Innovative Technologies in Foreign Language Teaching

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ABSTRACT

The article considers about the innovative technologies in foreign language teaching. It analyzes the possibilities of using innovative technologies in teaching foreign languages. It provides didactic properties and functions of innovative educational technologies. It analyses the positive effects of introducing innovative technologies in teaching foreign languages. It identifies the main innovative technologies and teaching strategies that a teacher needs to combine to achieve maximum productivity of the educational process.

KEYWORDS: capable of acting flexibly, internet resources, innovative technologies, abilities of students, level of knowledge.

Currently, the universities of our country make maximum use of innovative technologies in the learning process; they periodically hold seminars, trainings, conferences on the implementation of innovative technologies. They are attended by specialists of higher professional education, schoolteachers, and teachers of universities in foreign countries. The goal of higher education in the conditions of the modern information society is the formation of a harmoniously developed creative personality, capable of acting flexibly in the social and professional spheres, in connection with this, there is an urgent need for fundamental changes in the educational process of higher educational institutions. Today, there is a huge choice of forms and methods of teaching that are quite effective. The development of modern society requires the search for and use of more advanced methods and technologies. Innovative teaching methods transfer the learning process to a higher level and are aimed at developing the practical skills of future young specialists capable of solving professional problems at the level of foreign language communicative competence. The curriculum of such universities necessarily includes such forms of training as project development, trainings, internships in production, as well as participation in research organizations. A modern English lesson cannot be imagined and effectively implemented without the use of modern educational technologies. Pedagogical technology is a certain projection of theory and teaching methods onto practice. Any technology should be understandable in application by teachers and students in various educational institutions.

The most productive technologies are the use of new information technologies, project technology, critical thinking technology, problem-based learning technology, case technologies, collaboration technology, which help to implement a personality-oriented approach to teaching, provide individualization and differentiation of learning taking into account the abilities of students, their level of knowledge.

Information technologies appeared with the invention of the computer, multimedia technologies, and the introduction of the global information computer network Internet into our lives. They are widely used in almost all professional spheres and in everyday life. The possibilities of using Internet resources are enormous. The global Internet creates conditions for obtaining any necessary information located anywhere in the world: regional studies, news from the life of young people, articles from newspapers and magazines, etc. In English classes, with the help of the Internet, you can solve a number of didactic tasks: develop reading skills and abilities using materials from the global network; improve students' writing skills; expand students' vocabulary; and motivate students to learn English.

Using the Internet broadens students' horizons, helps them establish and maintain business connections and contacts with their peers in English-speaking countries. In foreign language classes, they study vocabulary, develop pronunciation, teach dialogic and monologue speech, and write. Students can take part in testing, quizzes, competitions, and Olympiads held over the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Interactive activities not only create real-life situations, but also force students to respond to them adequately using a foreign language. Using the Internet helps develop communicative competence, the main goal of learning a foreign language, teaches communication, and develops the ability to interact interculturally. The main forms of using information technology are as follows:

➢ multimedia lessons based on computer training programs;

➢ presentation lessons. With the help of the computer program Power Point, teachers prepare multimedia lessons, electronic teaching aids, in various forms - graphics, slides, text, video, etc.;

➢ testing on computers;

➢ distance learning, including all forms of educational activity, without personal contact between the teacher and the student.

➢ voice chat over a local network, used for teaching phonetics.

➢ language laboratory devices that help to practice loud speech, speaking; audio devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with the sample [3, p. 10].

➢ development of reading skills;

➢ replenishment of the vocabulary of the studied language;

➢ improvement of writing skills.

➤ familiarization with the culture, speech etiquette, features of speech behavior of the country of the studied language. [3 p. 365].

In this regard, researcher I.G. Zakharova proposes the creation of an Internet library to facilitate searching on the Internet. However, for the effective operation of such a resource, it is important to prepare auxiliary pages containing the most valuable sources of information on the issues being studied [3, p. 14]. Here it is important to understand, as Yu. N. Verevkina notes, that Internet information resources on any topic also contribute to the formation of communicative competence [1, p. 69]. Although these resources are not educational material, they nevertheless provide an opportunity to work online with authentic texts, which is a motivational source for students, and therefore can be used in the educational process. Thus, the possibilities of using Internet resources are enormous, since they create conditions for obtaining the information students need, located anywhere in the world, be it news from the lives of young people, articles from newspapers and magazines, regional studies material, etc.

