on innovations in their industry, exchange opinions, and debate about their future career. The winners of the university tour go to the All-Ukrainian tour of the Olympiad, where they meet with students from all over Ukraine, receiving invaluable experience of communication and competition.

The most transformational teachers that I know have a deep understanding of how their role transcends far beyond any subject that they're teaching. Such

Pedagogical activity is a process of constant creativity. But unlike creativity in other spheres (science, technology, art) the creativity of the teacher does not aim to create something socially valuable, new, original, because his product is always the development of the individual.

Of course, a creative teacher who works creatively set up his own pedagogical system, but it is only a means for obtaining the best result in the given conditions.

So, high school teachers should demonstrate a high level of professional competence, pedagogical and psychological culture, possess practical skills and skills that will help build relationships with students, will contribute to personal development and the professional development of students.

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TEACHING SPEAKING AT HIGHER EDUCATIONAL ESTABLISHMENTS

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Modern methodology has a wide variety of methods and principles. They have both advantages and disadvantages. So, it is very important to find the right one, the one that will help you to achieve the best results. English is the third most widespread language in the world. It is the most widely learned language . There are more people who have learned it as a second language than there are native speakers. English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand, and it is widely spoken in some areas of the Caribbean, Africa and South Asia. It is a co-official

language of the United Nations, of the European Union and of many other world and regional international organizations. Nowadays the changes, occurring in our country have raised people's desire to learn the language, in order to become a full member of European society. Lack of motivation is very low now, thus people of all the ages show a huge desire to master the language. Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for self perfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, selfdependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people's aims in learning foreign languages.

As for teaching students it should be effective first of all. Part of being a successful teacher for students involves understanding how they learn best. Students have special needs and requirements as learners.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Students feel that classroom-based speaking practice does not prepare them for the real world. Why do students so often feel that listening and speaking are their biggest problems? Partly because of the demands of listening and speaking and partly because of the way speaking is often taught. It usually consists of language practice activities (discussions, information-gap activities etc.) or is used to practise a specific grammar point. When teaching spoken language, we should focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able to communicate information efficiently whether in their country or in a native-speaker country.

When we teach students speaking, we teach them to:

Produce the English speech sounds and sound patterns

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Now many teachers agree that students learn to speak in the second language by interacting. Communicative language teaching and collaborative learning are the best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Common methods of teaching that are used to improve students' speaking are:

Role play. One method of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second they increase the self-confidence of students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Pair work. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Pair work activities serve many purposes such as solving a problem or collecting information.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners give ideas quickly. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. Students can tell a story they heard from somebody before, or they may create their own story to tell their classmates. Story telling develops creative thinking. It also helps students express ideas. Students also can tell riddles or jokes.

Interviews. Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class.

Story Completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a

story, but after a few sentences he or she stops. Then, each student starts to develop his or her own story from the point where the previous one stopped.

Picture Describing. Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class.

Find the Difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

There are many different innovative methods of teaching students which together with the traditional ones help us to instruct students while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context.

Teaching speaking is a very important part of language learning. The ability to communicate clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

USE OF ADVERTISEMENT TEXTS IN TEACHING ENGLISH (FOR THE STUDENTS OF ECONOMICS AND MANAGEMENT)

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Advertising text as a subject of linguistic research is the subject of the analysis of both foreign and native linguists who study advertising texts in various aspects: 1) general linguistic description of advertising texts (K. Bove, O. I. Zelinska, O. V. Medvedev, G. G. Pocheptsov); 2) research of a certain aspect of advertising: pragmalinguistic (Yu. B. Korneva, T. M. Livshits, I. P. Moiseenko, Yu. V. Sylvestrov, E. S. Turner); psycholinguistic (E. MacGregor, Yu. O. Sorokin, E. F. Tarasov); cognitive (O. V. Anopina, V. I. Ohrimenko, O. Y. Tkachuk-Miroshnichenko); 3) linguistic analysis of advertising texts at different language levels: phonetic level (O. A. Ksenzenko, I. O. Lisichkin); lexical level (I. O. Sokolova, S. A. Fedorets); morphological level (O. I. Zelinska, V. V. Zirka,