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## **EDUCATIONAL TECHNOLOGIES AND METHODS OF TEACHING FOREIGN LANGUAGES IN THE MODERN UKRAINIAN SCHOOL**

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Educational technologies and methods of teaching foreign languages in a modern Ukrainian school

The article considers various technologies and methods of teaching foreign languages in modern Ukrainian secondary schools. It has been found that foreign language learning technologies should be aimed at developing positive student motivation; the formation of the student as a subject of educational activity and a new culture; developing creativity; obtaining real speech products, growth in the spiritual sphere, self-realization, and socialization of students, prevention of overload. The use of these technologies helps to create conditions for students to learn on their own.

Emphasis is placed on the fact that in Ukraine much attention is paid to finding effective forms, methods, and technologies of teaching foreign languages that can stimulate active learning and cognitive activity of students. In modern Ukrainian schools, both traditional and innovative methods and technologies are used in foreign language lessons, which remain the main form of organization of education.

Educational technologies and methods such as collaborative learning, "language portfolio", interactive methods, and project method are characterized. These methods and technologies provide active interaction of all participants in the learning process, exchange of information taken from authentic sources, effectively promote the acquisition of interpersonal skills. It is noted that high-quality foreign language training of schoolchildren is impossible without the use of modern educational technologies and methods.

*Key words:* foreign language teaching, educational technologies, methods, modern Ukrainian school, foreign language training.

Renewal of the content of foreign language teaching in secondary schools is associated primarily with some changes in the strategic directions of modern school education – the direction of educational activities to develop students' necessary life competencies that would enable school graduates to feel comfortable in today's global multinational space. This is objectively due to several factors, among which the

priority is the trend of constant globalization and intensification of international contacts in various spheres of life. An important place in these transformational processes belongs to the issue of defining and implementing the updated content of education. First of all, this is ensured by the active reorientation of school foreign language education to the communicative-activity, personality-oriented, and culturological direction of the educational process. It is this aspect that forces a comprehensive rethinking of theoretical approaches to the choice of effective technologies and means of teaching foreign languages.

Today the focus is on the student, his personality, unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organizing students' learning activities that best meet the goal of personal development.

In recent years, the question of new information technologies in schools has been increasingly raised. These are not only new technical means but also new forms and methods of teaching, a new approach to the educational process. The main purpose of learning a foreign language is the formation and development of communicative culture, learning the practical mastery of a foreign language.

The main form of learning a foreign language is a lesson. Its content is determined by the teacher. It is based on the material of the textbook or manual, which he uses in his work, takes into account the level of education of students and the conditions in which learning takes place. Types of activities in the classroom depend on the purpose and objectives, age, and interests of students. Lessons should be communicative, so the priority activities are those that develop students' language skills as a means of communication. Students' interest in language acquisition largely depends on the motivation of learning activities performed in class. The learning outcomes that students should achieve are defined for each stage of learning.

The urgency of the problem of studying the use of educational technologies and methods of teaching foreign languages in modern Ukrainian schools is that relatively recently the general interest in learning foreign languages in Ukraine was

extremely weak, and now there is a need to study modern technologies and methods of teaching foreign languages.

The article aims to review various technologies and methods of teaching foreign languages in modern Ukrainian secondary schools.

There is a certain source base for the introduction of these educational technologies in practice. The methodological basis is the works of prominent psychologists, linguists, and educators of the world (E. Byrne, R. Burns, L. S. Vygotsky, D. K. Jones, K. Johnson, J. Dewey, W. Kilpatrick, R. Lado, S. Livingstone, E. I. Passov, E. S. Polat, J. Piaget, R. Rogers, R. Skinner, K. Slavin, T. Hutchinson, etc.).

The term "educational technology" (or "pedagogical technology") is used to denote a set of methods of work (methods of his scientific organization of work), which ensures the achievement of educational objectives in the lesson with the greatest efficiency in the shortest possible time.

Modern technologies and methods of teaching a foreign language include collaborative learning, language portfolio, information technology, interactive teaching methods, and project technologies (project method), etc.

It should be noted that foreign language learning technologies should be aimed at developing positive student motivation; the formation of the student as a subject of educational activity and new culture; the development of creativity; obtaining real speech products, growth in the spiritual sphere, self-realization, and socialization of students, prevention of overload.

Modern technologies aim to stimulate the active intellectual activity of students and provide them with the means to successfully implement this activity.

To apply any method, it is important to know the psychological characteristics of each age, which would be correct and effective to choose this or that method.

In Ukraine, considerable attention is paid to finding effective forms, methods, and technologies of teaching foreign languages that can stimulate active learning and cognitive activity of students. In modern Ukrainian schools, both traditional and innovative methods and technologies are used in foreign language lessons.

