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THE ROLE OF EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF PROFESSIONALLY-ORIENTED FOREIGN LANGUAGES TEACHING

РОЛЬ ОСВІТНІХ ТЕХНОЛОГІЙ У ПРОЦЕСІ НАВЧАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНИХ ІНОЗЕМНИХ МОВ

Анотація. У статті висвітлено проблеми організації продуктивної навчальної діяльності на заняттях з іноземної мови на немовних спеціальностях закладів вищої освіти з метою більш успішного розвитку професійних іншомовних комунікативних навичок студентів і підвищення якості мовної підготовки майбутніх фахівців. Використання ефективних освітніх технологій, індивідуалізація навчання, безперервний саморозвиток і самореалізація студентів в освітньому процесі є основою забезпечення високої якості вищої освіти.

Встановлено, що вдосконалення педагогічного процесу та його компонентів безпосередньо пов'язане з інноваційною діяльністю вчителя. Одним з найважливіших компонентів педагогічного процесу є освітні технології як система форм, методів та засобів навчання, які забезпечують найбільш ефективне досягнення поставлених цілей.

Розглянуто прийоми і методи роботи з використанням таких видів діяльності, як рольова гра, проектні технології і, нарешті, комп'ютерні мультимедійні програми, які дають змогу створювати природне мовне середовище на заняттях з іноземної мови. Основним об'єктом комунікативного методу є сама мова, тобто ця техніка насамперед вчить студентів спілкуватися в ситуаціях, що відбуваються у повсякденному житті, а також у ситуаціях, пов'язаних з їхньою майбутньою професійною діяльністю.

Рольова гра сприяє не лише формуванню професійної комунікативної компетенції іноземною мовою майбутніх фахівців, але й виконує освітню функцію об'єднання студентської групи. Технології проекту, як показує практичне застосування, відіграють важливу роль в організації самостійної навчальної діяльності студентів, оскільки спільна робота над проектом веде до передачі знань, стимулює незалежну виробничу діяльність, визначає та розвиває творчі здібності кожного учня. І, нарешті, використання комп'ютерних мультимедійних програм дає можливість створювати природне мовне середовище під час проведення іноземних мовних класів і тим самим здійснювати успішну продуктивну підготовку іноземної мовної діяльності.

Ключові слова: продуктивна освітня діяльність, освітні технології, освітній процес, професійна комунікативна компетенція, самостійна діяльність, природне мовне середовище.

Introduction. The tasks facing higher educational establishments in Belarus today require the improvement of the educational process aimed at increasing the creative potential of students' learning activities. The basis for ensuring the high quality of education is the use of effective educational technologies, the integration of the educational process and scientific activities and the involvement of students in it, the individualization of education and upbringing, the creation of a trustful environment of creative cooperation in higher educational institutions, the continuous self-development and self-realization of students.

In connection with the development of the information society and the growth of the self-educational dominant in the language education of the 21st century, the introduction of various forms of independent work of students in the educational process and the use of appropriate methods of control and self-control of knowledge is becoming an important condition for improving the quality of the training of future specialists.

The purpose of teaching a foreign language at non-linguistic faculties of the university is the formation and development of foreign-language communication skills that will ensure successful professional activity of the future specialist. In this context, the organization of classes in foreign languages should be aimed at productive educational activities that help develop cognitive abilities of an individual, allow forming students' foreign language competencies, to impart a personal meaning and significance to the learning process, and shift the emphasis from teaching to acquiring knowledge.

Analysis of recent research and publications. During historical development of pedagogy and psychology much attention has been paid to research concerning the use of latest teaching methods and techniques in the process of teaching foreign languages.

The works of A. Piechota, A. Pometun, O. Savchenko are dedicated to the introduction of innovative educational technologies. The research of V. Bezpalko, N. Kuzmina, V. Monakhov deal with the development and implementation of innovative educational technologies into the educational process. The studies of V. Bykov, G. Gurevich, N. Morse, O. Gromova and Ye. Polat focus on the informatization of the process of education. The issue of applying a role-playing game in teaching a foreign language finds wide coverage in the works of V. Krasilnikova, V. Filatova, F. Debyser, L. Johes, W. Littlewood, H. Pieno, J. Revell, D. Wilkines. The problem of activation of foreign language communication skills by using Internet technology is studied by V. Doroshenko, S. Nikolaenko, A. Spivakovsky etc. The research of scientists in the field of innovative education clearly shows that nowadays at the level of higher educational institutions special attention should be paid to the issue of innovative student-centered education with peculiar focus on skills and practices that enable lifelong learning and independent problem-solving.

