APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES WHEN TEACHING A FOREIGN LANGUAGE IN THE NON-LINGUISTIC HIGHER EDUCATION INSTITUTION

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Abstract. Rapid globalization processes, formation and development of innovation-oriented economy, Ukraine's integration into the global financial and economic space, which lead to intensification of cooperation with foreign partners, are reflected in all areas of activity and cause new demands for the competence of future professionals, and foreign language communicative competence holds a substantial position. To implement these tasks, the main strategy for the development of the higher education system is the adaptation of curricula to the international level, inclusion of international aspects at all levels of educational and research activities of higher education institutions. Pedagogical technologies are active teaching methods based on the interaction of the teacher with students. When conducting classes with the use of pedagogical technologies, the teacher acts as an organizer, and his main task is to direct the process of information exchange between the students, namely, consolidation of previously learned material, identifying different points of view, increasing student's activity, combining theoretical knowledge and practical skills. When teaching a foreign language in the non-linguistic higher education institution, pedagogical technologies are distributed according to the type of organization and management of cognitive activity, namely: structural and logical, integrative, game-based, computer-based, dialogue-based, and – training ones. Organization of the educational process with the use of pedagogical technologies allows students to get more professionally oriented information, allows them to ask questions with their subsequent solution. When learning a foreign language in a non-linguistic higher

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education institution, pedagogical technologies targeted at the development of intercultural foreign language communication of students are used, namely: structural and logical (work in small groups, aquarium); integrative (cluster, cinquain); game-based (Brownian motion, sparring partnership, puzzle); dialogue-based (large circle, carousel); training (decision tree, brainstorming, case method, project method). Harmonious formation of personal and professional self-esteem is an important condition for achieving professional competence of the future specialist. The main objectives of pedagogical technologies in foreign language learning are as follows: social (ability to cooperate, ability to solve problems in different professional situations, mutual understanding skills, active participation, social and professional values and skills, communication skills, mobility, ability to identify personal roles in a professional team), motivational (ability to learn, ingenuity, skills to adapt and be mobile, ability to succeed in professional activities, desire to improve professional level, interests and intrinsic motivation, personal practical abilities, ability to make individual choices and set personal goals), functional (linguistic competence, professional and scientific competence, ability to operate knowledge in professional activities and self-study, ability to use sources of information for the personal development). Mastering a foreign language by the students is the basis for many special disciplines in a non-linguistic higher education institution. Practical skills of foreign language communication cannot exist separately from theoretical knowledge, and this contradiction helps to solve the use of pedagogical technologies, the main of which are practice-oriented teaching methods. Practice-oriented teaching methods help to engage students in professional activities without being excluded from classes. The essence of practice-oriented learning involves organization of the educational process on the basis of the harmony of operational and activity-based components; assimilation of new information and acquisition of skills of practical experience and use of theoretical knowledge when solving vital tasks; awareness of the importance and significance of learning. A practice-oriented learning should be based on practical approach. The purpose of the practical approach is to develop students' ability to act, and the means of learning for the students should be knowledge that are currently required in various fields of social and professional practice, forming an understanding of where and under what circumstances this knowledge may be useful.

1. Introduction

In the modern system of higher education of Ukraine there can be observed an active period of reconsideration of approaches to the process of teaching foreign languages in non-linguistic higher education institutions, which is primarily caused by the current condition of the relevant industries. Non-linguistic higher education institutions provide thorough theoretical knowledge of a foreign language, but students have difficulties when negotiating with foreign partners, especially when performing their professional duties. Therefore, the system of higher education is experiencing a transition to the acquisition of competencies in the process of learning. Today, the goal of the higher education system is to form in future professionals a holistic view of the world regarding the life in the country of business partners, get acquainted with their norms, values, ideals, which in turn act as guidelines and regulators of partnership relations. In the modern business environment, there are high requirements for the graduates. Enterprises and organizations need specialists of a new type, possessing such professional features as high-level of professional qualification, focus on self-education and self-development, critical and analytical thinking, which are necessary when performing professional duties at a high level.

