



THE EFFICIENCY OF UP TO DATE PEDAGOGICAL TECHNOLOGIES USAGE IN TEACHING ENGLISH

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ANNOTATION

This article is about the usage of new pedagogical technologies which can be useful in teaching and learning English. The personal-oriented approach, Training in collaboration, Project method, Multi-level training, New information technologies in teaching English are presently used in teaching and learning process.

KEY WORDS: *The personal-oriented approach, collaboration, Project method, multi-level training, pedagogical and information technologies.*

DISCUSSION

In pedagogical literature, the concept of technology is often found, which came to us together with the development of computer technology and the introduction of new computer technologies. In pedagogical science, a special direction has appeared - *pedagogical technology*. This trend originated in the 60s of the last century in the United States, England and is now spread in almost all countries of the world. Like any technology, pedagogical technology is a process in which there is a qualitative change in the impact on the student.

In contrast to the previously used methodological overtime developments aimed at teachers and their activities, the technology offers a project of the educational process that determines the structure and content of educational and cognitive activities of students. Each teacher perceives methodological development in different ways, therefore, students' activities are organized in different ways. A school graduate must have the necessary knowledge, skills, and skills to carry out various activities, be able to use new information technologies, and be ready to cooperate in an effort to avoid and overcome conflicts. Today, the world pedagogical science considers the teacher as a Manager who manages the active development activities of students. This role is much more complex than in traditional training, and requires a higher level of professional and pedagogical culture, competence, and skill from the teacher.

What can a teacher rely on today? Probably, on modern pedagogical technologies. Pedagogy is rich in technologies that have been successfully used for the past 20 years. The theoretical review of

technologies shows that the most common in practice are technologies of personal-oriented learning, game, problem, information, distance learning, and others. There are also more modern technologies: critical thinking technology, ICT.

Our survey of teachers shows that in practice, teachers use a narrower list of technologies, namely: 70 % of the surveyed teachers often use game and project technologies; 30 % of teachers use critical thinking and ICT technologies. Among the technologies listed by teachers, the following were singled out: teaching in dialogue, technologies of problem and differentiated learning.

The analysis of teachers' judgments allowed us to identify the reasons for the occasional use of technologies, the main ones being the long and energy-intensive preparation for their use in the educational process, and the responsibility for the proper implementation of technology in the training program. There is a contradiction: the technology assumes systematic use to ensure high quality of education, but the teacher does not have a methodological tool for its use in daily practice. One teacher for various reasons (lack of time and abilities for such activities) can not create a methodological development of the educational topic using the selected technology for the subject for the entire academic year. This is possible for researchers and specialists, or creative teams prepared for this activity. Therefore, many teachers do not use technology systematically.

The personal-oriented approach takes into account the personal interests of students and their individual characteristics and creates prerequisites for greater learning effectiveness. This approach creates a



special relationship between students and the teacher, between the students themselves. Personal-oriented training includes the method of projects, training in cooperation.

Training in collaboration. The main idea of this technology is to create conditions for active joint educational activities of students in different educational situations. Students are different: some quickly grasp all the explanations of the teacher, easily master the lexical material, communicative skills; others need not only much more time to understand the material, but also additional examples and explanations. If, in such cases, you combine children in small groups (3-4 people) and give them one common task, specifying the role of each student in the group in performing this task, then there is a situation in which everyone is responsible not only for the result of their work, but, most importantly, for the result of the entire group. In this way, joint efforts eliminate gaps. This is the general idea of learning in collaboration [4; 70-75].

Practice shows that learning together is not only easier and more interesting, but also much more effective. When using collaborative learning, the most difficult thing is to ensure that students in small groups communicate in a foreign language. But practice shows that with enough persistent attention from the teacher, this requirement is fulfilled first with difficulty, and then gradually with obvious pleasure. It should be noted that it is not enough to form groups and give them the appropriate task. The point is that the student wants to acquire knowledge himself.

Project method. The methods and technologies of the personal - oriented approach in teaching foreign languages include the project method. The project method is a set of educational and cognitive techniques that allow you to solve a particular problem as a result of independent actions of students with mandatory presentation of these results. Project technology includes a set of research and search methods that are creative in their very essence [2; 129-130].

It is known that learning a foreign language makes a significant contribution to the overall development. The project method is the essence of the developing, personality-oriented nature of training. The quiz as a research project method gives students the opportunity to participate in a research search. The quiz allows the teacher to have informal contact with students, who are easier and more accessible to go to it when they are busy with something interesting, helps to build trusting relationships, build communication based on a friendly location.

Multi-level training. By multi-level training, we mean the organization of the educational process, in which each student has the opportunity to master the educational material for individual subjects of the school program at different levels, but not below the

basic level, depending on their abilities and individual characteristics. At the same time, the student's efforts to master this material and use it creatively are taken as a criterion for evaluating the student's activity.

