

CURRENT TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Global integration and current trends of world development in business, economic, political and intercultural communication lodge specific demands to the quality of foreign language training of future specialists in any professional field, and the appropriate level of command of a foreign language is closely related first of all with professional perspectives of a person.

The main goal of foreign language teaching is students' obtaining and improving the skills of practical mastering a foreign language for the following purposes:

- to possess, use and express foreign language scientific information in certain specialty field;
- to use oral speech for scientific and professional communication;
- to read and comprehend scientific and professionally oriented foreign language literature, to apply it in social and professional spheres.

The purpose of obtaining the high level of a specialist language mastering requires application of modern educational technologies in teaching foreign languages. Among them the following can be mentioned: the method of professionally-oriented foreign language teaching, students project work, use of information and telecommunication technologies, work with educational computer programs in foreign languages (Multimedia Systems), distance education technologies, creating presentations in the PowerPoint program, application of Internet resources, learning a foreign language in the computer sector (forums, blogs, e-mail), up-to-date test technologies (creation of a bank of diagnostic material for the

educational discipline "Foreign Language" for computer monitoring students' knowledge level) and so on.

It remains unchanged that students of non-language higher educational institutions obtain a significant part of professional information in a foreign language through reading and working with professionally directed texts which is extremely effective from the educational point of view.

If to speak about current educational methodology, the following main trends in teaching foreign languages can be mentioned – communicative and constructivist.

Application of the communication method is aimed at mastering appropriate communicative competence. This method provides for free communication as the aim of training. The content of the proposed texts must be encouraging the students to express their views and develop discussion. The same demands are also made to training exercises – they must be of highly communicative nature. Such activity suggests that the student is in focus, his communicative activity is the main goal. The task of the teacher in this case is only to direct and support the discussion, not to correct errors that arise while the students' expression of their ideas. Preference is given to a student's ability "to cross the language barrier" and support the discussion without any regard to possible errors [2].

The heart of the constructivist method is the educational activity of the students. While this method application the aim of training is the "constructed" action which is as close as possible to the real life. A striking example of this method is the so-called "method of projects" where the students have to construct their own knowledge. Of course, this process needs relevant help of the teacher. The advantage of this method is the actual effective preparation of the students for real-life situations [1, c. 727].

The simulation method in foreign language learning is conceptually close to the above-mentioned constructivist method.

"Playing with simulation" allows the student to try himself in a role that is directly related to his future professional activities and makes it possible to apply learned lexical material on specific topics. The simulators are to receive specific

simulation tasks using professional foreign language (to make an agreement, to interview a person, to question a suspect, etc.) depending on their professional orientation. The students' high level of interest pertains to simulation because it enables students to feel "older" and as if at their working place. In addition, this type of activity brings students together joined by the collective spirit of team play. Through simulation the students obtain a habit of strategic planning and develop teamwork skills. Simulated problems regulate students' knowledge, prepare them for professional fast and motivated decisions in future.

It should be noted that these and similar types of work (presentations, round table, topical conversations, role play, etc.) is a very popular means of interactive activities and generate students' interest in studying because they help them to feel confident in their own abilities, demonstrate the practical application of the obtained lexical knowledge and support team spirit in the students group.

It is necessary to remember that the teacher is to a great degree responsible for the educational process organization and all his educational, organizational, scientific and cognitive abilities must be involved, so that the impact on students is conditioned not by only professional but also personal qualities.

Thus, at the present stage of teaching foreign languages available trend combining traditional methods with the latest technologies leads to the development of communicative competence, skills of professional communication and self-education.

Література

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