

MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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The article is about the use of modern pedagogical technologies in teaching foreign languages, their advantages and positive effect in developing students' communicative competence. It shares with some non-traditional forms of conducting lessons which provide an opportunity to develop the creative independence of students, to teach them to work with various sources of knowledge.

Key words: communicative competence, pedagogical technologies, non-traditional methods, teaching process, intercultural communication.

Foreign languages are getting more and more important due to the processes of globalization under conditions of modern society. Nowadays foreign language knowledge is an essential condition for any specialists' high qualification. Foreign languages allow people to broaden their communicative skills, range of the vision, to raise culture level, etc. English language holds a particularly important place among foreign languages taught in the higher educational establishments of Ukraine, and students' interest to it is constantly growing. With this reason nowadays the problem of teaching English is very urgent. Teachers face with the task of forming a personality that will be able to participate in intercultural communication. Increasingly, the issue of use of new information technologies in teaching process is being raised. It is a new approach to the teaching process as a whole. The main purpose of teaching English is to form and develop a communicative culture of students and to learn how to master foreign language skills.

Currently, a large number of modern pedagogical technologies are being used in teaching process: training in cooperation, project methodology, and Internet resource. Here huge possibilities of the Internet resource should be taken into account. It creates the conditions for obtaining any information. Using information resources of the Internet, you can more effectively solve didactic problems: improving the ability to audit based on authentic texts, replenishing the vocabulary with the vocabulary of modern language, formation of a steady motivation for learning English. When working with a computer, the role of the teacher changes, the main task of which is to support and guide students. Relations with students are built on the principles of cooperation and joint creativity by increasing independent and group work. The volume of practical works of search character increases.

English language is a leader among the other languages owing to creation of universal economical, informational and cultural space. Due to the necessity of learning foreign languages several questions arise: how to teach, what methods to use, how to organize learning process more effectively. For answering these questions it is necessary to research accurately the process of the language acquisition, identify the peculiarities, social and biological factors which influence this process and also identify similarities and differences while learning native and foreign languages, compare learning in natural conditions and intentional learning. All these things are the subject of the research and it can identify the following conditions for successful language acquisition.

They are:

-Motivation for learning;

-Language abilities;

-Intercultural, social and cultural competencies

- Background knowledge;

-Linguistic environment which gives the opportunity to get and use the knowledge. It is very important to create positive atmosphere on the lessons. The conditions have to incline to communicate. One of the conditions is linguistic environment which gives the opportunity to

speak and use knowledge in practice. Permanent contact with linguistic environment is very important. This is the motivation for learning. If there is no opportunity to learn language in the country of studied language it is necessary to use the experience of using electronic and multimedia resources. New technologies open the great opportunities, give good technical support and optimize learning process. The process of focused and systematic approach of language acquisition should be based on communicative approach, to form linguistic personality who will be able to intercultural cooperation, should develop language skills, i.e. to express thought fluently, spontaneously and correctly in foreign language. Personal motive plays an important role too.

Foreign language teaching is a special process in which due to the result of the interaction between a student and a teacher reproduction and mastering of certain experience according to the defined purpose is implemented.

A massive number of products are being released exploring the virtual open space, creating new educational environment. They answer difficulties of affording all the paraphernalia necessary to enter the digital age, the important need of reaching students geographically isolated, and they amplify the learning space and possibilities of a student. Today, more and more higher educational establishments which have digital infrastructure facilities and capable teachers add to the regular textbooks, instruments offered mainly by Google or Microsoft to diversify their classroom activities. These new environments, however, run the risk of taking the "digital textbook" to become a collection of digital items, missing the main educational message of offering a meaningful educational learning environment. There is no doubt that the information and communication revolution is shaking the basis of educational system. If we understand pedagogy as the body of concepts and practices that determines the way the educational system is built, a new pedagogy paradigm has to emerge to define an educational system suitable for the 21st century. Moreover, we are facing an era where the digital world became a natural learning space. The interaction with technology allows for an autonomic acquisition of knowledge, where students get hold of their learning process. Education is not imposed from outside, but engaged through a student's relationship with technology. The understanding of this relationship is what should determine the practices of educational system, and help us understand the new pedagogical paradigm. The literature points out to a few aspects which are becoming very relevant; most have only acquired new weight, but a few are apparently emerging as new skills:

1. Autonomy: Today, more than ever, the digital world requires autonomy as a basic and essential skill.

2. Ownership of learning process: Students are more interested in what they can do with technology, than with what technology can do for them.

