

## APPLICATION OF MODERN INNOVATION TECHNOLOGIES AT THE ENGLISH LESSONS –THE KEY OF SUCCESS IN TEACHING STUDENTS

*The article deals with the using of new educational technologies that help instructors in collaboration with students and interest them into learning process.*

*Ключевые слова: инновационные технологии, урок английского языка, обучение студентов, заинтересовывать студентов.*

## ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В УРОКЕ АНГЛИЙСКОГО ЯЗЫКА И КЛЮЧ УСПЕХА В ОБУЧЕНИИ СТУДЕНТОВ

*Данная статья рассматривает использование новых образовательных технологий, которые содействует преподавателям в сотрудничестве со студентами и заинтересовывать их в обучающем процессе.*

*Keywords: innovative technology, English lesson, student learning, motivate students.*

The main task of the modern education - a disclosure abilities of each student, education of the individual, ready-to-life high-technological, competitive world.

My main goal is to teach students to speak fluently in English, to write, and read correctly in English, so that each lesson brings not only knowledge but also the joy of learning that students believe in their abilities.

I actively use in my work new educational technologies (forms, methods and means of education), which allow me to collaborate with students, to awake interest in the educational activity.

In recent years, new innovation technologies are used more often at schools and at institutions. It's not just new means of technologies but also new forms and methods of teaching, a new approach to the process of learning. The main purpose of language teaching is focused on developing communicative culture of students, teaching in the practical mastery of English language.

For the development of cognitive activity of students at English lessons I use the following innovative technologies.

1. Reading and writing for critical thinking
2. Projects method
3. Information and communication technologies. (ICT)
4. Portfolio technology.

The **objectives**: a) to teach students to think critically and express themselves freely. b) to design and realize of the projects, the formation of students' cognitive competence. c) to improve the effectiveness of training, activation of the cognitive activity of students, to motivate students to develop independent work skills, self-control and self-examination. d) to allow the student to record their language learning, to evaluate self-dependency their level with using the tables, set before themselves individual goals.

The main characteristics of using modern innovative technologies is the ability of differentiation and individualization of education, and also the possibility of development cognitive creativity activities of students

The task of teachers is to create the conditions of practical language learning for each student to choose such methods of training which allow every student to show their activity, their creativity, to make more active student's cognitive activities in learning English language.

### **I. Reading and writing for critical thinking.**

Technology for Development of Critical Thinking Reading and Writing - Critical Thinking appeared in America in the 80 years of the twentieth century. It is based on the ideas and the theory of Piaget's stages of child's mental development.

Critical thinking is formed primarily in the discussion, written work and active work with the texts. With these forms of activities, all students are familiar, but it's necessary to have a slight change.

It should be noted that one of the main position of Critical Thinking is to follow the three stages: Evocation - Realization of Meaning - Reflection. Technology of critical thinking provides some methods, techniques and strategies that integrate the learning process by type of educational activity in the line of communication realization of each stage of training. There are specific techniques and strategies of work for each stage. [1]

The first stage is evocation. Its presence in every class is compulsory. This stage allows you to:

- update and summarize the existing of student knowledge on the topic or issue;
- cause a stable interest in the subject; motivate students to educational activities;
- formulate questions so that to get answers;
- encourage students to work actively in the classroom and at home.

The second stage is realization of meaning. Here other tasks. This stage allows students to:

- get new information;
- comprehend it;

The third stage is reflection. The basic concepts are to:

- integral comprehension, summarizing the received information;
- format of each student's own attitude towards the studying material.

Using in my work technology of critical thinking, the most appropriate for myself, I consider such methods as the associative line, reference notes, brainstorming, group discussion, reading with the stopping and Issues Bloom clusters cinquain, key terms, media projects, didactic play, and work with tests, non-traditional forms of homework.

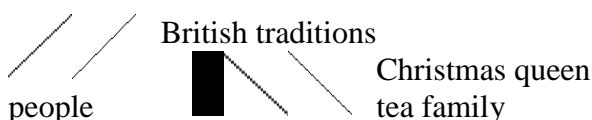
Reading with the stopping:

1. The teacher chooses the text to read.
2. The text is divided in advance into semantic parts. Directly in the text indicates where you should stop reading and make as "first stop", "second stop", etc.
3. Teacher pre-thought out questions and tasks to the text, aimed at developing the students' different cognitive skills.

### **Clusters**

Before starting a new topic is very useful to use the "cluster", which prepares students to take the new information and activate their mental activity. This method is carried out as follows: it's necessary to write a key word, in the center to make rays (as from the sun), to each ray students should write an appropriate subject word.

By repeating or summarizing the results I can use techniques such as brainstorming, Venn diagram, tests, essays.



### **II. Projects method**

Using projects method we can see external results, comprehend, and apply in actual practice. Internal results - the experience of activity - is becoming a priceless achievement of students, combine the skills, competence and value. The founder of the pedagogical method of projects is

considered John Dewey (1859 - 1952), an American philosopher, psychologist and teacher. In order students perceive knowledge as really needed them, we should set before us problems which required, drawn from real life, a familiar and meaningful for students. "To solve the problem" means a real and appreciable result.[2]

The project is an opportunity for students to express their own ideas in a convenient for them creatively thought out manner. A great deal in the projects comes from the dream, the fantasy, but the basis of fantastic development of thought is real awareness of contemporary life. Mastering the culture of the making project tasks, students learn to think creatively, to plan their actions, to predict possible solutions, to set before them tasks, to realize studying themes.

