

INNOVATIVE METHODS IN THE TEACHING FOREIGN LANGUAGES

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Annotation:

In this article highlights the peculiarities modern methods of teaching foreign languages.

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Today the transformations, which are actively occurring in our country, have lead to people's demand for learning foreign languages. Most of them are looking forward to acquiring such a level in knowing language when it has certain basic skills of a foreign language and will possess all the qualities necessary for self-perfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other - to be effective in profession and adjoining spheres of activities.

Before proceeding to the analysis of innovative methods of teaching foreign languages, we invite the reader to think about what traditions and innovations in education are. Tradition (lat. traditio-transfer, giving) - a universal form of fixation, consolidation and selective preservation of certain elements of socio-cultural experience, as well as a universal mechanism of its transmission, providing a stable historicogenetic continuity in socio-cultural processes.

Tradition provides continuity, it is what keeps people in culture and history. "In science, tradition means continuity of knowledge and research methods" [1]. Innovation is viewed from different perspectives: in relation to technology, Commerce, social systems, economic development and politics. In the scientific literature, there is a wide range of approaches to the concept of innovation, which are expressed in the following definitions:

- 1) the process of improvement by making innovations;
- 2) the act of introducing something new, something newly introduced;
- 3) the introduction of something new;
- 4) a new idea, method or device;
- 5) the successful use of new ideas;
- 6) change that creates new aspects in the activity;
- 7) purposeful change in the economic or social potential of the enterprise;
- 8) creative idea that has been implemented;

9) innovation, transformation in the economic, technical, social and other areas associated with new ideas, inventions, discoveries.

Different approaches to the concept of innovation allow us to highlight the General: innovation is understood as the introduction of something new. It should be emphasized that the education system is contradictory and dialectical. First, it must adapt flexibly to socio-economic changes in society and at the same time be stable in its pedagogical essence. Secondly, it should be a successor to the traditionally evolving and successive educational concepts and at the same time be predictive, should anticipate the needs of the future and prepare for the future of the younger generation. Therefore, pedagogical innovations always ensure the connection of traditions with the design of future education [2]. Innovation only takes root in society when it fits into the system of existing values of socio-cultural experience, is consistent with the existing tradition.

The difference between traditional and innovative techniques is in the approaches and methods. Often concepts such as “approach”, “method”, “technique” are used as synonyms, which leads to distorted understanding of these key terms. The learning approach determines the learning strategy and the choice of the learning method, implementing the strategy.

The component of the foreign language standard for it is aimed at comprehensive implementation of personality-oriented, activity-oriented, communicative-cognitive and socio-cultural approaches to teaching foreign languages. These approaches make significant changes in all components of the learning system: goals, content, principles, methods and technologies of learning.

In traditional pedagogy, the personality was "adjusted" to the set socio-cultural patterns, the goals of education did not come from the individual, but from the state. Individual abilities were revealed through learning, perceived as the ability to assimilate knowledge. Learning was considered the main source of development personalities. Personality was formed on the basis of predetermined qualities, properties. Development was understood as the building of knowledge, skills. Education was seen as a way of broadcasting social experience. Subject differentiation set normative cognitive activity taking into account the specifics of scientific areas of knowledge, but did not reveal the origins of life.

The learner as a carrier of subjective experience, individual readiness, preferences for the subject content, type and form knowledge. A situation was created in which differentiated forms of pedagogical influence determined the content of personal development.

Currently, language diversity and diversity cultures are considered as one of the most valuable elements world cultural heritage and as a philosophy of intercultural social interaction in any multicultural and multilingual space. Diversity of language communities and cultures, being a priceless unique heritage, should turn from a barrier to dialogue between different cultures, as

a means of mutual understanding and enrichment. Each of the currently known methods of teaching foreign languages at the time was innovative. With the development of society and the changing goals of education, his time passed and the method was considered obsolete. However, talking about traditions and innovations in education, we should not forget that every innovative method would be impossible without the prerequisites created by the “outdated” method.

There are no universal methods of teaching foreign languages. Each method has something valuable to use, but in history it is difficult to find cases where new methods could completely solve the existing problem. It is important to remember the subjective component of the method, which depends on the personality of the teacher, able to adequately assess the specific conditions teaching foreign languages. The subjective part of the method, its concretization, a clear description of its existence is reflected in the methodology of each particular teacher. A set of techniques and actions performed in a certain sequence, allowing to implement a particular method of training is often called technology.

Use of methods (technologies) of teaching foreign languages in modern school is based on the development of subject-subject relations of teachers and students. This relation assume: recognition of the student as the main value of the educational process; transition to cooperation, the teacher speaks as an organizer of educational activities, in which the student conducts an independent search; identification and maximum use of the subjective experience of the student, the coordination of his experience with the public significant experience; activation of the student's personal functions, etc. The criteria for the selection of methods (technologies) are: interactivity, activity nature, focus on supporting individual development, the availability of freedom to make an independent decision, the choice of content, method of teaching, dialogue, shifting the emphasis from memorizing information to the study of reality. The choice of method by each individual teacher is based on the analysis of the pedagogical situation[3].

The determination of the method of teaching foreign languages will necessarily affect, for example, the amount of time allocated to the subject, a separate topic; the level of preparedness of students, their age characteristics; material equipment of the educational institution; the level of preparedness of the teacher. Having studied a set of conditions, the teacher decides to use in his work that or another method.

So, there are so many different innovative methods of teaching adults which together with the traditional ones help us to instruct adults while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context. Adoptions of teaching methods involve such factors as purposes, age groups and stages of mental development. In our opinion the method of direct

instruction and the method of electronic self-directed education are comparatively found suitable for adult beginners while method of pedagogic studio work and the method of interdisciplinary projecting are advisable suggest for those at intermediate and advanced level.

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