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INNOVATIVE TECHNOLOGIES IN THE SYSTEM OF TEACHING ENGLISH IN HIGH EDUCATION

Abstract: The article is devoted to solving the problems of methodological organization of the process of teaching English in higher schools. The article considers and studies the theoretical and methodological aspects of innovative teaching technologies and substantiates the most effective of them in the context of solving the problem of choosing technologies and methods of teaching English in a modern University.

Key words: innovative pedagogical technologies, information and communication technologies, information teaching tools, multimedia technologies, Internet, online learning, electronic educational resources, English language teaching system.

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Introduction

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Modernization of higher professional education dictates the search for new methods, techniques and technologies that would contribute to the effective teaching of students, including foreign languages. Modern training to achieve high educational results should be characterized by constant information content of the content of education, activation of learning rates with the involvement of modern information technologies. In modern scientific and methodological literature, more and more attention is paid by the authors to substantiating the high educational potential and effectiveness of the use of innovative learning technologies in the system of teaching English in higher schools.

Many researchers, justifying the effectiveness of innovative technologies in the system of teaching future specialists, including teachers, foreign languages, insist on increasing the share of interactive learning, the dominance of innovative pedagogical

technologies over traditional ones. However, in our opinion, it is worth taking the point of view of those researchers who, recognizing the impossibility of limiting only traditional reproductive forms and methods of teaching at the present stage of development of the education system and methods of teaching foreign languages, prefer an integrative approach, which consists in preserving objectively effective traditional educational methods and applying, along with them, a variety of innovative pedagogical technologies. This approach impresses us with the opportunity to preserve the academic character and universality of higher education and to form the knowledge, skills and competencies necessary for a modern teacher through the use of new learning technologies.

Having outlined its methodological position on traditional and innovative teaching methods and technologies, it is advisable to analyze the theoretical aspects of innovative teaching technologies in this article and turn to the direct consideration of the most

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effective technologies that can be used in higher education in the system of teaching English.

Presentation of the main material of the article. At the present stage of development of higher professional education, there is a tendency to reduce the number of classroom hours and increase the hours allocated to independent work of students. In this regard, we can state the fact that today the role of the teacher in the educational process is being transformed. Until recently, the teacher was perceived as the main source of information, but today his role can be more characterized as an organizer and leader, expert and consultant of educational and self-educational activities of future specialists.

Such transformations were made possible by the emergence and widespread introduction of innovative and more effective technologies, forms and means into the educational process of higher education training that allows optimizing the process of professional training of future specialists as part of their training at the University.

High productivity and efficiency of innovative technologies in the context of training future specialists is justified by their polyfunctionality. Thus, innovative pedagogical technologies perform the following functions in the educational process: informative; forming; motivating; systematizing; controlling.

Innovative technologies and teaching methods allow us to achieve the following goals: accessibility of perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removal of psychological barriers (fear of communicating, making mistakes); understanding of educational material, analysis of the learned material [4].

Researchers often refer to interactive distance learning technologies (Skype, Viber, WhatsApp, e-mail, Internet chat, etc.), computer learning tools (electronic manuals, textbooks, sources of virtual libraries, educational portals, etc.), multimedia learning resources as effective innovative pedagogical technologies that can be used in the system of teaching English in higher education with a high level of effectiveness in achieving educational results, training and testing and other latest information technologies [1].

According to researchers, significant progress in the effectiveness of teaching English in both Humanities and technical universities has been achieved through the widespread use of electronic learning tools in the educational process of higher education. These tools are used both in the framework of classroom and extracurricular (distance) training [4].

The didactic potential of electronic learning tools in English classes is that their use in the educational process contributes to:

- better assimilation of knowledge by students;

- the formation and development of various types of skills (listening skills based on adapted and authentic audio texts, the ability to reproduce monologue and dialogic speech, the ability to translate and refer texts, reading skills with direct use of materials from the Internet and local networks;

- increase the informative content and visibility of the lesson;

- expansion of active and passive dictionaries of students, familiarization with the vocabulary of modern English, which reproduces the culture of a particular country, its political and social structure;

- formation of creativity, development of creative activity of future specialists;

- formation of motivation for students' cognitive activity, the need to use a foreign language in interactive communication;

- strengthening the motivation of students' independent work;

- increasing the level of individualization and differentiation of students' activities;

- the ability to choose the pace and volume of educational material, the level of its complexity, to implement control with feedback and diagnostics, to increase the level of its objectivity [3].

