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New technologies in studying and teaching foreign languages

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In recent years, the problem of the use of new technologies in the study of foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The modern stage of technology development is characterized by the transition to the creation of multifunctional educational complexes and computer-based automated training systems. Such complexes allow teaching in an interactive mode, taking into account the individual capabilities of the trainees and provide distance learning using modern technologies. "Modern learning technologies – are ways of implementing the curriculum, which provide for a variety of forms, methods, and means of teaching, thanks to which previously set goals are most effectively achieved, which correspond to an intensively developing modern society.

The composition of the means for the teacher includes educational standards, programs created on the basis of standards, didactic literature, reference and scientific literature, language programs, which give a list of knowledge, skills, exercises that must be learned in the time allotted for classes, and also define the goals and objectives of training.

In addition to basic teaching tools, such as textbooks, dictionaries, there are audiovisual teaching tools for students. They include manuals designed for visual or auditory perception of the information contained in them.

In the methodology of teaching foreign languages, it is customary to refer to modern teaching technologies: learning in cooperation, a project method, student-centered learning and a tandem method. Let's consider some of the listed learning technologies.

1) Training in cooperation. This learning technology is based on the idea of interaction of students in a group, the idea of mutual learning, in which students take on not only individual, but also collective responsibility for solving educational tasks, help each other and bear collective responsibility for the success of each student.

2) Project-based learning technology. By the use of this technology, students take on various social roles and prepare for their fulfillment in the process of solving problematic tasks in situations of real interaction. The popularity of project technology is explained primarily by the fact that the project task to be performed by a student directly connects the process of language acquisition with the acquisition of a certain subject knowledge and the ability to actually use this knowledge.

3) Student-centered learning. The essence of such training is to maximize the transfer of initiative during classes to a student himself. From a didactic point of view, this teaching technology assumes the fullest disclosure of the student's personal potential as a result of a special organization of classes, the creation of partnerships between the teacher and students.

4) Distance learning. This form of organization of the educational process provides for distance learning using computer telecommunication networks. The main feature of this training is the mediated nature of teacher-student telecommunication.

5) Tandem method. This teaching method, which implements the concept of a personality-oriented approach in language education, is one of the ways of autonomous learning of a foreign language by two partners with different native

languages working in pairs. The essence of the tandem is mastering the native language of your partner in a situation of real or virtual communication, getting to know his personality and the culture of the country being studied.

The educational process is based on a model of blended learning, which helps to effectively combine traditional forms of learning and new technologies. New technologies in teaching are an effective source of improving the quality of learning due to the brightness, expressiveness and information saturation of visual-auditory images that recreate communication situations and introduce the country of the language being studied. In recent years, preference has been given to video phonograms in the form of movies, videos, as well as computer programs focused on the possibility of distance learning, the use of the Internet and computer networks.

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Овсюк Д. Р.

Роль іноземних мов у професійній самореалізації майбутнього психолога

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У сучасному глобалізованому світі психологу, як науковцю, так й практику, необхідно однаково ефективно виконувати свої обов'язки як державною, так й іноземними мовами.

Сьогодні вільне володіння іноземними мовами – це доступ до фахової літератури, можливість публікуватися в іноземних журналах, приймати участь