

Варянюк Тетяна Володимирівна,

старший викладач кафедри англійської мови технічного спрямування №1 факультету лінгвістики Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського»

м. Київ, Україна

Іванченко Лариса Михайлівна,

старший викладач кафедри англійської мови технічного спрямування №1 факультету лінгвістики Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського»

м. Київ, Україна

ІННОВАЦІЇ В НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ ТЕХНІЧНИХ УНІВЕРСИТЕТІВ

Анотація. Сучасні проблеми використання комп'ютера та сучасних технологій у навчанні іноземних мов досліджуються в статті. Проблеми, які виникли через модифікацію змісту програм з іноземної мови та збільшення об'єму матеріалу, який вивчається, розглянуто в статті. Особлива увага приділяється інноваційним методам навчання.

Ключові слова: інноваційні методи, інтернет навчання, рольові ігри, метод проектів.

Варянка Татьяна Владимировна,

старший преподаватель кафедры английского языка
технического направления №1 факультета лингвистики
Национального технического университета Украины
«Киевский политехнический институт имени Игоря
Сикорского»

г. Киев, Украина

Иванченко Лариса Михайловна,

старший преподаватель кафедры английского языка
технического направления №1 факультета лингвистики
Национального технического университета Украины
«Киевский политехнический институт имени Игоря
Сикорского»

г. Киев, Украина

ИННОВАЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ТЕХНИЧЕСКИХ УНИВЕРСИТЕТОВ

Аннотация. Современные проблемы использования компьютера и передовых технологий в обучении иностранным языкам исследуются в статье. Проблемы, которые возникли в связи с модификацией содержания программ по иностранному языку и увеличения объёма изучаемого материала, рассмотрено в статье. Особое внимание уделено инновационным методам обучения.

Ключевые слова: инновационные методы, интернет обучение, ролевые игры, метод проектов.

Tetiana Varianko,

Senior Lecturer of the English Department for Technical Specialities №1, Faculty of Linguistics, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

Kyiv. Ukraine

Larysa Ivanchenko,

Senior Lecturer of the English Department for Technical Specialities №1, Faculty of Linguistics, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

Kyiv. Ukraine

INNOVATIONS IN ENGLISH LANGUAGE TEACHING OF STUDENTS IN TECHNICAL UNIVERSITIES

Abstract. Current problems related to the use of a computer and the modern technologies in the teaching of foreign languages are investigated. These problems are due to the modification of a foreign language curriculum teaching content and the increase in the volume of the material to be studied. Particular attention is given to the innovative teaching methods.

Key words: innovation methods, Internet, role play, project method.

Modern life requires a high level of professional training of students-future engineers. Competence paradigm in higher technical education changes the system of value and implies the new concept of education and the introduction of innovative educational technologies. In pedagogy, technology is understood as a combination of means and methods of reproduction, theoretically based learning and educational processes, which allow to implement the set of educational goals successfully.

In the course of professionally oriented foreign language for future engineers we use situations that may occur in their future professional activities. In recent years, the issue of the application of new information technologies in teaching foreign languages has been

increasingly raised. This is not only new forms and methods of teaching, this is a new approach to the learning process. The main goal is the formation of a student's communicative culture, the teaching of practical mastering of a foreign language.

Modern pedagogical technologies, such as collaborative learning, project methods, the use of new information technologies, and Internet resources help to realize an individual-oriented approach to learning, provide the individualization and include the differentiation of learning. Innovative technologies include design, technological teaching, problem-based teaching, the system of tests, the use of the role and business games, immersion in a foreign language culture.

Thus, the technology of the problem-based learning involves the independent solution of cognitive and creative tasks through the enhancement of knowledge and skills, allows you to realize the conditions for the formation of universal cognitive actions for students, creates an atmosphere of co-creation in communication. The university teachers widely use business games in the process of teaching. Such games are used for solving collective tasks of mastering a new material, creative abilities and forming general educational knowledge [1]. Such games can be divided into the following groups:

1. Imitation (the activity of any organization or enterprise is simulated).
2. Operational (help to work out the habits of public speaking, writing reports etc.)
3. Role-playing (a scenario is developed for such games, roles are written).

A business game is a form and method in which the subject and social aspects of the content of professional activity are modelled.

Educational business games are practical lessons that simulate various aspects of the students' professional activities and provide conditions for integrated use of their knowledge of the subject of professional activity, the improvement of their foreign language skills.

Unlike other games, business games have a number of specific features:

1. modelling the conditions of professional activity;
2. phased development;
3. the presence of a conflict situation;
4. joint activities of the participants of the game, performing certain roles;
5. control of playing time;

6.rules governing the game;

7.an element of competition.

The very essence of a business game determines its goal – the development and improvement of the students' professional competence. The definition of the main problem and the theme of the game specifies the goal, focusing it on certain aspects of the students' professional activities and solving specific problems of the professional activity. The theme of the game is determined in accordance with the curriculum. In the process of developing the game, the functions of each player, the list of his responsibilities, the types of interaction with other participants are determined in detail.