At the present stage, the leading information technology, which is used in almost all spheres of human life, is the Internet. Internet resources provide not only a number of additional means of implementing interpersonal and international communication, but also provide new opportunities in the field of education [5]. Within the framework of this technology, the educational system uses information sites and portals, educational programs on electronic media, the ability to obtain information, implement consulting and control knowledge remotely via e-mail, conduct online conferences and video sessions.

The advantages of the Internet as an innovative learning tool are due to the fact that it is a limitless source of information, which allows both teachers and students to save time on searching for the necessary material (theoretical, text, audio, visual information, etc.); it provides great opportunities for creativity in terms of developing didactic material, forms and types of work, individual and group tasks, projects; it allows to increase the effectiveness of foreign language teaching due to the possibility of full immersion in the language material and increasing the motivation of students to learn [8].

Today, in the system of teaching and learning foreign languages, interactive online learning is gaining popularity due to its effectiveness. The effectiveness of this technology is explained by a number of advantages, among which researchers highlight accessibility, flexibility, lack of stress for students, high quality of training, the ability to conduct personal consultations, the choice of time and place for training, time savings, and improving

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computer skills in the process of learning a foreign language [6].

In the system of teaching and learning English, multimedia teaching tools are opening up new horizons today, primarily due to the combination of images, sound, graphics, and animation. The researchers L. S. Jumanova, B. M. Toimbaeva, M. K. Tulegenova in this vein emphasize: "due to the optimal combination of the capabilities of a number of technical training tools (language Cabinet, videos, television, radio, Newspapers, magazines, books, bibliographic reference books, telephone) and having additional features (interactivity, graphic capabilities, etc.), multimedia provides almost limitless opportunities for learning and self-learning " [2, p. 523].

One of the examples of effective use of modern multimedia tools in English classes in high school is working with an interactive whiteboard (Smart Board). This device allows you to significantly expand the possibilities of training in comparison with traditional technical means of training. Using an interactive whiteboard, as well as special software (audio and video codecs, Microsoft tools), the teacher and students can work with texts or video and audio objects, as well as with materials from the Internet, organize teleconferences to communicate with native speakers, conduct binary classes, translate and implement linguistic analysis of fragments of films, etc. [7].

Having considered the most popular innovative technologies and teaching tools that can be used in the English language teaching system in order to improve educational results, we will summarize the results. The use of innovative information technologies and their tools in the process of teaching foreign languages is not just a pedagogical innovation today, but the need to meet the challenges of the time. The use of these technologies in the process of teaching English

in higher education, in our opinion, allows us to achieve qualitative changes in all components of foreign-language professional training of future specialists.

The use of innovative learning technologies in the system of teaching English at the University allows you to make a transition from the subject principle of content construction to the creation of integrated training courses that reflect a complete picture of professional activity, change the nature of the knowledge itself, which in the context of such interactive learning is transformed into the category "knowledge - for activity". In other words, within the framework of such training, the knowledge of future specialists acts as functions and means of solving specific professional tasks.

The use of innovative teaching tools also brings changes to the organizational structure of the educational process: the requirements for methods and forms of organizing foreign language teaching are changing - active and interactive individual and group forms of working with educational material are becoming the leading ones.

In the context of building classes based on the use of innovative technologies and teaching tools, the type of activity and the nature of the relationship between the teacher and students change. The role of the student becomes an active cognitive position, and the teacher, in turn, acts as a coordinator, consultant, and partner.

Summarizing the above, we conclude that, along with the advantages of the analyzed learning technologies, it is not necessary to level the value of academic forms of knowledge acquisition and formation of students' competencies. The use of modern technologies in English classes should not be an end in itself. These technologies should be perceived as effective didactic and technical means of teaching.

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