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Publicação Contínua


# Linguistic innovations in the educational process of universities

Inovações linguísticas no processo educacional das universidades  
Innovaciones lingüísticas en el proceso educativo de las universidades


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**Abstract:** The main purpose of the article is to study the main features and prospects of linguistic innovations in the educational process of universities. An important distinguishing feature of the current stage of development, characterized by the integration and globalization of the world system in various spheres of human life and activity, is the expanding process of informatization. In the conditions of the information society, modern information and communication technologies are a vital professional tool, the mastery of which determines the need of a person as a specialist in the labor market. New economic conditions determine the type of communication in which a person must master at least one foreign language. Practical knowledge of a foreign language is one of the most important characteristics of a specialist of any profile. Therefore, linguistic education occupies one of the leading positions in the general system of education and professional training of specialists. As a result of the study, the relevance of introducing linguistic innovations in the educational process of universities, as well as the main mechanisms of these processes, was analyzed.

**Keywords:** Foreign language, Information and communication technologies, Linguistic innovations, Pedagogy, Professional training.

**Resumo:** O objetivo principal do artigo é estudar as principais características e perspectivas das inovações linguísticas no processo educacional das universidades.

Um importante diferencial do atual estágio de desenvolvimento, caracterizado pela integração e globalização do sistema mundial em várias esferas da vida e da atividade humana, é o processo de expansão da informatização. Nas condições da sociedade da informação, as modernas tecnologias de informação e comunicação são uma ferramenta profissional vital, cujo domínio determina a necessidade de uma pessoa como especialista no mercado de trabalho. As novas condições econômicas determinam o tipo de comunicação em que uma pessoa deve dominar pelo menos uma língua estrangeira. O conhecimento prático de uma língua estrangeira é uma das características mais importantes de um especialista de qualquer perfil. Portanto, a educação linguística ocupa uma das posições de liderança no sistema geral de educação e formação profissional de especialistas. Como resultado do estudo, analisou-se a relevância da introdução de inovações linguísticas no processo educacional das universidades, bem como os principais mecanismos desses processos.

**Palavras-chave:** Formação profissional, Inovações linguísticas, Língua estrangeira, Pedagogia, Tecnologias de informação e comunicação.

**Resumen:** El objetivo principal del artículo es estudiar las principales características y perspectivas de las innovaciones lingüísticas en el proceso educativo de las universidades. Una característica distintiva importante de la etapa actual de desarrollo, caracterizada por la integración y globalización del sistema mundial en varias esferas de la vida y la actividad humana, es el proceso de expansión de la informatización. En las condiciones de la sociedad de la información, las modernas tecnologías de la información y la comunicación son una herramienta profesional vital, cuyo dominio determina la necesidad de una persona como especialista en el mercado laboral. Las nuevas condiciones económicas determinan el tipo de comunicación en el que una persona debe dominar al menos una lengua extranjera. El conocimiento práctico de una lengua extranjera es una de las características más importantes de un especialista de cualquier perfil. Por lo tanto, la educación lingüística ocupa una de las posiciones de liderazgo en el sistema general de educación y formación profesional de especialistas. Como resultado del estudio se analizó la pertinencia de introducir innovaciones lingüísticas en el proceso educativo de las universidades, así como los principales mecanismos de estos procesos.

**Palabras clave:** Formación profesional, Innovaciones lingüísticas, Lengua extranjera, Pedagogía, Tecnologías de la información y la comunicación.

## INTRODUCTION

With the advent of multimedia resources, new opportunities have arisen for improving basic language skills, publishing student work on the Internet, searching for material for research, and communicating using text, audio and video communication tools.

Educational information and communication technologies and the means of their implementation not only provide students and teachers with additional opportunities in obtaining and transmitting new knowledge necessary for mastering a foreign language at the level of “reading and translating with a dictionary”, they contribute to expanding the boundaries of the fundamental concepts themselves - knowledge and language .

Multimedia technologies make teaching a foreign language more effective than traditional methods. Multimedia educational technologies, such as virtual learning technology, network telecommunications, hypertext technology, allow organizing learning based on the interaction of sound and video files under the control of interactive software. “The pictorial range, including figurative thinking, helps the student to perceive the proposed material in a holistic way. It becomes possible to combine theoretical and demonstration materials. Text tasks are no longer limited to verbal formulation, but can also be a whole video story. It is these qualities that are most effective in terms of linguistic training and the formation of the communicative competence of specialists. Interactive multimedia programs form the experience of educational and cognitive activity among students, enable interactive communication in the “human-computer” system, i.e., the traditional process of perception and assimilation of knowledge in the learning environment is radically changed (Cole, Shelley, Swartz, 2014).