Rapid globalization processes, formation and development of innovation-oriented economy, Ukraine's integration into the global financial and economic space, which lead to intensification of cooperation with foreign partners, are reflected in all areas of activity and cause new demands for the competence of future professionals, and foreign language communicative competence holds a substantial position. To implement these tasks, the main strategy for the development of the higher education system is the adaptation of curricula to the international level, inclusion of international aspects at all levels of educational and research activities of higher education institutions.

Introduction of pedagogical technologies enables to expand the scope of professional foreign language communication of modern students, which is carried out on the basis of texts on the specialty, and it is an urgent need for a modern higher education institution due to the globalization of modern society.

2. Pedagogical technologies applied for teaching a foreign language

Pedagogical technologies are active teaching methods based on the interaction of the teacher with students. When conducting classes with the use of pedagogical technologies, the teacher acts as an organizer, and his main task is to direct the process of information exchange between the students, namely, consolidation of previously learned material, identifying different points of view, increasing student's activity, combining theoretical knowledge and practical skills.

Application of pedagogical technologies is also aimed at self-realization of the student not only as a highly qualified specialist, but as a person, as they contribute to the development of productive language activities. With their help students can think about the situations they will may have in future professional activities, model situations of interaction with colleagues and find together the most relevant and effective professional solution. The use of professional technologies when teaching foreign languages is carried out with the help of texts on the specialty, because on their basis a meaningful professional communication is formed and situations are modeled [2, p. 46; 3, p. 23; 4, p. 32].

When teaching a foreign language in a non-linguistic higher education institution, pedagogical technologies are distributed according to the type of organization and management of cognitive activity, namely:

– structural and logical (step-by-step formation of tasks, choice of methods for their solution, analysis and evaluation of the results);

– integrative (interdisciplinary links, mastery of professional skills);

– game-based (choice of options for solving the problem of future professional activity);

– computer-based (information, modeling, development programs);

– dialogue-based (creation of the communicative environment in the study group);

– training (solving professional tasks) [1, p. 17; 5, p. 31; 6, p. 339; 7, p. 208].

Pedagogical technologies are the method of organizing communicative activities by exchanging information and a dialogue between teachers and students, and students among themselves. The main positive feature of the application of pedagogical technologies is the constant communication of the teacher with students. This type of communication provides all participants

of the educational process with the opportunity to take an active part in in, freely express their views on the options for solving the problem, analyze the process of solving the problem, formulate conclusions, get feedback on the result evaluation both from the teacher and other group members.

Organization of the educational process with the use of pedagogical technologies allows students to get more professionally oriented information, allows them to ask questions with their subsequent solution [9, p. 77; 17, p. 445].

Pedagogical technologies are aimed at the development of analytical thinking of students, stimulation of self-learning and self-improvement.

Introduction of pedagogical technologies is possible at any stage of learning a foreign language. According to the themes and level of mastering a foreign language, different methods of pedagogical technologies are used.

When learning a foreign language in a non-linguistic higher education institution, pedagogical technologies are used to develop intercultural foreign language communication of students:

– structural and logical (work in small groups, aquarium);

– integrative (cluster, cinquain);

– game-based (Brownian motion, sparring partnership, puzzle);

– dialogue-based (large circle, carousel);

– training (decision tree, brainstorming, case method, project method) [1, p. 17; 7, p. 208].

Structural and logical pedagogical technologies are as follows:

– work in small groups (provides opportunities for all students to participate in work, practice skills of cooperation and interpersonal communication, develops the ability to actively listen, formulate their opinions, listen to the opinions of classmates, tactfully and correctly correct interlocutors);

– aquarium method (a dialogue when students are asked to speak in front of the audience, a group of students act out the situation in a circle, and other classmates observe their actions and analyze the progress of the problem).