In a foreign language teaching the problem-based technology is applied. Such training involves mastering a foreign language by solving problematic issues. The student must solve each problem by himself. He has to find the solution analysing the facts and events. The teacher acts here as an assistant. He explains the problem, forms the task and provides minimal assistance. His role is not to give a concrete answer to the question, but to the problem, create an additional incentive, form more goals and objectives.

Problem-based learning includes the following steps:

1. Awareness of the general problem situation;
2. Its analysis, the formulation of a specific problem;
3. Decision (substantiation of hypotheses, their consistent testing);
4. Verifying the correctness of the decision.

The problem is the main thing in this technology. But not every question to which the student does not know the answer is a problem situation. There are the following rules for creating problem situation:

- To fulfil a practical or theoretical task, which is given to the student, will require the discovery of knowledge and the mastery of new skills;
- The task must correspond to the intellectual level of the student;
- Problem assignment is given before explaining the new material.

The same problem can be caused by different types of the tasks.

There are four levels of problem-learning:

1. The teacher sets the problem, and solves it himself through active discussion with students.
2. The teacher sets the problem, and the students themselves or under the guidance of the teacher find a solution; he also, directs them to an independent search for solutions.
3. The student sets the problem, the teacher helps to solve it. The student has the opportunity to formulate the problem himself (research method).
4. The student himself sets the problem and solves it himself (research method).

The research method is the main method of the problem-based learning technology. Organizing the academic work the student himself gets acquainted with scientific knowledge, masters the elements of scientific methods, learns to extract information, sort it, plan, build a hypothesis. This affects the processes of thinking, organizes students, increases their sense of responsibility, improves creativity. Individual knowledge gained in such a way is better mastered.

This method has some difficulties. It takes a lot of time, so it is not widely-used. But it may be used in lexicology, grammar and integrated disciplines.

Special attention is paid to the application of the project methodology. “The future professional should have a desire for self-education throughout the life, gain new technologies and understand the possibilities of using them, be able to make decisions, adapt to the social and future professional sphere, solve problems and work in a team, be ready for stressful situations and be able to cope with them” – notes O.E. Lebedev [2]. The implementation of this task is possible only under the condition of a creative approach to its solution, using the latest methods and technologies. The project technology is one of these technologies. Project technology develops cognitive, general scientific, communicative, informational, social activities, personal self-improvement.

We can define the following stages of the project:

1. Preparatory stage (the subject and the purpose are determined)
2. Planning (identifying sources of information, determining ways of collecting and analysing information, presenting project results)
3. Research (collecting information, staged implementation of a project task)

4. Conclusions (making conclusions)

5. Presentation (report preparation, giving analysis and results)

The project methodology does not replace, but complements other types of learning technologies. This method can be used in multilevel groups. It is useful and effective for “weak” and “strong” students. The project method is a great stimulus for students to work, it leads to the active mastering of a foreign language, and applying of their knowledge in each specific situation. This technology is widely used for first-year students. The students prepare projects on the topics: “The world-famous scientists”, “Science in Ukraine”, “New scientific discoveries”, etc. [3].

Nowadays the university lecturers are looking for and putting into practice new methods of using computer technologies in teaching foreign language. They use Internet sites, Skype in their work. So, Skype allows you to send files, store a notebook, receive news, participate in different conferences. Students can communicate by Skype with native speakers, participate in group classes and olympiads. Skype is one of the way for increasing vocabulary [4]. Skype, like Internet sites, helps to organize independent work of students and strengthen their motivation

Distance learning takes place at a distance, using computerized telecommunication networks. Students themselves carry out the tasks offered to them. Lecturers check them during the personal meeting with the students or the students send materials to lecturers by e-mail.

Individual performance of the tasks stimulates the development of self-reflection and allows students to analyse their own individual activities, express their opinions.

Students widely use e-mail and blogs. The newest information technologies in education gives the opportunity to use actively the scientific and educational potential of the leading universities and institutes. Lecturers of our University, using their experience and the experience of the colleagues, create distance-learning courses. Not only students, but also teachers of the University participate in special educational programs via the Internet. Thus educational information resources used in the educational process allow us to present teaching materials in a graphic and sound form, automate the monitoring system, increase the interest in studying a foreign language. The use of e-mail creates a natural environment

for the use of a foreign language in real life, makes it possible to apply language knowledge in a real situation of communication.

The use of computer presentations in the educational process allows to intensify the assimilation of a new material, to conduct lessons at a new level. Computer presentations focus the attention of the students on the significant issues of information.

Using the presentation allows us to increase the motivation of students, to use a large number of illustrations, to intensify the lesson, to involve students into the independent learning process.

The use of information technology opens the enormous potential of a computer as a means of teaching. But the introduction of multimedia technologies into the educational process does not exclude traditional teaching methods. The use of computer technology can never replace an English language teacher. Computer technology remains a technology, but the key role belongs to the teacher.

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