Critical Thinking Technology

Critical thinking is a type of thinking that helps to be critical of any statements, not to believe anything without evidence, but at the same time to meet new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast, responsibility for one's own decisions. The basic model of "critical thinking technology" consists of three stages of organizing the educational process: The stage of recalling from memory the existing knowledge and ideas about the subject being studied are updated, personal interest is formed, the goals of considering a particular topic are determined. At the stage of comprehension, the student comes into contact with new information. The student learns to formulate questions on old and new information. His own opinion is formed.

With the help of a number of techniques, it is already possible to independently track the process of understanding the material. The stage of reflection is the consolidation of new knowledge. Students can already process information, learn to develop their own opinion based on experience, ideas and ideas, build conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

Some methodological techniques for developing critical thinking:
➤ Cluster technique
➤ Brainstorming
➤ Intellectual warm-up
➤ Zigzag
➤ Basket of ideas technique
➤ Composing cinquains
➤ Control questions method
➤ Role-playing project
➤ Yes - no

Creative form of reflection - Cinquain

Cinquain is a poem that requires the synthesis of information and material in short expressions. The word cinquain comes from the French, which means "five". Thus, cinquain is a poem consisting of five lines. Rules for writing cinquain: In the first line, the topic is called in one word (usually a noun). The second line is a description of the topic in two words (two adjectives). The third line is a description of the action within the framework of this topic in three words (verbs). The fourth line is a four-word phrase that shows the attitude toward the topic (feelings in one phrase). The last line is a one-word synonym that repeats the essence of the topic.

Problem-based learning technology Problem-based learning technology is the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them, as a result of which there is a creative acquisition of professional knowledge, skills, abilities, development of mental abilities, cognitive activity, creative thinking. A problem situation in training is offered to a student in accordance with his intellectual capabilities, arouses in students a desire to cope with this situation. Problem tasks can be educational tasks, questions, practical tasks, etc.

Different types of tasks can cause the same problem situation and the methods of their solution are different:
➤ building various hypotheses;
➤ discussing ways to check its reliability;
➤ conducting various experiments, observations, evidence;

Problem-based learning consists of three forms: problematic presentation, partial search activity, independent research activity.

The least cognitive independence of students occurs with problematic presentation: the teacher himself carries out the communication of new material. Having set the problem, the teacher reveals the way to solve it, demonstrates to the students the course of scientific thinking, makes them follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific research. In the conditions of partial-search activity, the work is mainly directed by the teacher with the help of special questions that encourage the student to independent reasoning, an active search for an answer to individual parts of the problem.

The technology of problem-based learning, like other technologies, has positive and negative sides.

➤ Advantages of the technology of problem-based learning: contributes not only to the acquisition by students of the necessary system of knowledge, skills and abilities, but also to the achievement of a high level of their mental development, the formation of their ability to independently obtain knowledge through their own creative activity; develops interest in academic work; ensures strong learning results.

➤ Disadvantages: large expenditures of time to achieve the planned results, poor controllability of the cognitive activity of students. An example of a problem-based learning technology is working on a text: To develop understanding of the text being read on a non-translated basis, students should be given cognitive tasks that would allow them to express their opinion about what they have read, to justify and prove their point of view. For this, you can use the reading algorithm that we use when working with socio-political texts from newspapers.

Thus, thanks to this type of organization of educational activities, such as problem-based learning, students develop the ability to independently analyze a problem situation, see the problem and find the right answer.

Thus, the use of modern educational technologies allows organizing the educational process more productive, effective, interesting, information-rich and is one of the areas of activity of universities. By using new pedagogical technologies in English classes at a completely new level, it is possible to ensure the interactivity of learning, create a special foreign language learning environment, which contributes to increasing the motivation for learning a foreign language and improving the quality of learning.

Literature

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