Для формирования инновационной готовности педагога необходимо создание теоретически обоснованной методологии использования информационно-коммуникационных и компьютерных технологий в образовательном процессе. Повсеместное и неосознанное использование инновационных технологий в образовательном процессе не просто неэффективно, но и расточительно, поскольку при высоких затратах (например, стоимость оборудования, затраченное педагогом время на ресурсное проектирование и т.д.) цели обучения могут быть не достигнуты.

Непрерывное развитие информационно-коммуникационных и компьютерных технологий стимулирует к постоянному повышению квалификации педагога в области ресурсного проектирования, а технология ресурсного проектирования может способствовать созданию педагогом собственных цифровых образовательных ресурсов.

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ИННОВАЦИИ В ОБУЧЕНИИ ГРАММАТИКЕ: ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

USE OF INNOVATIONS IN TEACHING GRAMMAR: EDUCATIONAL TECHNOLOGIES

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В статье рассматриваются понятия «образовательная технология» и «интерактивная технология», приводятся аргументы в пользу их применения в рамках обучения грамматике студентов языковых специальностей. Статья также содержит описание авторской разработки: интерактивного практикума и основанной на нём технологии для обучения

грамматике немецкого языка (как второго иностранного), её специфика, преимущества и ограничения.

Ключевые слова: инновации; образовательные технологии; интерактивные технологии; грамматика; высшее образование.

The article considers the concepts of "educational technology" and "interactive technology" and gives arguments for their use in teaching grammar to language students. The article also describes the author's learning aid: the interactive practicum and technology for teaching German grammar (as a second foreign language), its special features, strengths and limitations.

Keywords: innovation; educational technology; interactive technology; grammar; higher education.

Innovation in its variety is an integral part of modern science and academic world. The new social context, driven by technological progress and the intensive development of social institutions, creates the conditions in which the educational system faces a number of new challenges. They include widespread informatization and virtualization of the educational process, which entails the development of e-learning tools, emergence of new teaching and learning methods, which should not only correspond to the latest trends in education, but also shouldn't lose their coherence and integrity in this new "fashion". Their appropriate and relevant use in the classroom is one of the main points on the agenda.

Along with the changes in the methodological component of curricula, the digital learning environment is evolving according to the needs and abilities of the participants in the educational process. No longer being a novelty and moving from quantitative to qualitative development, today's technologies offer a wide range of functionalities as well as increasing freedom of expression and productive creativity in education.

Broadly speaking educational technology can be understood as the process of integrating technology into education in a way that contributes to a more diverse learning environment and allows students to learn how to use technology. Educational technology is a term that encompasses both material tools and processes as well as theoretical basis to support learning and teaching. The term is not restricted to high tech but is anything that enhances classroom learning in the utilization of blended, face-to-face, or online learning [1]. In the following we will define the educational technology as the technological tools and media that can assist in the communication of knowledge and its development and exchange [2].

We have to thank technical progress for the variety of technologies we have and the ways they are used in. One technology can be integrated into the learning process in different ways and contexts, demonstrating flexibility and adaptability. In today's classrooms, visibility is combined with interactivity,

observation and passive perception with an active process of co-creation and learning interaction with or through the technology itself. Open educational resources and applications are no longer only a means of introducing 'diversity' into the educational process, but are an integral and important part of it and are used at all stages of the learning process. Educational and interactive technologies are also legitimately important in the process of teaching foreign language not only at school but also in higher education as they can greatly enhance and facilitate the learning process.

In everyday terms, language skills are equated with the ability to communicate in a language. And this understanding is generally correct: when talking about intercultural interaction, primarily we have in mind communicative competence as the main goal. But what does it imply? The common understanding suggests that the basis of communication is vocabulary – knowledge of words. But, as L.V. Shcherba points out, it is impossible to convey a thought only with the help of a set of lexical units. Because vocabulary only names an object or phenomenon. Grammar helps to organise this set of concepts and objects into a set of relations and events, hence into thoughts that produce statements, texts.

German grammar is stereotypically considered difficult to learn. Taking into account the fact that in Belarussian universities German often becomes a second foreign language after English in linguistic majors, it should be noted that lack of motivation, perceived "confusing" material, limited hours in second foreign language curricula add to the difficulties encountered in learning it. The use of interactive and/or educational technologies can be one of the elements on the way to solving such difficulties.

One of the benefits of using educational technology, or more precisely its technical, interactive component, is the means of visualization. With the development of technical aids, the possibility of data visualization, structuring it and selecting a new, relevant form of presentation has expanded manifold. The use of interactive technology allows not only to choose a structured, if necessary, compressed, or vice versa more detailed and visualized form of presentation, but also to adjust it individually to a specific group of students. This factor is relevant to language students as it is important for this target group to understand the "internal" structure of language and the logical relationships within grammatical rules in order to learn them explicitly and later use this knowledge in professional activities.

Based on the above, we have designed an interactive e-learning tool for German grammar lessons. The target group was the language / pedagogics students who learn German as their second foreign language. An author's methodology for practice-oriented teaching of the subject was also developed

on the basis of the tool. In the following, we will refer to this tool as the "practicum" [3].

The practicum consists of the theoretical material, a series of videos explaining separate parts of the grammar rules and practical tasks (some of which are assessed automatically). Didactically, the teaching material represents an algorithm that corresponds to the parts of the rule and unites theoretical material with practice.

The main structural features and advantages of the practicum are:

1. Multimedia integration – video and audio files, animation movies – as well as opportunities to interact with the author or fellow students working with the same textbook.

2. Editing options for the author to keep the tool up-to-date.

3. A practical unit, aimed at mastering grammatical phenomena of any level of complexity.

4. A compact, graphical format for presenting the theory (This format contributes to deeper understanding of the structure of the language, its logic, and complements the in-depth knowledge gained from the basic learning materials: textbook, course of lectures, etc.).

5. The use of the practicum as a complementary teaching material brings diversity to the learning process and supports a practice-oriented learning paradigm.

6. It stimulates the motivational aspect of the learning process.

7. The possibility of individual distant learning and constant accessibility of all necessary materials.

The described design and structure provides a systematic approach to the formation of language (grammatical), professional and academic competences of the students. A foreign language specialist (e.g. a future teacher) should be able to apply basic scientific-theoretical knowledge to solve practical and theoretical problems, be proficient in the grammar of the studied foreign language at receptive and productive levels. The use of the educational technology above helps to achieve this goal more effectively.

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