Many teachers base the planning of foreign language lessons on the traditional approach "PPP" (Presentation, Practice, Production). On the one hand, the strength of this method is that it covers all areas of vocabulary and grammar. However, on the other hand, it does not sufficiently take into account the individual needs and characteristics of each student, focusing primarily on the textbook or curriculum.

Classes in the format "PPP" consists of the following stages:

1) Preparatory stage, which includes warm-up and homework check.

2) Presentation, the components of which are an introduction to the topic of the lesson, presentation of new grammatical structures or lexical units, repetition of grammatical structures or lexical units, and checking how students understood new grammatical structures or lexical units.

3) Practice, which consists of two sub-stages: exercises, the implementation of which is controlled by the teacher, and exercises, the implementation of which is partially controlled by the teacher.

4) Production, during which students must demonstrate language skills according to the purpose of the lesson.

5) The final part provides feedback, during which the teacher corrects mistakes made by students and gives homework [1, p. 135]. At school age, there are the most favorable opportunities for the formation of moral and social qualities, positive personality traits. The pliability and suggestibility of students, their trust, propensity to imitate, the great authority enjoyed by the teacher, create favorable conditions for the formation of a highly moral personality.

The first technology we will review is collaborative learning.

The term "collaboration" means working together.

The main idea of this technology is to create conditions for active joint learning activities of students in different situations. This technology is based on the idea of student interaction in a group, the idea of mutual learning, in which students take not only individual but also collective responsibility for solving educational problems, help each other. All the students are collectively responsible for the success of each

student. Based on this, the purpose of collaborative learning is integrative in nature. It consists in solving the following interrelated tasks:

- a) acquisition skills and abilities at a level that corresponds to the student's characteristics of development;
- b) achieving the effect of socialization and acquisition of communicative skills;
- c) formation of readiness to assist each other in the course of joint educational activities and to acquire collective responsibility for working in cooperation.

This form of activity differs from frontal and individual learning, in which a student acts as an individual subject of activity, who is responsible only for himself, for his success and failure. When learning in cooperation, conditions are created for interaction and cooperation in the system "student-teacher – group" and there is an actualization of the collective subject of an educational activity [2].

The organization of collaborative learning is determined by the following principles: 1) one common task per group; 2) one joint encouragement per group; 3) distribution of roles.

Hence, the teacher's important actions are the correct formation of the task for each group or all groups at once, the division of students into groups, the definition in each group of roles that students themselves distribute among themselves.

There are the following types of cooperation:

- a) cooperation of participants in the development of a single idea;
- b) combining information known to different participants;
- c) the transfer of information from one participant to another.

The participation of participants in the development of a single idea is possible in solving problems. These tasks can be based on the following:

- sequence of actions;
- conjecture;
- identification of similarities and differences;
- inference;
- exception for the superfluous.

Thus, collaborative learning is learning in the process of communicating with each other. Purposeful activities in cooperation can increase interest in classes and significantly increase the time of speech practice of each student in the classroom.

The technology "language portfolio is also popular in Ukrainian schools. This is a package of documents in which its owner records their achievements and experience in mastering the foreign language, qualifications, as well as certain types of work performed by him during his studies that testify to his success in learning.

Portfolio is a folder of documents on the subject as a component of students' learning activities, which is conducted by students with the pedagogical support of the teacher.

The widespread introduction of the language portfolio in the system of foreign language education began in 2001, which was declared the European Year of Languages, and received positive reviews in the methodological literature. Based on the European language portfolio, national versions of the language portfolio have been developed, taking into account national, cultural, and educational traditions in language teaching.

O. D. Karpyuk, the National Coordinator of the European Language Portfolio (ELP), suggests ways to implement this tool in foreign language practice, tentatively called the "six steps" strategy:

Step 1. Formation of reflection skills. Encouraging students to think about themselves.

Step 2. Introduction to ELP. Encouraging students to think about the situations in which ELP can be demonstrated; comparison of their skills with the descriptors of Self-assessment Grids (CEFR); exchanging ideas on how to improve foreign language learning.

Step 3. Formation of skills of goal setting through descriptors, comparison by students of levels, and descriptors with educational materials; formulation of goals using descriptors, use of descriptors to summarize achievements, and define individual learning goals.

Step 4. Formation of skills and development of skills of planning by students of their educational activity.

Step 5. The gradual introduction of self-assessment.

Step 6. Supporting students' work with ELP, encouraging them to class and group discussions about better use of ELP; interviews with students who successfully use ELP; establishing international contacts and implementing intercultural projects and reflecting this experience in the ELP; preparation of projects to present the results of their studies [3].

