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The effectiveness of using innovative technologies in teaching foreign language

In the article approaches of effective use of innovative technologies in the process of teaching a foreign language, their influence on improving the quality of students' knowledge, ways of effective introduction and approbation of this aspect through non-traditional forms of education are considered. The authors describe the practical importance of technology as a productive component that affects the content of the material, its systematization and assimilation. As a definition of the effectiveness of the introduction of technology, a system of indicators is proposed that determines the degree of person-centered learning and the level of knowledge. The authors of the article determine the role and place of innovative technologies in the teaching process in a foreign language. The conditions of application

Keywords: modern information society, education policy, efficiency, education, communicative culture, innovative technologies, foreign language, person-oriented learning.

According to the development of modern information society requirements for its participants, are getting higher every year. These requirements apply not only to the high level of geopolitical economic requirements imposed on modern worker, but also a comprehensive training and development of an individual to participate in all spheres of social and political life. Thus, the need for foreign language learning becomes a fashionable trend or additional educational baggage of the person, but an objective reality and the introduction of innovative educational technologies for fast and efficient learning a foreign language is the key to the need for every citizen of the Republic of Kazakhstan.

Currently in our country there are significant changes in the national education policy. This is due to the transition to the position of student-centered pedagogy. One of the tasks of modern school becomes a potential disclosure of all participants in the pedagogical process, providing them with opportunities manifestation of creative abilities. Solving these problems is impossible without the implementation of the variability of educational processes, in connection with which there are various innovative types and kinds of educational institutions, which require in-depth scientific and practical thinking.

Modern school is the result of the huge changes that have occurred in the system of Russian education in recent years. In this sense, education is not just a part of social life, and its avant-garde: hardly any other subsystem it to the same extent can confirm the fact of the progressive development of such an abundance of innovations and experiments [1].

Today, many are looking for ways that would help improve the effectiveness of training. Teachers always excites the actual problem is to make sure that all the students were interested in a lesson to all involved in the learning process, so that there are no indifferent. How to use stories to develop the personality of the student, his creative thinking, the ability to analyze the past and present, to make their own conclusions and to have their own point of view? All these tasks can be implemented under conditions of vigorous activity of students using interactive methods and teacher training methods. Therein lies the essence of teaching.

Thus, the main objective of educational activities is the development of students' abilities to integrated thinking that will help them to see new aspects of the phenomenon, it creates a holistic vision of the world and, therefore, easier to find your place in it.

To accomplish this goal it is necessary to solve the following tasks:

- to examine and summarize the best practices of the problem with the use of the lessons active and interactive methods;
- describe the technology of application of interactive teaching methods to improve the quality of education and to help students fulfill cognitive creativity;
- to identify whether all the necessary components and tools are available for the implementation of this technology;

– to orient students to the perception and the collective decision of complex issues on the basis of the maximum mental stress;

– to teach students to apply their knowledge in practice.

Combining traditional with interactive lessons allow to achieve the best results and to fulfill the goals and objectives, that is, will «look and try on the ways of learning that students will be happy». At present, priority is given to communicative, interactive, authentic communication, language learning in a cultural context, autonomy and humanization of education. These principles make possible the development of intercultural competence as a component of communicative ability. The ultimate goal of foreign language teaching is learning to free orientation in a foreign environment and the ability to adequately respond in different situations, ie, communication. Today, new methods of using the Internet - resources are opposed to the traditional teaching of foreign languages. To learn to communicate in a foreign language, you need to create a real, real life situations (ie, what is called the principle of the authenticity of the communication), which will stimulate the study of the material and generate adequate behavior. This error trying to fix the new technologies, particularly the Internet [2].

In recent years, increasingly it raises the question of the application of innovative technology in the classroom. It is not only new facilities but also new forms and methods of teaching, new approach to learning. Introduction of innovative technologies in the educational process is interconnected with the improvement of the content and methods of education in the process of teaching foreign languages in relation to the needs of modern life.

The main objective of foreign language teaching is the formation and development of the communicative culture of pupils, learning practical mastery of a foreign language. The task of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow each student to show their activity, their creativity. Modern teaching techniques such as cooperative learning, project methodology, the use of new information technologies, Internet resources help to realize the learner-centered approach to learning, providing personalization and differentiation of learning abilities of children, taking into account their level of training. The communicative approach is a strategy that simulates the communication, aimed at creating a psychological and linguistic readiness to communicate, on a conscious understanding of the material and methods of action with him. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative job must offer students a problem or question for discussion, and students do not just share information, but also evaluate it. But the main criterion to distinguish this approach from other types of learning activities is that students choose their own linguistic units to process their thoughts. Using the Internet in the communicative approach could not be better motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience.

One of the basic requirements for teaching foreign languages using the Internet - resources, is to create interaction in the classroom, what is called in interactive methods. Interactivity is a «unification, coordination and complementarity of efforts communicative purpose and outcome of speech means». Teaching genuine language, the Internet helps in shaping the conversation, as well as in teaching vocabulary and grammar, providing a genuine interest and, hence, efficiency. Interactivity is not just creating real situations of life, but also makes the students to adequately respond to them through a foreign language [3].

