INNOVATION IN LANGUAGE TEACHING: WESTERN VIEW

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To be or not to be innovative is a fundamental question for the whole world. Innovation is a key word in changing higher education and language teaching as its part. What is innovation? It is derived from the Latin word 'innovare' that means 'to renew, to make new'. . In the context of educational research innovation can be described according to Evans as having two subcomponents: "First, there is the idea or item which is novel to a particular individual or group and, second, there is the change which results from the adoption of the object or idea ... and items or ideas which represent a recombination of previously accepted ideas" [1, 322].

Looking at international innovation literature, we find a variety of views on the definition of 'innovation'. It could be defined as

- Inventing something new
- Generating new ideas only
- Improving something that already exists
- Spreading new ideas
- Performing an existing task in a new way
- Adopting something that has been successfully tried elsewhere
- Introducing changes.

Why do people get involved in innovation? To what degree? Rogers used 'adopter category' to describe the notion that people differ in their reaction to the novel. And formed five categories of adopters: innovators, early adopters, the early majority, the late majority, laggards.

Why do language teachers in higher education get involved in innovation? What makes innovation functional for the individual, and what kind of rewards compensate for such efforts? Why innovate? According to Hannan, English and Silver the involvement in innovation could be motivated as the need to improve student learning; by the need to address the demands of external agencies; by the need to respond to changes in student intake; by the need to adapt the methods of teaching and learning to cope with curriculum change or internal reorganization.

What innovations are widely spread in higher education? The evidence from the literature strongly supports the view that it is technological innovation that has a major influence on teaching.

It's obvious now that all students, as well as teachers should have access to technology and training in its effective use. Technology should be integrated in universities in ways that effectively enhance the teaching and

learning processes. Web-based learning should be encouraged through enhanced broadband access, improved digital content and infrastructure investments. Technology should promote active learning and emphasize problem-solving and critical thinking skills in students. Technology should allow teachers to share information and maintain proficiency.

Since the introduction of computer technology into classrooms, a debate about its educational benefits has ensued. Particularly, the question of effectiveness has long been at the forefront of research into computer-delivered instruction (Bozeman & House, 1988; Kulik, 1994; Niemiec & Walberg, 1985; Skinner, 1990). International research suggests that computer-delivered instruction has the capacity for improving learning. Effectively organizing and implementing computer technology in classrooms still remains significant problem, however, because the entire process by which computers and learners cjme together in universities is often incredibly chaotic according to the research.

Teachers need to think about how the addition of technology affects their language teaching. Interesting questions on technology could be asked:

• Do you as a language teacher know how to use modern technology, how to make it work for you instead of feeling intimidated by it?

• Do you consider educational technology a real innovation in mainstream educational development deeply rooted in educational research, or just a twenty-first century cybermania?

• Technology is a good tool to help students learn a foreign language, but is it difficult to get the technology or not?

• What effect does using the Internet and e-mail have on English itself?

• What kind of resources does technology make available for us – language teachers?

The Web is both a recent innovative technology and a tool through which student's

exploratory and research skills may be applied across many domains. The learner is explorer who can work productively to a negotiated and self-defined goal. Many Web skills have a linguistic element making them appropriate for learning English. Warschauer and Healey describe these skills as "electronic literacy skills". Pill thinks that teachers can integrate them into lessons as learning strategy If Internet is not readily available in many institutions, then CD-ROM could beneficially encompass many materials. The learner can navigate his or her own way around a program, check answers, explore grammar rules, test him/herself etc.

New technologies change not only learning and teaching languages but they affect English as the 'dominant voice of the Internet'. That is why the words said by David Crystal addressing English language teachers are really essential: "Get familiar with innovative language of the new technology as soon as you can; for the twenty-first century will see more linguistic change in English than we have seen at any time since the Renaissance."

Language teachers' strategic vision in the twenty-first century demands a commitment to innovation in teaching and learning, in competition with traditional approaches, in practices and attitudes toward languages that with electronic presence are going to find themselves changing faster than ever before.

ДЕНОТАТНАЯ СТРУКТУРА ТЕКСТА

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Под денотатом понимается любой предмет, явление, процесс, который составляет содержание языкового выражения (Новиков А.И.). В результате смысловой переработки текста образуется целостный семантический комплекс, состоящий из совокупности денотатов. Такой комплекс и составляет содержание текста. Он представляет собой некоторый фрагмент действительности или модель некоторой ситуации, выраженной языковыми средствами в тексте. Этот комплекс воссоздает в мышлении партнера по коммуникации ту картину действительности , которая существовала у автора при формировании замысла. Для эксплицитного представления содержания и структуры текста необходимо выбрать такую запись, где наглядно отражалась бы система отношений, выступающих в качестве координат, которые задают некоторые точки в пространстве, соответствующие элементам структуры содержания, то есть денотатам. Основными принципами построения графоденотатной структуры являются следующие:

1. Экспликация денотатной структуры производится на основе содержательного анализа текста, включающего все аналитико-синтетические интеллектуальные операции, составляющие процесс осмысления и понимания.

2. В процессе анализа определяются денотаты как мыслительные единицы, соответствующие конкретному содержанию данных языковых выражений. Основным критерием определения денотата является представление о предметной целостности обозначаемого объекта.