

EDUCATIONAL INNOVATIONS IN TEACHING ENGLISH

The term “educational innovation” is used in various pedagogical processes to determine adequate mechanisms of influence, combined in one program, which covers all areas of transformation of higher education. Innovations in the study are connected with the active process of creation, distribution of new methods and tools for the solution of the didactic tasks of training specialists in the harmonious combination of classical traditional methods and results of creative search, application of non-standard, progressive technology, original didactic ideas and forms of educational process provision. Consequently, educational innovations are characterized by the purposeful process of partial changes, leading to the modification of the purpose, content, methods, forms of learning, ways and style of activity, adaptation of the educational process to the modern requirements of time and social demands of the labor market. [1]

At the same time, the introduction and approval of a new educational practice is conditioned by positive transformations, that is, they should become a means of solving actual tasks for a particular educational institution and undergo an experimental test for the final application of innovations. They can be the following: in organization of non-standard lectures, practical lessons; individualization of teaching help; use of group and additional training; problem-oriented learning; scientific and experimental studies in the study of new material; developing a new system for knowledge evaluation; application of computer software, multimedia technologies and educational-methodical products of the new generation. They should become the basis for the effective didactic-methodical,

psychological, communicative interaction of the student and the teacher and the display of competency skills.

Currently, pedagogical technologies that are most often used are known in educational practice. They can be classified as follows:

- Structural and logical technologies: a gradual organization of a learning system that promotes a logical sequence of setting and solving the didactic tasks based on the selection of their content, forms, methods and means of learning at each stage of the process, taking into account the step-by-step evaluation of the results;

- Integration technologies: didactic systems, which provide integration of interdisciplinary knowledge and skills, various types of activities at the level of integrated courses;

- Professional gaming technologies: didactic systems of using various “games”, during which skills are created for solving problems based on compromise choice (business and role games, simulation exercises, individual training, computer programs, etc.);

- Training technologies: a system of activity for working out of certain algorithms for solving typical practical tasks using a computer (psychological trainings of intellectual development, communication, solving of managerial tasks);

- Information and computer technologies implemented in didactic systems of computer training on the basis of the dialogue “Man-computer” with the help of various training programs (training, controlling, information, etc.);

Among the interactive methods, forms and techniques that are most often used in the educational work of the university, the following can distinguished: analysis of errors; audiovisual teaching method; brainstorming; business (role-playing) game; comments, evaluation (or self-assessment) of participants’ actions;

master classes; method of analysis and diagnostics of the situation; interview method (interview); project method; modeling; problematic (problem-searching) method; public speaking; work in small groups and others.

Considering in this connection the technological aspect of education in higher educational institutions, we note that currently they are the most widely used personal-oriented and information technology education. Personally oriented technologies are represented by technologies of differentiation and individualization of learning, design technologies, etc. The main forms of information technology use are as follows:

1) multimedia lessons, which are conducted on the basis of computer training programs;

2) lessons on the basis of author's computer presentations during lectures, seminars, laboratory works, student reports;

3) testing on computers;

4) telecommunication projects; working with audio and video resources online;

5) distance learning, which includes all forms of educational activity, carried out without the personal contact of the teacher and the student. 6) work with an interactive tablet Smart Board;

7) voice chat on the LAN used for phonetics learning.

All of this is aimed at creating a foreign language environment in the process of learning foreign languages, for the achievement of which and the use of technical means of training. For example, computer training programs in foreign language classes allow the following forms of work to be carried out: perfection of pronunciation; work on grammatical material; expanding vocabulary; study writing; learning monologue and dialogic speech, etc.

Список використаної літератури:

1. Бистрова, Ю. В. Інноваційні методи навчання у вищій школі України [Електронний ресурс] / Ю. В. Бистрова // Право та інноваційне суспільство : електрон. наук. вид. – 2015. – № 1. – Режим доступу: <http://apir.org.ua/wp-content/uploads/2015/04/Bystrova.pdf>