The current state of higher education in Belarus, the specifics of foreign languages training motivate for active usage of the following innovative educational technologies along with traditional ones in the educational process: communication skills training technology aimed at the development of students' communicative competence that is basic to adapt to modern conditions of intercultural communication; project technology oriented on modeling of students' social interaction to perform tasks according to their professional training; information and communication technology that expands the boundaries of the educational process, increasing its practical focus, intensifying individual work, enhancing cognitive activity.

The definition of the aim and objectives of the research. The purpose of the article is to show effective ways of organizing productive educational activities in foreign language teaching at non-linguistic specialties of the university with the purpose of more successful development of students'

professional foreign language communication skills and ultimate improvement of the quality of foreign language training of future specialists.

The research outcome. One of the priority tasks in teaching a foreign language for special purposes is to develop students' independence and creativity in the process of mastering a foreign language as an ability to provide readiness for continuous language education and self-education for the purposes of intercultural interaction in various fields of activity. Effective command of a foreign language as a means to provide a specialist with the realization of the needs of professional and socio-cultural activity presupposes, above all, the ability to study independently a foreign language, to maintain and constantly replenish his/her knowledge and improve skills, develop communicative and information culture.

It is in this connection, that the independent educational activity of students, as the basis of productive language education, becomes an important component of the educational process in a foreign language teaching, a leading factor in the personal and professional development of future specialists. This requires a new approach to the study of a foreign language based on a purposeful development of independent learning activities in order to ensure the productive nature of the educational process and the development of the necessary personal qualities of the student.

Organization of the study of a foreign language on the basis of the development of productive educational activities is one of the directions of strategic innovations in language education. In line with this approach, productive educational activity in mastering a foreign language, as a means of forming the communicative foreign language competence of students, forms the basis of the pedagogical process and is an educational goal in the field of foreign languages teaching.

Researchers in the field of pedagogy attribute the improvement of the pedagogical process and its components to the basic functions of the innovative activity of the teacher. One of the most important components of pedagogical process is educational technology as a system of forms, methods and means of instruction that ensure the most effective achievement of the goals set.

Modern educational technologies that are used to form the communicative competence of students in learning another language are the most productive for creating an educational environment that provides a personality-oriented interaction of all participants in the educational process. It is obvious that using only one technology of education, no matter how perfect it is, will not create the most effective conditions for the disclosure and development of students' abilities and creativeness of a teacher (Flori, 1997). But a combined use of modern technologies of teaching foreign languages enables the teacher

to adjust any technology or its elements in accordance with the structure, functions, content, goals and objectives of training in the particular group of students.

In our opinion, the search for new pedagogical technologies is associated with the lack of positive motivation of students in learning a foreign language. Positive motivation is inadequate, because when learning a foreign language students face significant difficulties and do not learn the material because of their psychological characteristics.

Currently, more and more teachers are turning to the communicative method of learning a foreign language. The object of this method is speech itself, that is, this technique first of all teaches students to communicate. The long-term practice of teaching foreign languages proves that teaching with traditional technologies does not allow developing key, basic competencies in a particular academic discipline, so a drastic reorganization of the educational process is needed. For example, the active use of resources of the World Wide Web by the teachers significantly increased the effectiveness of self-education of teachers of a foreign language. Internet services provide access to the latest socio-cultural, linguistic-cultural and other valuable information. It is obvious that the role of the teacher is currently changing; the boundaries between him/her and the trainee are becoming transparent, which promotes cooperation. The role of the learner increases, learner participates not only in obtaining knowledge, but also in its search, development, transformation into practical skills (Gromova, 2007, p. 35).

At the present stage of learning, the communicative approach to teaching foreign languages plays an active role in the formation of adequate communication among students. Communicative method implies a great activity of students. The teacher's task in this case is involving all students of the class into conversation (Polat, 2002, p. 23). For better memorization and use of the language, all channels of perception must be loaded. The essence of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity to apply all the knowledge in practice that was gained before. A very important advantage of the communicative method is that it has a huge variety of exercises: role games, dialogues, and simulation of real communication are used here (Domashnev, 1983, p. 92).