The didactic model of teaching a foreign language based on multimedia technologies is a system of pedagogical conditions in the unity of content-target, criteria, procedural and methodological-technological components. Their functioning is ensured by the organization of effective interaction of learning subjects in the “teacher-student” systems.

For a teacher of a foreign language, multimedia natural language programs are of great interest, which can be used in language training in the following areas: work with electronic dictionaries of foreign words; the use of linguistic programs that simulate reading text in a foreign language.

Thanks to multimedia technologies, various forms of independent activity for collecting and processing information appear.

The didactic properties of multimedia interactive technologies determine their didactic functions in linguistic education. Among the general didactic functions of telecommunications, E. S. Polat also includes special ones, for example, the formation of communication skills and a culture of communication among partners of information exchange; promoting the cultural and humanitarian development of

students on the basis of familiarization with the most (Norkina, 2009).

An analysis of the activities of universities shows that today they rely on the principle of variability, which contributes to the construction of the pedagogical process according to any educational model. Against the background of the development of various options for the content of education, we are witnessing the birth of new ideas, as well as the introduction of the concept of pedagogical technology into the philosophy of education. Among a large number of definitions of this concept, we will give an interpretation of pedagogical technology proposed by the researcher Likhachev: this is a set of psychological and pedagogical settings that determine a special set and layout of forms, methods, methods, teaching methods, educational tools that form the organizational and methodological tools of the pedagogical process. Based on this, among the list of various pedagogical technologies, the following have most confidently passed the test of time: multi-level education; training in cooperation (cooperative learning); individual and differentiated approach to learning; project method. All of them contribute to the development of innovations in education, involving the improvement of pedagogical technologies and related methods, techniques and teaching aids, which develop students' ability to motivate actions and independently navigate the information received; the formation of their creative thinking and the disclosure of their natural abilities (Bakhov, Ryzhykov, Kolisnyk, 2018).

Pedagogical technologies are associated with the widespread use of new information technologies, which make it possible to fully reveal the didactic functions of these methods and realize the potential educational opportunities inherent in them. Since free access to the necessary information is required today, information centers create all the opportunities for access to scientific, cultural and information centers around the world in order to form their own independent opinion within the framework of a comprehensive study of a particular problem.

Thus, favorable conditions should be created for students to use the technological capabilities of modern means of communication both for searching and obtaining information, and for developing cognitive and communication abilities and developing their ability to make decisions quickly in difficult situations. This process proceeds most successfully through the use of information and communication learning technologies, including specific methods and technical means (computers, audio and video equipment, telecommunication networks, etc.) for working with information. This type of pedagogical technology is designated today by the term "computer learning technologies", which continue to develop the ideas of programmed learning, opening up new technological possibilities for the learning process, associated, for example, with certain advantages of computers and telecommunications.

Considering the situation with the global COVID-19 pandemic that has engulfed the whole world, including our country, in this

difficult socio-economic period, the promotion of the use of innovative learning technologies through distance learning, in particular in the field of teaching foreign languages at universities, is more urgent than ever. . Today we cannot imagine our personal and professional life without the use of computers, tablets, smart devices, various educational platforms, as they play an important role in all areas of modern life (Kryshtanovych, Kryshtanovych, Stechkevych, Ivanytska, Huzii, 2020).

Universities that train future specialists in foreign philology, at the present stage, cannot stay away from the accelerated, advanced, innovative development of education and science. Higher education is designed to provide systemic knowledge about the professional field of activity, its specifics, and should form the personal qualities of a modern professional. To this end, it is necessary to use the whole range of innovative technologies that should directly contribute to solving this problem.

The issue of the latest technologies for teaching a foreign language in the context of improving higher education is especially relevant at the present stage of development of society. Solid knowledge of students in a foreign language is obtained during their professional training. The limited number of graduates with a high level of professional training is primarily due to the insufficient introduction of innovative technologies, forms and methods of teaching a foreign language into the educational process in the context of improving higher education.

