Innovative Methods in teaching foreign languages (English and Russian)

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Abstract: This article discusses the problem of using innovative technologies as computer technology in English and Russian classes. Some Internet technologies are described and methodological recommendations for their use in English and Russian classes are offered. As we know, studies of pedagogical work have shown that teaching foreign languages today is impossible without an innovative component. In the light of modern requirements for the goals of teaching a foreign language, the status of both the learner and the teacher is changing, which are moving from the teacher-student scheme to innovative technologies.

Key words: foreign language, methods, communicative competence, Internet resources, web-quest.

In recent years, the question of the use of new information technologies in the process of teaching foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods, new approaches to training. The amount of information that students should learn is growing sharply, and teachers in the new conditions are looking for and using new methods in practice, including the use of computer technology in their classes.

Traditional teaching of a foreign language at a non-linguistic university was focused on reading, understanding and translating special texts, including the study of the grammatical features of the scientific style. Currently, the emphasis has

decisively shifted to the development of oral communication skills. Oral speech includes listening or reading, understanding and reproductive reproduction of what is heard or read both verbally and in writing.

The scheme of teaching oral speech in the specialty can be built taking into account the following provisions: definition of communication models; definitions of communicative signs of oral speech and their means of expression; comparison of means of expression and selection of models for passive and active use; developing an exercise system; analysis of texts focused on communication in the specialty and development of an effective system of exercises for training selected structural units; selection of word-building, lexical and grammatical structures necessary for reading, understanding, listening and speaking; the use of audio and multimedia tools for verbal communication using problem-search tasks[1].

A foreign language teacher at a non-linguistic university should take into account the features of scientific and technical texts in the specialty under study, namely, the presence of special terminology, special general scientific vocabulary, specific official vocabulary, and various complex grammatical constructions.

Innovative technologies of teaching foreign languages in a non-linguistic university are a combination of traditional and intensive teaching methods based on a functional-communicative linguodidactic model of the language, and the development of a holistic system of teaching speech communication on professional topics.

Today, when computer technology has embraced all spheres of human activity, there is a need to improve the process of teaching a foreign language, since knowledge of a foreign language is one of the factors affecting the competitiveness of a young specialist in the world labor market. Improving the learning process means the use of innovative methods, in particular, the

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[1] Aliev Z.G. Problems of using computer programs // Teaching foreign languages and cultures: Theoretical and applied aspects. Materials of the international scientific-methodical symposium. Pyatigorsk, 2004.P. 68-71.

introduction of modern innovative technologies - computer and network tools into the learning process[2].

The implementation of modern innovative technologies in the process of teaching a foreign language can be achieved through the use of Internet technologies.

The variety of Internet information resources allows students to perform various kinds of tasks of a search and research nature.

In addition, the Internet provides students with a unique opportunity to visually communicate with native speakers in real time, which contributes to the correct perception of live speech based on authentic sounds, facial expressions and gestures. Another advantage of using the Internet in the learning process is to check students' assimilation of the material they have learned through real-time testing.

The teacher should not only motivate students to use modern innovative technologies in the implementation of some tasks, but also actively apply these technologies, constantly improving their skills[3].

Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson in this sense is simply irreplaceable: the virtual environment of the Internet allows you to go beyond time and space, giving its users the opportunity to authentically communicate with real interlocutors on topics relevant to both sides . As an information system, the Internet offers its users a variety of information and resources. A basic set of services may include:

1. Email;

2. Teleconferences (UseNet) and video conferencing (video chat);

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[2] Kudryavtseva L.V. The use of telecommunication projects for the formation of foreign language sociocultural competence in high school students (for example, the USA and Russia) // Foreign languages at school. 2007. No4. P. 49 - 53.

[3] Ivaylovskaya Yu.V. The use of computer programs in teaching foreign languages // Bulletin of Moscow University. Ser. 19. Linguistics and Intercultural Communication. 2004. No. 3. P. 108 - 119.

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3. The ability to publish your own information, create your own home page (homepage);

4. Access to information resources;

5. Reference directories (Yahoo!, InfoSeek/UltraSmart, LookSmart, Galaxy);

6. Search engines (Alta Vista, HotBob, OpenText, Web Crawler, Excite).

These resources[4] can be actively used in the learning process. However, we must not forget that the Internet is only an auxiliary technical training tool, and to achieve optimal results, it is necessary to correctly integrate its use into the lesson process. We have developed several classes that are different in their goals and objectives using Internet resources. In more detail we would like to dwell on the following Internet technologies when preparing material for the lesson:

1) the use of Internet resources (hotlist, treasure hunt, subject sampler, multimedia scrapbook, web-quest);

2) the use of skype and social networks in training;

3) the use of Internet sites to search for additional / new (relative to the textbook) information by both students on the instructions of the teacher and the teacher himself to integrate the information received into the lesson material.

For effective teaching of a foreign language, the most interesting, from the point of view of the teacher, are sites. They help to solve a number of problems:· build reading skills;

· Replenish vocabulary;

· Expand the horizons of the student, forming his sociocultural competence;

· Increase motivation to learn a foreign language.

There are 5 types of educational Internet resources in the English-language culture: hotlist, treasure hunt, subject sampler, multimedia scrapbook, web-quest. These technologies can be used to organize students' productive independent work,

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[4] Amirova E.A. The use of Internet resources in teaching English to students of non-linguistic specialties // Bulletin of VolSU. Series 9. Issue 11. 2013. P.160 - 162.

regardless of their level of language proficiency. Let us dwell on each of them in more detail.

Hotlist is a list of websites on a given topic. It is very simple to create, just enter a keyword in the search bar.

Multimedia scrapbook - is a kind of collection of multimedia resources. It contains not only textual information, but also links to audio, video files and virtual guides. All this information can be easily downloaded by students and used to study a particular topic.

Webquest is a scenario for organizing project activities of students on any topic using the resources of the Internet. The webquest includes elements of the four above-mentioned technologies, and also allows students to study the proposed topic in detail. Pupils can join in small groups to study one aspect of the proposed topic for independent work. In the lesson, they will introduce other students to the material worked out by them and offer tasks and exercises to consolidate.

We see that each of these five types of Internet resources follows from the previous one and is gradually becoming more complicated. Hotlist and multimedia scrapbook are aimed at finding the necessary or additional information on the proposed topic. Treasure hunt, subject sample and webquest contain elements of problematic learning.

So, the advantages of using Internet resources when teaching a foreign language:

- Modern computer telecommunications provide knowledge transfer and access to various educational information much faster and more efficiently than traditional teaching aids.

- Training using Internet resources can be safely attributed to new pedagogical technologies. The position of the teacher is changing - he ceases to be the only source of knowledge, and becomes the organizer of the process of searching for, processing information (possibly adapting it to the level of language

proficiency of students of a particular group) and the coordinator of research and the creation of students' creative works.

- The Internet develops the general educational skills of students associated with such mental operations as analysis, synthesis, abstraction, comparison, comparison, generalization, as well as mechanisms of probabilistic and semantic forecasting, language conjecture, their linguistic observation.

The Internet develops the social and psychological qualities of students: their self-confidence and ability to work both individually and in a team; creates an atmosphere of cooperation favorable for learning, acting as a means of an interactive approach. Interactivity makes students adequately respond to real life situations through a foreign language. And when it starts to work out for them, then we can talk about the level of formation of language competence, even if there are lexical and grammatical errors (they are inevitable when learning a language in artificial conditions, outside the language environment).

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