Recently more and more teachers are using the project methodology in the process of teaching a foreign language as one of the modern productive creative approaches that successfully implement the main objectives of teaching a foreign language in the formation of communicative and speech skills, which are necessary for students to communicate in a foreign language. As previously stated, productive activity on acquiring a good command of a foreign language and the formation of a competent personality of the future

specialist are impossible without the organization of independent students' learning activities. One of the forms of independent work of students is just their involvement in project activities, the purpose of which is not only to obtain ready-made knowledge, but also to stimulate independent productive activity, to identify and develop the creative abilities of each student. The use of project technologies allows creating an atmosphere during a foreign language class where each student is involved in an active creative process on the basis of cooperation. Problem-searching project technologies provide optimal conditions for independent management of cognitive activity by students themselves, self-determination in the educational environment, manifestation of business activity and making responsible decisions on the main aspects of their learning activity (Pavlovich, 2006, p. 71).

Projects have different degrees of complexity and can be related to any topical issue that requires not only the involvement of knowledge in different professional subjects, but also creative thinking and research skills. It goes without saying that the topic and problems of projects should be related to the future professional activity of students (Jameson, 2013). The aim of the project is to help students not only gain certain knowledge of a foreign language, but also to promote its use in their future professional activities, both for communication and for extracting certain information from a literary source written in a foreign language.

Project technology is a set of methods, techniques and forms of organization of joint activities of students and teachers that ensure the most effective achievement of the goal and is aimed at making a creative product. The basic principles of the project activity are as follows: the connection of the project with real life; interest in project implementation of all participants; the leading role of the advisory and coordinating function of the teacher; self-organization and responsibility of project participants; the focus on the creation of a specific product; interdisciplinary nature of the projects (Bukhtiyarova, 2000, p. 108).

Work on the project is carried out according to a certain scheme. The main stages of the work are the following: preparatory work; project implementation; presentation; summarizing. The stage of preparation for the project involves choosing the topic, defining the purpose and objectives of the study, organizing the project participants (formation of working groups).

The project implementation includes acquaintance with literary sources, studying what has already been done on this issue, searching information in the global Internet, selecting and preparing materials. On the basis of primary sources, the problem is analyzed, hypotheses are put forward, theoretical and practical methods of research are chosen. The theoretical methods include: comparative analysis of literary data, brainstorming, method of control questions, synthesis of available information and ideas. Practical methods include:

observation, questioning, interviewing, testing, ratings method, experiment. At this stage, the available data are discussed, they are formalized in the form of tables, diagrams, conclusions are formulated, methods of design and presentation of the project are determined.

At the stage of presentation of the project, students present to the audience collected and processed material, demonstrating not only good command of the language and profound professional knowledge, but also a high degree of creativity.

When summing up the results of the project activity, the evaluation criteria are both the content of the project and the mastery of the speech skills necessary for its presentation. It is advisable to give students the right to self-evaluation and evaluation of projects of their group mates. Assessment can be given both by the teacher and students. The teacher evaluates speech skills, students – their work during the preparation of the project, the degree of creativity, strong and weak sides of the project. Different kinds of questionnaires for critical analysis can help students evaluate their work.

After having analyzed the experience of using this technology, we came to the conclusion that the project technology in teaching a foreign language contributes to the optimization of teaching and improves the effectiveness of the educational process, since it allows: 1) to include students in research, creative and real practical activities in the classroom and beyond; 2) to individualize the learning process by providing the students with the right to choose themselves the level of complexity of the educational material, the amount and quantity of additional material and the sources of its receiving; 3) to vary the degree of independence of students; 4) to improve communicative competence and a common culture of communication and social behavior; 5) to use modern technologies in order to collect and process information.

Another effective means of creating a motive for speaking another language is a role-playing game that facilitates the realization of an activity approach to learning a foreign language and allows the teacher to bring the verbal activity of students of a non-linguistic university closer to the realization of verbal communication.