Integrative pedagogical technologies are as follows:

– cluster (task card, which allows students to think about on any topic, provides an opportunity to assess their knowledge and ideas about the object being studied, helps to develop memory);

– cinquain (a short unrhymed poem that consists of five lines, synthesizes information and facts of the task in a concise statement describing or reflecting the task of the teacher).

Game-based pedagogical technologies include:

– Brownian motion (movement of students in the audience to gather necessary information, with a preliminary distribution of roles and tasks to students, participants receive a letter with questions and tasks, present their views on solving problems and ways to implement them);

– sparring partnership (a kind of pair work in which students, who perform the role of rivals, fulfill the tasks according to a predetermined algorithm by the teacher);

– puzzle (the material being studied is partially written on separate cards, each card must contain information before searching for the next card, the student must collect all the cards according to the task set by the teacher).

Dialogue-based pedagogical technologies are as follows:

– a large circle (a form of group interaction, students sit in a large circle and at the first stage the task is formulated, each student individually, on his sheet writes his version of the problem, then each student reads their suggestions, the group silently listens (does not criticize) and conducts voting on each item whether to include it in the joint decision, which is recorded on the board during the conversation);

– carousel (two circles are formed (inner and outer), in the outer circle students sit still, and in the inner circle the students change the position every minute. Thus, in a few minutes students have time to discuss several topics and listen to the theory of their classmates).

Training pedagogical technologies involve:

– decision tree (students are divided into several groups with the same number, each group is invited to discuss tasks and make an entry on their "tree", then groups change "trees" add on the branches of neighboring trees their ideas and opinions);

– brainstorming (students form a free number of proposals in the process of solving the problem, and the opinion of each student is important, the answers are written on a piece of paper or on a board for joint acquaintance, participants should know that they do not need justification or explanation of answers);

– case method (description of the practical situation that has taken place in a particular, real enterprise includes a description of a set of conditions:

information about strategic goals, financial condition and priority areas of enterprise development, production relations, external corporate relations. When studying the situation in the case, students acquire skills of correct interpretation of information, group and individual behavior, planning and anticipation of probable consequences, as well as analytical skills);

– project method (the teacher acts as a follow-up, the main task of which is to direct the process of information exchange, namely, identifying different points of view, addressing students' own experience, supporting student activity, combining theory and practice, improving students' experience).

The effectiveness of pedagogical technologies contributes to the following points:

– increasing interest in the learning and self-learning process;

– learning material is assimilated faster;

– stimulates the desire to independently find options for solving the problem;

– develops sociability [5, p. 31; 6, p. 339].

Thus, the use of pedagogical technologies in the process of learning a foreign language, include methods, techniques, tools, implementation and improvement of the process of mastering the material, which meet the following requirements:

– priority of characteristics, individual traits of character of students in the educational process, with the subsequent control of quality of mastering the material;

– cooperation of students with the teacher in planning and implementation of all stages of the learning process (from defining learning objectives to assessing the level of their implementation);

– active, creative, proactive participation of students in the process of obtaining the desired result;

– maximum proximity of learning outcomes to the field of practice of the future specialist;

– suitability of learning outcomes for practical implementation, development and improvement;

– development of competencies in the field of rationalized and innovative activities.

Pedagogical technologies have a developing character and are as close as possible to the future professional activity of students. The task of applying

pedagogical technologies is the interaction of teacher and students. Particular attention is paid to communicative interaction of students, intensification of mastering new material in the educational process, increasing the level of mental and practical activities.

3. Self-assessment in the context of the application of pedagogical technologies

The development of professional competence of future professionals is of special importance under current conditions of reforming the economic and financial sector of our state.

Analysis of the professional activities of economic and financial professionals shows that they must have developed organizational skills, be able to take responsibility for the decision, have a desire to improve their communication skills and practical skills, professional knowledge, assess social processes, determine the place and role of their professional activity, to develop a system of assessment of business and personal qualities of employees, motivation of their career growth.

