Inna HOROBETS,
orcid.org/0000-0002-6873-513X
Candidate of Psychological Sciences,
Associate Professor at the Department of Language Preparation
Donetsk National Technical University
(Lutsk, Ukraine) mamchurinna@ukr.net

INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES

The article deals with the role of innovative technologies in learning and teaching foreign language for professional purposes. Innovative technologies contribute to the motivation to learn a foreign language, efficiency and personalization of the learning process, active pedagogical interaction of teachers and students, optimize conditions for the creative use of information in the individual cognitive activity of students because foreign language professional competence becomes the most important characteristic for a specialist who is in great demand on the labor market. Information and communication technologies (ICT) are increasingly used as a public product that ensures the intensification of all spheres of the economy, the acceleration of scientific and technical progress, the development of pedagogical science, and the democratization of society. The innovative culture was analyzed as a system of values corresponding to the innovative development of society, the state, regions, economic sectors, enterprises, institutions, organizations, reflecting individual psychological qualities, other most important social values of a person, which contribute to the formation and development of an innovative and active personality. Innovative methods of teaching foreign languages, which are based on a humanistic approach, aimed at the development and self-improvement of the individual, at the disclosure of his reserve capabilities and creative potential, create prerequisites for effective improvement of the educational process in higher educational institutions. The possibilities of multimedia educational programs are argued, which are expanding every year, enriching the educational environment with bright and dynamic visibility. Pedagogical forums, conferences, "round tables", distance discussions, and distance learning are held on the Internet. It has been proven that the use of computer technologies when learning a foreign language of a professional direction opens up access to new sources of information, increases the motivation of students to receive and process professional information in a foreign language, increases the efficiency of independent work, provides new opportunities for creativity, acquisition and consolidation of professional skills, allow to implement qualitatively new forms and methods of teaching a foreign language in a professional direction.

Key words: *innovative technologies, foreign language, information and communication technologies.*

Інна ГОРОБЕЦЬ,
orcid.org/0000-0002-6873-513X
кандидат психологічних наук,
доцент кафедри мовної підготовки
Донецького національного технічного університету
(Луцьк, Україна) mamchurinna@ukr.net

INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES

У статті висвітлюється роль інноваційних технологій в процесі вивчення і викладання іноземної мови професійного спрямування. Інноваційні технології сприяють підвищенню мотивації до вивчення іноземної мови, ефективності та індивідуалізації процесу навчання, активної педагогічної взаємодії викладача і студентів, створюють оптимальні умови для творчого використання інформації в самостійній пізнавальній діяльності студентів, оскільки іншомовна професійна компетентність стає найважливішою якістю фахівця. Проаналізовано інноваційну культуру, як систему цінностей, що відповідають інноваційному розвитку суспільства, держави, регіонів, галузей економіки, підприємств, установ, організацій, що відображають індивідуально-психологічні якості, інші найважливіші соціальні цінності людини, котрі сприяють формуванню та розвитку інноваційно-активної особистості. Аргументовано можливості мультимедійних навчальних програм, які з кожним роком розширюються, збагачуючи навчальне середовище яскравою і динамічною наочністю. В Інтернеті відбуваються педагогічні форуми, конференції, «круглі столи», дистанційні дискусії, здійснюється дистанційне навчання. Доведено, що використання комп'ютерних технологій при вивченні іноземної мови професійного спрямування відкриває доступ до нових джерел інформації, підвищує мотивацію студентів до отримання та обробки професійної інформації іноземною мовою, підвищує ефективність самостійної роботи, дає нові можливості для

творчості, надбання та закріплення професійних навиків, дозволяють реалізувати якісно нові форми та методи навчання іноземної мови професійного спрямування. Аргументовано, що на сучасному етапі спостерігається така тенденція: зростання темпів старіння інформації в різних сферах людської діяльності, а також збільшення темпів інтеграційних процесів у багатьох галузях знань визначають необхідність формування готовності до набуття, відновлення і розширення знань, відповідно – суттєво змінюється характер самої педагогічної діяльності, що потребує змін у професійній компетенції педагога. Фахівець, якого сьогодні потребує навчальний заклад, має не лише вміти передавати інформацію, а й формувати в учнів уміння самостійно, безперервно навчатися, одержувати знання, вдосконалювати свою інтелектуальну культуру. Можливості мультимедійних навчальних програм з кожним роком розширюються, збагачуючи навчальне середовище яскравою і динамічною наочністю. Висвітлено потребу в якісно підготовлених, конкурентоспроможних фахівцях, здатних забезпечити розвиток інноваційних технологій впродовж вивчення іноземної мови професійного спрямування.

