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THE PEDAGOGICAL CONDITIONS FOR EFFECTIVE TRAINING LANGUAGE TEACHERS PROFESSIONAL DEVELOPMENT NEW METHODS AND TECHNOLOGIES

Abstract: Article is dedicated to the pedagogical requirements of prospective foreign language teachers for the usage of practical practice of modern approaches and technology. In order to effectively prepare potential foreign language teachers to use methods and technology in their professional careers, it is important to establish and have the pedagogical requirements to generate encouragement in candidates obtaining new technologies, realizing their values in effective pedagogical activities and own professional development.

Key words: Training candidates, pedagogical conditions, the teacher of foreign languages, professional career, process of teaching at University, effectiveness.

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Introduction

In modern pedagogical work related to the problems of evolving pedagogical method, one of the aspects is to improve the efficacy of the instructional cycle (N.Boritko, R.Dorogix, I.Podsaliiy) which appears to be of greater importance is the determiner which provides the production of the activities taken. Approach review (Y.Babanskiy, S.Goncharenko,

V.Polonskiy), and own consideration. L. Kondrasheva, investigating the quality of pedagogical conditions, admits that 'it is important to provide the conditions under which he or she may encounter a variety of pedagogical situations in the process of becoming a professional teacher, to make optimum decisions is the way to overcome them.' Several scientists particularly T. Bocharnikova, O.Gonch.

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Many scholars actually T. Bocharnikova, O.Goncharova, E.manjos and others researched the problem of distinguishing conditions which facilitate to rise the effectiveness of developing availability to the professional activity[1,p.496].

Discussion

The empirical interest in evaluating pedagogical requirements to increase the effectiveness of the technical readiness cycle of potential foreign language teachers was highlighted over the past few years. The successful methods of teaching, among which, in our view, less importance is paid to methods and technology, are given special position. However, new technologies allow teachers to activate educational realizing activity of students to create the atmosphere of cooperating during lessons, to solve wide range of tasks which appear in the process of teaching. As indisputable is considered the role of game technologies in fluently mastering by students of foreign language which require not only productive applying new technology of foreign language teachers but existing the process of professional training game competency. Based on the current methodology of scientists, the experience of learning game skills for future foreign language teachers, the outcomes of the declaration of experiments, as well as intrinsic experiments, it is important to establish and include the following pedagogical requirements for the effective training of future foreign language teachers to use new technologies in professional activity:

- 1) Build student inspiration for development mastery, understand their principles in successful pedagogical action and intrinsic professional growth;
- 2) Integration and development the content of discipline of professional training as the base of developing knowledge in the sphere of new technologies in students;
- 3) Providing functional based instruction as a foundation for the creation of expertise and interactions to incorporate game technology in the students' professional activities;[2, p.232]

In a globalized field of higher education, the issue of growing the standard of foreign language teaching in national higher education institutions can be overcome by the convergence of best practice successes and the innovative utilization of the best examples of international knowledge, which can contribute to a major contribution to the growth of national prosperity and advancement. In this respect, great research attention is given to the pioneering experience of the US, which is the world pioneer in the application of creative pedagogical technologies to foreign language teaching. The critical review would enable the national education community to tackle the operational, teaching, technological and managerial complexities of ICT adoption in the education sector[8, p.805]. The goal of the article is to explain

the peculiarities of the use of emerging technology in foreign language teaching at leading U.S. universities, to examine digital approaches and to recommend their potential incorporation in national higher education activities.

A great deal of attention has been paid to research studies on the latest teaching methods and techniques during the historical development of pedagogy and psychology. The job of T. Koval, A. Piechota, A. Pometun, O. Savchenko, L. Tarasenko et al. are committed to the implementation of creative curriculum technology. Work by V. Bezpalko, N. Kuzmina, V. Monakhov, G. Selevko et al. Global school work in the area of advanced education (D. Armstrong, D. Kenneth, B. Bowne, M. Kolkins, J. Holt et al.) specifically demonstrates that significant emphasis is paid to the topic of creative student-centered education in the US, both at the state level and at the level of each higher educational college, with a specific focus on skills and activities that promote active learning and lifetime learning.[6, p.1878]

Results

The existing state of higher education in the United States, the high degree of student instruction, the complexities of international language preparation drive the constant quest for and successful use of new technological technology in combination with conventional innovations in the education cycle[7, p.429]:

- Communication skills training technology aimed at improving students' communicative skills, which are central and essential to respond to the current conditions of intercultural communication;
- differentiated training technology that enables students to improve their cognitive behavior with regard to their particular capacities, strengths and interests;
- communication skills training technology aimed at the development of students' communicative competence that is basic and necessary to adapt to modern conditions of intercultural communication;
- modular curriculum technology that forecasts the breakdown of course material into autonomous parts (modules), embedded into the general course;
- project technology focused on simulation of students' social contact to execute tasks according to their technical training modular training technology that predicts the division of course content into autonomous sections (modules), integrated into the general course;
- critical thinking technology that optimizes the formation of comprehensively developed personality capable of critical attitude to information, the ability to select information for the suggested task;
- cooperative learning technology that realizes the idea of cooperative and collaborative learning,

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making students both individually and collectively responsible for solving educational tasks;

- critical thinking technology that optimizes the formation of comprehensively developed personality capable of critical attitude to information, the ability to select information for the suggested task;
- Information and communication technology, which extends the boundaries of the educational process, increases its practical focus, intensifies individual work and increases cognitive activity.

Conclusion

This all of the following situations such as the availability of the problem, different participant

interests, acting the specific role, varied student interaction in the problem-solving process create the condition for stimulating the motivational and valuable relationships to game technologies. Future teachers take part in the role situations system and gain the particular experience [5, p.77].

Summing up potentially clear pedagogical requirements for the preparation of prospective foreign language teachers for the use of game technology in educational practices is known to be interrelated and interdependent, questioning the need to incorporate them in a dynamic and involving longitudinal testing of their efficacy in higher education environments.

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