Ahmad Inna, teacher, NTUU "KPI"

INNOVATION AND TRADITION IN MIXED FORMS OF TEACHING STUDENTS NON - LINGUISTIC SPECIALTIES

Ahmad I.M. Innovation and tradition in mixed forms of teaching students non- linguistic specialties. The article is dedicated to the developed distance method. Distance teaching allows you to embed interactive technology presentation, receive a full learning, improve the skills of employees in geographically dispersed locations. The teaching process can take place anywhere and at any time, the only condition - access to the Internet.

Key words: student, Internet, distance teaching, mixed forms.

Ахмад И.М. Инновации и традиции в смешанных формах обучения студентов не лингвистических специальностей. Статья посвящена дистанционному методу обучения. Дистанционное обучение позволяет внедрять интерактивные технологии изложения материала, получать полноценное образование, повышать квалификацию сотрудников в территориально распределенных местах. Процесс обучения может происходить в любом месте и в любое время, единственное условие - доступ к сети Интернет.

Ключевые слова: студент, Интернет, дистанционное обучение, смешаные формы.

Ахмад І.М. Інновації і традиції в змішаних формах навчання студенти не лінгвістичних спеціальностей. Стаття присвячена дистанційному методу навчання. Дистанційне навчання дозволяє впроваджувати інтерактивні технології викладення матеріалу, отримувати повноцінну освіту, підвищувати кваліфікацію співробітників в територіально розподілених місцях. Процес навчання може відбуватися будь-де і в будь-який час, єдина умова - доступ до мережі Інтернет.

Ключові слова: студент, Інтернет, дистанційне навчання, змішані форми.

In studying this topic, we must first consider what teaching is. Teaching is a special pedagogical process, the kind of learning activity in which the quantity and quality of the elements of knowledge and scholarship students are brought to the proper level. But, without methods the goal cannot be reached, the teaching is not filled with cognitive activity.

We know many classifications of teaching and learning methods. Despite this, we should not seek to create one particular method. Teaching is an interesting and multifaceted process in which much is known only from practice.

Distance teaching allows you to embed interactive technology presentation, receive a full learning, improve the skills of employees in geographically dispersed locations. The teaching process can take place anywhere and at any time, the only condition - access to the Internet [2].

Also, distance learning is defined as "the technology of obtaining knowledge by means of telecommunications, where the interaction of the learner and the teacher goes the distance." In distance learning the role and requirements for

teachers change. Lectures are a fraction, the teaching process focuses on students' creative research information, the ability to independently acquire the necessary knowledge and apply them in solving practical problems with the use of modern technology. [3] Teachers of distance courses should have a universal training - own modern pedagogic and information technologies, to be psychologically prepared to work with students in the new learning and cognitive environment. Through such means of distance learning, as discussion forums, electronic discussion of the acquired material, mailing lists, a new learning environment in which students feel part of the team, increases motivation to learn [2]. Teachers must own methods of creating and maintaining a learning environment, develop strategies of this interaction between the participants of the educational process, to improve creativity and their own skills.

In the West, this form of teaching and learning has appeared quite a long time and is very popular among students through its economic performance and the effectiveness of the learning. Distance learning is called "education throughout life" because the majority of students are adults. Many of them already have a higher education, but due to the need to upgrade or expand the scope of activities for many there is a need to quickly and accurately assimilate new knowledge and acquire skills. The most popular is the learning through series of programs that have a clear direction.

The effectiveness of distance learning is based on the fact that the trainees themselves feel the need for further study, and are not subjected to pressure from the outside. They have the opportunity to work with educational materials in this manner and to the extent that is appropriate to them directly. The effect is largely dependent on how regularly learner is engaged. Consistent implementation of the control and diagnostic tasks and the final work, and support in all matters on the part of the teacher-coordinator ensures the systematic assimilation of knowledge [1].

Analysis of the implementation of distance learning shows that before the actual pool of potential students include those who are often on business trips, military personnel, geographically dispersed audience, women on maternity leave, people with disabilities, those who combine study and work, employees, enhancing their skills, etc. [1]. And despite the fact that distance learning also involves obtaining basic secondary education, this area has not received the active implementation of the educational process in schools, colleges and other post-secondary educational institutions.

Not everyone can spend five years in the walls of the university, but modern technology can give a second chance. Distance education - distance learning - has become a real innovation of the 21st century. Virtual lectures can reduce or stretch time of learning by own discretion. Among the advantages of this learning is the opportunity to be engaged in learning process from any place where there is a computer, the material is strictly dosed weekly and matches all the requirements that apply to students of any university, in addition, the student has the ability to perform the job at a convenient time. On the first distance learning course, many students suffer from a lack of control by the dean's office. The main difficulty is to

force oneself to learn. Another problem is the lack of personal contact with the teacher. Asking question is like email inquiries that remind helpdesk and seminars look like Internet forums. The most important components of distance education are: the creation of practical situations during the training process, the opportunity to express themselves, self-actualization, the clarity of the educational process, the individual approach [5]. Least important: participation in the research work, the opportunity to "show off". In the process of distance learning students are more likely to use the training material in paper and in electronic form.

In Ukraine, a large role in education is devoted for the methods of active learning, self-education. It goes through a distance learning system.

Key technologies of distance learning are:

network technology - kind of distance learning technology, based on the use of telecommunications networks and facilities for students Internet educational - teaching materials, online interaction with faculty;

-case technology - view multimedia set of teaching material, which includes: a tutorial disc and visual aids on a portion. The teacher organizes regular consultations to constantly control students' learning;

-TV - technology - kind of distance learning technologies, in which the student uses the television as a source of training information. And he sends materials for teacher's review and assessment.