Ключові слова: *інноваційні технології, іноземна мова, інформаційно-комунікаційні технології.*

Formulation of the problem in general and its connection with important scientific or practical tasks. Among the factors that increasingly affect the development of the system of formation of professional qualities of a specialist in modern conditions, the process of informatization of the education system occupies a prominent place. Information and communication technologies (ICT) are increasingly used as a public product that ensures the intensification of all spheres of the economy, the acceleration of scientific and technical progress, the development of pedagogical science, and the democratization of society. Taking this into account, there is a need for a detailed consideration of the issues of informatization of education and the formation of professional competence of teaching staff.

Analysis of recent research and publications. In scientific opinion, the topic of introducing innovative technologies into education has become relevant relatively recently. Today there is a significant number of relevant publications, in which attention is focused on the use of modern technologies in the study and teaching of foreign languages, the problem was studied by L.V. Afanasyeva, A. Kolomiets, T. Kolomiets, O.V. Kupchynska, A.V. Kalyan, O.V. Myroshnychenko and others.

The purpose of this article is to highlight the role of modern innovative technologies in the study and teaching of a foreign language of professional direction in the conditions of the globalization of the world.

Presentation of the main research material. Innovations are the essence of the post-industrial, information society, whose constant changes problematize human existence. This phenomenon is of particular importance for the educational sector of Ukraine, within which training programs for both specialists and citizens are implemented. Innovative methods of teaching foreign languages, which are based on a humanistic approach, aimed at the development and self-improvement of the individual, at the disclosure of his reserve capabilities and creative potential, create prerequisites for effective improvement of the educational process in higher educational institutions.

Innovative activity in the educational sphere is a fundamentally important response to the challenges of modernity, which are determined by the transition of society to an innovative type of development and determine the flexibility of the education system, its openness to new things (in various spheres of human life), the implementation of competitive educational national and transnational projects. The implementation of educational innovations is a guarantee of the competitiveness of national education, its ability to form an innovative person. There are different approaches to defining the concept of "innovation" in the psychological and pedagogical literature. Scientists pay attention to the difference between an innovation and a change: the change must contain an improvement in accordance with the goals set in advance. In pedagogical innovations, there is always a new idea discovered by the teacher himself or borrowed, so the innovative experience must be understood in the form of an idea or concept. In this regard, the teacher needs to master scientific reflection, which allows to correlate this or that innovative system with many tasks of specific research. Innovations and innovations reflect the content and organization of the new, the innovation process is the formation and development of the content and organization of the new. It is necessary to consciously design innovative processes, and then introduce them into existing structures of experience, thereby making a step of development (Afanasyeva L.V., (2014). The problem of modernization of education cannot be solved if we rely on individual creative, It is necessary to establish the process of managing the formation and development of the innovative culture of teachers, to create an appropriate socio-professional and psychological mechanism.

Innovative culture is a system of values that correspond to the innovative development of society, the state, regions, sectors of the economy, enterprises, institutions, and organizations and reflect individual and psychological qualities, other important social values of a person, which contribute to the formation and

development of an innovative and active personality. The rapid introduction of Internet technologies has created a worldwide communication platform that has opened up ways to revise traditional means of education.

A modern teacher must understand this and try to coexist with these forms, not compete, including such ways of acquiring knowledge. He must also be able to use these new forms of work in order to fulfill the role of a guide given to him by society, who will be able to organize and structure a clear system of knowledge that comes to students from various sources (Kolomiets A., Kolomiets T., 2009). This position of the teacher will increase his authority among students and will give him the opportunity to continuously grow professionally.

Computerized learning in foreign language classes is implemented on the following principles:

– individualization (the possibility to work personally with each student, taking into account his abilities, level of knowledge, abilities and skills);

– differentiation (you can choose and offer students the necessary options for educational tasks, of a certain complexity and number and in such a sequence that corresponds to their cognitive capabilities, level of knowledge and skills);

– intensification (there are various means of presenting educational material, its structuring with a wide involvement of interactive types and forms of work) (Kupchynska O.V., 2014).

