

**Reshetniak Iryna**

*Simon Kuznets Kharkiv National University of Economics*

## **INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING**

**Abstract.** The article considers modern innovative methods of the formation of intercultural communicative competence in students of economics and determines the role of modern teaching technologies in solving these problems.

**Key words:** teaching technologies, innovative technologies and methods, interactive teaching and learning, foreign language teaching.

**Introduction.** The active development and implementation of modern teaching technologies that meet the goals and objectives of humanistic personality-oriented education is among the ways ensure quality education in the higher education system.

**The relevance of the article** is that with the change and expansion of the goals of teaching foreign languages in higher education, there is a need to familiarize, develop and use innovative technologies and methods of teaching disciplines, especially at the level of specialized training of students of economics.

The idea of implementing innovative technologies in education involves achieving the goal of high quality education, i.e. competitive education, able to provide each person with conditions for independent achievement of a goal, creative self-affirmation in various social spheres. The introduction of the latest teaching technologies into the educational process should be based on such principles as individualization and differentiation of teaching and learning; development and self-realization of creative abilities; recognition of the leading role of learning motivation; respect for the individual; activation and intensification in education.

The main provisions of this methodology are aimed at developing the personality that is taught as an active subject of educational activities, increasing the role of independent work, control and self-control over the course and results of mastering a foreign language.

Innovative learning technologies allow a sharp increase in the amount of material learned, as they affect not only the consciousness of the learner, but also their attitude, aspirations, feelings, will, etc.

**Formulation of the problem.** Today's competitive qualified specialists must be able not only to communicate in a foreign language, but also to have sufficient knowledge, skills and abilities: to listen to lectures in a foreign language in the educational process, to communicate at various conferences, round tables and seminars; work in an interactive mode; maintain conversation and lead discussions on professional and business topics; find the necessary information on the Internet or any other foreign language sources; prepare and conduct presentations on specific topics, etc. Nowadays, the concept of 'innovative teaching and learning technology' is widely used to describe major changes and minor innovations.

**Presenting main material.** We live in the age of information, computer revolution which began in the mid 80's and still continues to grow: the emergence of the personal computer, the invention of multimedia technology, the introduction of the global information computer network – the Internet. [2] All these innovations came to life easily and imperceptibly: they are widely used in almost all professional fields and in everyday life. As practice shows, of all the existing teaching aids, computers best 'fit' into the structure of the educational process of the university, most fully meet the didactic requirements and bring the process of teaching and learning foreign languages as close as possible to real conditions. Computers can help students perceive new information, process it in some way and make decisions, can memorize the necessary data, reproduce moving images, control the work of technical learning tools such as speech synthesizers, VCRs, tape recorders. Computers significantly expand the capabilities of teachers to individualize teaching and enhance the cognitive activity of students in learning foreign languages, allow the teacher to adapt the teaching and learning process to the individual characteristics of students. Each student gets the opportunity to work in their own rhythm, i.e. choosing the optimal amount and speed of learning. Thus, foreign language teaching today is impossible without the use of:

- graduated application of information and telecommunication technologies;
- development of educational computer programs in foreign languages (multimedia system);
- professionally-oriented learning of foreign languages;
- distance learning technologies including interactive lessons in Zoom, Google Meet, Skype;
- various kinds of presentations;
- Internet resources;
- learning foreign languages in a computer environment (blogs, forums, stations, e-mail);
- project work;
- the latest test technologies, etc.

But the use of the latest technologies in education is not just about the use of information technology. No less important is the organization of the educational process, the use of various methods of teaching new material, testing the knowledge and managing the process of language learning.

The desire of modern methodists to modernise the process of learning foreign languages leads to a deeper study of previously known methods, their updating and improvement. Thus, the method of "Learning by Teaching" developed by Professor Jean-Pol Martin was known in the previous century. According to this method high school students studied new material under the guidance of a teacher, and then, after receiving a number of instructions and recommendations, taught this material to younger students. The main difference of the modern method of "Learning by Teaching" from Martin's method is that students independently, without the help of a teacher gain new knowledge, develop relevant skills and abilities. The lesson itself is not a simple message of new knowledge, but interactive communication of students with each other, their collective thinking. The task of the teacher is to create conditions for the process of free, productive and informative communication.

