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MODERN PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS

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In the state educational standard for a foreign language, it is determined that the leading component in the communicative competence is speech (communicative) skills, which are formed on the basis of language skills, linguistic and regional knowledge. A modern English lesson cannot be imagined and effectively implemented without the use of modern educational technologies. Pedagogical technology is a scientifically based choice of the nature of the impact, in the process of mutual communication with children organized by the teacher, made in order to maximize the development of the individual as a subject of the surrounding reality. Pedagogical technology is a projection of the theory and methodology of teaching into practical implementation.

Modern society needs educating, qualified specialists who are distinguished by mobility, dynamism, constructiveness, true patriots of their Homeland, who respect the culture, scientific achievements, traditions of other countries and peoples. In this regard, the concept of humanization of socio-economic relations was adopted, where the main role is given to the modernization of Russian education. Orientation to humanistic ideals presupposes the priority of the interests of the individual, the creation of a creative atmosphere in teaching and ensuring the general cultural development of students. The most important part of the educational process is the personal-oriented interaction of the teacher with the student, which requires changing the main trends, improving educational technologies. It is the study of foreign languages that can be considered as one of the most important means of humanizing and humanizing education.

Criteria of modern educational technologies.

Before choosing a technology, you should specify the requirements that it must meet:

Consistency.

Modern technologies of teaching English should contain such features of the system as the logical construction of the process, the integrity and interrelation of individual parts;

Conceptuality.

Any technology must consist of a scientific concept that contains a justification for achieving educational goals from the psychological and socio-pedagogical side;

Efficiency.

The technology must guarantee a result that meets the educational standards;

Flexibility.

The technology should provide the ability to vary depending on the comfort and interaction of students with the teacher;

Dynamism.

The chosen technology always has the prospect of further development or transformation;

Reproducibility.

Any technology should be understandable, so that it can be used by different teachers and students in other educational institutions. The most productive technologies, in my opinion, are information and communication technologies, project technology, critical thinking technology, problem-based learning technology, and case technology.

Information and communication pedagogical technologies help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of adolescents, their level of learning. The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from newspapers and magazines, etc. In English classes, using the Internet, you can solve a number of didactic tasks: to form reading skills and abilities using the materials of the global network; to improve the writing skills of students; to replenish the vocabulary of students; to form students' motivation to learn English. In addition, the work is aimed at exploring the possibilities of Internet technologies to expand the horizons of students, to establish and maintain business contacts and contacts with their peers in English-speaking countries. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practicing pronunciation; teaching dialog and monological speech; teaching writing; practicing grammatical phenomena.

Students can take part in tests, quizzes, contests that held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

One of the main requirements for teaching foreign languages using Internet resources is the creation of interaction in the classroom, which is commonly called interactivity in the methodology. Interactivity is "the integration, coordination and complementary of the efforts of a communicative goal and a result by means of speech". By teaching an authentic language, the Internet helps in the formation of conversational skills, as well as in the teaching of vocabulary and grammar, providing genuine interest and, consequently, efficiency. Interactivity not only creates real-life situations, but also forces students to respond adequately to them through a foreign language.

Project technology

The project method is a comprehensive training method that allows you to individualize the learning process, gives the student the opportunity to show independence in planning, organizing and controlling their activities.

The project method allows students to show independence in choosing a topic, sources of information, the way it is presented and presented. The project methodology allows you to conduct individual work on the topic that is of the greatest interest to each participant of the project, which undoubtedly entails increased motivated activity of the student. He chooses the object of research, decides for himself whether to limit himself to an English textbook (just by doing another exercise), or to read other literature. However, often the guys turn to additional sources of information, analyze, compare, leaving the most important and entertaining.

The initial stage of work on the project-the introduction and discussion of the topic is offered in a regular lesson, in parallel, basic vocabulary and grammar are given, students master simple sentences. Practical work on the project begins at the stage of "Fixing the material" and" Repetition" and becomes a harmonious part of the unified learning process.

One of the main features of project activity, in our opinion, is the focus on achieving a specific practical goal a visual representation of the result, whether it is a drawing, application or composition.

In teaching English, the project method provides an opportunity for students to use the language in situations of real everyday life, which undoubtedly contributes to the better assimilation and consolidation of knowledge of a foreign language.

The purpose of teaching a foreign language is the communicative activity of students, i.e. practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only enlivens and diversifies the educational process, but also opens up great opportunities for expanding the educational framework, undoubtedly carries a huge motivational potential and contributes to the principles of individualization of learning. Project activity allows

students to act as authors, creators, increases creative potential, expands not only the general outlook, but also contributes to the expansion of language knowledge.