Role-playing game is the most accurate model of communication, because the verbal and non-verbal behavior of partners is intertwined in the closest way in it. It has great motivational opportunities, for students are in a situation when there is a need to say something, ask, find out, prove. The role play assumes the strengthening of personal involvement in everything that is happening, and finally, it fosters the formation of educational cooperation and partnerships, since it involves the enrollment of a group of students who must interact in a coordinated manner, taking into account each other's reactions, helping each other.

In the structure of the role-playing game the following components are distinguished: roles, situations and role-playing actions. In the foreign theory of role-playing games, the classification developed by the sociologist W. Gerhard, according to which roles are divided into status, positional and situational, is most widely spread (Vasilyeva, 2009, p. 93).

As for role relations, in the foreign methodology they are divided into symmetric and asymmetric. With symmetric role relationships, communicants represent the same social group. Situations of such communication are aimed at developing skills to build relationships with performers of an identical role, to discuss problems within the general social context. Asymmetric relationships are observed when participants in communication are characterized by different social characteristics (W. Gerhard). Asymmetric relationships are taught to build verbal behavior in accordance with the role and status of the partner. Role relationships between participants in communication are the main parameters that determine the nature of the situation (Vasilyeva, 2009, p. 95).

The second component of the role-playing game is a situation that has a function of its organization. A number of authors (V.A. Buchbinder, I.A. Zimnyaya, A.A. Leontiev, Y.I. Passov, V.L. Skalkin) proceed from the necessity of using speech situations in the teaching of foreign languages that cause a verbal reaction of students. When creating educational and speech situations, it is necessary to take into account the circumstances of real life and the relationship of communicants. To create role-playing situations, in the course of which games are organized and conducted, drawings, description of situations, instructions are used extensively, and thorough language training is carried out while doing the exercises which have a role-playing character.

The third component of the role-playing game includes role-playing activities performed by students. By their nature, role-playing actions can be verbal and non-verbal.

The use of role-playing games in teaching professional linguistic communication to the students of non-linguistic faculties assumes: 1) creation of a game situation that reproduces the professional activity of future specialists; 2) definition of the roles needed to solve professional problems; 3) compliance with the rules of professional conduct, laid down in the role; 4) defining the logic of actions when playing a role; 5) a critical attitude towards the performance of the roles assumed; 6) inclusion by the performer of his/her own elements of role behavior; 7) withdrawal of the game beyond the limits of one professional situation; 8) concentrating the attention of participants in the game on the communicative use of language units.

We believe that role-playing games used in teaching foreign languages to students of a non-linguistic university should meet the following requirements: 1) take into account the psychological and age characteristics of stu-

dents and their interests; 2) reflect personal experience of students, as well as contribute to the expansion of the context of their future professional activities; 3) be adequate to the objectives of mastering a foreign language speech at a particular stage of learning; 4) reflect the specifics of the organization of training activities; 5) simulate professional speech communication in class.

We propose the following scheme for working on a role-playing game, which includes such basic points as explaining the situation using text, photography, drawings or diagrams, the distribution of roles, general remarks about the various roles, working with a list of necessary expressions. To create role situations, fragments of video materials are also used. According to most methodologists, in the role-playing game three stages are distinguished: preparatory, the game itself and the final one. The preparatory stage provides an introduction to the role situation, the division of participants into groups, subgroups, the distribution of roles and distribution of role cards. At the final stage, students together with their teacher organize: a) analysis of role-playing game; b) discussion on the same or similar to the role-playing game problem.

After the role play, some useful types of work are recommended. This is, first of all, a so-called delayed correction of errors. It is held the day after the role-playing game. The teacher analyzes the most common mistakes and gives students exercises for correction of them. It is important to note that the fear of making a mistake binds students' speech and contradicts the very idea of natural communication. In addition, in the modern methodology, it has become generally accepted that control should not be negative, but positive. Therefore, it is not necessary to point out what the student of a non-linguistic university does not know and what he did wrong, but what he achieved at a certain stage of training and whether he can use the language as a means of communication.

Depending on the purpose of the lesson and the level of students' preparation, role plays can be conducted in pairs, subgroups that include 3–5 students, and the whole group. Role games in pairs are the simplest form of this methodical technique. In those cases when several large groups play the game simultaneously, it is necessary to provide that one group does not interfere with the other, so that the requirements of the situation are met. The teacher approaches alternately different groups, guiding their work both in terms of content and appropriate use of language speech patterns.

