

Організаційні та методичні аспекти навчання: застосування інформаційних технологій, новітні дидактичні підходи та досвід упровадження.

Бобровник С.М.

НТУУ «КПІ» ім. Ігоря Сікорського

## USE OF INFORMATION TECHNOLOGIES IN NEW DIDACTIC APPROACHES OF FOREIGN LANGUAGE LEARNING

Internet technologies as automated environment for receiving, processing, storing, transferring and using knowledge in the form of information and their impact on an object implemented on the Internet in the study of a foreign language allow students to improve their social and cultural competence by using authentic materials selected on the Internet. The possibilities of Internet technologies include: computer-based training programs, multimedia-based learning systems, telecommunications facilities (e-mail, webinars, teleconferences, forums, chats) and electronic libraries.

The role of teachers is changing in the educational process in connection with the new didactic possibilities of using Internet technologies, the goals and objectives of training are aimed at cooperation and co-creation with students for joint search and analysis of results. The teacher rather acts as a counselor, a partner who directs the activities of students, contributes to their independent research investigation. The technological model of selecting the necessary information from Internet resources is aimed at the gradual formation of socio-cultural competence and professional competence in accordance with certain criteria.

One of the main approaches to teaching a foreign language at the present stage is a communicative approach. The main principles of the communicative approach to the use of computer technologies are: the emphasis on the use of language forms in speech, the implicit teaching of grammar, the emphasis on creating by students their own sentences, dialogues and texts, rather than using ready-made, the possibility of several answers, the maximum use of the language in the teaching process, interaction: student-computer, student-student. There are special programs aimed at a written discussion of contentious topics, communication of students and the development of critical thinking. There are new programs that do not contain specific language material, but give students the

opportunity to use existing skills in communication, as well as understand speech of the studied language.

The main point of communicative approach means that training is activity-oriented, since real communication in the classroom is carried out through speech activity, with the help of which learners try to solve real or imaginary tasks. Communicative approach in teaching is also characterized by the fact that the learner is in the center of training as the subject of educational activity, and the system of education assumes maximum consideration of the age, individual, psychological, and national characteristics of the learner's personality, as well as his interests. The object of learning in a communicative approach is speech activity in such kinds of things as speaking, listening, reading, writing, translating. This approach focuses on communication training and the use of language for the exchange of thoughts. For this task, the main focus of the lesson is to create and support the students' need for communication and assimilation in the process of communication of meaningful information for them. Communicative approach implements the basic requirements to the modern educational process: communicative behavior of the teacher at the lesson; use of tasks that recreate situations of communication from real life and involve the implementation of training activities within situations; the parallel mastering of the grammatical form and its function in speech; taking into account the specific characteristics of students.

Sociocultural approach involves the formation of knowledge of the national and cultural characteristics and realities of the country of the studied language, etiquette forms of speech and the ability to use them in various spheres of speech communication. Here, special attention is paid to regional geography in the broad sense of this concept. This is an acquaintance with the peculiarities of the language, culture, history, traditions, rules of behavior adopted in the country of the studied language. Sources of information can be teaching aids as well as authentic materials: podcasts, video films, CD with texts for listening, songs, computer games which have become the greatest source of language learning for many people.

System-activity approach in development of professional skills of future specialists plays a significant role in language learning. The basic principle of the approach is that knowledge is not presented in ready-made form; students receive information, independently participating in research activities. The task of the teacher is to organize the research work of the students, so that they can find solutions to the problem themselves, and work out grammatical and lexical structures in the speech. To activate cognitive and practical activities of students at the lessons, you can use a variety of techniques, forms and methods of organizing the educational process. The use of such approach forms motivation of students to learn a

foreign language. At the same time, there is one more formula: competence – activity – expert knowledge. Competence as an objective characteristic of reality must pass through activity in order to become an expert knowledge, as a characteristic feature of personality. This formula helps us understand what expert knowledge is. This knowledge is in action.

Person-oriented approach is aimed at the development of the individual through the use of different types of educational activities. It is realized through the activity approach, which is understood as such a way of organizing the educational process, which allows students to leave the role of passive "receivers" of information, but become active participants in cognitive activity.

Also, successful teaching of foreign languages is inseparably linked with a competence approach that includes socio-political competence, socio-cultural competence, communicative competence, information competence, readiness for lifelong education.

Adherence to didactic principles is the need for successful learning, integrity, continuity, mini-max principle, variability, creativity and psychological comfort.

#### Literature:

1. Savignon S.J. Communicative Competence: Theory and Classroom Practice / S.J. Savignon. – McGraw-Hill Education – Europe, 1997. – 352 p.
2. Аксенова Н. И. Системно-деятельностный подход как основа формирования метапредметных результатов / Теория и практика образования в современном мире: материалы Междунар. науч. конф. (г. Санкт-Петербург, февраль 2012 г.). — СПб.: Реноме, 2012. – 140-142 с.
3. Юрьева Я. Г. Личностно-деятельностный подход как основа формирования интерактивных форм обучения иностранным языкам / Я. Г. Юрьева. – М.: Молодой ученый, 2015. – с. 34-35.