INNOVATIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGE

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Abstract

Nowadays the usage of innovative technologies in the methodology of teaching foreign language has become increasingly important. This article provides an overview of materials on modern computer technologies released over the past few years. The research methods were descriptive, continuous sampling, statistical analysis. During the study, there were the main directions were identified, allowing to draw conclusions about the possibilities of using and expediency of using innovative technologies in the process teaching foreign language. A significant increase in the number of publications on the stated topics indicates the prospects for innovative technologies in the classroom in a foreign audience.

Keywords: innovative technologies, foreign language, teaching training, effectiveness of the educational process, virtual environment, methodological potential, Internet resources, online courses.

The issue of using innovative technologies in the process of teaching in general and in the process of teaching foreign language in particular seems to be particularly relevant in recent decades due to an increase in the general technical level of support, the development of the methodology itself, which is constantly in search of the most effective, accessible methods, techniques, teaching methods aimed at "achieving the maximum possible mutual understanding in a multipolar world" [5].

The concept of modern education has determined the goal of a teacher's professional activity - to form students' ability for successful socialization in society, active adaptation in the labor market. The consequence of this is the development of innovative technologies in education. Innovative teaching methods are characterized by a new style of organization of educational and cognitive activity of students. Modern teachers recognize that in the development of creative abilities, intellectual activity, the technology of problem-based learning presents the maximum opportunities. A significant contribution to the disclosure of the problem of intellectual development, problem-based and developmental learning was made by

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N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. S.Yakimanska, A.K.Mynbaeva, Z.M.Sadvakasova [4].

In general, we can talk about two groups of strategies: those that directly affect learning and those that promote learning. The first may include: cognitive strategies that students use to comprehend the material, memorization strategies - to keep it in memory, compensatory strategies - help to cope with the difficulties that arise in the process of communication. The second strategy is related to creating conditions for learning and helping to overcome psychological difficulties in mastering the language [3].

In recent decades, in connection with the development of modern educational technologies, audio and video recordings, computer programs, and distance learning have become widely introduced into the educational process. Information technologies enrich the educational process in many areas of knowledge, in a variety of learning conditions and at all levels. This fully applies to the teaching of foreign languages, especially abroad, where direct contact with the language being studied is limited. Within the framework of this technology, the student really becomes an active subject of the educational process, independently owning knowledge and solving cognitive problems. The purpose of such techniques is to activate, optimize, intensify the process of cognition. Innovative learning implies the mandatory inclusion of students in activities, collective forms of work, and the exchange of opinions.

Features of innovative learning are:
- work ahead of the curve;
- anticipation of development;
- open to the future;
- focus on personality, its development;
- mandatory presence of elements of creativity;
- partnership type of relationship: cooperation, co-creation, mutual assistance, etc.

Innovations in education are innovations, innovations in the content of education, in the forms and methods of teaching, in the relationship "teacher-student", the use of information technology in education, the introduction of new equipment, in the organization of the educational process, its management, etc. Innovative teaching methods make it possible to realize one of the main goals of teaching language and literature - to give an opportunity to move from studying the subject as a system-

structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level. In the lesson, promising methodological techniques should be used to develop the creative abilities of students: clusters, insert (with independent study of theoretical material), filling in tables, a two-part diary, reading with stops, joint search, cross discussion, round table; apply elements of technologies for solving inventive problems: "Surprise!" (when getting acquainted with the biography of the writer), "Catch the mistake!"; classical lecture teaching, teaching with the help of audiovisual technical means, tests, project method (classes in "Literary local history"). The use of project technology:

-        will increase and deepen the interest of children;

-        will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, familiarization with reading, the development of curiosity, broadening their horizons), critical thinking;

-        will help schoolchildren to acquire the skills to work with a large amount of information, research skills (to see the problem and outline ways to solve it), communication skills (work in groups) [2].

Interaction with the group in and out of the classroom, ensuring the cooperation of students in the classroom, the humanities teacher is obliged to create an atmosphere of trust, mutual respect between the teacher and students, to involve students in active independent activity. In the lessons - tests, it is possible to carry out group work, which contributes to the education of collectivism, conditions are created for the disclosure and manifestation of the individual characteristics of students. In addition, at such a lesson, an atmosphere of student-student cooperation is created, and the participation of consultants and assistants at the verification stage ensures teacher-student cooperation. To develop interest in the Russian language and literature, historical, etymological references that may be of interest to children should be included in the lesson, and game forms of work should be carried out: "Make a word", "Third extra", "Translator", "Erudite", "Collect a proverb", "Line", "Changeling", "Web of words", etc., use creative experiments, project method, non-standard lessons, competitions, olympiads.

 In the modern society, one of the rapidly developing methods and of great interest on the part of students is the use of Internet resources as an innovative approach to learning. The idea of using the Internet in education is not news. Since the beginning of the 1990s, national and international computer networks have been widely used

for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks, which contributes to the development of the individual. This allows students to interact creatively with both classmates and the teacher.

The Internet can be considered as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which one can organize educational work in a new way. The Internet allows learner to organize a real, mobile information environment in which learner can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, because in the case of the use of the Internet during classroom and individual lessons, modern students get the opportunity to immerse themselves in the information environment they are used to. On the Internet, for educational purposes, resources of various sizes are used - from web pages with interesting educational materials (often test ones) to large-scale projects for full-fledged, from the point of view of compilers, distance learning. The teacher with using the Internet, can update the material of their own textbooks; find additional information; self-control; materials; place educational information; develop interactive training to apply various forms of control and organize feedback; to communicate between different members of the group; work with hypertexts, audio and video files and blogs.

In conclusion, a lexical dictation or a dictation - a crossword puzzle, as the guys call it, and making up riddles in the lesson, and a commented letter or warning dictations with a "car driver", and a task like "find the extra, which instills the ability to synthesize and comprehend information. The main thing is that there is no time for children to be bored in the lesson, so that they want to work, study, and in fact for this the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence that children learn in such lessons are important, and creative attitude to the foreign language, which is brought up only in creative lessons.

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