

ПЛАТФОРМА 1:

Інноваційні методи іноземної підготовки фахівців

INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGES LEARNING

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The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students [1; p.249].

The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language [2; 134].

These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning.

Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists [3; 181].

Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills.

Among the various types of innovation, as shown by the results of a survey conducted in the universities of the CIS, teachers are most familiar with training through the use of multimedia tools (66.7 %).

Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of self-employment.

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from

education to self-education; a positive emotional background for training; and linking theory to practice.

Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.
2. Provides opportunities to identify and support students with linguistic abilities.
3. Represents the basis of distance learning.
4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.
5. Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.
6. Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of multimedia technology in the learning process. These include:

1. Lack of ability of existing education systems to make active use of multimedia technology, and to integrate it into the educational process and its organization;
2. Lack of qualified developers;
3. Lack of a developed methodology of multimedia technology;

4. Lack of financial resources for the creation and widespread adoption of multimedia technology;
5. The device is not designed evaluation.

In order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant.

Currently, most schools and universities in our country are equipped with multimedia rooms for English language learning. These rooms have computers, projectors and interactive whiteboards.

Thus, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning.

Unfortunately, at the present time, the use of multimedia technology to intensify individual work in the study of foreign languages is largely constrained by the high cost of computer equipment, as well as the lack of a sufficient number of theoretically grounded and experimentally tested computer programs intended for independent foreign language learning.

In general, a situation currently exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into practice; and on the other hand, there are many disparate programs that do not have a serious theoretical basis.

References

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