Blended teaching consists of three stages: distance learning of theoretical material, the development of practical aspects in the form of daily activities, the last phase is exam or doing the final work.

What is most important in distance learning, is that the student can learn when it is necessary and it is convenient, even selecting a specific rate of learning. Many students can return to some part of the course, to repeat material. We live in the modern world of technology and, therefore, ourselves select what technologies to use. You can select the video conference, e - mail, telephone, Internet, the traditional sending of educational materials by mail (print, audio -, video and e-learning materials). Ability to work in an educational server helps students solve problems with educational materials and counseling at a distance in their spare time. Evaluating success in future careers, students without experience, assess their chances slightly higher than those who work at the moment. Training server is used by most students infrequently, but there are those who use it daily. Most active in visiting the educational server are senior students [6].

Most students prefer such forms of control: essays, practical tasks, assessment of the level of knowledge in the process of personal interviews with the teacher, self-esteem. Most of the students of distance learning technologies, regardless of the course, learning comes easily and positively affects them. So, more than half of the students said that during training they have mastered the ability of independent work, improved their knowledge and gain confidence in their abilities and future plans. It can be concluded that students are sympathetic to distance learning.

But there are also negative aspects of distance learning. This is, first of all, the lack of full-time, personal, individual approach to students and learning. The student is not always self-disciplined, and this is very important in distance learning. Still, not unimportant is the fact that we need a very good technical equipment, which not everyone has. To disadvantages also belongs the lack of practical training, and it is very necessary when learning a foreign language. To solve this problem, we can turn to blended learning. It inherits the advantages of distance learning and eliminates its drawbacks.

Blended learning allows for the preservation of the general principles of construction of the traditional educational process. The idea of using elements of asynchronous and synchronous to when blended learning is that a certain part of academic disciplines (or discipline) students (students) learn in traditional forms of learning (stationary or correspondence, etc.), and another part of the disciplines (or discipline) - technology network learning. The ratio is often determined by readiness of educational institution as a whole to construct such a learning process, as well as the desire and the technical capabilities of students (trainees). This approach is called "flexible learning".

Blended learning uses a variety of methods, both traditional and interactive, lecture, laboratory, computer presentations, computer training and online training. These methods are used alone or in combination with each other. And, of course, blended learning can be used in the preparation of any specialist without exception.

There is learning method with using role play. What is this?

Role plays are an important part of learning and teaching process which contributes to the students' motivation to learn a foreign language. Participation in role-playing helps students overcome communication barriers. Students are offered a variety of plays, through which they learn the language.

Using games in training is really urgent problem, which rightly highlighted in the writings of many educators, psychologists and trainers. In papers of Makarenko A.S. game is considered a powerful tool for learning motivation as a powerful means of education will, collectivism, the formation of practical skills. Vygotsky L.S. understood the play as a favorable environment for the emergence of cognitive powers of the student and as a basis for transforming the mental play into action, called it the ninth wave of training and education.

Role play is similar to performance in the theater. This performance of students' role in defined situations that requires the use of special behavior and appropriate vocabulary. A group of students are like small children who play in school, doctor, seller etc. Thus, they experiment, using their knowledge. To some role play you can add texts and vocabulary exercises. The text is divided into three or four parts. Most lexical exercises performed by the method of selection to determine the lexical unit. For the successful implementation of these exercises, students should read the text, as well as to exchange information contained each of the three parts of the text. The main goal of lexical exercises is the development of logical thinking and language guess. [4]

Themes of role plays coincide with lexical topics proposed for the study of the course. Depending on the composition of the group of students, their linguistic and psychological preparation you can use two methods of role-playing games.

With the same level of proficiency students, all participants of the role play are taking an active part in the same game. If desired, you can use the role of reporters, whose task to write an article or make a report. It is also possible to divide the group into the main presenters, reporters, panelists and the audience. [4]

The main speakers do most of the speaking, because they have a personal interest in the various projects and have their own interests.

The main purpose of using a game method is to create a motivation to succeed in learning. The success in the development of thinking is the highest cognitive activity of students. How to achieve this? How to organize a training lesson in which students learn not by coercion but by desire and internal needs, how to find a tool that will allow the student to feel the joy of learning!

The answer is clear - the role play as an important means of understanding the world should be actively used in the educational process. The play is in any case not tolerate coercion and is a purely voluntary process and the advantage of playing tricks with other forms of learning is that it reaches its target unnoticed by the student, i.e. motivated to learn quickly, does not require any public methods of personal violence.

Players are interested in the result of the role play, but only the teacher is aware what for it is necessary to define the methodology, principles for the implementation of play activity in the learning process.

Literature used:

1. Андреев А.А Компьютерные и телекоммуникационные технологии в сфере образования /А.А.Андреев.-М.: // Школьные технологии, 2001. №3.
2. Дибкова Л.М. Інформатика і комп'ютерна техніка: Навчальний посібник. Видання 2-ге, перероблене, доповнене /Л.М.Диброва. – К.: Академвидав, 2005. – 416с. (Альма-матер).
3.Информационные технологии и средства дистанционного обучения: Учеб. пособие для студентов высших учебных заведений / Ильдар Маратович Ибрагимов; Под ред. А.Н. Ковшова. - М.: Издательский центр "Академия", 2005.
4. Колесникова О.А. Ролевые игры в обучении иностранным языкам.-М.,2000.
5. Мартыненко Л.С. Ролевые и деловые игры на уроках английского языка.-М.,1997.
6. Педагогика: Учеб. пособие для студ. пед. вузов и пед. колледжей / Под ред. П. И. Пидкасистого. М.: Педагогическое общество России, 2006.