Among the main didactic functions that can be implemented with the help of computer technologies, the following should be noted:

– cognitive (for example, using computer technologies and the Internet, you can get any necessary information and using educational programs on which text, sound, images, video are displayed – contributes to the cognitive activity of students);

– developmental (students' work with the curriculum, in addition to vocabulary activation, contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination);

– training (with the help of computer programs, students have the opportunity to train independently in a non-traditional way and check their level of knowledge and skills and abilities on a certain topic, identify specific gaps, refine them and complete the proposed tasks several more times in order to improve their results);

– diagnostic (using computer technologies, the teacher can quickly control and find out the level of mastery of the educational topic by students);

– communicative (during students' work with educational programs, leading a dialogue with the

computer, students overcome the barrier of timidity; students develop a good attitude to the subject, they master a significant basic level of communication in a foreign language) (Educational environment for training future teachers, 2011).

The use of a computer in the process of learning English contributes to the following tasks: interest in a foreign language (when working with the curriculum, the methodical method of "transferring" students to a foreign language situation, close to real life. In addition, students develop an interest in working with computers, in particular, in various computer programs); visualization of educational material (with the help of educational programs, it is possible to combine the sensory, auditory and visual components of the impact on the perception of the text by students); expanding the knowledge of students on a certain educational topic (yes, the corresponding CDs provide a lot of interesting and useful illustrated information on topics that are usually not presented in an interesting enough way in ordinary textbooks; students also have the opportunity to expand their knowledge through the use of computer technologies not only from the subject "Foreign language (by professional direction)", but also to gain certain knowledge and experience of situations close to real ones); checking and self-checking acquired knowledge and skills (when working with educational programs, students have the opportunity to check themselves by looking at the results of the lesson; also in classes using a computer, they very quickly pass tests and perform control exercises). At the current stage, the following trend is observed: the increase in the rate of aging of information in various spheres of human activity, as well as the increase in the rate of integration processes in many fields of knowledge determine the need for the formation of readiness to acquire, restore and expand knowledge, accordingly - the nature of the pedagogical activity itself is significantly changing, which requires changes in the teacher's professional competence. Professional competence is one of the system-forming qualities of a modern specialist, to understand the problem of which, in the conditions of the modernization of the educational process, interest has increased significantly. In particular, the question of forming the professional competence of future teachers by means of Internet technologies in online mode is gaining relevance. Two formats of on-line communication are used for tasks related to training: webinar (or on-line seminar) webcast (web conference). They differ in the degree of interactivity: in a webinar, as in a regular seminar, there is an opportunity to interact with the lecturer – to perform his tasks, answer his questions and ask your own. In a web conference, the speaker does most of the

talking. At the end of the event, a recording remains, which can also be used for educational purposes; in fact, it is a finished product.

A webinar is a "virtual" seminar organized with the help of Internet technologies. It has all the advantages of a traditional seminar, except for the possibility of "backstage" communication between visitors, as well as "live" communication between them and the speaker (L.V. Tkachuk-Hrushytska, 2014).

These are probably the only significant disadvantages of webinars. The advantages are much greater: costs for organizing webinars are significantly lower; high availability for "visiting" by listeners (no need to buy transport tickets); significant savings in organization time; convenience for "visitors" (perception of information in a familiar environment, without extraneous noise, etc.); interactive interaction between the speaker and "visitors", as well as "visitors" among themselves.

The possibilities of multimedia educational programs are expanding every year, enriching the educational environment with bright and dynamic visualization. Pedagogical forums, conferences, "round tables", distance discussions, and distance learning are held on the Internet. Each teacher can create his own site, use ready-made templates and distance consultations presented on the world wide web. He has the opportunity to post his achievements on this site: the development of creative lessons and educational activities, didactic materials, etc. The exchange between teachers of such methodical developments will enrich everyone who strives to improve the educational process (Kozlovska A., 2013). The specialist that an educational institution needs today must not only be able to convey information, but also to form students' skills independently, continuously study, acquire knowledge, and improve their intellectual culture.

