

FEATURES OF USING THE SYSTEM OF INNOVATIVE PRINCIPLES AND METHODS OF TEACHING FOREIGN LANGUAGES

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Abstract:*The article outlines the features of using the system of innovative principles and methods of teaching foreign languages. It presents a system of innovative principles and methods of teaching in higher education – “Blended Learning”, which provides significantly higher effectiveness of the educational process. The effectiveness and features of applying this system are justified on the example of teaching foreign languages. It is concluded that the change in the educational paradigm, its modernization in accordance with the needs and challenges of the XXI century contributes to a change in the global paradigm.*

Аннотация:*В статье обозначены особенности использования системы инновационных принципов и методов обучения иностранным языкам. В ней представлена система инновационных принципов и методов обучения в высшей школе – «Смешанное обучение», которая обеспечивает существенно более высокую эффективность образовательного процесса. На примере обучения иностранным языкам обоснованы эффективность и особенности применения данной системы. Сделан вывод, что смена образовательной парадигмы, ее модернизация в соответствии с потребностями и вызовами XXI века способствует смене глобальной парадигмы.*

Key words:*foreign languages, philosophy of Education, Face to Face Learning, Online Learning, Blended Learning, distance learning, information technologies.*

Ключевые слова:*иностраннные языки, философия образования, очное обучение, онлайн-обучение, смешанное обучение, дистанционное обучение, информационные технологии.*

In recent years, the methodology of teaching social disciplines in general and political science in particular in higher education has been significantly enriched due to the active introduction of humanistic content of training, the use of a differentiated approach, and the combination of theoretical knowledge with everyday reality. After all, the level of knowledge and professional and pedagogical training of a political science teacher affects not only the intellectual and moral development of students, but also the formation of their political socialization in general and activity in particular.

Now teachers of higher education are not only conductors of new information, as it was before, but also students' knowledge already obtained from various sources. That is,

today, and this is fundamentally important, university teachers are not so much teachers as motivators and consultants, senior colleagues.

The purpose of the article is to outline innovative educational principles and methods combined into a modern system of “Blended Learning”, to justify the effectiveness of applying this system.

According to American scientists, mixed learning should be considered as a kind of pedagogical approach that effectively combines active work in the classroom with the technical capabilities of the network and has the following characteristics:

- transition from lectures to personality-oriented learning, in which students become active and the learning process interactive;

- increase interaction between students and teachers, students among themselves;
- comprehensive formation and enrichment of student assessment mechanisms [2].

Among the main advantages of blended learning are the following:

- increased access to a variety of training materials;
- flexibility of the educational process in accordance with the needs and desires of students;

- rational use of time during classroom sessions.

“Face to Face Learning” block represents traditional classical forms of teaching:

- live classroom lectures, where the lecturer presents theoretical material in accordance with the work program; there is direct interaction of all participants in the educational process, there is an opportunity to ask questions, there is a joint discussion, etc.;

- practical classes - a type of training session in which students, under the guidance of a teacher, consolidate the theoretical provisions of the discipline by performing certain tasks and acquire skills and abilities for their practical application;

- seminars - a type of training session in which the teacher organizes a discussion on pre-defined problems. On the basis of individual tasks (essays), students prepare theses of speeches on these problems, and so on.

Since the tasks of political science are not only the acquisition of theoretical knowledge, but also the formation of independent critical thinking, political consciousness and political culture, practical and seminar classes should preferably be held in the form of discussions, debates, round tables, role-playing games, etc.

Role-playing games are also highly effective. Students are much better at understanding new knowledge “in action”, “trying on” a certain image, social status. Thus, theoretical training is supplemented by “experiencing” the new knowledge gained, its critical understanding, and analysis from several (!) points of view; new experience is formed.

“Online Learning” block presents interactive work with the help of information and communication technologies, which increasingly fill various spheres of life of society in

general and the educational sphere in particular. The global demand for professionally trained creative specialists is growing dynamically.

The importance of combining modern computer hardware and software with the ideological basis of informatization of education, the effective use of information and communication technologies in training is significantly revealed in his manual “The use of information and communication technologies in training” O. Krivonos [3].

We, as university teachers, cannot significantly influence the processes of technical support of our institutions today, the country is experiencing a complex military-political conflict and financial problems are increasingly making themselves felt. But even in modern conditions, it is important to help young people effectively acquire knowledge, taking advantage of the achievements of scientific progress.

Now everyone has access to internet services and the use of all available improvised technical means: personal computers, tablets, smartphones, multimedia technologies, etc.

“Online Learning” means working in the “online” mode. To do this, the teacher develops his own materials (for more information, see below), and uses thematic materials that are available on the Internet [8].

Today, young people read much less paper books. The path to the modern student classroom is no longer directed through the library, but through the monitor. Therefore, to ensure the “online” part of the training, the teacher develops certain materials and translates them into the appropriate format, supplements it with various multimedia applications, links for more interesting work and successful mastering of the discipline.

Working with materials can be:

- synchronous: lectures and discussions take place at a certain time, so everyone who wants to participate should be online;
- asynchronous: students have the opportunity to work with the materials presented by the teacher at a convenient time (the effectiveness of such work is determined, first of all, by the motivation of students and the quality of working materials).

In addition to developing materials, working in “Online Learning”, the teacher also performs several other tasks:

- helps students navigate the vast ocean of information space on the Internet (offers interesting sites and proven sources of information);
- forms a critical attitude to data from the Internet;
- it reaches a new level of communication cooperation with students through the Internet.

Own experience of communicating with students through social networks confirms the increase in students’ activity in educational activities and expands the possibilities of the educational process, in particular patriotic education, helps in the formation of an active civic position. We describe in detail the main useful features of social networks:

- exchange of Information (documents, articles, books that can be easily downloaded and processed, photos and videos, etc.);

- discussion forums;
- creation of events and appropriate preparation for a specific event;
- implementation of projects.

Significantly increases the educational capabilities of foreign language teacher by running their own blog. With a creative approach and constant updating, the blog performs a number of important functions:

- didactic (training-a dialogue with students, which consists in familiarizing themselves with educational materials, current political articles, commenting on them, viewing additional audio and video materials, online discussions, etc.);

- information and communication (the blog expands the circle of communication of teachers to an international scale, provides an opportunity to exchange interesting information, thoughts and ideas with colleagues, relevant specialists, etc.);

- scientific and methodological (the possibility of conducting classes, conferences, etc. online, using multimedia and hypermedia tools, significantly expanding the creative potential and methods of working with the teacher's information, and as a result - learning becomes more interesting and dynamic for all participants in the process);

- intellectual (in the preparation and search for interesting information, facts and events, as well as in the use of ways of extraordinary presentation of the material, the teacher (blogger) is enriched with new knowledge, experience, increases his creative potential, etc.; it is important that in this case each teacher has the opportunity to create his own personal educational space).

So, today the educational process becomes much more effective due to the “implantation” of the educational process in the virtual information world, where there is a qualitatively different level of interaction between teachers and the student audience.

The implementation of “Blended Learning” requires significant efforts: modernization of the regulatory framework of higher education, investment in the development of necessary educational content, retraining of personnel. However, it is the change in the educational paradigm, its modernization in accordance with the needs and challenges of the XXI century that contributes to the change of global paradigm.

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