New information technologies in teaching English. Currently, new information technologies, such as the use of Internet resources, training computer programs, etc., have become intensively introduced into the educational process.

Computers have rapidly entered our lives and into the process of learning English and are a means of teaching children. Now the teacher has a lot of educational programs on CD-ROM with tests, training exercises. Students show a genuine and lively interest in working on computers with such training disks, which is advisable to use in the educational process. The use of computers in English lessons significantly increases the intensity of the learning process, and a much larger amount of material is absorbed than was done at the same time in traditional learning. In addition, the material is absorbed more strongly when using a computer [5; 78-92].

The use of ICT makes it possible to:

- 1) Present the material more clearly, in less time, with more understanding on the part of students;
- 2) Attract passive listeners;
- 3) Make classes more visual;
- 4) Provide instant feedback;
- 5) Save time for speech practice;
- 6) Organize individual, group, and front - end work with the class;
- 7) simplify the control of students' learning activities;
- 8) Provide the learning process with new, previously unavailable materials that help students show their creative abilities

Use of information and communication technologies in the education system

The use of multimedia learning tools in foreign language lessons and extracurricular activities increases the cognitive activity and motivation of students, provides independent activity of students. Interactive programs and games help to create real communication situations, remove psychological barriers and increase interest in the subject. So, let's call the most frequently used elements of ICT in the educational process: electronic textbooks and manuals demonstrated using a computer and a multimedia projector, interactive whiteboard, electronic encyclopedias and reference books, simulators and testing programs, educational resources of the Internet, and CD-ROMs with pictures and illustrations, video and audio equipment, research works and projects; distance learning [1;224-230].

The inclusion of students in educational activities is carried out on the basis of a system-activity



approach, in which four types of lessons are distinguished depending on their goals: lessons of "discovery" of new knowledge; lessons of reflection; lessons of General methodological orientation (generalization, consolidation, systematization of the studied material); lessons of developing control; where ICT can be effectively used in a wide variety of communicative situations, taking into account the personal characteristics of students. In my practice, I use multimedia abstracts created specifically for specific lessons-presentations containing a short text, basic language formulas, diagrams, drawings, animations, and demonstration of a sequence of actions on a computer to perform the practical part of the work, often with simultaneous duplication of actions by students at their workplaces.

When using multimedia presentations in the process of explaining a new topic, a linear sequence of frames is sufficient, in which the most winning moments of the topic can be shown. The screen can also display definitions and diagrams that students write off in a notebook (if there are technical capabilities, a short summary of the presentation content is printed for each student), which allows you to use developmental types of tasks at the repetition stage. Having such an opportunity as interactivity, computer presentations allow you to effectively adapt the training material to the characteristics of students. Increased interactivity leads to more intensive participation in the learning process of the student, which helps to improve the efficiency of perception and memorization of educational material [1; 230–237].

Lesson of knowledge consolidation. Currently, computer support for the English language course has been developed. Without replacing a textbook or other teaching AIDS, electronic publications have their own didactic functions. The main role is played by different material, the use of which varies by the teacher. In practice, I use software for an interactive whiteboard, which visually presents the material, provides quick feedback (instant control over the assimilation of the material). Interactive mode allows students to control the speed of the study material themselves; the branched structure of hyperlinks allows you to get an explanation, additional information).

Lesson of systematization and generalization of knowledge. In these lessons, we directly address various sources of information that is interesting to students and helps them gain life experience.

Independent search for the necessary information on English-language and thematic sites helps to form compensatory, socio-cultural competence, develops the ability to organize independent work. A variety of activities form cross-subject skills through filling out electronic questionnaires; working with geographical maps; working with English-language sites [4; 67–70].

Lesson of developing control. I believe that the use of computer testing increases the efficiency of the educational process, activates the cognitive activity of students. The tests I develop are variants of cards with questions, the answers to which the student writes in a notebook or on a special answer form. In the electronic version, at the request of the teacher, the slide change can be configured to automatically go through a certain time interval. When creating a test with a choice of the answer on the computer, I indicate the conclusion of the reaction about the correctness (not correctness) of the choice made or without specifying the correctness of the choice made.

You can provide the option to re-select the answer. Based on the results of such tests, you can judge the degree of readiness and desire of students to study this section.

The effectiveness of the lessons increases due to the use of different types of jobs (debates, discussions, role-playing), a compact combination of all kinds of speech activity (listening, speaking, reading and writing), the actual information content, orientation, learning student. Moreover, the use of interactive forms of learning contributes to the fact that the student himself becomes the main active figure in the formation of his individual development route, i.e., the humanitarian self-organization of the student's personality.

The constantly developing information support system, combined with technical support, ensures the quality of the educational process.

Innovative projects are of interest because they create conditions for a real language environment, on the basis of which the need to communicate in a foreign language is formed and, as a result, the need to learn a foreign language. Pedagogical, information and communication technologies ensure high performance of the lesson.

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