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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ НАВЧАННЯ АНГЛІЙСЬКОЇ ЯК КОМПОНЕНТ УСПІШНОЇ СОЦІАЛЬНОЇ АДАПТАЦІЇ В АТМОСФЕРІ ІНОЗЕМНИХ МОВ

Актуальність дослідження була доведена тим, що в Україні ми вільно розмовляємо близькими нам мовами, але іноземні знання є важливим способом спілкування між людьми, способом кращого знайомства з культурою країни, мова якої вивчається, посилення міжнародного співробітництва, що є необхідною вимогою для сучасної держави. Важливою прерогативою досягнення хороших результатів є здатність вчителя англійської мови активізувати розумову та комунікативну діяльність студентів, а також підвищити рівень їх залучення до навчального процесу. В нашому дослідженні ми представили поєднання інноваційних педагогічних технологій із традиційними, які дадуть можливість перейти від дисциплінарної моделі навчання до системи, організують творчу професійно орієнтовану діяльність студентів, забезпечать особистісно-зорієнтований процес навчання у закладах вищої освіти. Більше того, використання нетрадиційних форм навчання ми розглядаємо не як ефект новизни, а як засіб підвищення якості навчання. В рамках організації дослідження ми оптимально поєднали набір методів, дбаючи про те, щоб таке поєднання дало вичерпну інформацію про розвиток іншомовної комунікативної компетентності майбутніх фахівців. Використовувані методи повинні були забезпечити одночасне вивчення діяльності, спілкування та обізнаність студентів. Різноманітність методів, які були застосовані в цих педагогічних дослідженнях, можна класифікувати як на емпіричні методи дослідження, так і на теоретичні. В результаті цього ми отримали сукупність методологічних інструментів для досягнення ефективної сучасної освітньої атмосфери у вивченні іноземної мови, які є наступними: технологія групової навчальної діяльності, аудиторні обговорення, комунікативні можливості інтернету, різноманітні методи викладання лексики, позакласна робота з англійської мови та самостійна робота студентів над проектами. Більше того, практичне значення дослідження підтверджується творчими завданнями, які можна активно використовувати у навчальному процесі англійської мови на різну тематику.

Ключові слова: іноземна мова; комунікативні вміння; техніки формування словникового запасу; позакласні заходи з вивчення англійської мови; проекти; інформаційні засоби навчання.

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INNOVATIVE TECHNOLOGIES OF ENGLISH LEARNING AS A COMPONENT OF SUCCESSFUL SOCIAL ADAPTATION IN THE FOREIGN LANGUAGE ATMOSPHERE

The ongoing paper is related to the events, that unfold in the world and in our country in recent times show, that people need to communicate, to solve problems through peaceful means, in the language of diplomacy, international language – English. Improving quality of education and facilitating educational procedure remains one of the most topical questions within the methods of teaching foreign languages, especially in high school, nowadays. In this research we have made an attempt to find possible solutions to this problem which range from using modern methods and approaches, developing teaching materials which meet the needs of students, implementing new technologies to creating a favorable emotional climate and stimulating learning motivation. As a result of this, we have provided a set of methodological tools for achieving effective contemporary educational foreign language atmosphere, which are as follows: the technology of group learning activities, classroom discussions, the communicative capabilities of the Internet, various vocabulary teaching methods, English learning extracurricular activities and self-independent project work. Moreover, the practical significance of the research is supported with the group of seven creative assignments that can be actively used in the English teaching process with various topics.

Keywords: foreign language; communication skills; vocabulary teaching techniques; English learning extracurricular activities; projects; digital tools.

Today there is a clear trend towards international expansion relations, international cooperation in various fields of science, technology, art and production, integration of Ukraine into the world community, and this, in its own turn, it is impossible to carry out without knowledge of citizens of the country of foreign languages.

Therefore, Ukraine must train specialists in various fields, which is good speak at least one of the common European languages. Practice shows that for the successful development of the economy and security competitiveness in the world market requires not just translators, but specialists who speak foreign languages at a high level.

