

# НАПРЯМ 1. ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ МЕТОДИКИ ВИКЛАДАННЯ

## FOREIGN LANGUAGE TEACHING IN HIGHER TECHNICAL EDUCATION INSTITUTIONS: MODERN TECHNOLOGIES

***Halatsyn K. O.***

*PhD in Pedagogical Sciences, Associate Professor,  
Associate Professor at the Department of English for Engineering*

***Feshchuk A. M.***

*Lecturer at the Department of English for Engineering № 2*

***Yaroshenko O. L.***

*Lecturer at the Department of English for Engineering № 2*

**National Technical University of Ukraine  
“Igor Sikorsky Kyiv Polytechnic Institute”  
Kyiv, Ukraine**

With the democratization of social processes in Ukraine, the criteria of the education system have fundamentally changed, the contradictions between the new high requirements to knowledge, skills, and abilities of future specialists and insufficient level of material and technical base of higher education institutions, general approach to conducting classes and individual perception of students have aggravated.

In higher technical education institutions, teachers are faced with the problem of changing the approach to foreign language teaching. Teaching cannot be seen as simple assimilation of facts and the student as an object of pedagogical influence, a programmable component of the system. The teacher's role is changing from the lecturer and the only source of knowledge to consultant and reference source of information resources [2]. The primary condition for this change is the teacher's willingness to change internally, refocus the teaching methodology, be psychologically ready to accept the new, and continuously improve themselves.

In foreign language teaching, the main requirement of the time becomes the formation of the necessary communicative ability in professional communication in oral and written form. Also, the analysis of the requirements of international standards, which are presented in foreign language certification examinations, shows that they focus on assessing the level

of development of communicative abilities and skills. It is possible to teach students to speak a foreign language in order to obtain professional information and to understand the speech of native speakers within a limited learning period by combining traditional and innovative methods, among which the communicative principle comes to the forefront both in teaching and in the use of teaching materials and aids.

Grammatical competence, the basis of traditional methods, is now regarded as a mechanism for performing communicative tasks in a specific speech situation. An essential feature of the new approaches has become the understanding that it is not enough to learn only language norms. It is more critical that students learn socio-cultural norms, including linguistic norms. Such a task cannot be achieved by using traditional methodological technologies. Differentiated teaching and modernization of the learning process are required [3].

The considerable amount of information increases daily in a particular field of science and technology on the one hand, and the small number of hours of classroom instruction in a foreign language of professional communication on the other puts the computer and information technology at the forefront of the student's independent work. The specifics of learning any foreign language is that the student cannot learn it entirely independently without professional supervision and control [3]. In such a situation, the computer is an ideal assistant of a teacher in forming a student's phonetic, lexical, and grammatical skills.

The impetus and motivation to learn foreign languages have recently been Internet resources. The basis of the World Wide Web is communication, and it can also provide a direct link to native speakers of a foreign language. Teachers need to use such limitless Internet resources as e-mail correspondence with peers from other countries, creating and conducting joint telecommunication projects, participating in various competitions and Olympiads, participating in text and voice chats, publishing research papers on educational websites, etc their professional level constantly [3].

A teacher may also successfully use the Internet to prepare for classes. The Internet provides unlimited linguistic and country study materials, methodological recommendations on the latest teaching technologies, advice from the authors of new textbooks and teaching packs, an opportunity to constantly improve one's language skills, communicate in a foreign language, and encourage their students to do so. The use of computer technology increases students' motivation, independence and thus leads to a qualitatively new level of independent work of students [3].

In addition to the apparent benefits, the introduction of computer technology teaches students to work independently and solve workplace problems, encouraging them to self-education throughout life. The main requirement is to shift the emphasis in education from learning foreign

languages in general to developing communication skills in a foreign language in the specialty.

Thus, the main features of teaching a foreign language (professional direction) in higher technical education institutions are putting the communicative principle in the foreground, giving considerable attention to mastering the socio-cultural norms of a foreign language of professional direction.

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## **ПЕДАГОГІЧНА ТЕХНОЛОГІЯ ДЕБАТІВ У ФОРМУВАННІ ГРОМАДЯНСЬКОСТІ ПІДЛІТКІВ У ЗАКЛАДІ ПОЗАШКІЛЬНОЇ ОСВІТИ**

*Дідиченко Р. С.*

*студент I курсу магістратури  
факультету психології та соціальної роботи*

**Ніжинський державний університет імені Миколи Гоголя  
м. Ніжин, Чернігівська область, Україна**

В умовах сучасного суспільства одним з провідних завдань закладів позашкільної освіти є впровадження інноваційних технологій роботи в свою діяльність. Однією з таких технологій є дебати. Дослідженням даного питання займалися такі науковці як: Н. Боярський, С. Наумов, З. Імжарова, А. Шнайдер, Ю. Єрьоміна, І. Суценко, О. Калінкіна, Т. Светенко, М. Любецький, М. Масютіна, Д. Таран, А. Коновалов, О. Франковський та інші.

Дебати як спосіб обговорення різних проблемних моментів людського співіснування має стародавню історію. За античних часів їх використовували як один з методів демократичного обговорення законів.