

THE USE OF MODERN TEACHING TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

In recent years the issue of the use of new teaching technologies in higher school has been raised more and more frequently. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The modernization of the educational sector involves the transition from the use of traditional means of information transmission and reception such as a pen, a printed textbook, a class board and a chalk to a personal computer, computer classes with interactive methods and means of training (interactive whiteboards and software) and informational field of activity of the World Internet Information Network.

Nowadays the study of foreign languages at higher school serves as means of forming communication and communicative competence. In the process of acquiring communicative competence students realize the knowledge, and skills for solving specific communication tasks and conversation in real-life situations. In connection with basic modern teaching foreign languages methods we may mention communicative and constructive methods.

The purpose of the paper is to consider the use of modern learning technologies using the Internet in the learning process and their impact on the quality of a future specialists training.

Professionally-oriented teaching of foreign languages is based on the use of information and telecommunication technologies, work with foreign language distance learning computer programs (multimedia system), creation of presentations in the PowerPoint program, use of Internet resources such as chats, forums, blogs, e-mail, as well as advanced test technologies such as the creation of a bank for diagnostic materials of training course and technology of cooperation. The main idea of the technology is to create conditions for active joint activities of students in different learning situations. Everyone is responsible not only for the result of his work, but for the result of the whole group work. Therefore, weak students try to find out in the help of the strong students in the unclear situations, and the strong students should be sure that the weak ones understood the task thoroughly [1; 134].

Innovative technologies include such approaches to teaching foreign languages as:

1) interactivity that emphasizes the student's personal qualities; development of such forms of learning as dialogue; understanding of foreign communication, motivating a partner for speaking activity. Consideration of knowledge as a set of skills, actualized in the system of student activity;

development of students' interest in obtaining knowledge; its evaluation and rating;

2) self-improvement, knowledge control, storage and use of educational materials.

Among the communicative methods with computer support (CALL): the method of the script (storyline method), the simulation method, the method of the carousel, the method of training on stations, the method of group puzzles, the role play method, the case method (work on problem situations, students examine the problem, analyze the situation, present their ideas and solutions to the problem during the discussion), project work in the training should be distinguished.

All training computer programs require the development of certain grammatical structures. Exercises and tasks used to achieve communicative competence should be communicatively justified by the lack of information, choice and feedback.

The most common method of training for professionally oriented communication in foreign languages is project method. It forms students communication skills, culture of communication, ability to briefly and accessible formulate thoughts, be tolerant to the partners ideas, develop the ability to extract information from different sources, handle it with the help of modern computer technologies, create a linguistic environment which natural for communication in foreign languages. [2; 106] Signs of the project method are:

1. Orientation to action; 2. Work in a team; 3. Self-organization of students; 4. Situational orientation, real life correlation; 5. Metadisciplinarity; 6. Project integrity; 7. Result orientation.

Traditionally, project training consists of the following steps:

1. Organization of project work or initiation of the project idea.

2. At the beginning of the project students are to write a plan of work and admission to it.

3. Work on the project attracts Internet resources.

4. Presentation of the results of the project is created by means of the PowerPoint program use.

5. Assessment (reflection) of the project occurs if the student participates in a conference that takes place either within the university or within a student group.

6. The result of this activity is the publication of an article in a student's scientific journal.

The project activity should be carried out with the help of Web-quest technology. Web quest in pedagogy - is a problem task, a project technology that uses an online resource or a scenario for student project

activities. The project activity is the most effective if it can be linked to the program material, significantly expanding and deepening students' knowledge in the process of working on the project. The project method always involves solving the problem. The solution of a significant problem contributes to the ability to pay students' attention to the expression of its content. Students are busy with finding rational ways to solve the problem, using the arguments for that.

The search of Internet information, which the teacher instructs the students with, promotes the development of thinking and obtaining the necessary information, the development of computer skills, and the enrichment of vocabulary. This technology encourages students to study independently, develops research and creative abilities, and increases their personal self-esteem.

The project activity should be carried out in the form of a "case" method. The Case method is a learning tool for professionally oriented communication, which is based on specific material when specific situations of practice are created. Teachers who use the "case" method differ in rendering its meaning. Yu. P. Surmin and A. V. Sidorenko believe that this is an innovative technology [4; 42]. M.O. Skuratovskaya refers "case" method to the form of organization of independent, group and even project work of students [3]. Others regard it as a means of organizing educational material. The pedagogical potential of the "case" method is very large. The "case" method contributes to the development of the ability to analyze the situation, evaluate alternatives, choose the best option and make a plan for its implementation. The case method involves both the storyline method and the method of training in stations.

The storyline method is based on a combination of planned learning content with the interests and ideas of students. Receiving "impulses" or key questions from a teacher, students contribute to the history creation. This method doesn't use textbooks. We are talking about creative planning, selection of hypotheses, experiences, systematization and presentation of work.

The method of training at stations is based on the teaching technique which is organized in the form of stations (students receive work plans with mandatory and selective tasks). Work on stations allows the differentiation according to the abilities, interests of students, in terms of the complexity of the task.

This method resonates with the *simulation method* especially in the study of foreign languages. Students of economic universities can successfully apply the simulation method. In cybernetics, this term is used to simulate real situation. In the study, we are talking about a variety of stimulating business games that give students the opportunity to practice their skills, apply knowledge to solve a task in the so-called "safe environment", which imitates real situations, for example, in business or, work in the company. It is similar to the role play method.

Role-playing is an active method of learning, a means of developing student's communicative abilities. The role-playing game is connected with the interests of

students. It is a means of emotional interest, motivation for learning activities. The role-playing game is an active way of learning practical skills in a foreign language. The role-playing game helps to overcome the language barriers of students, significantly increases the volume of their speech practices. This is learning in action [1; 65].

A highly effective method of teaching foreign languages is the *language portfolio method*, which is based on the correlation of Ukrainian requirements to the level of foreign languages mastering based on pan-European systems, which, in turn, is the starting point for creating a single educational space. The main criterion for assessing the level of foreign language proficiency in language portfolio technology is testing, which also helps to eliminate student abilities. Testing is carried out according to the modules.

The term "*module*" means a functional node. The essence of modular training is self-development of students' skills in learning. Modular learning involves a clear structuring of learning content that should be created through a training portfolio. The learning linguistic portfolio enhances students' autonomy in learning activities, their professional and personal development. During its compilation, there is a documented step-by-step recording of student achievements. Students are given the opportunity to show not only language skills, but also communication skills, self-reflection, etc. It is fixed both on the process and on the product of labor, shows a high creative and cognitive activity, teaches to present the work result. The students perform a new role for them. They evaluate not only their own work, but the work of a partner. Thus, the motivation for learning increases, the students really participate in the educational process, showing that their interests are not indifferent to both a teacher and a group mate [3].

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