In accordance with modern international educational requirements, a graduate of a higher education institution (according to the recommendations of the Committee of the Council of Europe on Education) must be able to quickly and freely express himself in a foreign language without noticeable complications associated with the search for means of expression in the process of achieving social, academic and professional goals (Choa, 1999).

We believe that teaching foreign language professional vocabulary of students is a necessary component in achieving the main goal of teaching a foreign language - "mastering English as a means of professional communication, which is one of the directions in the development of modern methodological science, in particular, such a direction as" English for professional purposes "(„English for Specific Purposes).

Despite the existing achievements in solving the problem of teaching foreign language professional vocabulary in a non-speech institution of higher education, the issue of its effective teaching remains unresolved.

To achieve this goal, universities have the main priority of the comprehensive development of the future graduate, that is, the formation of an educated, creative personality. Student-centered teaching of a foreign language involves the creation of favorable conditions for the creative, active self-development of students in the process of learning a foreign language.



## METHODOLOGY

The main purpose of the article is to study the main features and prospects of linguistic innovations in the educational process of universities. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

## RESULTS AND DISCUSSION

The task of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow everyone to show their activity, their creativity. Also activate the cognitive activity of students in the learning process. Modern educational technology, such as cooperative learning, project methodology, the use of new information technologies and Internet resources to help realize the personality-oriented approach to learning, providing individualisation and differentiation of learning.

Forms of work with computer training programs at foreign language lessons include learning vocabulary; perfect your pronunciation; teaching dialogic and monologue speech; teaching writing; testing of grammatical phenomena. Innovation or innovation, characteristic of at least some professional human activities, and therefore, of course, will melt the subject of research, analysis and implementation. Innovation alone will not occur, but are the result of scientific research, advanced pedagogical experience of individual teachers and entire communities. The search for solutions of pedagogical problems of innovation associated with the analysis of the available results of research entities, structure, classification and characteristics of innovative processes in the field of education.

The use of multimedia technology in the lecture courses improves attention span of students, the processes of understanding and memorizing the formation of clear ideas, the assimilation of theoretical knowledge (ideas, concepts, etc.), Activating the cognitive activity of students. Multimedia lecture becomes more flexible and didactically more effective, because the multimedia technologies allow you to: raise informative lectures; stimulate motivation and visibility of learning through the use of various forms of presentation of educational material, as well as to carry out the repetition of the most difficult moments of the lecture. The main advantage of multimedia lectures is the ability to use the interactive teacher interaction with both software and hardware, and simultaneous communication with the student audience - the opportunity to ask questions, control the emotional feedback. Teaching a foreign language using the Internet. The introduction of information and communication technologies in the learning process started recently. However, the rate of its spread incredibly fast. The use of Internet

technologies in the classroom of a foreign language is an effective factor for the development of students' motivation.

In most cases, students like to work with the computer, because the classes are held in an informal setting, given the freedom of action and some of them can use their knowledge in ICT. Prospects for the use of Internet technology today are quite broad. Learning a foreign language with the use of information and communication technologies allows students to independently participate in the test, quizzes, competitions, contests, held in the web, chat with peers from other countries, participate in chat rooms, create blogs. They can receive any information on the issue being worked: news from the life of famous people, articles from newspapers and magazines, the necessary literature, movies, etc. Classic and integrated lessons, accompanied by multimedia presentations, online tests allow students to deepen their knowledge. As shown by teaching experience, work on the creation of Internet resources of interest to students with the novelty, relevance, creativity. These resources communicative and intercultural competence are impossible without the practice of communication and the use of Internet resources in the classroom of a foreign language. However, we must not forget that the Internet is only an auxiliary means of training, and to achieve optimal results, you must correctly integrate its use in the lesson process. Computerization is an essential component and prerequisite of universal education modernization, updating the content and forms of educational activities, education management. Without informatization to fully implement the program of modernization is impossible (Aviram, 1996).

Teaching a foreign language as part of the educational process cannot remain aloof from these global changes. Not only the novelty of working with a computer, which in itself increases interest in learning, but also the ability to regulate training tasks according to the degree of complexity, encouraging the right decisions has a positive effect on motivation.

