the analyzed text, try to find out the key points of the provided information, and should be able to either answer the thought-provoking questions or make such questions themselves. As we see, while assessing such an activity teachers should focus on the ability of reading, accurate interpretation, assessing of the purpose, perceiving of basic assumptions, ability to reason one’s position, reproduce evidences, communicate clearly. The other criteria enlisted above can be missed as they do not significantly influence the results of assessment.

Another factor that shouldn’t be left out from the teachers’ view is Master Students’ awareness of the methods used for assessing their critical thinking ability. It is highly important that learners can have access to the information underlying the principles of their work evaluation. Teachers are responsible for providing clear and perceivable scheme that reflects the basic criteria they rely on while assessing their Master Students. One of the ways is to design a visionary presentation that illustrates those cognitive and communicative skills that are taught in the classroom and form the

system of evaluation. When Master Students know what exactly is under the focus of an evaluator then they feel more prepared to give relevant answers.

On lessons of modern English critical thinking has turned into an integral element of the teaching process. It is one of the mechanisms used to develop speaking and writing skills. There is a wide range of educating activities and techniques that involve the ability of critical thinking. Teachers may even specifically devise some activities responding to the interests and capabilities of the given group of Master Students.

Language teachers are among practitioners who can greatly influence the type of learning by language learners.

Therefore, one of their responsibilities is to help learners develop critical thinking abilities. Maybe even more than L1 teachers, L2 teachers have reasons to introduce their Master Students to aspects of critical thinking. As we have mentioned above, teachers are responsible for promoting critical thinking in the learners other than helping them to go from one educational level to the next. The responsibility of foreign language teachers is to help their learners acquire critical thinking skills while learning the language. As many teachers assert there is plenty of room for improvement in incorporating the thinking skills into the curricula.

Brent A. Jones distinguishes the following basic concepts connected with critical thinking: *critical reading and thinking, dialogical reasoning, argument & persuasion, inquiry and integration*. Mr. Jones offers several video-excerpt based tasks for Master Students that stimulate both language learning and critical thinking [8, p.12]. The named activities enable to learn how to correctly and accurately express one's opinion. In this case, the language is an instrument that organizes Master Students' mind and communication.

Critical thinking activities in TEFL methodology are distinguished according to the skills they are used to develop: oral speech, writing, reading and listening. Most activities are more expedient as they are targeted at several skills simultaneously.

A number of activities are purposefully employed for improving Master Students' writing skills. We can relate to them such activities as *questionnaire filling, notes writing, online chatting, completing a story, giving an alternative ending to a story, writing an autobiography, predicting the future, writing an essay, writing an article, writing a review, etc.*

Master Master Students of International Relations are distinguished by wider outlook, awareness of political, economic, social and cultural peculiarities of life in other countries. They have inquisitive mind and far-fetching intellectual ambitions. On lessons of English they demonstrate profound understanding of human behavior motifs, are ready to make estimations of socio-political situation around the world and to share their views in well-organized and weighed logics. While elaborating lesson plans for International relation Master Students teachers are recommended to assign the tasks that stimulate student's mind, enhance their problem-solving and decision-making abilities. Typical assignments should include such stages as discussion or brain-storming, interpretation, finding of solution, presentation of results. In order to help International Relations Master Students to gain good command of English teachers should encourage Master Students to involve activities stimulating critical thinking. This is one of most effective ways to enable Master Students freely manipulate elements of a foreign language the way they manipulate their native language.

Because of its global status, English language learners have to be able to function as socially responsible global citizens as well as local ones. To do so, they need to be equipped with critical thinking skills and critical thinking dispositions.

Let present some of critical thinking activities that have been found to be most effective and attractive on lessons of English. Generally, it have been noticed that Master Students are genuinely interested in those tasks that provoke their thoughts and analysis. They tend to be more active and enthusiastic in cases when they face challenges hard enough to make them get concentrated and at the same time simple enough to be settled within reasonable amount of time and efforts.

Therefore, in classroom practice teachers make an effort to enable their Master Students to perform meaningful communicative acts; for example, they frequently have Master Students perform tasks that involve both productive and receptive skills in an appropriate context.