Application of pedagogical technologies in professional training is a special type of professional activity, which must correspond to a certain model of personality formation of specialists together with their specific interests, aptitudes and abilities, a certain combination of individual, psychophysiological and physical properties. The greatest professional significance for future professionals are personal qualities that are associated with understanding the inner world of students and the humane attitude towards them. Taking into account the current practice, we can build a single integrated model of education, adapted to the conditions of continuous training, which is based on individual psychological and personal characteristics, features of future professional activity of the specialist.

In accordance with the requirements of the modern market, the future specialist must be considered from the point of view of the subject and object of the educational process in three aspects, namely:

– as a carrier of social, professional and socio-professional qualities;

– as a dynamic system element, analyzed in retrospective, current and future plans;

– as an element of management by the administration and teaching staff [3, p. 23; 4, p. 32].

Thus, the object of analysis is a person who develops during the learning process, acquires new socio-psychological and professional qualities. The socio-typical portrait of the future specialist can be defined as an integrated description of the main social, demographic and other characteristics inherent in the whole population under the study.

Nevertheless, there are some problems in the system of professionally-oriented training, which do not formally affect the nature and structure of the competence approach, but have a direct impact on the possibilities of its application.

They include:

– the problem of textbooks, including the possibility of their adaptation under conditions of modern humanistic ideas and trends in education;

– the problem of the state standard, its concept, model and possibilities of consistent definition of its content and functions under conditions of Ukrainian education;

– the problem of contradictions of different ideas that exist in modern education almost in all areas of professional activity;

– the problem of internal contradiction of the most popular ways of the education modernization, etc.

Thus, we can state that the study of the competence approach is based on a special cultural and educational context due to the following trends in Ukrainian society in the last decade:

– loss of unity and certainty of educational systems, formation of the labor market and the related market of educational services;

– variability and alternativeness of educational programs, increasing competition and commercial factors in the educational system;

– change in the function of the state in education from the total control and planning to the general legal regulation of relations arising in education;

– prospects for the integration of Ukrainian education and the Ukrainian economy into the international (including European) system of labor division.

However, even considering all these aspects, the phenomenon of the competence approach does not acquire clearer features. To some extent, this topic itself turns into a kind of vicious circle for each new researcher.

On the one hand, it is quite obvious that modern economic and financial systems are focused on personnel, which far exceeds figures on the training

of most graduates of both secondary and high school. It is also obvious that it is more significant and effective for successful professional activity to have not disparate knowledge, but generalized practical skills that are displayed in the ability to solve life and professional problems, the ability to speak foreign languages, be computer-friendly, etc.

Thus, there is a demand for a competence approach to the extent modern education requires significant modernization, because failure to implement this process has risks to become one more campaign among numerous unsuccessful attempts to reform education based on the introduction of the latest pedagogical ideas and concepts.

In addition, the problem of forming professional competence requires identification of the opportunities for active work of professionals depending on the formed self-esteem, i.e. how the assessment of the individual by other people contributes to the development of a positive or negative image of himself.

Having analyzed psychological and pedagogical literature and research of both foreign and domestic authors on the nature and problems of self-esteem, its place in the formation of personality and influence on activities can be stated that:

– self-esteem is self-assessment, evaluation by the individual of personal capabilities, qualities and position among other people. Referring to the core of the individual, self-esteem is an important regulator of his behavior. Person's relationship with those around him, his criticism, self-demand, attitude to successes and failures depend on self-esteem. Thus, self-esteem affects the effectiveness of human activity and further development of his personality;

– self-esteem is objectively expressed in how a person evaluates the opportunities and results of others (e.g. lowers them under overestimated self-esteem);