The use of computer technologies when studying a foreign language of a professional direction opens up access to new sources of information, increases the motivation of students to receive and process professional information in a foreign language, increases the efficiency of independent work, provides new opportunities for creativity, acquisition and consolidation of professional skills, allows the implementation of high-quality new forms and methods of teaching a foreign language in a professional direction.

Speaking about the methodical advantages of teaching a foreign language in a professional direction with the help of multimedia, it should be noted that this method has a greater degree of interactive learning, gives the opportunity to choose the pace and level of tasks, improves the speed of assimilation of grammatical constructions and the accumulation of vocabulary. The technical advantages of this method include the ability to perform technical translation, use programs to check grammar and spelling, and use interactive videos and audio clips when teaching oral speech. Having the opportunity to demonstrate schemes, swirls and drawings on the subject of professional training, we implement the principle of visibility (Mamchur, 2010).

We are impressed by the view of O.V. Kupchynska, who believes that our brain is like a computer, and we are its users. In order for the computer to work, it must be turned on. It is also necessary to "turn on" the student's brain. When learning is passive, the brain does not turn on. After all, a computer cannot store information unless it is processed and "fixed" using a special command. Similarly, our brain has to check the information, summarize it, explain it to someone in order to store it in the memory bank. In addition, as you know, computers remember many facts well. Students must have other skills: to think, to understand the essence of things, to make sense of ideas and concepts already on the basis of this, to be able to search for the necessary information, interpret it and apply it in specific conditions. Innovative technologies contribute to this.

Among the factors that determine the readiness and ability of a higher educational institution to effectively use the achievements of ICT to solve didactic tasks, there are the following: the presence of a didactic and methodical base, which includes didactic software tools complete with the necessary educational and methodical materials and proven methods of their effective use in the educational process; satisfactory level of information culture of teachers and students, their familiarity with the possibilities of ICT and the ability to use these possibilities in their practical work; the flexibility of the management system of educational institutions, its readiness for changes in the content of education, the ability to rebuild, spread progressive organizational forms and methods of educational work.

The development of ICT makes it possible to form a new teaching method based on the analysis of information resources. In the process of innovative activities, the teacher integrates the latest pedagogical and ICT, actively uses multimedia tools in the educational process, acquires programming skills, creating computer presentations and other new information products. Thus, the innovative and information culture of the teacher in the conditions of the modern information society are closely related and mutually determine each other's development.

Modern computer technologies are used in all areas of human activity. More and more professionally oriented subjects are taught using computer technologies. That is why it is necessary to pay as much attention as possible to the use of the means of new information technologies in the study and teaching of a foreign language of professional direction.

Conclusions and prospects for further investigations. Therefore, learning and teaching foreign languages today is impossible without an innovative component. Innovative technologies that we use in foreign language lessons contribute to increasing the motivation to learn it, efficiency and individualization of the learning process, active psychological and pedagogical interaction between the teacher and students, create optimal conditions for the creative use of information in students' independent cognitive activities, since foreign language professional competence becomes the most important quality of a specialist. In order to achieve the maximum effect, it is necessary to use a wide range of innovative technologies in the process of learning and teaching a foreign language in a professional direction.

BIBLIOGRAPHY

1. Афанас'єва, Л.В. (2014). Інноваційні підходи до вивчення іноземної мови професійного спрямування (впровадження мультимедійних технологій). *Актуальні проблеми іншомовної комунікації: лінгвістичні, методичні та соціально-психологічні аспекти: зб. матеріалів всеукраїнської науково-методичної Інтернет-конференції.* Луцьк: РВВ Луцького НТУ. С. 11–13.

2. Коломієць, А., Коломієць, Т. (2009). Розвиток інформаційної культури педагога в процесі професійної інноваційної діяльності. *Наукові записки Тернопільського національного педагогічного університету. Серія: Педагогіка.* № 3. С. 80–83.

3. Купчинська, О.В. (2014). Інноваційні технології у вивченні і викладанні іноземних мов. *Актуальні проблеми іншомовної комунікації: лінгвістичні, методичні та соціально-психологічні аспекти: зб. матеріалів всеукраїнської науково-методичної Інтернет-конференції.* Луцьк: РВВ Луцького НТУ. С. 32–35.