3. Self-esteem strength: the possibility of changing and acting upon the virtual environment in search of possibilities that fit each individual's need.

4. Curiosity and Exploration are natural learning mechanisms, which have gained an unprecedented environment with the digital world.

5. Collaborative problem solving: Group work became meaningful, allowing for a diverse contribution towards a common goal.

6. Critical thinking (peer review, and exposition on social networking). The collaboration naturally embedded in most virtual activities, is developing a much more natural acceptance and even need for peer review.

7. Relevance: Bringing the world inside the classroom has impacted significantly learning activities. Not only theoretical concepts can be contextualized by daily examples; examples can be experienced inside the classroom but moreover, relevant others (peers, family) can participate actively in students' life

8. Diversity as a plus: Not only students' diversity can be much easily dealt by the wide range of possibilities of the digital world, but moreover, can be perceived as an added value within a diverse world which requires a wide range of skills. Instead of struggling to fit into a specific

pedagogical model, with the consequent feeling of self-inadequacy, a much more varied environment may provide a positive motivation to search for each one's suitable fit.

9. Freedom of choice. The development of an ability to prioritize, select, and choose is vital for students to navigate and reach their goal.

10. Environmental flexibility: The whole concept of educational environment is being amplified to meet the different educational models, and the different individual needs.

11. Virtual mobility: Teachers are now realizing that students are now being able to perform significantly better when they can choose when and where to complete the assignments. An assignment group can be formed with students physically far from each other, narrowing distances. The concept of reaching out everywhere is a natural mobility for students' today.

12. Interactivity allows for the practice of important cognitive skills. It stimulates several cognitive functions related to the learning process.

13. Multi-stimuli exposure: As students are reading, interacting, listening, viewing, and analyzing content, they're practicing skills that are critical for success in tomorrow's workforce.

14. Personalization: Students, perhaps without realizing it, are already seeking out ways to personalize their learning. Students are turning to online classes to study topics that pique their intellectual curiosity, to message and discussion boards to explore new ideas about their world, or to online collaboration tools to share their expertise with other students they don't even know.

15. Connectivity: The possibility given by internet, exchange of ideas facilitates the learning process, not only engaging and motivating students, but allowing them to find common grounds to knowledge transforming it in something new, creating ideas.

16. Diversifying the Knowledge Source: The teacher has been the main source of knowledge, role which demanded too much from the teacher, especially as information became much easily accessed by students.

How is the world adopting such educational changes? It possible to conclude that there is a clear interest towards digitalizing the educational system all over the world.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Статья посвящена использованию современных педагогических технологий в обучении иностранным языкам, их преимуществам и положительному влиянию на развитие коммуникативных компетенций студентов. В статье рассматриваются некоторые нетрадиционные формы проведения занятий, которые дают возможность развить творческую самостоятельность студентов, научить их работать с различными источниками знаний.

Ключевые слова: коммуникативная компетентность, педагогические технологии, нетрадиционные методы, учебный процесс, межкультурная коммуникация.

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Сучасні технології в навчанні іноземних мов

Стаття присвячена використанню сучасних педагогічних технологій у викладанні іноземних мов, їх переваг та позитивного ефекту у розвитку комунікативної компетентності студентів. Знайомить з деякими нетрадиційними формами проведення уроків, які дають можливість розвивати творчу самостійність студентів, навчити їх працювати з різними джерелами знань.

Ключові слова: комунікативна компетентність, педагогічні технології, нетрадиційні методи, навчальний процес, міжкультурна комунікація