

DOI <https://doi.org/10.30525/978-9934-26-478-8-26>

THE USE OF DIGITAL TECHNOLOGIES IN THE FOREIGN LANGUAGES TEACHING METHODS IN NON-LINGUAL HIGHER EDUCATIONAL ESTABLISHMENTS

ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У МЕТОДАХ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У НЕМОВНИХ ЗВО

Kovalova I. V. **Ковальова І. В.**

*Senior Lecturer at the Professional and Aviation Language Training Department
Flight Academy of National Aviation University
Kropyvnytskyi, Ukraine*

*старший викладач кафедри професійної та авіаційної мовної підготовки
Льотна академія Національного авіаційного університету
м. Кропивницький, Україна*

Martynenko N. O. **Мартиненко Н. О.**

*PhD in Pedagogics, Associate Professor at the Professional and Aviation Language Training Department
Flight Academy of National Aviation University
Kropyvnytskyi, Ukraine*

*доктор філософії, доцент кафедри професійної та авіаційної мовної підготовки
Льотна академія Національного авіаційного університету
м. Кропивницький, Україна*

The modern rapid development of information technologies requires the educational process to possess the skills and abilities that are absolutely necessary for independent mastery of knowledge in order to apply it in practice in the future: collecting and analyzing information, the ability to generalize and dispute. Although, in order to achieve certain success, communication skills, teamwork skills, critical thinking, etc. are necessary. Through the use of modern information technologies in the educational process, students develop the abovementioned skills and cognitive skills.

Today, the main indicator in the process of choosing learning tools is the achievement of foreign language proficiency levels provided by the curriculum, which were developed by the European Council and present an effective pan-European information exchange system: «Language learning activities should become an exciting, meaningful activity and real language creativity. Only in this case the student will acquire autonomy and the desire to self-develop in accordance with the new educational standards» [2].

At the current stage of providing educational services, the latest methods and methodologies used in the educational process cannot be ignored, because they facilitate future specialists' adaptation to further self-development, the formation of professional competence, and adaptation in the world of information technologies [4].

There is no doubt that global computerization has covered all spheres of human activity, and science and education have not stood aside. Interactive computer training programs have a number of advantages over traditional methods, but it is worth noting that they do not replace them, but complement them. Interactive cooperation, direct audiovisual communication allows you to use them in the process of learning foreign languages simultaneously with traditional teaching methods, that promotes when using various types of language activities. Such a mixed method of learning helps the student to understand the nature of language phenomena, facilitates the formation of linguistic abilities, creates communicative situations and language skills. The teacher has an opportunity to provide and implement an individual approach during classes and checking self-studied work. All this helps to increase the students' cognitive activity, their motivation and the quality of knowledge.

When speaking about communication component, innovative technologies make it possible to implement traditional teaching methods in a new way – they stimulate the creative activity of all participants in the educational process. Thus, students take a direct part in virtual discussions on educational sites and thematic forums, and have an opportunity to carry out collective creative projects with students of foreign educational establishments. Therefore, the use of information and communication technologies in the modern educational process can be considered as one of the integral components, which is an effective form of the individualization process in education [1].

Such latest technologies peculiarities in the educational process as visualization, interactivity, multimedia, content polymodality are not left out, because they also play an important role. For example, educational content visualization, especially if it is in a game interactive form, develops a cognitive style of thinking, creativity, promotes activation of the student mental activity and also has a rather positive effect on their psycho-emotional state.

In the process of providing educational services, regarding the foreign languages learning with digital technologies usage, a number of logical questions often arise:

- what modern digital/computer programs should be used to achieve a good result?
- which programs, including innovative methods, will provide the fastest results?
- how to use them more effectively during the class?

Nowadays, the Internet has a sufficient number of available digital resources that offer as «stationary» educational programs, that is, which require installation on a device and online those that implement the processes of creating new research or an existing one in real time. The main requirement

for choosing a certain digital technology is the application difficulties awareness in the educational process, which undoubtedly arise when using the selected resource – the technical component (supporting the Internet), uninterrupted power supply, etc [3].