– self-esteem can be general and private (or specific): general self-esteem reflects a holistic attitude of man to himself, his acceptance of himself. Under normal development of the personality, overall self-esteem should always be positive. It provides a person with self-confidence, self-respect. Negative general self-esteem leads to self-rejection, to a complex of inferiority, to passive, inhibited behavior or, conversely, to aggression and resentment. Private self-esteem reflects the student's attitude to the

results of his activities. Private self-esteem is closely related to the level of aspirations, i.e. the level of difficulty of the tasks that the student chooses for himself in a particular field: the higher he evaluates his abilities, the more difficult tasks he sets for himself. Private self-esteem may relate differently to a student's actual accomplishments. It can be understated, inflated and adequate;

– discrepancies between the real capabilities of the student and his self-esteem can lead to serious personal problems. In the case of inflated self-esteem, failure in any activity leads to emotional outbursts, resentment, abandonment of activity. Underestimated self-esteem leads to anxiety, self-doubt, timidity and passivity;

– self-esteem is reflected in the assessment of capabilities and performance of other students. In case of overestimated self-estimation, the student humiliates achievements of others, and on the contrary, in case of underestimated self-estimation he excessively exceeds them.

Thus, harmonious formation of personal and professional self-esteem is an important condition for achieving professional competence of the future specialist. In turn, its formation cannot be considered without inclusion in practical activities on the basis of thorough theoretical training.

4. Practical application of pedagogical technologies

The purpose of application of pedagogical technologies is the formation of students' practical skills concerning organization and methodology of performing future professional duties, techniques and methods of systematization, generalization, design and implementation of results for various subjects and objects of economic and financial activities.

Achievement of this goal, which will maximize the opportunities for students to study on the basis of professional activities and practical situations, is possible with the help of pedagogical technologies in education.

Pedagogical technologies are a form of teaching that brings the educational process closer to real organizational and production situations. In short, they can be defined as "learning by doing". Pedagogical technologies are one of the ways to help to train highly professional specialists. That is why when applying pedagogical technologies in the process of learning a foreign language, the most important problem is to define professionally-oriented goals.

The main purposes of application of pedagogical technologies when teaching foreign languages are as follows:

1. Social:
– ability to cooperate;
– ability to solve problems in different professional situations;
– skills of mutual understanding;
– active participation;
– social and professional values and skills;
– communication skills;
– mobility (in different professional conditions);
– ability to define personal roles in a professional team.

2. Motivational:
– ability to learn;
– ingenuity;
– skills to adapt and be mobile;
– ability to succeed in professional activities;
– desire to improve the professional level;
– interests and internal motivation;
– personal practical abilities;
– ability to make personal choices and set personal goals.

3. Functional:
– linguistic competence;
– professional and scientific competence;
– ability to operate with knowledge in professional activities and self-study;
– ability to use sources of information for individual development [2, p. 46; 3, p. 23; 4, p. 32].

Mastering a foreign language by the students is the basis for many special disciplines in a non-linguistic higher education institution. Practical skills of foreign language communication cannot exist separately from theoretical knowledge, and this contradiction helps to solve the use of pedagogical technologies, the main of which are practice-oriented teaching methods. Practice-oriented teaching methods help to engage students in professional activities without being excluded from classes.

Practice-oriented approach to education is based on the observation: the more useful and interesting knowledge are, the closer they are to a

particular individual, the easier it is for a person to perceive new information. As a rule, familiar information is perceived by a person as less complex, which greatly facilitates the learning process.

The essence of practice-oriented learning involves organization of the educational process on the basis of:

– the harmony of operational and substantive components;

– assimilation of new information and acquisition of skills of practical experience and the use of theoretical knowledge to solve vital tasks;

– awareness of the importance and significance of learning [1, p. 17; 5, p. 31; 6, p. 339; 7, p. 208].

According to the concept of modern market requirements, education aims to reveal the relationship between knowledge and professional activity, the problems facing students at the future place of work. Along with a consistent and logical presentation of the basics of science at all stages of learning, each topic taught contains material that reflects its importance, place of a pattern in the future professional activities.

