MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Prybylskaja G.V.

Belarusian National Technical University

Abstract: Currently more and more the issue of use of modern new technologies is often raised in the classroom on a foreign language. Penetration of innovation in all spheres of human activity is becoming increasingly clear that greatly simplifies the process of interpersonal and business communication. Because of its powerful intellectual potential, the education system is a source of development and creation of new technologies.

The main goal of teaching foreign languages is a formation and development of the communicative culture of students, teaching the practical mastery of a foreign language.

The task of any teacher is to create conditions for a practical mastery of language for each student, to choose such teaching methods that would allow each student to show their activity and creativity. The task of the teacher is to activate a cognitive activity of any student in the process of teaching foreign languages.

The choice of educational technologies to achieve the goals and solve the tasks set in the framework of the academic discipline "Foreign Language" is due to the need to form in students a set of general cultural competencies necessary for an implementation of interpersonal interaction and cooperation in the context of intercultural communication, as well as to ensure the required quality of education at all its stages.

Modern technologies used for teaching a foreign language implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account students' abilities, their level of learning, inclinations, etc., and also contribute to the formation and development

of:

a) a multicultural linguistic personality capable of productive communication with speakers of other cultures;

b) an ability of students to carry out various activities using a foreign language;

c) cognitive abilities of students;

d) their readiness for self-development and self-education, and also contribute to an increase in the creative potential of an individual to carry out his professional duties.

When teaching a foreign language, the following educational technologies are used:

The technology of communicative teaching – is aimed at the formation of the communicative competence of students, which is basic, necessary for adaptation to modern conditions of cross-cultural communication.

The communicative approach simulates not only communication, but also directs to create a psychological and linguistic readiness for communication, to consciously comprehend the material and ways of acting with it. For the user, an implementation of a communicative approach on the Internet is not particularly difficult. A communicative task should offer students a problem or question for discussion, and students not only share information, but also evaluate it. The main criterion that makes it possible to distinguish this approach from other types of educational activity is that students independently choose linguistic units to form their thoughts. The use of the Internet in a communicative approach is perfectly motivated: its goal is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience.

The technology of multilevel (differentiated) education – involves the implementation of cognitive activities of students, taking into account their individual abilities, capabilities and interests, encouraging them to realize their creative potential. The creation and use of diagnostic tests is an integral part of

this technology.

The technology of modular learning – provides for a division of the content of the discipline into fairly autonomous sections (modules), integrated into the general course. Modular learning gets its name from the term "module" meaning "functional unit". The essence of modular training is reduced to the independent mastery of certain skills and abilities by students in educational and cognitive activities. Modular learning assumes a clear structuring of the learning content. It ensures the development of the motivational sphere of students, intelligence, independence, skills of self-management of their cognitive activities. The module creates positive motives for learning, as a rule, due to its amusement, emotional content, educational search and reliance on life experience. The main means of modular learning are training modules [1, p. 94].

Information and communication technologies (ICT) – expand the scope of educational process, increasing its practical focus, contribute to the intensification of independent work of students and increase cognitive activity. Within the framework of ICT, 2 types of technologies are distinguished:

1. The technology of using computer programs that allows you to effectively complement the process of teaching a language at all levels. Multimedia programs are designed for both classroom and independent work and are aimed at developing grammatical and lexical skills.

2. Internet technologies provide ample opportunities for finding information, developing international scientific projects, conducting scientific research.

The introduction of information technology in education will significantly diversify the process of perception and processing of information. Thanks to the computer, the Internet and multimedia, students are provided with a unique opportunity to master a large amount of information with its subsequent analysis and sorting. The motivational basis of educational activity is also significantly expanding. In the context of using multimedia, students receive information from newspapers, television, interview themselves and conduct teleconferences.

Technology of individualization of learning – helps to implement a student-centered approach, taking into account the individual characteristics and needs of students.

Technology of the language portfolio – it is based on the correlation of Russian requirements for the level of mastering a foreign language with common European systems, which, in turn, is the starting point for creating a single educational space. The main criterion for assessing the level of proficiency in a foreign language in the language portfolio technology is testing. The priority of this technology is a reorientation of the educational process from the teacher to the student. The student, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of students' skills of independent mastering of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism [2, p. 20].

Testing technology is used to control the level of mastering lexical and grammatical knowledge within the module at a certain stage of learning. Implementation of control using testing technology meets the requirements of all international examinations in a foreign language. In addition, this technology allows the teacher to identify and systematize aspects that require additional study.

