



INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract

The article deals with innovative technology that reflects the specifics of the subject under study and the learning environment itself: openness, consistency and consistency, interactivity, visibility of the presentation of the material, multidimensionality and redundancy of all components of the environment. Thus, innovative technology significantly enriches and diversifies the teaching of foreign languages. Monotonous work is being replaced by intellectual creative search.

Keywords: pedagogical technology, totality, innovation, to the communicative goal.

What is pedagogical technology? There are many sometimes inconsistent answers to this question. This suggests that the theory and practice of pedagogical technologies is still being developed and is a new object of study in pedagogy. According to the dictionary of S.I. Ozhegov, technology is a set of processes in a certain branch of production, as well as a scientific description of production methods. Technology (from the Greek *techne* - art, skill, skill and ... *logia*, from the Greek *logos* - word, teaching) - a set of methods carried out in any process. Hence, pedagogical technology is a set of rules and their corresponding pedagogical techniques and ways of influencing the development, training and education of the student.

In recent years, a new field of knowledge - pedagogical innovation - has become increasingly important. This is a sphere of science that studies new technologies, new practices of education. The word "innovation" comes from the Latin *inovatis*: *in* - in, *novus* - new and in translation means update, novelty, change. Pedagogical innovation is a change aimed at improving the development, education and training of students.

Technology is a tool based on a theoretical understanding of the peculiarities of the process that we want to lead. Therefore, first a few words about what are the features of the process of mastering a foreign language by the human brain.

This is nothing more than modeling, in natural conditions – on a subconscious level – of a new language system. First, the sound subsystem is modeled, then the lexical subsystem and only then the syntactic subsystem. Nature itself has shown us a path along which it is easy to come to the goal. Our task is to analyze and repeat it in other conditions:



with a different age and without a language environment. This does not cancel, however, the path itself, since everyone is sure of its effectiveness: all hearing children speak their native language by the age of 3. Therefore, the task is to organize the learning process, modeling the process of mastering the native language. It was this task that I tried to solve by creating a technology of teaching without translation knowledge of a foreign language. It consists of three parts: the technology of designing a language course; technology of presentation and consolidation of language information with control over its assimilation; and technologies for organizing classes in a foreign language.

When developing a new technology, the conclusions of such sciences as general systems theory, psychology, psycholinguistics, linguistics and methods of teaching foreign languages were taken into account as mandatory for execution.

Repeated courses in a technical, and in recent years in a language university, gives consistently positive results: after 300 hours of classes, students who began learning a language from scratch can: read, understand and translate from scratch unadapted texts from socio-political journals, abstract and retell such texts, answer questions on these texts, translate from native to foreign on the relevant topic, understand a native speaker and conduct a conversation with him, read unadapted prose works of art, getting aesthetic pleasure from it.

A brief description of the strategy for designing a foreign language course and methods of work.

1. Select the most common root words of the studied language.
2. Divide them into semantic groups, and combine the groups into cycles (for example: me and my family, home and yard, nature, plants, animals, work, history, etc.)
3. Represent each semantic group in the form of a lexical map (a directed graph of concepts, where each word is semanticized by a pattern or place in a given subsystem of words).
4. Compose an educational text that accurately describes what is depicted on the map, so that each new word from the map is present in it, and so that the student can easily guess about the development of thought in the text. To do this, depending on the vocabulary, a text model is chosen. Often a model of a scientific text is more suitable, but sometimes an artistic one, for example, a description of appearance or a memory of something.
5. Include grammatical material in the text selected for this cycle, ensuring multiple repetition of the entered grammatical models.



6. Come up with role-playing games or conversation topics in which you can use the learned material in a new situation.
7. Make up control tasks for carrying out at the end of the work on the cycle, including selecting unadapted texts for translation from a foreign language to their native language.
8. Compose texts for translation from the native language into a foreign one.
9. Choose in accordance with the theme of the cycle songs and poems for learning, recording on audio and video cassettes (rest).

Methods of introducing and interviewing the material were developed taking into account the purpose of training: "modeling a self-developing new language system, without translation knowledge of the language."

Therefore, new words are never entered using printed text, but only with the help of a story schematized by a lexical map, gestures and facial expressions of the teacher. This allows the listener to easily guess the meaning of the words being entered, without resorting to their understanding of the native language. Such an introduction of vocabulary is fundamentally different from its introduction with the help of printed text, since the map introduces a whole subsystem of concepts that already exists in the mind of the trainee, and not scattered words from different subsystems, accidentally united by the plot of the story. The brain easily memorizes new names of already existing elements of the concept subsystem, and instantly finds them if necessary to use them in speech, since the search is carried out not among a bunch of unsystematized words, but among a small number of elements of the lexical subsystem.

The formation of skills necessary for dialogic speech occurs in a live conversation with students, and not on the basis of memorizing dialogues.

Each student asks what they would like to ask in connection with the topic of conversation. If necessary, he can ask in his native language, his question is immediately recorded in a foreign language by the teacher on the board, and by students - on a card for a speech stamp. Thus, everyone has the opportunity to put into a foreign language everything that is present in his mind in his native language in connection with each topic. Students are taught the technique of working with speech stamps, which allows you to start speaking a foreign language from the very first lesson, even for those who have never studied this language.

A few words about the form of the lesson. The basic principle: we meet in class not in order to study something, but in order to sweetly talk to each other, ask and say to each other what we want at the moment and on this topic. Therefore, the trainees sit in a circle or at least in a semicircle, so that everyone sees all the members of the group.



You can't have empty chairs in this circle. The tone of communication is always friendly, a smile on the lips, jokes and joy when there is success. Mistakes are corrected by the teacher, corrected must be repeated by the choir, but never negatively evaluated. The choir never speaks every new phrase, or a new word in all its forms. It is always necessary to proceed from the fact that without a motive there can be no statement in any language.

The socio-economic significance of the English language is due to the ever-expanding trade relations between domestic and foreign enterprises, the increase in the number of modern firms, the growing degree of necessity, the selection of specialists with knowledge of several languages. Computerization and informatization of society represents the need for knowledge of languages to obtain new information and use data reflecting the level of world science.

The political importance of knowledge of several languages will contribute to the preservation and strengthening of peace in the world.

The scientific significance of knowledge of the English language lies in the study and use of the achievements of world science, will expand the scope of international cooperation.

The overall goal of training is complex, including practical (communicative), educational and upbringing goals, which are in close interaction with the tasks of training qualified specialists in the context of the development of a market economy.

The communicative goal of learning, being the leading one, is achieved by forming the necessary language and speech skills in reading, listening, speaking and writing, ensuring fluency in the language at different levels.

The formation of skills and abilities in each type of speech activity is considered as an interrelated single process.

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