

INNOVATIONS IN LEARNING TECHNOLOGIES FOR ENGLISH LANGUAGE TEACHING

Хомут А. М.

*студентка факультету іноземних мов,
Тернопільський національний педагогічний університет
імені Володимира Гнатюка,
м. Тернопіль, Україна*

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners 1. School would provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge. The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs 2,3. With this in mind, teachers and students should be familiar with modern methods of foreign languages most effective methods, techniques and tools during the preparation of specialists in various fields 4–6. The most important goal, according to scientists is the formation of a secondary language personality. Students must take a new language to a fundamentally new level. To do this, it is important to separate it from the mother tongue, in order to avoid errors in perception. During selection of innovative methods following criteria taken into account: Creating a comfortable and supportive atmosphere for student, promotion of natural interest and desire to learn a new foreign language. Involvement of emotions, feelings, experiences in the educational process to stimulate verbal, written and creative abilities [1, p. 111–114].

Use of the cognitive approach in the educational process. Call to work with the language on their own at the level of emotional and physical capabilities. Various forms of work will help to achieve these goals. Practical experience allows concluding that the personality and interests of the student directly affects the quality of foreign language understanding. To do this, it is important to use a variety of techniques and learning tools. By the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science 7–12 [2, p. 140–142].

Culturological Approach. When you create a methodical system of teaching a foreign language is often taken into account culturological approach. Its main objective is the formation of intercultural competence. On this based particular model of learning

and key principles. The teacher may choose a set of exercises, taking into account the task. The described method is based on the principles of private teaching, describing culturological direction of foreign language learning. Experts identify the following principles:

- Verbal orientation of training. Taking into account characteristics of speech activity in a foreign language.

- Modeling a situation of intercultural communication in the learning process.

Taking into account consciousness and modularity.

- Rational use of native and foreign language.

- Taking into account personal needs of students.

- •The desire for systematicity in the preparation of exercise set [3, p. 180–184].

Exercises of verbal and conditionally verbal nature are always have bigger priorities. This is evidenced by the principle of the speech focus of the learning process in the culturological approach. Through this we can form intercultural communication skills. In the modern methods of foreign language teaching accepted division into vocabulary, spelling, phonetics, grammar, speech, language, receptive and productive skills. However, the practical goal of learning still amounts directly to the ability to maintain intercultural communication. An important role played the principle of exercise adequacy. They are designed to simulate situations for intercultural training. To do this, you must consider the culture, values, communication intentions and expectations, as well as background knowledge. The teacher should select tasks, taking into account various aspects, so students will be able to participate in intercultural communication at various levels. The possible exercise could be dialogue between students, discussing various texts and films, comparing features of native culture and the target language culture. Simulation of different situations allows you to expand your language skills and train your speaking skills [4, p. 99–103].

Problem Approach In the area of improving the efficiency and effectiveness of the training studies conducted continuously. One of the key areas – a problem-based learning, affecting the development of various aspects of a foreign language. Experts are looking for means to solve the problem tasks – development of cognitive activity, including in the work of all mental powers, stimulating creativity and independence. Pedagogy has concluded that the student should not be simply a passive object, perceiving the information, but a full participant in the process. Problem learning today refers to innovative methods of foreign languages teaching. It acts as a mean for skills self-development and students' thinking. The specific of the problem approach to learning is the involvement of students in the process by which they make their own specific findings, get new knowledge, it is the next stage of learning. They make assumptions and arguments in favor of certain conclusions, not just learn information provided. Thus, problem-based learning stimulates self-reliance and contributes to the formation of skills of teaching and research activities. Teachers who use the problem approach in training should pay attention to the systematic development of independent work of students in the group. The main goal is to help them to get knowledge by

themselves. Development of creative imagination, speculations and attention to detail help in further training. The main aspects of this method:

- The development of logical, creative and dialectical thinking.
- The conversion of conventional training material in a more demonstrative.
- Regular working of problematic situations.
- Creation of a training system [1, p. 138–142].

Teacher training and continuing professional development and ICT Research indicates that ‘Training in ICT skills is crucial in implementing ICT integration in the teaching and learning of English’ and ‘the extent to which teachers are given time and access to pertinent training to use computers to support learning plays a major role in determining whether or not technology has a major impact on achievement’ (Samuel and Zitun, 2007: 10). In many cases, however, this training is not given, and more likely than not, teachers are left to their own devices. More and more, it is a certain type of individual teacher who takes the initiative and implements technology into their classrooms. The case studies included in this chapter reflect this. Generally, these teachers are using readily available, free online tools and are finding out how to use them through social networks and online communities of practice (Lave and Wenger, 1991: 98). These teachers build their own personal learning network (Couros, 2008) and connect with other teachers around the world to share what they know and help others learn. Personal learning networks (PLNs) developed out of the idea of building a personal learning environment (PLE), which is built out of a collection of web tools set up and owned by the learner. In this way, the ‘management of learning migrates from the institution to the learner’ and learning also ‘evolves from being a transfer of content and knowledge to the production of content and knowledge’ (Downes, 2007: 19). Since 2007, the focus has shifted to PLNs to reflect that most of the learning in a PLE comes from connecting to other people. An example of the increased interest in using PLNs in language teaching is the aPLaNet project (www.aplanet-project.eu), which aims to help teachers build their own PLNs for professional development [5, p. 156–158].

References

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