As for teaching foreign languages, the Internet is an indispensable tool here. After all, as you know, at present, priority is given to communication, interactivity, the authenticity of communication, language learning in a cultural context, autonomy and humanization of learning. Priority is given to understanding, conveying content and expressing meaning, which motivates the study of the structure and vocabulary of a foreign language. Thus, students' attention is concentrated on the use of forms rather than on themselves, and grammar is taught indirectly in direct communication, excluding the pure study of grammatical rules. Equipping educational institutions with computers makes it possible to actively introduce computer programs into the teaching of foreign languages. Practice shows that they have certain advantages over traditional teaching methods. Computer programs provide greater information capacity, intensification of independent work of each student, creation of a communicative situation that is personally significant for everyone, an increase in the cognitive activity of students, as well as an increase



in motivation. Modern computer tools allow you to create new computer programs, both educational, training, and controlling. Such programs are created for a special educational purpose and are widely used in the process of independent and homework when learning a foreign language. With independent study of the material, the use of a computer provides (Waters, 2012):

- 1) free mode of operation;
- 2) unlimited working time;
- 3) exclusion of subjective factors;
- 4) maximum support in mastering a foreign language.

Computer control tools increase the efficiency of independent work, efficiency in obtaining results, increase the objectivity of the assessment by 20–25%. Based on the foregoing, it should be noted that the computer form of training does not violate the basic laws of the educational process, but opens up real prospects for improving the organization of the learning process. All computer teaching aids are focused on the implementation of teaching methods that stimulate the creative activity of students, encouraging them to independently choose their own strategy for solving problems. Thus, information technologies help to increase the efficiency of the learning process, its individualization, active pedagogical interaction between the teacher and students, create optimal conditions for the creative use of information. The use of computers helps to optimize learning management, increase the efficiency of the educational process, significantly saves the teacher's time to work with educational materials, simplifying their search, analysis and selection, and provides the possibility of introducing new organizational forms of learning. Innovative technologies in education are, first of all, information and communication technologies that are inextricably linked with the use of computerized learning (Robinson, 2015).

The main issues in the use of innovative technologies are the structure of educational computer programs, their content and the optimal organization of the Web space. One of the many programs can be defined as Rosetta Stone - a program for learning foreign languages from scratch without using your native language. This type of program is the most effective environment for teaching foreign languages. This program makes it possible to learn a language in the same way that children do, that is, by immersion in the language environment and the formation of associations in different areas of life, the creation of patterns and structures by induction, that is, the transition from a particular case to a general formula based on self-made conclusions. The repetition of material in the program occurs with a certain scientifically based frequency. Students can master the perception and reproduction of the most common conversational structures, which is very important for activating a spoken foreign language and starting free communication. This course is a dynamic immersion in the language being studied due to the correctly chosen structure of the material. Words are studied in conjunction with objects and actions depicted in photographs and drawings. The main factor is that for the speedy development of the language it is

extremely important that the training takes place in the maximum studied language. In this case, it is 100% use of only the language being studied. This tutorial is designed for levels A1 to B2. (Küçüköz, 2021).

BBC World Service (<http://www.bbc.co.uk/worldservice>) provides the opportunity to not only read but also listen to news in many languages. In addition, they offer a large section for English learners - LEARNING ENGLISH. There are a large number of videos, texts for listening and reading. Exercises for the development of phonetic, lexical, grammatical skills. There are exciting games and quizzes. In the Talking Sports subsection, students can not only watch the video, but also read and leave their own comments. It may seem interesting to have a double classification of articles - by topic and continent. Feedback with the publisher is carried out using the CONTACT US link. The BBC is also a great resource for learning German for both beginners and German experts. The site offers to determine the level of the language and the opportunity to learn basic vocabulary in order to tell who you are from. The resource has books on grammar and numerous exercises.

Free German lessons In addition, there are such necessary grammar tables. However, the training system should be organized independently.

ABC News (<http://www.abcnews.go.com/index.html>) accompanies its publications not only with sound but also with video. A conversation on the proposed topic among readers is possible in the CHAT sections.

CNN World News (<http://cnn.com/WORLD>) also provides information in multiple languages and dual classification of articles. You can call audio and video support. Interaction of readers with the editors and among themselves is possible within the DISCUSSION section (discussion), which has its own bulletin board (MESSAGE BOARDS), conversation (CHAT) and communication with the editorial board (FEEDBACK).