Practice-oriented technologies must meet five main criteria of technological effectiveness or methodological rules. They are as follows:

– conceptuality;

– systematization;

– controllability;

– efficiency;

– reproducibility [5, p. 31; 7, p. 208].

In practice-oriented education, the main "learning material" is the activity (mainly intensification and activation of the learning process), which is aimed at achieving the result (solving a task or problem). To implement this principle, preference should be given not to traditional learning technologies, but to innovative ones. Over the past ten years, there have been introduced many innovations in education.

They include:

– technology of problem-based learning;

– technologies of active and interactive learning;

– technology of modular learning;

– technology of person-oriented learning;

– technology of productive learning;

– gamy-based learning technology [6, p. 339; 7, p. 208].

A practice-oriented learning should be based on practical approach. The purpose of the practical approach is to develop students' ability to act, and the means of learning for the students should be knowledge that are currently required in various fields of social and professional practice, forming an understanding of where and under what circumstances this knowledge may be useful [5, p. 31; 7, p. 208].

Nowadays, many models of practice-oriented learning have been developed for various approaches to training. But each of these models is based on the same principles:

1) consolidation of theoretical knowledge gained in the learning process in the industrial practice;

2) improvement of professional skills, which are necessary for the growth of professional skills, during production training;

3) formation of positive motivation of the student to professional activity, creation of conditions for the engagement of students into corporate culture.

In reality, there is a single model, but not universal for each specialty, so for each field of training requires refinements that take into account the essence of professional activity [1, p. 17; 7, p. 208].

Organization of practice-oriented learning has its nuances. We will analyze only the main problems that arose in the process of organizing practice-oriented learning. The first significant difficulty that arises in the process of organizing training is that it is impossible to model the process for all fields of training. For example, the same model will not be effective for the students specializing in Finance and Law. Each specialty has a number of features. It is difficult for certain institutes to find enterprises and organizations that are ready to provide students' practical training.

The second problem that a higher education institution may face is the impossibility of having an internship in a foreign language due to the lack of branches of enterprises within a certain territory. The problem of acquiring practical skills of foreign language communication can be partially solved by organizing an educational consortium in a higher educational institution, using active and interactive methods of teaching a foreign language.

Currently, there can be distinguished the following groups of practice-oriented learning technologies in higher education:

– interactive learning;

– contextual-competence training;

– modular training;

– self-learning [5, p. 31; 7, p. 208].

Teachers-practitioners distinguish three groups of methods and approaches of pedagogical technologies in teaching:

1) a group of non-simulation teaching methods, which are characterized by consolidation of previously acquired knowledge and filling in missing information.

These methods include, for example, individual work with literature, problem lectures, lectures-conferences, round tables, heuristic conversations, group practical classes, etc. These methods are similar in content to the passive method of learning, but a non-simulation method provides two-way communication (teamwork) [2, p. 46];

2) a group of non-game simulation methods, which are characterized by the organization of collective mental activity to find non-traditional solutions. It includes such techniques as the case method, complex situational tasks, modeling of production situations, discussion of special videos. These techniques help students gain knowledge and comprehend application of this knowledge in real situations;

3) a group of simulation teaching methods, which are characterized by imitation of professional activity, during the cognitive educational process. This group includes brainstorming, business and role-playing games, simulations on simulators, process simulations, game-based designing. It is these methods to a greater extent bring the learning conditions closer to real production, immersing students in the circumstances with which he will meet at work [2, p. 46; 3, p. 23; 4, p. 32].

All the methods mentioned can only supplement the model of practice-oriented learning, taking into account the peculiarities of the training method, but they will not replace a fully functional model. However, they increase the readiness of future specialists for professional activities, and they are of special importance for training students at the stages when there is no admission to work practice.

At least 50% of the total number of classroom hours should be allocated for the use of pedagogical technologies in the process of learning a foreign language. However, in practice everything is worse. In the system of professional education the whole chains of tasks can be successfully solved with the help of active learning: form and increase the level of educational

and professional motivation, i.e. show a full view of the profession, develop awareness of the importance and usefulness of future professional activity; teach group mental and practical work; organize social skills and acquire communication skills.

