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Afanasieva Larysa

Instructor of the foreign languages department,
Dnipro National University of Railway Transport
named after Academician V. Lazarian

Smyrnova Maya

Instructor of the foreign languages department,
Dnipro National University of Railway Transport
named after Academician V. Lazarian

THE USE OF INNOVATIVE TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING PROCESS OF TECHNICAL UNIVERSITY STUDENTS

Annotation: The current situation in training requires a fundamental change in the strategy and tactics of higher education. In this regard, the use of active teaching methods is a prerequisite for improving the efficiency of the learning process in order to train specialists in various specialties. The question of the use of new innovative technologies in the study of English by students of higher educational institutions is considered. The focus is on innovative teaching methods, including the use of various sites, skype and blogs.

Keywords: teaching process, innovative technologies, change, technical students, English, method, Internet, site, skype, blog;

The educational process of today requires constant improvement, as there is a change of priorities and social values: scientific and technological progress is increasingly recognized as a means of achieving the level of production that most closely meets the needs of the constantly increasing human development of the spiritual wealth of the individual. Therefore, the current situation in the training of specialists requires a fundamental change in the strategy and tactics of teaching in higher education.

Over the last decade, interest in foreign language learning has increased significantly in our country, and the fact is that many faculties where foreign

language is taught as a specialty and the long-term demand that these specialists use are a confirmation of this.

Nowadays, more and more job advertisements tend to be invited by economists, engineers, mechanics, and ecologists with knowledge of one or two foreign languages. This is a testament to the growing demand for economic, technical and agrarian specialists with a good level of foreign language skills. The current situation in training requires a fundamental change in the strategy and tactics of higher education. In this regard, the use of active teaching methods is a prerequisite for improving the efficiency of the learning process in order to train specialists in various specialties.

Analysis of recent research and publications. Many works of different scholars are devoted to the problem of teaching foreign language to students and students: G. Kitaigorodskaya, E. Pasov, O. Leontiev, Lyakhovitsky, J. Berman, I. Bim, E. Shubin, etc. The papers of L. Vygotsky, D. Elkonin, A. Leontiev, V. Davydov, V. Efimov, V. Komarov, etc., played an important part in the formation and development of active teaching methods. The current contradiction between the growing requirements for the level of foreign language proficiency by specialists in different specialties and their real low level of knowledge, the inability to practically use a foreign language in the professional field proves the need to solve problematic issues in teaching foreign language students of different specialties and explaining.

The purpose of the study is to consider the use of innovative technologies in the study of English by students of technical universities and thereby prove their expediency in teaching foreign languages and high efficiency in the learning process.

Main material. The theory and practice of teaching foreign languages in non-linguistic universities has been going through a difficult period since the early 1990s. On the one hand, the prestige of the discipline of "foreign language" is constantly growing, and on the other hand, vocational training of foreign languages in universities is hampered by a number of serious problems that are constantly being dealt with by the department of foreign languages [2, p. 16]. They include:

- insufficient hours allocated to practical classes and their irrational distribution;

- different level of preparation of foreign language entrants: a) insufficient training in the majority of freshmen or its absence (10%); b) the presence of a group of students with special training - graduates of specialized schools and classes with advanced study of a foreign language;
- lack of special training manuals for the last group of students and insufficient number of modern manuals for all groups;
- underdevelopment of foreign language teaching problems for students of non-linguistic higher education institutions in close connection with the profession due to lack of cross-curricular coordination between foreign language departments and profile departments of higher education institutions;
- inability of students to use already acquired knowledge, skills and abilities in foreign languages, as well as methods of activity for solving practical problems [1, p. 110].

The latter problem requires serious and careful study, because in the current context of learning is not the main purpose of learning. Knowledge, skills and competences as a unit of educational output are necessary but not sufficient to be a successful specialist in today's information society. The specialist is not so much encyclopedic literacy as the ability to apply generalized knowledge, skills and abilities in a foreign language to solve specific situations and problems that arise in the real activity of professional communication.

