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Use Of Innovative Technologies In Teaching Foreign Languages

Summary: *Innovative technologies, which we examined in this article, significantly enrich and diversify the teaching of foreign languages. In place of monotonous work comes an intellectual creative search, in the process of which the personality of a new type is formed, active and purposeful, oriented to constant self-education and development.*

Keywords: technology, modernization, pedagogy, games, information

At present, the formation of a new education system is taking place in our country, and under these conditions the teacher needs to be guided in modern innovative technologies.

Typically, technology is called for by the idea that characterizes the main modernization, makes the greatest contribution to the achievement of learning objectives.

The following groups of technologies can be distinguished:

1. Pedagogical technologies on the basis of humanization and democratization of pedagogical relations.

2. Pedagogical technologies on the basis of activation and intensification of students' activities.

3. Pedagogical technologies based on the effectiveness of the organization and management of the learning process. Urgent, using the methods of popular pedagogy, affecting the natural processes of child development and others.

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4. Technology of probabilistic education, focused on non-directional learning, on the development of the need for self-realization.

Any technology has the means to activate and intensify the activities of students, in some technologies, these tools constitute the main idea and the basis for the effectiveness of the results. To such technologies it is possible to carry game technologies. The game as a method of teaching, the transfer of the experience of the older generations to younger ones, was used from antiquity. The game is widely used in popular pedagogy. In modern schools, gaming activities are used in the following cases:

- As independent technologies for mastering concepts, topics, the section of the academic subject.

- As an element of a more extensive technology.

- As a lesson (occupation) or part of it (introduction, explanation, consolidation, control exercises).

The concept of "gaming pedagogical technologies" includes an extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

The pedagogical game, unlike games in general, has a clearly stated goal of instruction and a corresponding pedagogical result. The game form of classes is created in lessons with the help of game situations, which act as a means of inducing, stimulating the learner to learning activity, an element of competition is introduced into educational activity.

By the nature of the pedagogical process, the following groups of games are distinguished:

1. Training, training, controlling, generalizing.

2. Cognitive, educational, developing.

3. Reproductive, productive, creative.

4. Communicative, diagnostic and others.

The typology of pedagogical games in terms of the nature of the game methodology is as follows: subject, story, role, business, imitative, dramaturgic - for all school disciplines.

Game technology is built as a holistic entity.

Interesting material and game stories help to activate the cognitive activity of students, to maintain interest in the subjects studied.

It should be remembered that developing games can be diverse in content, but like any games do not tolerate coercion and create an atmosphere of free and joyful creativity.

It is important and the stage of analysis, discussion of the evaluation of the results of the game. Exchange of opinions, protection of students' decisions and conclusions. In conclusion, the teacher summarizes the lesson.

Lessons using information technology have a number of advantages over traditional lessons.

The lesson using information technology becomes more interesting for students, as a result, as a rule, more effective mastering of knowledge becomes; improves the level of visibility in the lesson.

The use of some computer programs makes it easier to work as a teacher: selecting assignments, tests, checking and evaluating the quality of knowledge, thereby eliminating the time for additional tasks in the lesson. Information technologies provide ample opportunities for individualization and differentiation of teaching, not only through multilevel assignments, but also through self-education of the student.

Motivation of students to study new material is carried out by involving them in independent positing, reflection, and also organizing collective, pair and individual work in the lesson.

The purpose of the technology: to teach the student to independently think, comprehend, determine the main thing, structure and transfer information, so that others learn about what he has discovered new.

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