The work of senior students can be organized in such a way that each of them spoke in one of the classes as a 'teacher'. This method is used by some teachers of

economics and foreign language at Simon Kuznets Kharkiv National University of Economics. The student independently studies the recommended literature, identifies key concepts that could cause difficulties and misunderstandings in others, organises work on the topic. The role of the teacher is to provide the necessary advice, explanations and recommendations on the most accessible and effective way of presenting the material. The experience of such classes shows that students master even the most difficult material, study it more carefully, pay special attention to the most difficult, in their opinion, aspects of learning, give interesting and creative examples. A very important and positive factor is that communication during such classes is easy and effortless, and the atmosphere in the classroom is always friendly and creative.

Another method that can be used in a foreign language class is collaborative learning. This method is aimed at:

- formation of certain skills and abilities;
- mastering concepts;

- organization of project activities [3]. Collaborative learning is learning in groups, where everyone feels the support of a friend and realises their own responsibility for the success of the group, which largely depends on their own success [3]. This method pays special attention to group goals and the success of the whole group. It can be achieved only as a result of independent work of each member of the group (team) in constant interaction with other members of the same group when working on a topic (problem), issue. The task of each student is not only to do something together, but to learn something together, so that each member of the group has mastered the necessary knowledge, acquired the necessary skills and abilities, and the whole team must know what everyone has achieved. It is necessary to consider the technology of organizing group work:

- explanation by the teacher of new material;
- organization of group work on the formation of a focused basis of activity (but for each student);
- giving groups a task (support);

- discussing completed tasks by different groups or each group;
- doing the task to check (a test) the assimilation of the material [3].

There is still another approach in the organization of cooperative learning called Jigsaw classroom developed by Prof. Eliot Aronson in 1978. The principle of this approach is as follows:

- students are organized in groups to work on educational material, which is divided into fragments (logical blocks);

- Students from different groups who study the same issue meet and exchange information as experts on the issue. This is called as an 'expert meeting'. Then they return to their groups and teach everything new, which they learned from other members of the group. Those, in turn, report on the other part of the task (like the teeth of one saw). So, the only way to learn the material of all the fragments is to listen carefully to the teammates and make notes in notebooks; no extra effort on the part of the teacher is required. Students are interested in their peers doing their job honestly, because it can affect the final grade. Each student and the whole team reports on the whole topic individually. At the final stage, the teacher can ask any student of the team to answer any question on this topic [1].

The biggest advantage of interactive learning is that the student ceases to be an object and becomes a subject of their own educational activities. This provides intrinsic motivation for learning, which contributes to its effectiveness. With such training, even not very successful students find themselves in a situation of success, which contributes not only to better acquisition of knowledge, skills and abilities, but also to a better, more positive attitude to learning in general. And the general atmosphere of cooperation and mutual support that prevails during classes, affects not only the level of knowledge but also the level of relations in the team, which can not but have a positive impact on the level of further professional communication.

The role of the teacher, who is also the subject of interactive learning, is reduced to the skillful organization and purposeful management of cognitive and exploratory and communicative activities of students.

**Conclusion.** Thus, it is important for a university teacher today to constantly improve their knowledge of foreign language teaching methods, to introduce the latest educational concepts into their own teaching practice, to keep up with the times. The use of innovative technologies of foreign language teaching makes it possible to create a natural environment in the classroom, helps to awaken the creativity of students, develops their thinking and skills necessary for modern society.

At the same time the paradigm of learning is changing, more attention is paid to the formation of skills and abilities to acquire knowledge independently in the conditions of research activity. [4] The use of innovative technologies in education strengthens the connection between subjects, which contributes to the creation of new integrated courses and the establishment of links between state educational standards.

Thus, the innovative technologies we have considered significantly enrich and diversify the teaching of a foreign language, where traditional methods are replaced by intellectual creative and technological search and focused on continuous learning self-development.

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