УДК 372.811.111 Hodovanets Nataliia Candidate of Philosophical Sciences, PH.D., Associate Professor Department of Foreign Languages State University «Uzhhorod National University», Uzhhorod, Ukraine nataliia.hodovanets@uzhnu.edu.ua Lehan Viktoriya Lecturer Department of Foreign Languages State University «Uzhhorod National University», Uzhhorod, Ukraine viktoriya.lehan@uzhnu.edu.ua MAIN CHARACTERISTICS OF THE SITUATIONAL METHOD FOR TEACHING OF FOREIGN LANGUAGE Abstract. The condition of education in Ukraine is characterised by rapid growth of tempo of updating of knowledge, changes of main approaches and the principles of teaching, search of innovative technologies which would correspond to the current level of development of science. The situational method is considered to be one of the most effective methods of teaching a foreign language. This method demands not only the academic knowledge of language and linguistic material, but transforms the process of knowledge into the process of opening of new experience of communications and the relations between events, the phenomena, objects, their critical thinking. The purpose of article is the review and provide the general characteristics of situational method of teaching of a foreign language. Methods of research used: analysis and generalisation. As a result of the research, we found that this method is based on situational modelling, which is part of interactive learning technologies. Situational Language Teaching is characterised by two major features: focus on vocabulary and reading are the most salient traits of Situational Language Teaching. In fact, mastery of a set of high-frequency vocabulary items is believed to lead to good reading skills; an analysis of English and a classification of its prominent grammatical structures into sentence patterns, also called situational tables, is believed to help learners internalise grammatical rules. Situational teaching assumes immersion of listeners in a certain situation where they can find practical application of their knowledge. Key words: situational method, knowledge, language, vocabulary, teaching. Introduction. The new national standard for the study of foreign languages is based on such key concepts as communicative culture, motivation, interaction. The use of new intensive teaching methods helps not only to absorb students' linguistic knowledge, the development of their speech skills and the implementation of educational, educational and developmental learning functions. One of the most effective methods of teaching a foreign language is the situational method. This method requires not only academic knowledge of language and linguistic material, but transforms the process of knowledge into the process of discovering a new experience of relationships and relationships between events, phenomena, objects, their critical reflection. Analysis of recent research and publications on the problem under consideration. The study of the use of the situational method of training was undertaken by foreign scholars such as J.Richards, T.Rogers et al. In turn, Ukrainian scholars O.Bagryantseva, S.Gaponova studied the problems of active teaching methods. These scientific developments are undoubtedly a significant theoretical basis for the practical use of situational learning. However, its pedagogical potential remains poorly understood. N.Borisova, A.Fedorova, M.Kukhareva, M.Potashnik, V.Reshetko, G.Savelyeva, P.Tretyakov, A.Verbitskii, etc., devoted their work to the problem of introduction of situational approach in the educational process, have established the basis for further in-depth analysis and the emergence of methodological developments of specific learning situations. The method of situational learning, developed by scientists (A.Brushlinsky, V.Gordin, A.Matyushkin, M.Makhmutov, O.Pometun, V.Solomin) includes the following: case method, situational modelling method, method of solving situational problems and exercises, method of situational analysis. The mentioned methods are used fragmentarily in the educational process of various educational institutions. However, as shown by the analysis of the theory and practice of professional education, situational studying is not yet widely used. The unresolved aspects of the research of the situational method for teaching of foreign language are: unsufficient vocabulary of students, poor implementation of the method in the process of teaching and lack of technical equipment. The purpose of the article is to review and provide general description of the situational method of teaching of a foreign language. Methods of research used: analysis and generalisation. Discussion. Increasing level of interactivity of education proves the necessity of wide introduction of situational approach in the process of training of future specialists. Learning in situations can be used for different purposes: preparation for the acquisition of knowledge, illustration of general provisions, study of typical situations, etc. Scientists note that situationality in pairs significantly increases the motivation and activity of students. Situational-based exercises enhance students' motives for speaking, reading, listening and writing in a foreign language. Formation of communicative competence is possible due to provided simulation in the educational process typical situations of real communication, which arise in different spheres of life and relate to various topics. That is, the subject-content plan of foreign language broadcasting of pupils is conditioned by the subject, situation and sphere of communication, which are another component of the content of teaching. Communicative-speaking situation is a dynamic system of interacting of concrete factors of objective and subjective plans that involve people in speech, communication and determine his behaviour within the framework of one communication act. The communicative situation includes four factors: 1) circumstances of reality in which communication takes place; 2) relations between communicators; 3) speech intentions; 4) the implementation of the act of communication, which creates new incentives for broadcasting [1].