Active teaching methods take place at any stage of education in a higher educational institution. Depending on their target, they are divided into non-imitation and imitation. In their turn, simulation methods can be non-game and game ones.

Interactive forms of learning are characterized by the tasks set:

– increase in the level of students' desire to learn;

– high-quality assimilation of educational information;

– individual search by the students of their own variants and versions for solving educational tasks;

– training of students for teamwork:

– respect for everyone's rights to freedom of speech;

– formation of students' ability to uphold their view point based on specific facts;

– reaching a new level of awareness of the student's professional competence [9, p. 77; 17, p. 445].

When developing interactive lectures or practical classes, teachers face the problem of choosing forms and methods and the ability to combine these methods in the way that will make the learning process as active as possible and beneficial to every student.

The basic general methodological principles should be followed:

– interactive lesson is a joint collective work of students and a teacher in a certain practical situation;

– all students have equal rights: the level of intelligence, material security, social status do not play any role;

– inadmissible analysis and assessment of personality (only the hypothesis, incorrectly formulated thesis, wrong information can be criticized;

– Each student has the right to express his own opinions on a particular issue.

It should be noted that interactive forms and methods are focused mainly not on providing a "student-teacher" relationship, but on the formation of a "student-student" relationship. In this regard, students have the opportunity to analyze the data obtained, identify problems, seek opportunities and

resources to solve problems. Through the use of interactive methods, the students learn to express and formulate their thoughts, express their personal point of view on a particular topic.

There are some obstacles that prevent full transitioning to practice-oriented learning, e.g. lack of new methods, based on which teachers could develop innovative forms of education. Introduction of practice-oriented technologies in the learning process enables to involve students into their future professional activities and plan a complete holistic curriculum. It also facilitates provision of situations and circumstances for the purposeful formation of the graduates' competitiveness.

5. Conclusions

Pedagogical technologies enables to train students based on their attention, individual perception, personal potential, activation of memory and critical thinking.

Joint activities in the learning process encourages each participant to make a special individual contribution, generates the process of exchange of knowledge, ideas, methods of activity. All this takes place in an atmosphere of friendliness and mutual support, so that students feel their success and intellectual ability.

This makes the learning process productive and allows the students not only to acquire new knowledge and practical skills, but also to develop the cognitive activity itself.

Thus, the use of pedagogical technologies in the learning process provides the process of mastering the material with well-organized feedback from all participants in the learning process, with two-way exchange of information between them. When applying pedagogical technologies, social interaction of subjects of educational process is organized, thus there takes place information exchange and opens the potential of students.

Therefore, characteristic features of pedagogical technologies in the process of teaching foreign languages include the activity of task performance, teamwork in the classroom, communicative and situational nature of educational activities. Imagination, attention, imagination, observation, logic, critical thinking, persistence, analytical thinking, efficiency, creativity will actively develop. Pedagogical technologies are perspective in the educational process, as they define the dialogue between

the teacher and students as the main type of communicative interaction with active feedback.

Thus, the use of pedagogical technologies helps to overcome stereotypes of thinking in students, reduces communication barriers, promotes activity, tolerance for other options. So, it ensures the process of generating new ideas without too critical analysis and negative or biased attitude.

The principle of application of pedagogical technologies when teaching a foreign language is based on the activation of the generation of new ideas and options for problem solving, makes it impossible for students to subjectively treat each other.

Application of pedagogical technologies can become an important part of the process of problem solving, decision-making in a group of students, the process of generating new ideas, developing sociability, can promote activity, creative thinking, mutual respect for classmates and self-improvement.

This method also allows students not only to participate in intellectual competition, but also to get closer to the team in the study group. Implementation of pedagogical technologies through a context-competence approach contributes to the effective continuous self-determination and professional self-identification of students, which is carried out in combination with personal, social and professional values.

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