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# **SCIENTIFIC ACHIEVEMENTS OF MODERN SOCIETY**



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# **SCIENTIFIC ACHIEVEMENTS OF MODERN SOCIETY**

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## INNOVATIONS IN FOREIGN STUDENTS LANGUAGE TEACHING

**Vasetska Larysa**

PhD, associate professor

Head of Foreign citizens training center

**Solovyova Olga**

PhD, associate professor

Associate professor in Foreign citizens training center

Zaporizhzhia State Medical University

Zaporizhzhia, Ukraine

**Abstract.** The article analyzes the leading scientific theories on the topic, identifies the scientific sources of the development of the idea of interactive teaching of foreign languages in high school, presents the etymology of the names of interactive teaching methods, describes the essence of modern interactive teaching methods of Ukrainian as a foreign language with the presentation of scientific methods of teaching. The advantages of using modern methods and peculiarities of their introduction into the educational process are substantiated.

**Keywords:** active learning, game educational technologies, interactive training, innovative technologies, programmed training.

Today, the reform of higher education in Ukraine is underway, the content of education is being updated and the educational process reorganized, which is conditioned by modern scientific and technical achievements. In these conditions, at the pre-university stage of language training, the problem of developing students' creative thinking skills, forming them as linguistic personalities for active life in the always changing social environment, becomes urgent.

The peculiarity of the modern system of language training of foreigners in non-philological universities in Ukraine is the coexistence of methodological models of traditional and innovative teaching technologies with a move towards traditionalism, which does not provide for the modern requirements for graduates of the preparatory faculty. Therefore, there is an urgent need for the widespread introduction of educational innovations into the educational process of the pre-university stage of language training for foreigners. The transition to new modern models of learning is necessarily based on advanced educational experience and innovative technologies. The "innovative technology" is the use of computer, multimedia, devices that operate on the basis of computer technology. It is the modern technical means that help to provide a quality organization of the educational process and, especially at the pre-university stage of preparation for the language of foreign students, to increase the motivation of foreigners to learn a non-native language and to enhance their cognitive capacity. Thus, problems of innovative development of education, introduction of innovations at the pre-university stage of training of foreign citizens actualize questions of development, first of all, creative potential of teachers working at this stage, secondly, importance of research of teachers-innovators activity, changes of their thinking styles.

A great deal of research has been devoted to the analysis of all the above-mentioned problematic aspects in pedagogy and teaching methods of foreign language in both Ukrainian and foreign scientific publications. Particular attention is paid to the theory and practice of interactive learning of a foreign language (L. Ampilogov, I. Voitova, L. Godkevich, I. Igoshina, L. Pyrozhenko, M. Clarin), problems of the use of interactive technologies in the teaching of a special language (E. Kozina, N. Kolomiets, O. Komar, etc.), in the works of foreign researchers the questions of the relationship of student's personal development with the intensity of the use of interactive technologies (U. Staudinger, P. Baltes, V. De Landsheere), increasing the efficiency of education with the introduction of innovative educational technology,

new teaching methods and modern technical training (M. Ionescu, I. Radu, F. Dumitru).

Some researchers highlight the possibilities of interactive learning when teaching a foreign language at the pre-university stage - O. Dovgopyat, Y. Kashkarov, K. Livingstone, N. Kochubey, A. Shukshin, L. Vasetska, O. Solovyov, A. Jin, I. Cat, O. Prosyanyk, M. Kodochigova, M. Cotter, H. Brown, V. Cook, R. Ellis, D. Nunan, D. Paul, M. Tsukamoto, N. Tsujioka and others. Problems of interactive communication are devoted to the scientific works of M. Bogomolova, B. Lomov, R. Nemov, L. Umansky and others. Classification of interactive teaching methods is proposed in their studies by L. Vavilov, E. Golant, and T. Panina.

By the term “teaching innovations” methodologists understand the processes of emergence, development, and widespread implementation of pedagogical innovations.

The word innovation has a Latin origin (from Latin. Un - in, povus - new, update, change) and is widely understood as making changes, introducing a new one. In pedagogical interpretation, innovation means the introduction of a new goal, content, methods and forms of learning, with the aim of improving the educational process and its results.

A characteristic feature of innovative pedagogical and, in particular, didactic technologies is personal-oriented education. Innovative technologies are different from the traditional place and role of the main participants of the educational process - the teacher and students, their relationships, nature and content of educational activities. And if in traditional teaching the subject-object subsystem is clearly expressed, in which only the teacher plays the role of the subject, which determines the content, methods of teaching and the style of relations, then in the innovative educational process the rigid division of roles between the teacher and student. In this educational paradigm, the student becomes an important educational subject, engages in active communication with the teacher and becomes an active repeater of self-developed knowledge. The focus on subject-subjective, dialogic interaction naturally

leads to the need to implement the educational process through both traditional and innovative forms in their harmonious combination.

