INNOVATION EDUCATIONAL TECHNOLOGIES AS BASE OF PREPARATION OF THE FUTURE TEACHERS-PHILOLOGIST IN CONDITION OF MODERN EDUCATIONAL ENVIRONMENT

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Annotation. The using of innovative teaching methods of philologist of teachers in teaching activities are analyzed; the content of innovation process in education is defined; the object and tasks of educational innovation are grounded; the conceptual design of efficient provision of educational technologies in the process of formation professional competence of teachers philologist are analyzed in the article.

Key words: professional preparation, innovation educational technologies, pedagogical activity, innovative activity, teacher-philologist.

НОВІТНІ ОСВІТНІ ТЕХНОЛОГІЇ ЯК ОСНОВА ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ В УМОВАХ СУЧАСНОГО ОСВІТНЬОГО СЕРЕДОВИЩА

Анотація. У статті проаналізовано використання новітніх освітніх технологій навчання вчителів-філологів у педагогічній діяльності; визначено зміст інноваційних процесів в освіті; розкрито предмет і завдання освітньої інноватики в умовах сучасного освітнього середовища.

Ключові слова: професійна підготовка, новітні освітні технології, педагогічна діяльність, інноваційна діяльність, вчитель-філолог.

Actuality of the problem

Among the features of educational system in modern information society should be a much accessed education, provided by the extensive use of new educational technologies. The processes of modernization and globalization of higher education leads to the formation of appropriate conditions for high-quality training of specialists. The educational system is increasingly uses information technology in the context of innovative forms of learning. Ukraine as European country is on the verge of complete information support for society, and that is evidenced by a law of Ukraine «On the Concept of National Programme of Information Support» [1, p. 17], which states: «Information processes of education will be directed towards the formation and development of the intellectual potential

In September 2012, the Government considered and approved the National Strategy for the development of Education in Ukraine for the period of 2012-2021, which states: «The efforts of education authorities at all levels, scientific and methodological services, supported by the entire society and the state should be focused on the implementation of priority trends for progress of education, overcoming of the actual problems, solving future challenges of sustainable development, including the formation of a modern

material and technical support for the educational system, providing conditions for the growth of area of modern training means (teaching and methodical, electronic, technical, information and communication, etc.) development priorities of education comprise the introduction of modern information and communication technologies that ensure improvement of the educational process, the availability and effectiveness of education, training of young generation for the life activity in the information society.

Ukraine wishes to commit to the European dimension of higher education by adopting measures from the Bologna Declaration. At the same time, certain issues relating to the Bologna Process objectives remain to be addressed. One of the issues is to develop learners' professional language competence.

The democratic and humanization reforms which take place in Ukraine need renovating the process of teaching foreign languages, recomprehending aims, tasks and contents of education, implementation of new educational technologies to master foreign communicative competence successfully.

Using to computer technologies in the education makes in development of personal the different changes, it relating as to cognitive, so and to emotional-motivational processes, its influence on the character of personal, herewith increasing of cognitive motivation of students at work with computer. Using of means of information and communicative technologies in teaching contributes of increase the proportion of independent training activity and activation of student, formation his personal by development it ability to education, self education, self upbringing, self update and self realization. The information and communicative technologies affect to formation of theoretical, creative and modular-reflective intellection of students, computer visualization of educational information produces of significant influence on formation the ideas, it occupy of central place in creative thinking, and imagery representation of phenomena in the memory of student enriches of perception of educational material, it promotes his scientific understanding.

Innovations in methodology used in the educational process of higher institutions are connected with the new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication.

Analysis of last researches and publications from problems of the research showed, that there is significant world theoretical and practical improvements in the field of competence approach in the process of preparation of future teacher. By many scientists of Ukraine are considered the problem of forming of competence the specialists of different profiles. In particular, explored the problem of formation of professional pedagogical competence of teachers (N. Borytko, S. Demchenko, L. Zelenska, I. Mishchenko, R. Serozhnykova); professional competence of officers (O. Vorontsov);

pedagogical competence of teachers (L.Golik, N. Loseva, A. Shyszko); psychological-pedagogical competence of teachers (N. Lisova) and others.

The problem of using the interactive methods of teaching foreign languages at the higher educational establishments were also studied by R. Blair, S. Martinelli, L. Konoplianyk, O. Siutkina, H. Stern, Ye. Polat, M. Tailor and other.

The purpose of this article and tasks of the research is to briefly look at certain of the new methods that have attracted the attention of the profession in recent years, to show reason for interest in them, in what they are exploring, in what they accomplish, the principles and ideas that guide them.