The state is obliged to take care of vocational education strategy, forms an educated person and develops science. Science creates innovation, and innovation is a future that requires an intellectual personality. Integration into the European Community, modernization of higher education determine the need for optimal organization of the educational process with Ukrainian and foreign languages for non-language students [8].

The objective need to learn a foreign language is related to the focus on partnership with foreign countries, with increasing the role of foreign languages no not only as a means of professional communication, but also as a means of achievement social success [1; 2].

The needs of society determine a qualitatively new content and purpose of education, perfect command of the Ukrainian language as an important component professional training of specialists in various fields. Orientation of higher education on comprehensive speech development of students, strengthening their speech skills and improving the ability to correctly and clearly convey their thoughts, reinforcements linking the content of students 'learning with their future professional activity is the foundation on which the whole educational should be based process from any specialty. Strong knowledge of the English language contributes effective mastering of professional disciplines, creative growth of personality, formation of the national mentality of the person [4].

Experience shows that in the case of the use of the latest technology significantly increases the motivation to learn, students understand the need mastering theoretical knowledge and satisfying their professional skills in a timely manner interests; their responsibility and independence are formed [1].

If in case application of traditional technologies the student is always in the position of who learns, the latest technology stimulates him to perform various roles, contributing to the development of the personality of the future professional.

In the process of training future professionals in the educational process elements of various pedagogical technologies are used: information, interactive learning, personality-oriented learning, group learning educational activities, etc., which are quite thoroughly analyzed in the scientific literature by M. Chepil and M. Fitsula and, of course, worth noting [3].

For example, the technology of group learning activities or technology collective communicative mastery of foreign language communication skills in the study of a foreign language is used as often as possible, because it allows you to solve some educational problems:

- between motivation and stimulation of learning, as collective learning forms and develops motivation of students in cooperation;
- between passive-contemplative and active-transforming species learning activities, as collective learning includes everyone student in active work in pairs and microgroups;
- between psychological comfort and discomfort: collective ways learning creates conditions for lively, relaxed communication;
- between subject-subject and subject-object relations [3; 4].

According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do thing [5].

I. Broughton adds that "the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language". Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting.

C. Jack Richards also highlights the communicative competence which is, as he defines it, "being able to use the language for meaningful communication" [6].

V. Ronald White articulates three principles of modern methodology: firstly, "the primacy of speech"; secondly, an emphasis on "the centrality of connected text as the heart of teaching-learning process"; and thirdly, an "absolute priority of an oral methodology in the classroom" [4].

Aim of the article is to give a complex theoretical review of modern methodology in teaching English along with coming up with meaningful examples of practical tasks that can be used during educational process in modern time.

Speaking teaching methods. In paradigm of foreign language acquisition, classroom verbal interchanges among teachers and students occur in the field of target communicative discourse. It is evident, that participants` strongest

and most direct intentions ought to be with the spoken language. On the fundamental idea of human development, the complexity of language picture of the world is generated by coexistence of two higher forms of human nature that can be defined as homo intellectualis and homo lingualis. Moreover, the interaction of such concepts as «language» and «mind» creates the direction for linguistic study in its connection to the linguoculturological approach.

Communication only takes place when individuals make use of sentences to perform a variety of different acts of an essentially social nature. We do not communicate by composing sentences, but «by using sentences to make statements of different kinds» [3].

Thus, teachers must realize how to create the appropriate climate for classroom discussions by building relationships, using accountability strategies, and providing support for culturally and linguistically diverse students. Educators must consider the questions they ask, listen carefully to student responses, and then respond to them while keeping the discussion focused on a particular set of the objectives. Tutors need to be able to identify the best opportunities for discussion within a teaching unit and which strategies can best help them realize those intentions. No doubts, successful instructors «produce» successful students, so teachers need to have a clear vision of how to collect data and analyze conversational activities. Through this process they can improve the skills in leading discussions [6; 7].

