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**SITUATION ANALYSIS METHOD
IN PRACTICING FOREIGN LANGUAGE SPEAKING SKILLS OF POSTGRADUATES**

One of the modern techniques used when practicing professionally-oriented foreign language speaking skills in teaching postgraduate students of non-linguistic specialties is situation analysis method, which is a constituent part of a case-study method. Realizing case-study method in teaching foreign language enables to build the process of learning and comprehending the language by concept 'sociolinguistic standard – its descriptive presentation/ review' in terms of using the situation analysis method as a part of case-study method in describing or analyzing the situation, presenting the project, using it as a means of learning.

Foreign scientific studies on the topic of applying case-method in teaching foreign language is represented in papers of K.Rowell (case-method study in practicing foreign language listening), M.Piotrovsky (case-study method as an effective approach in comprehending foreign language), E.Andrich (case-study method in teaching foreign language), E.Shroter (some aspects of applying case-study method from the point of view of pedagogical-linguistic appropriative theory).

The purpose of the thesis is to show the effectiveness of situation analysis method as an integrative part of the case-study method in practicing foreign language communicative skills of non-linguistic specialties postgraduate students.

Case-study method in teaching professionally-oriented foreign language is an activereal modelling of a social situation by its nature, while learning of concrete-majors is based on intellectual-communicative mental capabilities of students. In this way, the 'cases' can have the tests format (consist of several sentences) and/or test questions on several pages; it also can be in an interactive interaction 'teacher–learner' format, which needs mutual involvement creating semi-real conditions to 'teaching–learning' foreign language. Regarding the non-linguistic profile of the postgraduates, case-study technique needs large amount of independent work coping with case tasks and working at the narrow-profiled syntaxes-lexical foreign language information because of less scheduled quantity of academic hours.

The practical usage of situation analysis method, which has been applied at our classes, is based on the scientific-descriptive conceptual model developed by Yu. Surmin [1]. The specifics of the situational analysis is the assimilation of a learner with simulatedconcrete communicative environment, which allows the learners to engage in the foreign language with fellow students on their language course. The motivation of foreign language learning also plays an important role. The teacher should emphasize the further perspectives: gaining the profit or reaching commercial objectives in career ladder growth due to proper foreign language skills. Teacher experiential wisdom and learner motivation offer pedagogically valuable setting for developing foreign language speaking skills. The compulsory element of situation analysis method is the preparatory tasks and instructions done by a teacher or instructor, which consist of the training material of the topic embracing professionally-oriented areas of further specialists. The teacher should act as an instructor and conductor in the simulative situations creating speaking opportunities and making conversations similar to real-life settings considering the professional interests of the learners and ensuring equity for all the participants during the discussion.

The next step is to acquaint the students with the basic lexical units, to point out the key and supplementary questions (real and supposed), which can probably occur in the debates. The further step is indicating the issue or goal of the conversation. Then follows the discussion and analysis of the matter finding out the best ways of solving it and making decision about the goal.

The result of learning foreign language using situation analysis method in terms of case-study method depends on many co-program academic factors. Students of technical engineering specialties have certain difficulties with communicative-situational filling of the 'cases'. The reason is that narrow-field professional profile lexical units do not correspond to the variety of simulative-real communicative situations. Regarding the specifics of mentality of technicians, they are lack of spontaneous imagination to act out the situations of their own using proper grammar structures. As a result, the practice of using case-method may have negative dynamics. To avoid the undesirable results it needs to make up the 'tasks' aimed at realizing the linguistic competencies of postgraduates including both lexical (knowledge of vocabulary on the topic and its practical usage) and pragmatic (ability to use professionally-oriented lexical units in active communicating) competences.

Summarizing, applying situation analysis method, when teaching foreign language, can offer effective addition to traditional practicing foreign language speaking skills. It also offers the extra opportunities in terms of topics, the learning context's semi-reality situations and pragmatic competence development. It has also potential of helping students to be professionally involved and motivated, elevating their interdisciplinary links, to be more prepared for real-life situations in their further professional environment.

However, there are certain difficulties for the teachers and instructors when employing situation analysis method, which means it takes more time to prepare teaching guide material (situations, prompts, patterns, possible variants of questions to warm up and drive the conversation etc.) for 'cases-study' in a simulative or definite situation under review and discussion.

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