Classification of modern training technologies can be the following: game learning technology - problem learning technology - information technology training.

Knowledge of the components, patterns and principles of the modern educational process helps the teacher to consciously develop their own effective and optimal technology of teaching the native language to foreign students.

The concept of "technology of teaching" was introduced into pedagogical science and education recently - this is the 70's of XX century. Learning technology involves the art of owning a process, a certain sequence of operations using the necessary technical means. The essence of the concept of "learning technology" was investigated by T. Ilyin, S. Shapovalenko, L. Pressman, P. Halperin, I. Lerner, V. Bepalko, S. Sysoev, O. Pehota, I. Bogdanova and others. The foreign pedagogical theory and practice of the problem of learning technologies is presented in the research of such scientists as M. Clark, F. Percival. G. Wellington, P. Mitchell, M. Woolman, S. Vedemeyer, and R. Tomasta et al.

Learning technology is a systematic method of creating, applying and defining the methods of teaching and learning, taking into account the technical and human resources in their interaction, which aims to optimize forms of learning. Today, among the innovative technologies of teaching a foreign language with the use of modern technical means, interactive technologies occupy one of the leading places. Interactive technologies enable students to take an active role in the creation of the author's learning model, and enable the teacher to introduce their own multifaceted methodological approaches to the organization of the learning process within this own model.

The concept of humanistic psychology and psychotherapy (1950s-1960s - USA, founders A. Maslow, K. Rogers, W. Frankl, S. Buehler, Rollo May, S. Giurard and others had a significant influence on interactive learning), as well as the theory of social-perceptual cognitivism (1960s - K. Levin, T. Newcom, L. Festinger, F. Haider,

etc.). The central point of determining the essence of interaction is not "transfer of information", but interaction with other people as an internal mechanism of life of the collective, and interaction is understood as the exchange of ideas, interests, and therefore, as a way of forming attitudes and learning social and historical experience [ 2].

There is also another point of view - that interactive learning appeared in the bowels of the term "active learning". The idea of active teaching methods in didactics is not new. The founders of the method are considered such famous teachers as J. Komensky, I. Pestalozzi, A. Disterweg, G. Hegel, J. Rousseau, D. Dewey. Although the idea that successful learning is based, above all, on self-knowledge, is found in ancient philosophers. The term "Action Learning" was introduced in the 1930's by the English scientist Reg Revence - learning through action. This is evidenced by the fact that in pedagogical literature, the terms "interactive learning technologies" (up to the 1960s), "interactive teaching methods" and "interactive learning" (until the 1990s) were not used, but instead existed, the terms "active learning technology", "active learning methods", "active learning".

The development of interactive learning technologies was significantly influenced by the theory of programmed learning, which was based on the idea of human-computer interaction (1960-1970-ies. XX century, USA (G. Ball, V. Bepalko, A. Verlan, P. Halperin, V. Glushkov and others.) The theory of programmed language teaching in didactics was updated due to the research of the processes of mastering new language knowledge, issues of formation of language and speech skills and abilities, based on the connection of linguistics, psychology, cybernetics.

Programmed learning is a pre-designed program that provides both student and teacher activities. Hence the tendency of partial or complete translation, in particular, the controlling function of the teacher on the device, through which the process of mastering the language knowledge by special programs is carried out and mediated. In particular, these trends have intensified with the advent of personal computers. In 1970, computer programs first began to serve as an e-teacher. Noting the wide

possibilities of using personal computers in the practice of foreign language teaching, it is recognized worldwide that non-programmed learning or computer cannot replace the multifunctional activity of a teacher: presentation, transfer, gathering of information, organization of control and management of cognitive activity of students under time for learning a foreign language. Yet, a positive methodological feature of this type of educational model is the widespread use of the multimedia approach in the teaching of non-native language.

At the very beginning of the 1980's in Ukraine, teachers began to learn and use active (interactive) teaching methods in practice, the main idea of which was to group dialogue forms of cognition. The official division of teaching methods in the scientific and methodological literature of that time was represented by two groups of methods: traditional and active.

In the 1980s and 1990s, practitioners began to use play methods: exercise games, role-playing games, story games. Games are organized to study the humanities and natural sciences, which develop imagination, creativity, activate knowledge, develop cognitive interest.