Possible Task for Discussion. Positive Topics: "If you could spend a day with anyone, whom would you choose?; If you had to name a clever thing that you have done, what would it be?; If you wanted to reward yourself what might you do to celebrate?; What is one thing about your life that you would not change?; What are you not spending enough time doing?; What is one of your strengths?; If you are feeling unmotivated, who helps you get yourself going?; What subject in school turned out to be your favorite?; If you could magically do one thing, what would you do?; What always makes you feel good about yourself?; If you won a five-minute shopping spree at any store, where would you choose?; If you won a million dollars, what might you change about your life?; How might people improve their self-esteem?; What group would you like to be a part of?; What is a goal you have and how will you achieve it?; What honor have you received in the past that you are proud about?; If you learned you only had six months to live, how would you spend your time?" [2].

In the process of forming the skills of foreign language communication of future professionals information technologies (various computer technologies) are also widely used programs, multimedia presentations, including software Microsoft Office – Excel, Word, Access, Outlook, Visual Basic, PowerPoint and others standard and professional programs) [4; 5].

Using the communicative capabilities of the Internet, students improve writing, reading and critical thinking skills, browse movies, make a brief analysis of them, participate in online discussions for choice, asking their questions and answering questions from other representatives discussion group, make literary reports. We can say that the student is immersed in the environment of real language with its features conversational style, slang, idioms.

It should be noted that thanks to information technology, learning the student can be considered both as an object and as a subject of study. Student moves to a new category due to the fact that the form is computer training is individual, independent, although carried out in general method. The computer as a learning tool is also a learning tool (hardware), and the subject of study – the teacher software). The changing role environment makes it necessary to reconsider learning theory. Computer training makes it possible to take into account individually – the subjective properties of each student [2; 5].

A variety of forms of presentation of material (video, audio, graphics, animation, printed text) increases interest and decreases at the same time fatigue that inevitably occurs when working with a computer. In addition, psychological features of perception are also taken into account. Duplicate material for through various methods of information transfer enhances the impact on students, who are studying.

Vocabulary teaching methods. The results of practical research and their own teaching experience prove that copying definitions from vocabulary is not an effective method of learning new vocabulary. Passive learning, in general, it can hardly be called effective. It is established that students need a varied coverage of the word before they understand the word and will be able to use it. They need to learn words in context, not lists from new words. In addition, students should see vocabulary in context and to understand its meaning, they must also understand how it is applied in text. The best way to introduce new vocabulary is to read texts or listening to tracks to see and hear these words in action [7; 8].

The main reason for reading texts in class is the introduction of new vocabulary for students. As we read to understand how words are used, we can ask them to perform tasks such as: connect words from the text with them definitions, find words in the text with the opposite meaning or explain the meaning of these words.

It should also be noted that when introducing new vocabulary, we must first ask students about the meaning of these words because for some students from a higher level of speech skills, this vocabulary is not new.

To motivate and interest students more during lexical games can be used to learn new vocabulary. There are many games that are most suitable for use when learning vocabulary.

One is the so-called Pictionary, which is what players should graphically draw words and then guess their meanings using data drawings. Another example is a game like charades when participants must demonstrate the title of the book or film by their actions [6; 7].

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Vocabulary quizzes.

1. Complete the sentences with the missing words. The first and the last letters of the words have been given.

– He's very s___p despite his age; he plays chess as well as when he was young and learns to use new technologies.

– The sketch we prepared for the school show was quite i t and we wondered whether our teacher would approve of it.

– I've been a f __l fan of Liverpool Football Club all my life.

– It's not easy dealing with o __e people – if they won't change their minds despite all arguments, what can you do?

– To me, being c ___e – careful not to hurt other people – is perhaps the most important quality of all [7].

2. Complete the sentences with the adjectives from the box. There are more words than you need (dizzy, fair, forthright, free, imposing, iron).

– We never thought our film would reach the___heights of an Academy Award.

– Standing in front of me was a man of ___stature. I found myself looking straight into the pattern on his tie.

– I don't believe it's really possible to force anyone to learn anything. People can only learn effectively of their own   will.

– I think I've already done more than my ___share of the work on this project and now it's time for the others to do something.

– He spoke in a very _____ manner, which offended some people [6; 7].

3. Complete the sentences with the missing prepositions.

– There's no point in complaining; we just have to be brave and get   with it.

– What could I do? I just put   a brave face and pretended that nothing had happened.