Innovations in methodology used in the educational process of higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication [3, p. 14]. Interactive teaching is this kind of learning and cognition activity, which is realized in the form of a dialogue (student, teacher, student-student) with continuous adjustment of the learning content according to the analysis of activity of the subject of teaching. From conditions of using of interactive methods in the teaching process is organized, that almost all the students are involved in the learning process. The purpose of interactive methods in the process of learning a foreign language is to create of learning conditions in which all students' interaction among ourselves.

So, in terms of methodology, the meaning of a category interactive training will be considered as:

a) a dialogue training in the course of which interaction between a teacher and a student occurs;

b) training the purpose of which tackles linguistic, communicative and action tasks. Interactive training activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of modern and general but significant tasks for every participant of the educational process [1, p. 146].

The main principles of cooperative learning within the interactive training system are:

- positive interdependence – when each student performs his (her) job well, the group succeeds;

- individual responsibility – when working together in a group each student has a different job;

- equal participation – each student is given the same amount of time to speak or complete a task;

- simultaneous interaction – when all students are involved at the same time [5, p. 30].

In the process of dialogue training the students learn: to solve complex problems on the basis of analyzing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people.

It's necessary to organize different forms of activity at the foreign language group that is individual, pair, and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E.g., jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic. It is necessary to point out that all above-mentioned form of interactive training is efficient in case a problem is discussed as a whole in the students have previous experience and ideas which they have acquired earlier at their classes or in a course of their private life. In the process of work the teacher should take into consideration the fact that the topics which are to be discussed in the classroom must not be limited or very narrow. One of the most common peculiarities which are characteristic of the interactive forms are those that these forms of training motivate the student not only to express their own opinion but after some argumentation of their partners in the process of work to change the point of view [4, p. 376].

The following advantages of interactive cooperative learning are determined: friendly atmosphere and relationships between learners are formed; learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes; it'll help the learners to overcome the problems of language barrier confidence and fear of making mistakes; learners talking time is longer, it's good for communication.

The language is the social product, and as the form of existence of human intellectual activity it embraces all spheres of individual and social life. Perhaps one of the most essential pedagogical principles of language teaching is one that emphasizes the study of language in a cultural context. One of the main tasks of teaching foreign languages is the penetration into the culture the peoples whose language is learnt, into the system of their world perception. The language is the result of theoretical and practical activity of both an individual and society. The culture of peoples, social conditions of life and the language are inseparably connected.

The readiness to innovative teaching activities – particularly personal status of the teacher, which implies the presence of a motivational-value attitude to the professional activity, possessing of effective ways and means of achieving educational goals, the ability to creative and reflection is indicated. Many of the problems faced by teachers who work in an innovative mode, its associated with low innovation competence – systems of motivation, knowledge, skills, personal qualities of the teacher that provide

effective using of new educational technologies in their work with children. The using of innovative teaching methods of philologist of the future teacher in teaching activities are analyzed; the content of innovation process in education is defined; the object and tasks of educational innovation are grounded; the conceptual design of efficient provision of educational technologies in the process of formation professional competence of future teachers philologist.

The priority of education development for philological department at the State Higher Educational Establishment «Pereyaslav-Khmelnitskyi State Pedagogical University named after Hryhoriy Scovoroda» is the implementation of modern information technologies that provide the access to the network of high quality databases, widen the possibility of students to apprehend complex information. It is realized through the construction of individual module teaching programs with various complexity levels depending on specific needs, the use of the interactive methods, introduction of remote education, production of electronic textbooks.

Interactive methods of teaching foreign language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, to help establish emotional contact with the student, provide with realization of educational task, that is: to train them to work in a team, to considered somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main question of the lesson [2, p. 197].

Conclusions

Thus**,** important role is in the formation of general cultural competence play and innovative technologies that enhance knowledge and skills, promote the development of innovative thinking, innovative approach to teaching and learning process, provide new information material.

The main task of the modern teacher-philologist is self-improvement. We must try to acquire a lot of information to learn about new innovation technologies, training programs. Develop thinking, to create their own programs, projects that will contribute to improving of the general cultural competence of our citizens and help level of Ukraine with other countries in the world educational environment. And do not forget that the one who owns the information, he owns the world.

Prospects for further of scientific researches in this direction is considered more thorough consideration of practical peculiarities and methods of realization of competence approach and its components in the process preparation of future teacher-philologist, as well as the current control system implementation results of this approach in higher education in Ukraine.

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