Participation in Internet projects increases the level of practical knowledge of the English language and the computer, and most importantly forms the skills of independent activity, initiative. In the process of project work, the responsibility is assigned to the student as an individual. The most important thing is that the child, not the teacher, determines what the project will contain, in what form and how its presentation will take place. The project is an opportunity for students to express their own ideas in a convenient, creatively thought-out form.

The application of the project methodology in English classes showed that students:

- achieve good results in learning a foreign language,
- have a practical opportunity to apply the skills acquired in computer science classes,
- understand the need for interdisciplinary connections.

The project method has a number of advantages over traditional teaching methods. The main advantages are:

- increasing the motivation of students when learning English,
- visual integration of knowledge in various subjects of the curriculum,
- space for creative and creative activities.

Technology of problem-based learning

Today, problem-based learning is understood as such an organization of training sessions, which involves the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of thinking abilities.

The technology of problem-based learning involves the organization of independent search activities of students under the guidance of a teacher to solve educational problems, during which students form new knowledge, skills and abilities, develop abilities, cognitive activity, curiosity, erudition, creative thinking and other personally significant qualities.

A problem situation in teaching has a learning value only when the problem task offered to the student corresponds to his intellectual capabilities, helps to awaken the desire of the trainees to get out of this situation, to remove the contradiction that has arisen.

The problem tasks can be educational tasks, questions, practical tasks, etc. However, you can not mix a problem task and a problem situation. A problem task is not a problem situation in itself, it can only cause a problem situation under certain conditions. The same problem situation can be caused by different types of tasks. In general, the technology of problem-based learning consists in the fact that students are presented with a problem and they, with the direct participation of the teacher or independently, explore ways and means of solving it, i.e.

- build a hypothesis
- outline and discuss ways to verify its truth,
- argue, conduct experiments, observations, analyze their results, argue, prove.

According to the degree of cognitive independence of students problematic training is carried out in three main forms: problem presentation, partially-search activity and independent research activity. The least cognitive independence of students takes place with a problem presentation: the communication of new material is carried out by the teacher himself. Having posed a problem, the teacher reveals the way to solve it, demonstrates to the students the course of scientific thinking, makes them follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in the scientific search. In the conditions of partial search activity, the work is mainly directed by the teacher with the help of special questions that encourage the student to independently reason, actively search for an answer to certain parts of the problem.

Problem-based learning technology, like other technologies, has both positive and negative sides.

- Advantages of problem-based learning technology: contributes not only to the acquisition of the necessary system of knowledge, skills and abilities, but also to the achievement of a high level of their mental development, the formation of their ability to independently acquire knowledge through their own creative activities; develops interest in educational work; provides strong learning outcomes.

- Disadvantages: high time spent on achieving the planned results, poor control of students' cognitive activity.

Critical thinking technology

What is meant by critical thinking? Critical thinking is the type of thinking that helps to be critical of any statements, not to take anything for granted without proof, but to be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecasting, and responsibility for one's own decisions. Critical thinking, therefore, is essentially a tautology, a synonym for qualitative thinking. This is more of a Name than a concept, but it is under this name that a number of international projects have brought into our lives the technological techniques that we will give below:

The constructive basis of the "technology of critical thinking" is the basic model of the three stages of the organization of the educational process:

- At the stage of calling from memory, the existing knowledge and ideas about the subject being studied are "called", updated, personal interest is formed, and the goals of considering a particular topic are determined.

- At the stage of comprehension (or realization of meaning), as a rule, the student comes into contact with new information. It is being systematized. The student gets the opportunity to think about the nature of the object being studied, learns to formulate questions as the old and new information correlates. There is a formation of its own position. It is very important that at this stage, with the help of a number of techniques, you can already independently track the process of understanding the material.

- The stage of reflection is characterized by the fact that students consolidate new knowledge and actively reconstruct their own primary ideas in order to include new concepts in them.

In the course of working within the framework of this model, students master various ways of integrating information, learn to develop their own opinions based on understanding various experiences, ideas and ideas, build conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

Conclusion

The use of modern educational technologies makes it possible to organize the educational process more productive, effective, interesting, and informative. Applying new pedagogical technologies in the classroom, I became convinced that the process of teaching English can be viewed from a new point of view and master the psychological mechanisms of personality formation, achieving better results.

Literature

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