For the most effective use of computer programs, it is worth outlining the goal which the participants of the educational process want to achieve. This can be an increase in the efficiency of the students' self-studied work; vocabulary enlargement; creative and situational thinking development, etc.

The use of Internet resources in the process of learning foreign languages allows you to create a realistic situational simulation for the students' necessary competencies formation that correspond to nowadays realities. The modern ideas and trends main methods are widely used in the educational process, because they (innovative technologies) facilitate motivation in the process of mastering a foreign language. The gadgets presence with access to the Internet for students promotes their active involvement in the process of learning a foreign language with the help of the World Wide Web.

Thus, the «internal forces» actualization and activation is carried out by all participants of the educational process, because they try to obtain the necessary information, determine priorities, realize and embody the way to achieve the goal. Working with interactive technologies, and here we cannot help but recall AI (artificial intelligence), involves the use of information memorization and reproduction mechanisms; the situational variations principle; cause and effect relationships awareness; argumentation and evidence when considering extreme situations.

The use of digital technologies in the methods and methodology of teaching foreign languages promotes the initiative development and stimulates the self-development process. Of course, innovative technologies are only an auxiliary element in learning foreign languages. Students have an opportunity to acquire knowledge using a mixed method – traditional education and digital technologies. This method facilitates the provision of quality educational services, the development of competitive directions in accordance with current requests. At the same time, the active use and application of interactive technologies in the educational process propels the development of students' cognitive and social skills, thereby ensuring equal opportunities and inclusiveness in the educational process.

In our opinion, the advantage of using online resources is the self-motivation stimulation, which in the future will increase the chances of being required in the modern labor market.

Література:

1. Білан Н. Комунікативний метод навчання іноземних мов студентів немовних ЗВО. Молодь і ринок. 2012. № 5. С. 149-153.

2. Загальноєвропейські стандарти вивчення, викладання та оцінювання мови. Language Policy Unit, 2001. 361 с.

3. Хоменко О. В. Іншомовна підготовка студентів економічних спеціальностей в контексті глобалізації: монографія: для викладачів інозем. мов ЗВО екон. профілю, так і для викладачів екон. дисциплін. Київ: КНУТД, 2014. 363 с.

4. Тарнопольский О. Б. Навчання через зміст, змістовно-мовна інтеграція та іншомовне занурення у викладанні іноземних мов для професійних цілей у немовних вишах. URL: https://nbuv.gov.ua/UJRN/im_2011_3_4 (дата звернення: 20.08.2024).

DOI <https://doi.org/10.30525/978-9934-26-478-8-27>

USING THE COACHING METHOD IN EDUCATION

ВИКОРИСТАННЯ МЕТОДУ КОУЧИНГУ В ОСВІТІ

Kolesnychenko Yu. L. **Колесниченко Ю. Л.**

*Head of the boys' boarding house
Odesa private educational institution
"Tikva – Or Sameach"
Odesa, Ukraine*

*завідуючий пансіону хлопців
Одеський приватний заклад освіти
"Тіква – Ор Самеах"
м. Одеса, Україна*

Коучинг не вчить, а допомагає вчитися (Тімоті Голлвей).
Я не можу нікого нічому навчити, я тільки можу змусити думати
(Сократ (470–399 до н.е.).

Головна ідея Нової української школи і нового Стандарту зокрема – навчання, побудоване на компетентностях, які визначені «Рекомендаціями Європейського парламенту та Радою Європи щодо формування ключових компетентностей освіти впродовж життя» (травень 2018 р) [1, с. 2].

Концепція Нової української школи передбачає нові підходи до навчання, які ґрунтуються на засадах педагогіки партнерства, співпраці між учнями, вчителями та батьками, відхід від авторитарної моделі комунікації, що вимагає переосмислення ролі і педагога, і учня та формування характеристик сучасного вчителя, що містяться у Концепції Нової української школи завдяки педагогічному коучингу як методу, який допомагає розкрити потенціал кожної особистості.

Усім нам у житті доводиться бути у ролі: наставника, тренера або музи, що надихає («мати», «батько», «вихователь» «учитель»,