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Новаторские методы при обучении иностранным языкам в средней и высшей школе

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Аннотация. Рассматривается процесс обучения иностранным языкам в средней и высшей школе с использованием различных новых, актуальных технологий, которые ранее не имели широкого применения и реализации; эффективность применения таких методов, как интерактивные, компьютеризированные и проектные. Сделан вывод о том, что эти методики обучения широко применяются как в России, так и за рубежом.

Ключевые слова: иностранный язык, методы, компьютер, проекты, обучающиеся, преподаватель, методика.

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Currently, there are certain trends in the teaching of any foreign language that correspond to the current level of technological progress. Now the effectiveness of the use of information technology in English classes is beyond doubt.

Linguists have noted for many decades that the more perceptual systems involved in learning, the better and more firmly the material is absorbed.

The active introduction of information technologies into the educational process multiplies didactic possibilities, providing visibility, audio and video support, as well as control, which generally contributes to improving the level of teaching.

The computer is playing an increasingly important role in modern education. The use of computers in educational activities is one of the ways to increase motivation and individualization of learning; in addition, a modern computer is an effective means of optimizing the conditions of intellectual work in general, in any of its manifestations.

In English classes, using a computer, you can solve a number of didactic tasks, such as the formation of reading skills, improving writing skills, vocabulary replenishment, broadening horizons, familiarization with cultural knowledge, etc.

If the methodological system is built competently enough from a linguo-didactic and psycholinguistic point of view, then success in learning a foreign language is practically guaranteed.

Training programs are the most complete and self-sufficient types of electronic resources. They are a very convenient and effective learning tool if the task is to independently work out a particular topic. Due to the wide choice of educational situations, the studied material can be worked out more deeply by repeatedly performing specified actions and necessary operations, practicing practical skills and bringing them to automatism.

The computer program for teaching English is an upgraded electronic textbook with an open modular architecture for building educational material, equipped with additional functions and fulfilling the task of improving the teacher's work and reducing the cost of his working time by shifting the emphasis in the educational process to computer-based learning technologies under the guidance of a teacher.

The use of electronic textbooks makes it possible to reduce the burden on the teacher and to interest a large number of students.

Multimedia programs provide feedback and save time that needs to be spent searching for material. The modern English lesson was complemented by a demonstration of animation effects, as well as their dubbing.



Thanks to computer programs, the student can choose the purpose and task of learning by himself. Some are designed to consolidate the information received, while others allow you to learn something new.

The structure of the modern English lesson involves the use of game programs that allow you to form learning with the stimulation of initiative, creative thinking, as well as the development of the ability to act together.

The electronic device allows you to expand the scope of traditional English language teaching, which provides feedback and interactivity of learning. Working with such a textbook is a new opportunity for the student. He not only learns English through visual and audio transmission of information, but also shows an increased interest in learning, which can significantly improve the quality of teaching foreign languages.

Thus, the computer creates conditions for individualization and intensification of the vocabulary learning process, ensuring that all students perform exercises of equal complexity at the same time.

In our opinion, electronic textbooks help students develop systemic thinking, learn to analyze, compare and summarize facts, independently study, consolidate and repeat the material they have passed, acquire computer skills, thoroughly prepare for various tests, control and verification works. However, there are still negative sides to the use of this type of educational technology. These include the insufficient equipment of schools and higher educational institutions, and the lack of a practical component of computer and Internet skills among teachers, and a decrease in the direct influence of the teacher's personality, the possibility of live communication with each other and the impossibility of intellectual and emotional impact of the teacher's personality on the student, and it is also important to mention that all digital and electronic technology negatively affects the health of students, causes fatigue, reduces eyesight, and so on.

Modern approaches to teaching and learning a foreign language (communicative-interactive, conscious-communicative, intercultural communication, social, etc.) emphasize the importance of students' cooperation as a motivating factor.

The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge and navigate the information space. While working on the project, students understand why they are learning new words and grammatical phenomena, where and how they can apply this knowledge. The task of the teacher is to organize the independent cognitive activity of each student during the work on the project.

At each lesson, the formation of certain speech skills (speaking, listening, reading, writing) is associated with the relevant aspects of the project, gradually bringing the children to the generalizing project. While working on the project, the guys use not only the information that was provided in the textbook, but also extract new knowledge from the geography and biology course. With such an intersection of subject areas, students form a holistic vision of the problem. They look through newspapers and magazines, listen to the news in search of examples of the consequences of environmental problems. Then they exchange the information they receive.

There is no competition between groups, because all students are working on one common project. From the very beginning, children are focused on the fact that the final assessment will depend on everyone's efforts. In the final lesson, the guys defend their own project. The children proved the need for one or another illustration in the project.

This method gives positive results at any stage of learning. However, the earlier children start working on creating projects, the higher their academic achievements will be. Therefore, the work of creating projects becomes an integral part of the educational process.

One of the most effective and advanced design techniques is a computer presentation.

The use of computer presentations in the educational process allows students to intensify the assimilation of educational material and conduct classes at a qualitatively new level, using slide films from a computer screen on a multimedia projector or on a personal computer for each student instead of a classroom blackboard.

With such an opportunity as interactivity, computer presentations make it possible to effectively adapt educational material to the characteristics of students. Increased interactivity leads to more intensive participation in the learning process of the student himself, which helps to increase the effectiveness of perception and memorization of educational material. If the lesson material contains a large amount of illustrative material, the use of a computer presentation will significantly increase the effectiveness of the lesson. The computer is not used constantly throughout the lesson, but only serves as a means to find the necessary information, as well as an incentive for the formation of speech utterances.

Modern technologies attract students and are one of their main interests. The presentation helps to illustrate any presentation, both by a teacher and a student, so when working on a project, students actively use a computer and Internet resources.

It is clear that each student has their own knowledge, skills and abilities, and the projects differ in content and quality, but they are carried out in collaboration with classmates or a teacher. At the same time, students see a real practical result. They are building a new relationship. They present their work to their comrades rather than to the teacher. It is important here to show your abilities, hidden talents, find your model of demonstration, defend your position and opinion.

The project helps teachers to check the level of formation of reading and speaking skills, and also develops students' ability to find relevant information, defend their point of view, and think creatively.

The main criterion for evaluating a project is the use of language tools, but computer design is also considered. The teacher analyzes the statements of the students, monitors how the vocabulary is learned, whether they use grammatical structures correctly. Existing errors are necessarily sorted out, corrected, and gaps are worked out in subsequent classes.

The educational potential of computer presentations as a teaching tool is widely used in the classroom to provide visual and basic support for speech learning. Texts and photographic materials are used here. Some slides are used as handouts. For example: diagrams, tables, reference printouts of texts.

The main purpose of teaching English is the formation of competencies. It should be remembered that communicative competence is closely related to cultural studies, as well as regional studies competence in English lessons. Students are given the opportunity to get acquainted with the culture of the country of the studied language. Here, the techniques of using computer presentations as a means of visualization provide great opportunities, the lesson becomes more vivid and memorable.

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