Project technology provides student-centered learning, it is a way to develop creativity, cognitive activity, independence. The typology of projects is diverse. Projects can be subdivided into monoprojects, collective, oral, specific, written and Internet projects. Although in real practice it is often necessary to deal with mixed projects, in which there are signs of research, creative, practice-oriented and informational. Project work is a multi-layered approach to language learning, covering reading, listening, speaking, and grammar. The project method promotes the development of active independent thinking of students and guides them towards joint research work. It can be noted that project-based learning is relevant

in that it teaches students to cooperate, and learning to cooperate fosters such moral values as mutual assistance and an ability to empathize, forms creativity and activates students. In general, in the process of project training, the indissolubility of training and education is traced [3, p. 35].

Technology of learning in cooperation – realizes the idea of mutual learning, carrying out both individual and collective responsibility for solving educational problems. The main idea is to create conditions for an active joint activity of students in different learning situations. Students are united in groups of 3-4 people, they are given one task, while the role of each is discussed. Each student is responsible not only for the result of his work, but also for the result of the entire group. Therefore, weak students try to find out from the strong what they do not understand, and strong students strive for the weak to thoroughly understand the task. And the whole class benefits from this because the gaps are jointly closed.

Game technology allows you to develop the skills of considering a number of possible ways to solve problems, activating the thinking of students and revealing the personal potential of each. The game forms a steady interest in the further study of a foreign language, as well as confidence in a successful mastering of it. But it should be noted that the game has not only motivational functions.

The use of game moments in the classroom helps to activate the cognitive and creative activity of students, develops their thinking, memory, fosters initiative, allows you to overcome boredom in teaching a foreign language. Games develop intelligence and attention, enrich the language and strengthen the vocabulary of students, focus on the shades of their meaning. The game can make the student remember the past, replenish his knowledge.

Technology for a development of critical thinking – contributes to the formation of a versatile personality, capable of critically treating information, an ability to select information to solve a given problem.

This technology allows strong students to develop their talent, students with

average abilities to achieve new positive results, and students with insufficient motivation to learn to experience a situation of success [4, p. 104].

It is important to note that when using the technology for a development of critical thinking, mastering new knowledge does not begin with familiarity with the known methods of solving a specific problem, but with creating conditions that form the need to obtain a solution to this particular problem. By answering personally significant questions that arise on the way to the goal, a person can master new material faster and deeper.

The technology for a development of critical thinking includes several stages:

- The first stage is challenge. This stage allows you to actualize and summarize the student's knowledge on a given topic or problem; causes a steady interest in the topic being studied, motivates the student to educational activities.

- The second stage is comprehension. This stage allows the student to receive new information, comprehend it, correlate with existing knowledge, analyze new information and existing knowledge.

- The third stage is reflection. Here, the main thing is: holistic comprehension, generalization of the received information, the formation of each of the students' own attitude to the material being studied.

What is fundamentally new in the technology of critical thinking? Elements of novelty, in addition to philosophical ideas, are contained in methodological techniques that are focused on creating conditions for a free development of each personality. Each stage of the lesson uses its own methodological techniques.

A complex use of all of the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, contributes to the formation of competencies that a future specialist should have.

REFERENCES

1. Голубева Т.И. Применение информационных технологий в обучении иностранному языку / Т.П. Голубева. – Оренбург, 2004. – С.93-98

2. Ефременко, А.В. Применение информационных технологий / А.В. Ефременко // Иностранные языки в школе. – 2007. – №8. – С.18-21.

3. Матвеева, Н.В. Применение компьютерных технологий при обучении иностранному языку / Н.В. Матвеева // Информатика и образование. – 2006. – №6. – С.35-38.

4. Нелунова, Е.Д. Информационные и коммуникативные технологии в обучении иностранному языку в школе / Е.Д. Нелунова – Якутск, 2004. – 104с.

5. Pregent, R. Charting Your Course: How to Prepare to Teach More Effectively. English education. Medison, WI: Magna, 1994.

6. Нижнева-Ксенофонтова Н.Л., Нижнева Н.Н. Обучение иностранному языку: современные требования / Образовательный процесс: методика, опыт, проблемы: сб.науч.-метод.ст. / под общ. Ред. В.А.Суши. – Вып. 58. – Минск: ВА РБ, 2019. – с. 49-53.

7. Нижнева Н.Н., Нижнева-Ксенофонтова Н.Л. Подготовка специалистов в высшей школе: технологический подход «Гуманітарний вісник Запорізької державної інженерної академії»: Сборник научных трудов / Под ред. В.Г.Воронковой.- Выпуск 61.- Запорожье: РИО ЗГИА, 2015. -с. 35-46.