Thus, we see that the structure of step-by-step graded assessment of achievements stimulates the process of improvement and self-improvement, i.e. the educational process does not stop after reaching a certain level. Accumulating and analyzing their practical achievements by the method of the portfolio, students apply the acquired knowledge and, based on life experience, evaluate and re-evaluate their activities. Having progressed slowly but confidently at an intermediate stage, students discover new goals and new perspectives. The most important argument in favor of the use of language portfolio is the possibility of regular, systematic monitoring of cognitive activity according to the scheme: the problem of planning the process of studying and solving problems (strategy and tactics), the practical result (test, abstract, project, etc.). That is, key competencies are introduced into the learning process according to the algorithm: motives – knowledge – skills – attitude – competence.

Assessment is seen as an element of stimulation and learning. A negative evaluation is a reason for reflection. The technological role of the teacher in the process of student development is determined by the need to use educational material to form new areas in the mind of the student, the foundation of new concepts, generalizations.

Information technology has great opportunities for the formation and development of the communicative culture of students, learning the practical mastery of a foreign language. It involves the use of computers and Internet resources in the educational process.

The introduction of information technology in education will significantly diversify the process of perception and development of information. Thanks to the computer, the Internet, and multimedia tools, students are given a unique opportunity to master a large amount of information with its further analysis and sorting. The motivational basis of educational activity is also significantly expanded. In the conditions of using multimedia, students can receive information from newspapers, television, interview, and hold teleconferences.

Teaching foreign languages with computers has many advantages, as it provides individualization of learning, increases student motivation. There is the possibility of providing direct feedback, it increases the objectivity of knowledge assessment, provides effective performance of exercises and training.

Computer-based learning programs in foreign language lessons provide an opportunity to develop reading skills and abilities using the materials of the global network, to improve students' written language skills, to replenish students' vocabulary, to form a strong motivation to learn English. CBL allows for training and control, makes testing, monitoring, and self-studies more effective. The introduction of new information technologies into the educational process is impossible without the readiness and ability of teachers to master new technological means.

T. I. Nosenko believes that the main areas of use of information computer technology in the educational process are the following: search for information in global and local networks; storage, processing and transmission of information; development of methodical and didactic materials; implementation of automated control of educational activities; development of pedagogical software (PS) for various purposes; development of web-sites for educational purposes; organization and carrying out of computer experiments with virtual models; processing the results of the experiment; remote regulation of educational activities; organization of intellectual leisure of students [4, c. 33].

The effectiveness of information technology depends on the availability of e-learning materials – e-textbooks, rich in multimedia media, such as animation, computer graphics, sound, etc., which have a quality design, contain search and



control systems for learning material, as well as virtual laboratory workshops and computer simulators [5, с. 647].

S. G. Baystryuchenko rightly believes that achieving a high level of a foreign language, increasing the cognitive interest of students is impossible without the introduction of interactive methods [6, с.15].

An interactive approach to learning a foreign language implies active interaction of all participants in the learning process, in which there is an exchange of information in a foreign language, taken from authentic sources, the acquisition of interpersonal skills. It is important not only and not so much to learn to exchange information, but also to master the skills of the communication process (listen and hear the communication partner, logically and argumentatively formulate thoughts orally or in writing, communicate with different types of people, etc.).

Interactive methods of teaching a foreign language are based on the following methodological principles:

- mutual communication in a foreign language to receive and produce authentic information, equally interesting for all participants, in a situation important to all;
- joint activities, characterized by the relationship of three objects: the producer of information, the recipient of the information, and the situational context;
- change of the traditional role of the teacher in the educational process, transition to a democratic style of communication;
- the reflectivity of training, conscious and critical comprehension of action, its motives, quality, and results from both the teacher and students [7, p. 87].

The project method should be also singled out. E. S. Polat noted that the project method involves a certain set of educational and cognitive tools and actions of students, which allow to solve a problem as a result of independent cognitive actions and involve the presentation of these results in the form of a specific product. As a pedagogical technology, it is a set of research, search, problem-solving methods, creative in nature.

Applying the project method to foreign language lessons allows students to create educational problems that they can solve.

The project method originated in 1920 in the United States. Another name for it is the problem method. The founders of the method were the American philosopher and educator J. Dewey and his student W. Kilpatrick. They identified learning on an active basis, taking into account the interests of students as the leading feature of the project method.

The project is a student's work, which is independently planned and implemented by him and in which foreign language communication is intertwined in the context of other activities of interest to the student: play, art, research, theater, and so on.

In practice, mixed projects are most often implemented.