They need:

- Activities that involve real communication for language learning;

- Activities that use language to carrying out meaningful tasks and so promote learning;
- Language that is meaningful in order to the learner to support the learning process. [9, p. 223]

One of the most effective critical thinking activities that brings largest methodological fruits are project making, drawing or graph analysis, case study, reality simulation, role-playing, i.e. those activities that not only require analysis but some level of creativity. Let me describe a couple of classroom activities that raised the highest enthusiasm in my International Relations Master Students thus inspiring them for free unprepared speech.

The first activity I called as **Project “Effects of Economic Crisis on Kazakhstan citizens”**.

The aim of this task was to develop Master Students’ speaking skills, especially spontaneous speaking in public and academic writing.

The main objective of this task was to acquire statistic data about how the latest financial crises had impacted Kazakhstan citizens. Master Students were expected to work out special questionnaires and conduct a poll among specific social groups. The questionnaires contained questions concerning respondents’ social status, stability of their income, changes in life style, opinions, etc. In this part of the activity Master Students demonstrated their vocabulary and grammar knowledge. They practiced using sociological and economical terminology, applying stylistic and grammar rules.

The Master Students were divided into several teams. Each team was given a separate target group they were supposed to work with. For example, one team got a group of socially vulnerable people, e.g. pensioners and Master Students, another group took the group of people employed in public organizations.

On the lesson the Master Students presented the results of their survey in the form of tables, graphs, diagrams. At this stage the main focus lay on their speaking abilities. The Master Students practiced delivering information orally. They were required to speak coherently, accurately and grammatically correctly.

Additionally, the Master Students were asked to hand a written account on what they had done within the project.

Master Students had around three weeks to conduct the poll and to prepare their presentations. Unexpected learning benefits included necessity to refer to some authoritative sources such as economist authors in order to support their conclusions, which meant the Master Students had to read some more material than required. Master Students meticulously worked on their ability to structure information, to generalize facts and to draw conclusions.

Another activity I would like to present as an example is **“Drawing Your Inner Self”**. We took this activity when discussing the Arts. In the framework of this activity Master Students demonstrated those aspects of their personality which had not been disclosed before. This activity did not only stimulated Master Students to speak actively but helped them to become closed to each other.

The aim of this activity was to improve Master Students’ critical thinking, unprepared speaking and opinion exchanging.

The task was to draw the image of a student’s inner self as she/he saw it. Master Students were given coloured pencils, paints and paper. They were asked to produce a graphic vision of their personality, to try to represent peculiarities of their character, temper, mind, mentality. After they finish their pictures they were to exchange them with their partner. In their turn, the partners were to describe what they saw in the pictures and to give their interpretations and explanations of what was in the pictures. They tried to connect images and colours with the author’s personality.

This activity being overly personal can be taken only with those groups of Master Students that keep friendly and open relations.

As a result of this activity Master Students practice special terminology used in the spheres of art and psychology. They as well improve their skills of description and interpretation. They learn to organize their own argumentation and reasoning.

One more activity, which I would like to describe is a simulation of a press-conference. It is called **“Press-Conference on the Issue of the Oil Spill in the Mexican Gulf”**. Within

this activity Master Students were divided into the group of journalists and representatives of different official agencies and non-governmental organizations. During the press-conference Master Students who played the role of journalist were asked to prepare and to put questions to the officials and representatives, meanwhile the respondents were to answer the given questions straight away without preparation. The aim of this activity was to develop Master Students' unprepared speech, teach them etiquette of journalism and to incorporate in them inquisitive mind.

Concluding, we would like to note that language skills cannot be developed to the highest levels without simultaneous development of critical thinking, moreover critical thinking is one of the most effective means to help Master Students to get proficient in a language. Language as a skill is indispensable from human mind work and it cannot be improved without participation of the latter. However the major issue of involving critical thinking activities in the lessons of EFL is a teacher's ability to select an appropriate level of activity. The chosen activity should not only stimulate Master Students' speech but as well it should raise their interest and enthusiasm which will make language learning more entertaining and involving.

