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| Research Article

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Advanced Pedagogical Technologies in Teaching English

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Abstract: This article describes various forms of practical use of educational technologies in the process of teaching English. The authors show the possibilities of using these technologies in working with students, which contribute to the development of communication, the strengthening of interpersonal relationships, the ability to listen and argue one's position.

Keywords: competence / educational technology / educational resources / media education / information and communication technologies (ict)

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Introduction

Today, significant changes are taking place in school education, which cover almost all aspects of the pedagogical process. The personal interest of the student is one of the decisive factors in the educational process. The teacher needs to know which aspects of the child's personality can be affected by the knowledge of a particular discipline, which technologies to use in the educational process in order to get the planned results.

Teachers of the new generation are required to be able to skillfully choose and apply exactly those technologies that fully correspond to the content and goals of learning a foreign language, contribute to the harmonious development of students, taking into account their individual characteristics.

In modern society, the role of foreign languages is increasing. Knowledge of a foreign language makes it possible to join the world culture, use the potential of the vast resources of the Internet in their activities, as well as work with information and communication technologies and multimedia teaching aids. In this regard, there is a need to develop a methodology for using information computer technologies (hereinafter referred to as ICT) in teaching a foreign language. New information pedagogical technologies are becoming part of the educational process. Therefore, computer technology and a foreign language lesson are an actual direction in methodology, requiring new approaches and non-standard solutions.

The purpose of this study : a theoretical review of new pedagogical technologies, their analysis and the development of an English lesson based on it using one of the new technologies.

The object of the research is the process of modern education with the use of new pedagogical technologies.

The subject of the study is the process of teaching English in a secondary school using new pedagogical technologies.

The following methods were used in the study: analysis of methodological literature, comparative analysis, descriptive method, observation method and comparison method.

The theoretical significance of the study lies in the fact that its results can contribute to the solution of pedagogical problems associated with teaching English in a secondary school.

The practical significance of the study lies in the fact that its results and practical developments can be used in the course of teaching English in secondary schools and universities.

In the pedagogical literature, V. G. Gulchevskaya, V. T. Fomenko, T. I. Shamova, and T. M. Davydenko [16] have offered several categories of instructional technology. G. K. Selevko [45; 32] systematized all technologies known in pedagogical science and practice and categorized them into the following classification categories in their most generalized form:

General pedagogical, particular methodological (or subject) and local (or modular) technologies are distinguished according to the level of application.

They distinguish materialistic and idealistic technologies, dialectical and metaphysical technologies, scientific and religious technologies, humanistic and inhumane technologies, anthroposophical and theosophical, pragmatic and existential technologies, free education and coercion, and other pedagogical technologies on a philosophical basis.

Biogenic, sociogenic, and psychogenic technologies are differentiated based on the major factor of mental growth.

today's pedagogy, it is generally accepted that personality is the result of the combined influence of biogenic, sociogenic and psychogenic factors, but a particular technology can take into account or rely on any of them and consider it the main one.

Due to the fact that in each class there are immediately differences in the level of learning among students, We consider the technology of intra-class differentiation with the addition of elements of multi-level education to be the most appropriate and relevant in the organization of the educational process. Taking into account the typological characteristics of each student, we divide the class into conditional groups "A", "B", "C".

By using methods of collective work, in dynamic pairs or groups. Tasks of group "C" are fixed as a basic standard - minimal or reproductive. Here highlightened the multiplicity of repetition, I teach to highlight lexical supports. Tasks "B" are built at the analytical-synthetic level and provide the mental activity that is necessary to solve tasks for application. Tasks of group "A" suggest a creative or productive level. Students consciously, creatively apply their knowledge, composing mini-dialogues, monologues on the topic. The elements of organizing a group form of work allow us to activate the cognitive activity of students in the classroom, to include each student in the learning process. Within the groups, everyone can express their opinion, actively participate in solving curricula, in accordance with the level of language training, studied lexical units. For each lesson teacher can create didactic material of varying complexity. All this gives a tangible educational result.

While explaining new material for clarity, you can use computer presentations in Microsoft Power Point (including those created by the students themselves, after preliminary checking by the teacher), videos from the site www.Youtube.com, educational films, video clips, excerpts from animated and feature films, electronic applications to UMK. At the stage of vocabulary

consolidation, as well as during generalization and repetition - interactive tasks, with control - interactive tests, with project protection - computer presentations.

The use of information and communication technologies and multimedia tools helps to activate the cognitive activity of students, increase motivation to study my subject, create additional conditions for the formation and development of communication skills and language skills of students. The use of this technology helps to make the transition from reproductive forms to independent, creative types of work.

Conclusion

There is a need for a more thorough theoretical and methodological justification for using ICT in teaching English in the field of professional and business communication, based on the introduction of modern multi-media learning capabilities, such as differentiated learning, and focused on students' intellectual and personal development in the formation of key competencies, on education of a person living in an information society.

The utilization of information and technology is, of course, today's innovative approach to teaching English. Electronic devices, particularly computers, are used, unlike their regular means, procedures, and information production and processing.

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