Variation of the lesson involves an individual, pair and group forms of work. In the latest case, we should help the participants of the join project to distribute the roles and explain that the overall success depends on the contribution of each student. At the final lesson for each topic, students are encouraged to prepare a creative project.

As we can see, the method projects clearly focused on the real practical result meaningful for students. While working with projects teacher and students build new relationship. Working on the project will help student to express themselves unexpectedly. They have the opportunity to show their organizational abilities, hidden talents, and the ability of speaking English.

### **III. Information and communication technologies. (ICT)**

Using information and communication technologies (ICTs) in the English language lessons enough is actual for the development of the individual of each student and to offer students the following skills: the ability to compare the advantages and disadvantages of different sources of information, choosing appropriate technologies of its search, to create and use appropriate models and procedures of examination and information processing, etc.

The Interactive board allows: to realize active commenting of studying material selection, specification, adding additional information using electronic markers. I believe that the use of interactive board at English lessons allows you to engage students actively in learning activities, increases motivation of learning and stimulates creativity and promotes the student's personality, broadens the presentation of educational information, helps students to prepare for tests, exams. In the interactive lesson, students can see, hear, read, recite, write, play, sing, watch movies, work with different drives and more at the same time. We can create presentations on various topics in the program MS Power Point, but the main thing - flip charts, folders, the program ACTIVstudio on the topics "Welcome to the UK", "Welcome to the USA", "A Tour to London", "Reading is Fun", "Play These Games", "English Grammar", "Holidays" and others, I've prepared lessons on different themes in the program of interactive whiteboard ACTIVstudio. What is a flip chart that you created in the program ACTIVstudio? "This is the presentation, using special tools Whiteboard arbitrary choice, blinds, cable tapes, cameras, projectors and which can include, in addition to visibility, the fragments of discs, sounds, music, flash games and more.[3]

Opportunities of interactive board allow getting students to an understand that the video and game programs have been successfully used for teaching, creating the best conditions for learning listening and speaking skills that at the end delivers the efficiency of mastering material in the English language lessons.

The usage of new technologies at English lesson is based on the using of a computer, allows activating the cognitive interests of students, controlling activities of each student, significantly increasing the pace of work, to solve several problems: to study the new material, to consolidate, performing the practical work, which includes different types of exercises. However, Interactive lessons using a computer should be conducted with the regular classes; computer support should be one component of the educational process and should be used only where appropriate.

### **IV. Portfolio technology.**

Starting systematization the work with students, I organize the work with "Portfolio". I offer students to make their own "Portfolio" independently, explain the purpose of collecting art works, projects, written essays, reports, diplomas, certificates of participation in various competitions etc.

in one folder. I find time to work with the "Portfolio" at the lesson. Looking through "Portfolio" with students I show my interest in the collected works.

At the beginning of a "Portfolio", I suggest how to design it. The structure of working "Portfolio" is free; all works are collected in chronological order.

There are four main sections of "Portfolio": portrait, collector, working materials.

Portrait is the first sheet, which opens the "Portfolio". It is personal particulars about the learner. When completing the questionnaire, the students look at themselves as if from the outside, analyze what students they are, what they have already achieved and what they want to achieve. Students will complete the questionnaire gradually as they progress through the material. I offer students to put their photo or draw it themselves. "Portfolio" reveals the individuality of the student, their life directions and values.[4]

In the collector, students gather strategies for working with a certain type of tasks, various commemorative booklets, writing essays, tables, etc.

Working materials are a creative work, projects, tests, etc.

Thus portfolio is a set of instruments for documenting and evaluating language skills of students. It allows the learner to record their language learning him and self-evaluate his level using the tables, set individual goals.

What can we include in the language portfolio?

The portfolio of the student must have

- Title page
- Content
- The aim of learning the English language and the creation of portfolio
- Written materials characterizing the learning process
- Essays
- Images
- Writing creative work
- Evaluation sheets
- Sheets of self-evaluation

Parts of the portfolio:

1. Passport is language in the family, where he studied, the languages that he studied in school and outside school; stay abroad; projects. The scale gives the student the prospect of further development of communicative skills.

2. Language biography

3. The dossier includes the "best" of student work; indicate their success in mastering the language.

- best written work (not necessarily with excellent grades)
  - poetry and short stories written by students
  - individual and group projects
  - work done by computer
  - letters, postcards
  - certificates, awards and other forms of recognition of the achievement of students
4. Reflection includes evaluation cards and feedback of teacher, classmates and parents about the portfolio.[5]

### **Conclusion**

To sum up as it is said above that the main purpose of language teaching is focused on developing communicative culture of students, teaching in the practical mastery of English language. The combination in using of innovative technologies at English lessons greatly increases not only the effectiveness in teaching, but also helps create more productive atmosphere in the classroom, takes students interest in the studying material.

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