Under the conditions of information-oriented society and learner-centered approach the use of one training technology will not create the most effective conditions and environment for disclosure of the learner's abilities but an integrated combination and application of efficient technologies in teaching a foreign language stimulates the personal and intellectual activity, contributes to the formation of competences which a competitive specialist must have.

One of the most effective technologies of foreign language teaching is believed to be language portfolio. It combines personal advancement and development of new language skills. The personal advancement facilitates human development as a personality and helps to gain new knowledge in the field of language and culture mastering.

It should be noted a very high dynamics of political and economic life of the world. In our case, it directly affects the teaching materials and textbooks which due to changes in the world (political and economic trends) may lose their relevance in the short period of time. Therefore, teachers of State and Foreign Languages Department of the Academy of Public Administration set the objective to work out Language Portfolio with the possibility of replacing the old teaching materials with the new ones. Prior to teaching a foreign language in the field of international relations and drawing out the portfolio the teachers conducted a comprehensive analysis of professional goals and tasks set for the undergraduates in mastering a foreign language. In the 2014-2015 and 2015-2016 academic years teachers of the department tested this method of teaching on the basis of the taught discipline "Foreign Language in the Sphere of Professional Activity" for International Relations postgraduates.

This electronic textbook includes three major themes, such as diplomacy, the United Nations and international organizations. Each theme includes three units that are themselves comprising three sections.

The first section includes the authentic text for reading, comprehension tasks to the text and the lexical database for the given text. Further, these assignments are checked in the form of active classroom work.

The second section has the authentic video material with assignments for checking understanding and forming the vocabulary on the topic. The content and lexical and grammatical bases on the given topic are consolidated in the classroom with the teacher in the form of discussions, role-play, games, etc.

The third section contains authentic texts for reading and the task on writing an essay on the given text with at least 150-200 words. The written works are checked in the form "peer-reviewing", this kind of activity also contributes to the formation of Master Students speaking skills.

Learners fill their weekly portfolio; fulfill tasks in the part of self-study and lexical base. For each task is given the deadline and at the expiration of the time access to tasks is limited.

The electronic manual is designed on flip method. Flip - training is a form of blended learning with extensive use of Internet technologies. Training is organized in such a way that a teacher spends more time on the active interaction with learners unlike the passive susception of

information (lecture) by learners. A new theme with recorded or selected materials and videos is given for self-study that is to be studied and viewed in plenty of time. At the lessons learners use, practice and consolidate the obtained knowledge and skills through interacting with the teacher. Prior to the lesson learners study an interactive module, tasks designed to familiarize with the theme, content and lexical base in advance. In online mode, these assignments are checked and to be consolidated prior to class work. During the lesson learners discuss the key issues, express their views, ask questions, and fulfill tasks. Classroom activities aimed at forming speaking skills are carried out that minister the most efficient time management in the classroom. Types of classroom activities are selected on the basis of the survey among learners and teachers of foreign languages on finding out effective methods to enhance oral activity such as discussions, negotiations, debates, lectures, role-play, and games. Learners also actively help each other (working in a group, in pairs) and this process of interaction is beneficial to both advanced and pre-intermediate level learners.

After the lesson, the learners test comprehension, assess the knowledge gained and consolidate them by performing more difficult tasks. Ready-made materials with tasks allow learners to further study the material on their own. In class the teacher focuses on the most problem areas, discusses the material under study, and develops critical thinking. Learners can choose the most convenient pace of study, access to the materials is adapted (except the quality of study), and importance of homework makes a difference.

Thus, the proposed use of learning technology by the authors will enable the teacher to increase the amount of time allotted to the material study, introduce new teaching materials and finally get better results.

Generally, with rising mobility of professionals in International Relations owing to the global political and economic processes, they face a variety of communicative situations where a good command of a foreign language is strongly required. Therefore, foreign languages teachers should employ most effective methodological tools in order to ensure adequate teaching results. In the article we have described a number of effective approaches to teaching a foreign language based on long professional experience and proved to bring positive results. They reflect the major principles of foreign language teaching such as raising Master Students' motivation level, interactivity, orientation to Master Students' skills, communicability, etc.

СПИСОК ЛИТЕРАТУРЫ

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