The success of the game can be ensured only if the teacher is able: 1) to create an atmosphere in which there is no fear of each utterance; 2) to participate in the game, identifying him/herself with students, i.e., look at everything with their eyes; 3) to be a good professional; 4) to show the participants of the game that he/she appreciates and respects them, proving it by giving students individual tasks, trusting in independent organization of work and

holding certain fragments of the game by participants themselves; 5) to organize work in an interesting and diversified way. The role of the teacher as the organizer of the educational process is one of the most important. It is known that the success of any activity largely depends on how well it is organized, how exactly participants in the activity imagine its purpose and content.

In our opinion, the use of a role-playing game at foreign language classes allows to have a new look at the language material, revealing its various speech functions. During the role-playing game acquired knowledge is assimilated better, the opportunities for approaching the learning process to real conditions of students' future professional activities are opened.

Therefore, it can be argued that role-playing is one of the most effective ways of implementing the communicative principle in teaching a foreign language, because in role-playing games, in the conditions of joint work in the classroom, each student acquires skills not only in the foreign language field, but also social interaction skills, value orientations and qualities inherent in a future competent specialist. Role-playing games used in the educational process ensure optimal activation of students' communicative activity in class, give the learning process a communicative focus, strengthen the motivation for learning a foreign language and significantly improve the quality of mastering it.

Modeling of innovation activity and participation in it of a teacher who acts as a consultant, assistant, coordinator can be considered as the main criteria of innovative gaming technologies in the process of teaching a foreign language. Role-playing games of problem orientation, professional business games are widely used in the teaching practice of the chair of Foreign Languages of Brest State University named after A.S. Pushkin. Their main function is to provide a communicative orientation of learning, cognitive interest and modeling situations of professional activity.

In the process of the game, the dialog structure of interrelationship expands the range of teaching motivations, stimulates readiness for joint search for solutions reveals the positional advantage of one or another participant in communication. This allows everyone to «discover» for themselves that group inter-role interaction is an effective way of obtaining new emotionally colored knowledge that has value as a collective product of everyone's creative efforts. In collective search for solutions, everyone is aware of both the role of others and their own role. The creative activity of the individual in role-playing and business games is conditioned by the fact that the game allows the participants to feel their importance, especially in those cases when a student finds an original solution. There is a gradual removal of demobilizing tension, stiffness, indecision and the growth of mobilizing tensions on the basis of increasing interest in the game process. It is interest that proves to be the strongest stimulus of the participants' actions causing posi-

tive emotions, awakening the heuristic thinking. In a variety of forms of gaming, the principle of the unity of knowledge and experience in the formation and development of creative personalities is realized. The most complete and visually creative abilities of a student's personality are manifested in unexpected and atypical situations. The experience of the games shows that each group in its own way rethinks the same business/role play, gives it new facets, finds such original solutions that help the teacher improve the game, replace more accurately the reality with conditional game situations.

Thus, gaming technology is a pedagogical tool that can, on the one hand, remove the language barrier, and on the other hand, intensify the learning process, make it active, fruitful, close to the natural process of communication in a foreign language. Pair/group work is a valuable activity for students at foreign language classes, an effective teaching method that promotes student work, at the same time being fully in line with the modern methodological strategy of learning in cooperation. Thanks to educational and professional activities with the help of simulation models, it is possible to introduce all forms of communication into the training of future specialists: socially-oriented; group subject-oriented; personality-oriented communication.

As for ways to intensify professionally oriented learning of a foreign language, one of them, in our opinion, is the computerization of the educational process. In this regard, computer multimedia programs are of interest, since they solve the problem of creating a language environment and allow successful implementation of productive teaching of a foreign language speech activity.

We believe that the use of multimedia tools helps to realize a personality-oriented approach in teaching, provides individualization on the basis of the level of knowledge as well as inclinations and interests of each student. Training with the help of computers makes it possible to organize independent work of students. Working with multimedia programs not only fosters interest in learning, but also provides the opportunity to regulate learning tasks according to the degree of their difficulty, to encourage the right decisions.