One of the technologies, providing personality - oriented training is a method of projects as a way to develop creativity, cognitive activity and independence. The typology of the projects varied, projects can be divided into monoproject, collective, oral, specific, written and Internet - projects. Although in actual practice often have to deal with mixed project in which there is evidence of research, creativity, practice - oriented and information. Work on the project - a multi-level approach to language learning, covering reading, listening, speaking and grammar. Project-based learning promotes active independent thinking of students and orients them on a joint research work. In my opinion, project learning true that teaches children cooperation and training cooperation fosters moral values such as mutual support and empathy, generates creativity and activates learners. In general, in the process of project-based learning, traced the continuity of training and education.

Project-based forms of students communication skills, communication, culture, skills, concise and accessible to formulate thoughts, to tolerate the opinion of the partners in dialogue, to develop the ability to extract information from different sources, process it with the help of modern computer technology, creates a language environment conducive to the emergence of the natural needs in communicating in a foreign language.

The project form of work is one of the important technologies that allow students to apply the acquired knowledge on the subject. Students broaden their horizons, the boundaries of language proficiency, gaining experience from its practical use, study foreign language listen to it and hear, to understand each other in the protection project. Children work with reference books, dictionaries, computer, thus creates the possibility of direct contact with authentic language, which does not give learning a language only using the textbook in the classroom in the classroom.

Work on the project is a creative process. The student independently or under the supervision of the teacher is looking for a solution of the problem, it requires not only knowledge of the language but also the possession of a large volume of subject knowledge, knowledge of creative, communicative and intellectual skills. The foreign language course project method can be used in the framework of the program material on virtually any topic. Work on the project develops the imagination, imagination, creative thinking, self-reliance and other personal qualities.

Also, the introduction of information technology in education is significantly diversifies the process of perception and mining information. Thanks to the computer, the Internet and multimedia students have a unique opportunity to master a large amount of information and its subsequent analysis and sorting. Significantly expands and motivational basis for learning activities. The media usage conditions, students receive information from newspapers, television, own interview and conduct teleconferences.

Today, under the problem-based learning refers to an organization of training sessions, which involves the creation of teacher-led problem situations and active independent work of students to resolve them, with the result that there is a creative and mastery of knowledge, skills and abilities and the development of mental abilities [4].

Problem teaching is based on the creation of a special kind of motivation - a problem, because the construction requires adequate didactic material to be presented as a series of problem situations.

The communicative approach is a strategy that simulates the communication, aimed at creating a psychological and linguistic readiness to communicate, on a conscious understanding of the material and methods of action with him. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative job must offer students a problem or question for discussion, and students do not just share information, but also evaluate it. But the main criterion to distinguish this approach from other types of learning activities is that students choose their own linguistic units to process their thoughts. Using the Internet in the communicative approach could not be better motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience.

One of the basic requirements for teaching foreign languages using Internet resources, is to create interaction in the classroom, what is called in interactive methods. Interactivity is a «unification, coordination and complementarity of efforts communicative purpose and outcome of speech means». Teaching genuine language, the Internet helps in shaping the conversation, as well as in teaching vocabulary and grammar, providing a genuine interest and, hence, efficiency. Interactivity is not just creating real situations of life, but also makes the students to adequately respond to them through a foreign language [2].

One of the technologies that provides student-centered learning, is a method of projects as a way to develop creativity, cognitive activity and independence.

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al on virtually any topic. Work on the project develops the imagination, imagination, creative thinking, self-reliance and other personal qualities [5].

The use of innovative teaching methods in the classroom of a foreign language can greatly improve the speech skills of the student and the student interest in the subject.

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Шет тілін оқытудағы инновациялық технологияларды пайдаланудың тиімділігі

Мақалада шет тілін оқыту үдерісінде инновациялық технологияларды тиімді пайдалану, олардың білім сапасын арттыруға әсері, дәстүрлі емес білім беру формалары арқылы осы аспектіні тиімді енгізу және апробациялау жолдары қарастырылды. Авторлар материалдың мазмұнын, оның жүйелеуіне және ассимиляциясына әсер ететін өнімді компонент ретінде технологияның практикалық маңыздылығын сипаттады. Технологияны ендірудің тиімділігін анықтайтын құрал ретінде адамға бағытталған білім деңгейін анықтайтын индикаторлар жүйесі ұсынылды. Сонымен қатар авторлар оқу үдерісінде инновациялық технологиялардың рөлі мен орнын анықтады. Тұрақты мотивацияны қалыптастыру үшін инновациялық технологияларды қолдану, студенттердің танымдық мүдделерін дамыту шарттары қажет екенін айтты.

Кілт сөздер: қазіргі заманғы ақпараттық қоғам, білім беру саясаты, тиімділік, коммуникативтік мәдениет, инновациялық технологиялар, шет тілі, адамға бағытталған оқыту.

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Эффективность использования инновационных технологий в обучении иностранному языку

В статье рассмотрены подходы эффективного использования инновационных технологий в процессе обучения иностранному языку, их влияние на повышение качества знаний студентов, пути эффективного внедрения и апробации данного аспекта посредством нетрадиционных форм обучения. Авторами описана практическая значимость технологий как продуктивного компонента, влияющего на содержание материала, его систематизацию и усвоение. В качестве определения эффективности внедрения технологии предлагается система показателей, определяющая степень личностно-ориентированного обучения и уровня знаний. Кроме того, определены роль и место инновационных технологий в учебном процессе по иностранному языку. Выявлены условия применения инновационных технологий для формирования устойчивой мотивации, развития познавательных интересов учащихся.

Ключевые слова: современное информационное общество, политика в области образования, эффективность, обучение, коммуникативная культура, инновационные технологии, иностранный язык, личностно-ориентированное обучение.

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