4. Освітнє середовище для підготовки майбутніх педагогів засобами ІКТ: [монографія] (2011). Р.С. Гуревич, Г.Б. Гордійчук, Л.Л. Коношевський, О.Л. Коношевський, О.В. Шестопал; за ред. проф. Р.С. Гуревича. Вінниця: ФОП Рогальська І.О. 348 с.

5. Ткачук-Грушицька, Л.В. (2014). Інноваційні технології при викладанні іноземної мови. *Актуальні проблеми іншомовної комунікації: лінгвістичні, методичні та соціально-психологічні аспекти: зб. матеріалів всеукраїнської науково-методичної Інтернет-конференції.* Луцьк: РВВ Луцького НТУ. С. 47–50.

6. Kozlovska, A. (2013). The role of a foreign language teacher in the multimedia environment. *Наукова діяльність як шлях формування професійних компетентностей майбутнього фахівця: матеріали Всеукраїнської науково-практичної конференції.* Суми: ВВП «Мрія». С. 170–171.

7. Мамчур, І.А. (2010). Особливості здатності до спілкування іноземною мовою у майбутніх вчителів. *Навч.-метод. посібн.* Луцьк: Видавництво "ВАТ Волинська обласна друкарня. 244 с.

REFERENCES

1. Afanas'ieva, L.V. (2014). Innovatsiini pidkhody do vyvchennia inozemnoi movy profesiinoho spriamuvannia (vprovadzhennia multymediinykh tekhnolohii) [Innovative approaches to learning a foreign language for a professional direction (introduction of multimedia technologies)]. *Aktualni problemy inshomovnoi komunikatsii: linhvistychni, metodychni ta sotsialno-psykholohichni aspekty: zb. materialiv vseukrainskoi naukovo-metodychnoi Internet-konferentsii.* Lutsk: RVV Lutskoho NTU. S. 11–13. [in Ukrainian]

2. Kolomiiets, A., Kolomiiets, T. (2009). Rozvytok informatsiinoi kultury pedahoha v protsesi profesiinoi innovatsiinoi diialnosti [Development of information culture of the teacher in the process of professional innovative activity]. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu. Seriia: Pedahohika.* № 3. S. 80–83. [in Ukrainian]

3. Kupchynska, O.V. (2014). Innovatsiini tekhnolohii u vyvchenni i vykladanni inozemnykh mov [Innovative technologies in learning and teaching foreign languages]. *Aktualni problemy inshomovnoi komunikatsii: linhvistychni, metodychni ta sotsialno-psykholohichni aspekty: zb. materialiv vseukrainskoi naukovo-metodychnoi Internet-konferentsii.* Lutsk: RVV Lutskoho NTU. S. 32–35. [in Ukrainian]

4. Osvitnie seredovyshche dlia pidhotovky maibutnikh pedahohiv zasobamy IKT: [monohrafiia] [An educational environment for training future teachers by means of ICT] (2011). *R.S. Hurevych, H.B. Hordiichuk, L.L. Konoshevskyi, O.L. Konoshevskyi, O.V. Shestopal; za red. prof. R.S. Hurevycha.* Vinnytsia: FOP Rohalska I.O. 348 s. [in Ukrainian]

5. Tkachuk-Hrushytska, L.V. (2014). *Innovatsiini tekhnolohii pry vykladanni inozemnoi movy* [Innovative technologies in foreign language teaching]. *Aktualni problemy inshomovnoi komunikatsii: linhvistychni, metodychni ta sotsialno-psykholohichni aspekty: zb. materialiv vseukrainskoi naukovo-metodychnoi Internet-konferentsii.* Lutsk: RVV Lutskoho NTU. S. 47–50. [in Ukrainian]

6. Kozlovska, A. (2013). The role of a foreign language teacher in the multimedia environment. Naukova diialnist yak shliakh formuvannia profesiinykh kompetentnostei maibutnoho fakhivtsia: materialy Vseukrainskoi naukovo-praktychnoi konferentsii. Sumy: VVP «Mriia». S. 170–171.

7. Mamchur, I.A. (2010). Osoblyvosti zdatnosti do spilkuvannia inozemnoiu movoiu u maibutnikh vchyteliv [Features of future teachers' ability to communicate in a foreign language]. *Navch.-metod. posibn.* Lutsk: Vydavnytstvo "VAT Volynska oblasna drukarnia. 244 s. [in Ukrainian]