Role-playing games based on drawings, diagrams, portraits, authentic texts help foreign students to create their own texts, as well as to perform various communicative roles and to implement various communicative tactics and strategies. The role of the teacher during the game: setting out the rules of the game, motivating the active inclusion in the game of each student, organizing discussion of the results. An effective method of instruction that is most commonly used by language teachers to create real-world communicative situations when conducting role-playing instruction is to discuss the script and game rules with foreign students. It should be noted that the discussion can take place at any stage of language learning, the stages are distinguished only by communicative discussion tactics and lexico-grammatical models [1, p. 247-253].

Interactive models of non-native language learning are constructed in contrast to active models of learning on the principle of not reciprocal, but mutual communication between students and the teacher.

This form of educational interaction allows you quickly to evaluate the speech activity of the student, adjust the results of this activity with the methodical strategy of learning, as well as to get correct information about the need to make additions and changes to the methodological support of the educational process.

The study became truly "interactive" after the creation of the World Wide Web (1991) and the emergence of the first web browser (1994). This is where the justified and widespread use of the term "online learning" begins. The Internet is a communication tool provided by a virtual learning environment. Internet application services provide educational content from anywhere in the world. These technologies make a serious step in the use of information technology in the educational field.

One of the important areas of development of educational informatization is the new educational computer technologies. Interactivity, intensification of the learning process, feedback are significant advantages of these technologies. The scientific literature has increased the number of studies that have focused on the use of information and communication technologies in the educational process [2].

Modern information technology is a set of methods, techniques and means of creating educational conditions based on computer technology and methodical implementation of these conditions in the educational process. Information technologies play a particularly important role in the process of organizing students' independent work. These technologies contribute to mastering the skills of independent language learning using electronic educational and methodological materials, communication bases, conducting their own diagnostics of the level of language proficiency in accordance with the European or Ukrainian language standards [3].



The use of new information technologies allows to increase the creative potential of foreign students, to expand the skills of independent work, to improve the language and speech skills and abilities.

The role of the teacher is, first of all, to stimulate students' acquired language skills in order to expand them, secondly, to stimulate the acquisition of new information in the modeling of communicative situations, and thirdly, to motivate foreign students to work independently, and finally, to encouraging foreigners to learn their native language by creating a "positive mood". The primary tasks are also to develop students' learning and self-improvement skills and the ability to determine optimal speech models and communication tactics for their own speech activity in real communicative situations, to develop skills for modeling communicative situations for foreigners.

Innovations in language education at the pre-university stage are based on the selection of such methodical teaching strategies that facilitate the acquisition of students' language skills by solving practical communication problems. Communication tasks include practical and intellectual activities (situation-based, problem-based, communicative-based learning), as well as actions that contribute to a student's emotional development and creative thinking.

Foreign language learning is an effective means of forming a linguistic personality. Studying foreign languages, students acquire the ability to analyze different communication situations and language phenomena, to generalize, make judgments, find ways to solve communicative problems, develop promising communication strategies and tactics. All this contributes to the development of speech skills in presenting information material with such qualitative characteristics as order, accuracy, clarity, brevity, validity, consistency.

Practitioners determine the main task of learning a foreign language - the task of forming a communicative competence at students, which involves the development of their creative abilities. Effective achievement of this goal is possible only under the condition that teachers must be innovators, creative personalities, constantly improve

and update their didactic knowledge, create author's educational or methodical models based on modern digital teaching aids.

Interactive teaching methods help to optimize the process of learning a foreign language. These methods are intended to intensify the mechanisms of motivation for learning a non-native language for foreign students of the pre-university stage of preparation and to increase the effectiveness of teaching foreign language communication. The advantages of using interactive methods in the process of teaching foreign language students of pre-university training include, first of all, the maximum approximation of the basic stages of the learning process in the classroom to the real conditions of social and social communication, secondly, providing students with methodologically substantiated independence of learning, and secondly, promoting the development of spontaneous speech skills and the choice of communicative tactics in the context of creative educational competition, finally, overcoming the typical problem of the initial stage of learning a foreign language - "I know, but I can not use" communication by creating a comfortable environment for individuals at different levels of language and speech language competence.

Thus, ensuring the quality of language training for international students at the level of international standards is possible, subject to widespread introduction into the educational process of modern integrated techniques based on the active use of modern technical (computer) means of optimizing the educational process. The use of new learning technologies in foreign language teaching creates the conditions for effective self-realization of their language personality and significantly improves motivation for learning a non-native language.

## LITERATURE

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