Information computer technologies can be used by the teacher to solve various didactic tasks at all stages of the lesson: a) presentation of information in various forms; b) formation of general and specialized knowledge and skills of students in a foreign language; c) monitoring, evaluation and correction of learning outcomes; d) organization of individual and group education; e) management of the learning process. Electronic learning tools can be used at all stages of the learning process: in explaining new material, assimilation, repeating and controlling it. There is no doubt that the use of information technologies is a way to rationalize learning, to improve the forms and methods of control, and achieve the level of competence in the field of computer technology necessary for successful social and professional adaptation.

Consequently, the e-learning tools are an important means of teaching a foreign language. The integration of information technologies in the educational process allows students to be involved in the situation of intercultural communication, since today the global Internet network presents a wide range of opportunities for students to enter into authentic intercultural interaction with native speakers of the language they are studying.

The introduction of modern information technologies in the educational process creates prerequisites for its intensification and contributes to the improvement of the quality of teaching foreign languages, provided that the traditional and non-traditional forms of learning activity are properly synthesized, as well as the proportional correlation in the educational process of the training and controlling components is preserved (Andreev, 2001, p. 160).

The didactic possibilities of information technologies are diverse. They ensure the transition from mechanical assimilation of knowledge to the ability to acquire it independently, contribute to the development of personal qualities of future specialists. However the computer, as a technical element in the educational process, cannot replace the activity of the teacher. The individual approach of the teacher to each student is combined with effective educational influence of other students of the group in the process of forming a joint product of educational activity – knowledge, abilities and moral qualities of each person. Modern approach to learning a foreign language involves the active use of information technology in traditional teaching.

In our opinion, the use of information and communication technologies makes it possible to provide students with free access to educational resources, creates the opportunity to search, select and extract from the information flow the necessary knowledge and, consequently, makes conditions for continuous self-education and creative development of an individual.

Conclusion. Thus we can conclude that purposeful and systematic use of innovative pedagogical technologies in the educational process allows to form effectively the basic structural components of students' speech activity in a foreign language. The experience of teaching shows that the implementation of communicative tasks that ensure the communication of students among themselves in the process of discussing the information they received, helps to deepen and clarify understanding of the material, to develop their creative professional thinking, the ability to give their own assessment of information, as well as the possibility of using it in specific fields of their future professional activity.

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THE ROLE OF EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF PROFESSIONALLY-ORIENTED FOREIGN LANGUAGES TEACHING

Abstract. The article is dedicated to the issues of organization of productive educational activities in foreign language teaching at non-linguistic specialties of the university with the purpose of more successful development of students' professional foreign language communication skills and ultimate improvement of the quality of foreign language training of future specialists.

It is pointed out that the improvement of the pedagogical process and its components is directly connected with the innovative activity of the teacher. One of the most important components of pedagogical process is educational technology as a system of forms, methods and means of instruction that ensure the most effective achievement of the goals set. As the article shows the use of effective educational technologies, the integration of educational process and scientific activities and the involvement of students in it, the individualization of education and upbringing, the continuous self-development and self-realization of students in educational process are the basis for ensuring a perfect quality of higher education. The article focuses on the use of different innovative educational technologies and methods in the process of foreign languages teaching, namely: communicative method, role-play game and project technologies as well as computer multimedia programs. The main object of communicative method is speech itself, that is, this technique first of all teaches students to communicate in every day situations as well as in the situations connected with their future professional activity.

A role-play game contributes not only to the formation of a professional communicative competence in a foreign language of future specialists, but also fulfills the educational function of uniting a student group. Project technologies, as the practical application proves, play an important role in the organization of independent student learning activities, since joint work on the project leads to the transfer of knowledge, stimulates independent productive activity, identifies and develops the creative abilities of each student. And, finally, the use of computer multimedia programs, gives the possibility to create a natural language environment during foreign language classes and, thereby, carry out successfully productive training of foreign language speech activity.

Thus, the practical application of the results of the conducted research allows making a conclusion that purposeful and systematic use of innovative

pedagogical technologies in the educational process helps to form the basic structural components of students' speech activity in a foreign language.

Keywords: productive educational activities, non-linguistic specialties, educational technologies, educational process, professional communicative competence, independent activity, natural language environment.