Project technology is a kind of students' creative work when they are under the guidance of a teacher or independently learn to create the content of their foreign language learning activities in the preparation and defense of the selected project. A notable feature of the project is that its final product has, as a rule, a material embodiment, such as collage, album, comic, questionnaire, staging, and so on. There are mini-projects designed for one lesson or part of it, and long-term projects for homework with its subsequent defense in the lesson. Projects can be individual or group.

A specific feature of projects of any type is that the implementation of tasks in the implementation of project activities is designed to ensure consistent structuring of speech communication of primary school students at all levels of this process (receptive, reproductive, reproductively productive, productive), so students are constantly in a communicative mode and their interest in performing these tasks does not disappear [8].

Thus, the systematic application of project work within each educational cycle teaches students to work together, be ready to help each other. It expands the possibilities of modeling multichannel communication, enriches the choice of interactive exercises for teaching foreign language communication, as well as the

content of creative exercises, the implementation of which allows children to be more independent, show initiative, creativity, intellectual skills.

Thus, modern technologies and methods in the classroom are a very effective and appropriate tool in teaching students a foreign language, aimed at developing different student's abilities. Modern teaching methods and technologies provide active interaction of all participants of the educational process, mutual exchange of information in a foreign language, taken from authentic sources, effectively promote the acquisition of interpersonal skills.

Today, a foreign language is not just a part of a nation's culture, but it is also a guarantee of success, a future successful career for students. Achieving a high level of foreign language proficiency is not possible without fundamental language training in school, and quality foreign language training of students is impossible without the use of modern educational technologies and methods. The next stage of our research will be an experimental test of the effectiveness of the proposed technologies and methods of teaching foreign languages.

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Юніна О. Є.

Освітні технології та методи навчання іноземних мов у сучасній українській школі

У статті розглянуто різноманітні технології та методи навчання іноземних мов у сучасних загальноосвітніх українських школах. З'ясовано, що технології навчання іноземної мови повинні бути націлені на розвиток позитивної мотивації учня; на формування учня як суб'єкта навчальної діяльності і нової культури; на розвиток креативності; отримання реальних мовленнєвих продуктів, зростання у духовній сфері, самореалізацію і соціалізацію учнів, запобігання перевантаженню. Застосування цих технологій сприяє створенню умов, які допомагають учню вчитися самостійно.

Акцентовано увагу на тому, що в Україні значна увага приділяється пошуку ефективних форм, методів і технологій навчання іноземних мов, спроможних стимулювати активну навчально-пізнавальну діяльність учнів. У сучасній українській школі на уроках іноземної мови, що залишаються основною формою організації навчання, використовуються як традиційні, так і інноваційні методи та технології.

Охарактеризовано такі освітні технології та методи, як навчання у співпраці, «мовний портфель», інтерактивні методи та метод проектів, що забезпечують активну взаємодію всіх учасників навчального процесу, взаємообмін інформацією іноземною мовою, взятою з автентичних джерел, ефективно сприяють придбанням умінь міжособистісного спілкування. Зазначено, що якісна іншомовна підготовка школярів неможлива без використання сучасних освітніх технологій та методів.

*Ключові слова:* навчання іноземних мов, освітні технології, методи, сучасна українська школа, іншомовна підготовка.

Юнина О. Е.

Образовательные технологии и методы обучения иностранным языкам в современной украинской школе

В статье рассмотрены различные технологии и методы обучения иностранным языкам в современных общеобразовательных украинских школах. Выяснено, что технологии обучения иностранному языку должны быть нацелены на развитие положительной мотивации ученика; на формирование ученика как субъекта учебной деятельности и новой культуры, на развитие креативности; получение реальных речевых продуктов, рост в духовной сфере, самореализацию и социализацию учащихся, предотвращение перегрузки. Применение этих технологий способствует созданию условий, которые помогают ученику учиться самостоятельно.

Акцентируется внимание на том, что в Украине значительное внимание уделяется поиску эффективных форм, методов и технологий обучения иностранным языкам, способных стимулировать активную учебно-познавательную деятельность учащихся. В современной украинской школе на уроках иностранного языка, которые остаются основной формой организации обучения, используются как традиционные, так и инновационные методы и технологии.

Охарактеризованы такие образовательные технологии и методы, как обучение в сотрудничестве, «языковой портфель», интерактивные методы и метод проектов, обеспечивающие активное взаимодействие всех участников учебного процесса, взаимообмен информацией на иностранном языке, взятой из аутентичных источников, эффективно способствуют приобретению умений межличностного общения. Отмечено, что качественная иноязычная подготовка школьников невозможна без использования современных образовательных технологий и методов.

*Ключевые слова:* обучение иностранным языкам, образовательные технологии, методы, современная украинская школа, иноязычная подготовка.

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