– He tried hard to blot   the bad memories of his childhood, but they kept coming back in his dreams.

– As they listened to the speaker, the audience ___nodded approval.

– I try to see the best others, but they don't always make it easy! [7; 8].

English Learning Extracurricular Activities. If the goal of foreign language teaching is communicative competence, which includes language, speech, strategic and socio-cultural, then it can successfully implement only combining innovative technology with traditional methods, curricular and extracurricular. Properly organized extracurricular activities enables significant expansion potential student dictionary, covers a wide range of issues and questions that are up to the academic level of study. Group work has the type, structure, nature of the use of elements focuses on the optimization of linguistic interest and cognitive activity in the ability to work with a dictionary that allows you to consolidate the learning of vocabulary, phraseology, proverbs, promotes the development of logical thinking, improve skills of expressive reading and emotional broadcast, such as: *"A barking dog never bites. A bird in the hand is worth two in the bush. A cat may look at a king . A chain is only as strong as its weakest link . A change is as good as a rest. A dog is a man's best friend. A drowning man will clutch at a straw. A fish always rots from the head down. A fool and his money are soon parted. A friend in need is a friend indeed. A golden key can open any door. A good beginning makes a good ending. A good man is hard to find. A house divided against itself cannot stand. A house is not a home."* [8].

Projects as Modern Teaching Methods. In modern methods these measures are defined as projects, that is innovative technology, which features is an independent search of necessary information, its creative transformation in the materialized product (product, script, poster, multimedia presentation). Search activities, ability to plan, ability to get knowledge, to form a creative approach to the use of knowledge in practice, and is a factor to ensure the effectiveness of knowledge. To exemplify these creative activities we propose such project topics for business studies students as follows: *"Effect Of Twitter Ban On Mobile Data Usage", "Effect of Employee's Commitment on Organizational Performance: A Study of First Bank Plc", "Effective communication as a tool for good management a case of Nestle Nig. Plc", "The Impact of Dispute Settlement on Organizational Performance", "Effect of Marketing management support system on organizations' decision making", "Effect of Coronavirus On Small Medium Enterprises Performance"* [4; 5].

Conclusions. Today knowledge of foreign languages becomes one of the conditions of professional competence and demand on such specialists in the future will grow more and more. Modern domestic specialists must not only

be able to read and translate special foreign literature, but also to enter into business and interpersonal contacts. Exactly therefore, the function of a foreign language as a means is becoming increasingly important formation of professional orientation, deepening interest in the future professions, attempts to obtain knowledge from various sources, one of which is mastering a foreign language, which gives the opportunity to get acquainted with the achievements science and practice in the relevant field abroad and use them in professional activities, participate in international projects that are implemented in Ukraine, to continue studies in one of the foreign countries, to be engaged research, work in foreign firms, charities foundations and organizations, which appear more and more in Ukraine every year.

Thus, the current level of development of computer technology and the software provides ample opportunities to upgrade and increasing the efficiency of learning a foreign language remotely. Using the latest multimedia technologies in the remote educational process diversifies it, increases the efficiency of learning material, automates the learning process and control knowledge. Therefore, it is no accident recently, the number of young people studying for non-traditional technology, is constantly growing.

Learning tools for learning a foreign language remotely give students the opportunity to study the curriculum of any curriculum institution anywhere at a time convenient for them, carrying a set of tools teaching. The success of distance learning of a foreign language depends on the ability Teaching programs and distance learning courses provide language learning at levels of full-time study.

Consequently, the future prospects of our research we see in creation specialized thematic English learning courses for students' self-work using digital tools.

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ВИКОРИСТАННЯ ІНФОГРАФІКИ ЯК ЗАСОБУ НАВЧАННЯ АНГЛОМОВНОГО УСНОГО МОВЛЕННЯ НА ПОЧАТКОВИХ КУРСАХ МОВНИХ СПЕЦІАЛЬНОСТЕЙ

У статті окреслено визначення, класифікацію й види інфографіки, а також переваги, можливості, доречність та важливість використання інфографіки як засобу навчання англомовного усного мовлення на початкових курсах