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INNOVATIVE METHODS OF FOREIGN LANGUAGES TEACHING

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners [1, p.21].

The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs [2, p.65].

With this in mind, teachers and students should be familiar with modern methods of foreign languages teaching. They further can choose the most effective techniques to achieve their goal.

Methods and Approaches of Foreign Languages Teaching:

1. Humanistic Approach.

In 1960-1970 formed a humanistic approach to learning. According to it, the learning process is guided directly to the individuality of the student. Bringing his interests and needs contribute to a more rapid studying of foreign languages. Creating game situations, taking into account the individual characteristics of a person stronger involve him in the process. In humanistic approach personality of the teacher becomes less important, although still important enough.

The humanistic approach has led to the formation of a number of alternative methods of learning. Their aim was to study a foreign language, the formation of speaking and writing skills[3, p.65].

2. Communicative Approach.

The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills. One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a passive, but also in active form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts.

As a simple exercise to develop skills can be noted spontaneous group dialogues. At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos. [4, p.69].

Within the communicative approach there is almost no simple reading and translation of texts. Most often, teachers organize some group discussion. They use a variety of techniques and combine them with each other to achieve the desired result.

3. Culturological Approach

When you create a methodical system of teaching a foreign language is often taken into account culturological approach. Its main objective is the formation of intercultural competence.

The described method is based on the principles of private teaching, describing culturological direction of foreign language learning. Experts identify the following principles:

- Verbal orientation of training.
- Taking into account characteristics of speech activity in a foreign language.
- Modeling a situation of intercultural communication in the learning process.
- Taking into account consciousness and modularity.
- Rational use of native and foreign language.
- Taking into account personal needs of students.
- The desire for systematicity in the preparation of exercise set.

The teacher should select tasks, taking into account various aspects, so students will be able to participate in intercultural communication at various levels. Simulation of different situations allows you to expand your language skills and train your speaking skills.

4.Problem Approach

The specific of the problem approach to learning is the involvement of students in the process by which they make their own specific findings, get new knowledge, it is the next stage of learning. They make assumptions and arguments in favor of certain conclusions, not just learn information provided. Thus, problem-based learning stimulates self-reliance and contributes to the formation of skills of teaching and research activities. [5, p.18-22].

Teachers who use the problem approach in training should pay attention to the systematic development of independent work of students in the group. The main goal is to help them to get knowledge by themselves.

Objectives for creation of problematic situations:

- Motivation to the theoretical explanation of the various facts.
- An analysis of life situations with a detailed analysis.
- Independent search of practical application of knowledge.
- Motivation to generalize, and comparison of new facts.

Development of creative imagination, speculations and attention to detail help in further training. In the future, they need to engage dialogue on their own, using the acquired skills.

5.Interactive Methods.

At present, widely used interactive learning tasks and exercises. They demonstrate high efficiency, depending on the age group. To such actions are usually related:

- Speech warm-up.
- Group work in teams (round tables, discussions, mini-conferences and so on).
- Various games.
- The use of audio and video materials.

Warm-up implies some dialogue between teacher and students, allowing you to enter a class in a subject. It also serves to master language skills and vocabulary repetition.

For the development of speech and other skills today used audio and video materials. They allow to gain new information, listen to texts and practice pronunciation. On lessons used tape recorders, interactive whiteboards, projectors and a variety of multimedia equipment. This ensures diversity in the process of learning a foreign language.

Conclusion. It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches. Information and computer technology can improve efficiency and create the conditions for self-study.

Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work. [6, p.18-22].

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ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ: МУЛЬТИМЕДІЙНІ ТЕХНОЛОГІЇ

Вступ. У ХХІ столітті, який по праву називають віком комп'ютерних технологій, навчання іноземним мовам неможливо уявити без використання мультимедійних засобів, оскільки впровадження нових інформаційних та комунікативних технологій розширяє доступ до освіти, формує систему відкритої освіти, наближає освітнє середовище до реальних умов функціонування культури та мови, що вивчається. Отже, сучасність вносить свої корективи до традиційного викладання мов та вимагає пошуку та використання новітніх методів та технологій.

Мета цієї праці полягає у вивченні ефективності використання мультимедійних технологій навчання іноземним мовам та стратегій інтеграції мультимедійних технологій в освіту.

Виклад основного матеріалу. Інтенсифікація процесу переходу до інформаційного суспільства, пов'язана з широким впровадженням нових інформаційних технологій та комп'ютерних засобів телекомунікації, зумовлює