

**ANALYSIS OF THE ESSENCE AND VECTORAL APPLICATION
OF THE CONTEXTUAL APPROACH TO TEACHING OF THE COURSE
“UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES”**

The article is dedicated to consideration of the methodical potential of the contextual approach to teaching of the Ukrainian language for professional purposes. The actuality of the raised problem is caused by the necessity of preparation of a mobile specialist who is able to self-educate during their life. The article explains the definitions of the concept "contextual learning technology", the place of this technology in the methodological system of the course is determined.

The intention of this publication is to show the methodical opportunities of vectoral application of the contextual approach to teaching of the Ukrainian language for professional purposes, conduction of a structural and semantic analysis of the essence of the term "contextual learning technology".

To solve the above problems, a set of methods has been used: scientific abstraction, analysis and systematization of literary sources to find out the level of solving of this problem in the modern scientific space, terminological analysis to show the conceptual apparatus of the research, the methods of visualization and generalization.

The term "contextual learning technology" is interpreted by the author as an innovative form of active, motivated learning, in the process of which there is integration of the knowledge and activity components with the focus on the personal, social, professional and cultural contexts.

According to the author, the contextual approach in the methodological system of teaching of the Ukrainian language for professional purposes should be used according to the following vectors: in formation of the educational goal of the course, in selection of the educational content, in choice of forms of educational activity, in selection of methods and means of learning, in choice of ways of evaluation of educational results.

Nowadays, the main indicator of the quality of education is not the amount of gained knowledge, but the formation of a future specialist's key competencies. Therefore, the modernization of the modern educational space requires updating first of all the higher pedagogical education. Now the aim and the outcome of studying are the readiness for practical usage of acquired experience, making decisions independently, self-education and self-improvement during the life. A modern student does not need the usual gaining of knowledge because of a big amount of freely available information. The abilities of critical thinking, understanding the ways of practical usage of information, forms and methods of completion of tasks are more important for future experts.

Usage of the contextual technology of education in the process of teaching of the course "Ukrainian Language for Professional Purposes" will permit bringing its content closer to the problems of future pedagogical activity of students, to overcome the contradictions between abstract knowledge and a real professional situation, between the knowledge and competence paradigms of learning.

The author emphasizes the universality and the educational mobility of the course "Ukrainian Language for Professional Purposes", shows the necessity of applying the contextual approach to teaching of this course in the context of the integration into the European educational space.

The development of discursive skills while mastering oral professional communication can take place through appropriate communication situations. Since it is hard to achieve spontaneity in teaching speech situation, so it becomes necessary step for students to analyze discourse with regard to all its functional elements: construction of expression of emotionally expressive load, use etiquette formulas and extra linguistic means, assessment of imaginary situation of communication, intentions of communicants, their social status due to behavior, attitudes and previous experience, the purpose of communication and its outcome.

The special attention has been paid to discovering the interdependence between mastering the tasks of the practical part of the discipline "Ukrainian

Language for Professional Purposes”, students’ independent work and productiveness of their acquiring of the communicative experience.