Expansion of trade and economic relations with foreign countries, a large amount of specialized literature on foreign languages, the possibility of obtaining professionally meaningful information on the Internet, international exchange of students and specialists, obtaining or continuing education in foreign universities, etc. requires modern specialist in a competent foreign language for the purposes of foreign language professional communication. Teachers in the new environment are looking for and apply in practice new methods of solving problems, using computer technology in the study of English.

For the effective learning of English, the most attractive, as we believe, is the use of different sites. They help you to solve a variety of didactic tasks: to develop

reading and reading skills using the materials of the global network; replenish vocabulary; to form a strong motivation for learning English; expand the student's outlook, thereby forming his socio-cultural competence [3, p. 117]. The sites offer various teaching and teaching materials and allow the student to test their knowledge. Distance and time are no longer obstacles: the student has access to information around the clock, can choose what and at what time to study. Personal interest contributes to the common goal of the student and the teacher.

When using the site, all the basic principles of didactics are implemented: accessibility, individualization, clarity, awareness and activity. In the study of English in modern conditions, the use of Skype is of great importance.

Communicating online certainly enhances the vocabulary of students and arouses a lively interest in phraseology in English. The interest in linguistic facts is formed, the ability to see and hear intently, inquiring into the meaning of frequently occurring expressions, as well as the desire to use them independently, develops [7, p. 111].

Skype allows you to send files, keep a notebook, receive news, attend various conferences. It should be noted that this program is easy to implement and economically viable.

Students can chat with native speakers or participate in group classes held by native speakers. The well-known fact of immersion in the language environment in the process of learning a foreign language. But not everyone can afford to stay in the country of the language being studied for a long period of time. Skype allows you to communicate with native speakers of foreign languages. Students can observe gestures, facial expressions, intonation of the interlocutor, as well as observe articulatory movements and hear the correct intonation, pay attention to the phrase accents in the interlocutor's speech [4, p. 531]. The great merit of the scap is that the communication comes with a native speaker of English who is the first language.

On the Internet, there are "language exchange" clubs, where you can register and communicate with people who speak the language being taught, and instead help

in learning the Ukrainian language. Also, a good way to find interest-based communication is from foreign social networks [6, p. 137].

Skype is also a means of replenishing the vocabulary with colloquial expressions that have not yet entered the academic vocabulary and are essentially neologisms. Interesting and slang expressions from the youth jargon type: He is a very-together guy - He is a very nice kid. None of the best vocabulary provides knowledge of such phrases and expressions. All these factors point to the positives of Skype and transform it is one of the important tools of independent learning of a foreign language. It should be agreed that information technologies require mastering by teachers of the new philosophy of education and pedagogy. Skype can certainly be attributed to such technologies.

The use of email and blogs is also advisable in the learning process. The latest information technologies in education allow to make more active use of the scientific and educational potential of leading universities and institutes, to involve the best teachers in the creation of distance learning courses, and to widen the audience of students. Overseas use of Internet resources in education is already extensive experience due to the fact that on the global networks can find the right information. The Global Internet offers many useful resources for foreign language teachers. These are special foreign language training programs, as well as authentic material that the teacher can select on his own and adapt to specific learning tasks. Incorporating network materials into the content of the lesson is one of the main uses of the Internet [5, p. 2-4].

In modern conditions, the use of blogs, i.e. records of the author (or authors) arranged in chronological order, is expanded. Typically, listings are categorized and assigned keywords. The commenting mechanism provides readers with commentary. This mechanism ensures the unprecedented increase in the popularity of blogs, their penetration into different spheres of life.

Of course, using the Internet in learning a foreign language is not an alternative to traditional textbooks. The computer has become a technical training tool and can complement traditional training.

Conclusions and prospects for further research. As research shows in the fields of use of educational resources for educational purposes and media education, the use of new information and telecommunication technologies in the educational process allows:

- to show teaching materials in a foreign language not only in print, but also in graphic, sound, animated form, which gives many students a real opportunity to master the subject at a higher level;
- automate the process of assimilation, consolidation and application of educational material, taking into account the interactivity of many electronic manuals;
- to differentiate and individualize learning;
- significantly increase interest in learning a foreign language, which also determines the quality of learning;
- organize independent educational work;
- to provide distance learning opportunities to those who need it.

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