German from Deutsche Welle (<http://www.dw.com/de/deutsch-lernen/s-2055>) is a huge free database of structured German lessons, exercises and interactive tasks. Its developer is the German media company Deutsche Welle. You can start learning at any level and, if you wish, focus on conversational skills or grammar. You can also download lessons to your mobile and listen to them throughout the day. audio lingua. The best way to learn a language is to constantly read and speak German and listen to native speakers.

Audio Lingua makes this possible, because it is a resource with short (maximum 2 minutes) recordings of Germans speaking on everyday topics. They talk about family, weather, food, and even political preferences. The audios are divided by levels: as a bonus, you can find variants of various German dialects.

According to the latest data provided, in particular, by the Internet, at present the largest universities make the most of innovative technologies in the learning process; periodically hold seminars and conferences on the introduction of innovative

technologies. Both specialists of institutions of higher professional education and teachers of secondary schools take part in them. We emphasize that education in universities that use innovative technologies is always open to modern scientific research. The curriculum of such universities necessarily includes such forms of education as project development, training, internships in production, as well as participation in research organizations (Kolgatin, Kolgatina, 2019).

Considering in this regard the technological aspect of education in universities, we note that they are currently the most widely used personality-oriented and information technologies of education. Personally oriented technologies are represented by technologies of differentiation and individualization of education, project technologies, etc. Table 1 shows the main forms of using information technology in the process of learning a foreign language.

**Table 1**

The main forms of using information technology in the process of learning a foreign language.

Nº	The main forms of using information technology in the process of learning a foreign language
1	Multimedia lessons that are conducted on the basis of computer training programs
2	Lessons based on author's computer presentations during lectures, seminars, laboratory work, student reports. So, with the help of the PowerPoint computer program, teachers organize a series of multimedia lessons, training modules, electronic teaching aids that allow you to integrate audiovisual information presented in various forms - graphics, slides, text, video, etc.
3	Testing on computers
4	Telecommunication projects, work with audio and video resources online
5	Distance learning, including all forms of educational activity carried out without personal contact between the teacher and the student. In the global Internet network, almost any educational services are presented today, ranging from short-term advanced training courses to full-fledged higher education programs
6	work with an interactive tablet Smart Board;
7	Voice chat over a local network, used to teach phonetics. So, to implement the chat, free Net Speakerphone or Speaker programs are used, which allow you to communicate in any mode: teacher-student, student-student, conference mode
8	Language devices, which include a teaching console and student workstations, as well as equipment according to one of the following schemes: audio-passive, audio-active or audio-comparative. Audio passive devices are intended to provide students with the opportunity to listen to phonograms; audio-active devices allow students not only to listen to phonograms, but also to train themselves in loud speech, that is, in speaking; audiocomparative devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with an exemplary one)

All this is aimed at creating a foreign language environment in the process of teaching foreign languages, to achieve which technical teaching aids are used. So, for example, computer training programs in a foreign language class allow you to carry out the following forms of work: practicing pronunciation; work on grammatical material; vocabulary expansion; learning to write; teaching monologue and dialogic speech, etc.

Today, as you know, the priority in the search for information is increasingly given to the Internet, which provides a wide range of information sources, which is so necessary in the educational process. This includes basic information posted on the Web and FTP servers of the network; operational information sent by e-mail; various databases of various information centers; information about books and magazines distributed through Internet stores, etc. From here, the information resources of the Internet are organically integrated into the educational process, helping to solve various didactic tasks in a foreign language class, for example, such as (Serdyukov, Subbotin, Serdyukova, 2003):

- formation of reading skills;
- replenishment of your vocabulary of the language being studied;
- improving the ability of written speech, for example, when compiling answers to your communication partners;
- improvement of listening on the basis of original audio texts of the Internet;
- acquaintance with the culture, speech etiquette, peculiarities of the speech behavior of the country of the language being studied;
- improving the ability of monologue and dialogic statements;
- formation of motivation for foreign language speech activity and knowledge of the specifics of academic writing.

When solving these problems, real conditions are created for students to expand their horizons, self-education, and the ability to organize independent and search and research work. In this regard, the researchers propose the creation of an Internet library to facilitate searching on the Internet. However, for the effective operation of such a resource, it is important to prepare auxiliary pages containing the most valuable sources of information on the issues under study. Here it is important to understand that Internet information resources on any subject also contribute to the formation of communicative competence.

Although these resources are not educational material, they nevertheless provide an opportunity to work online with authentic texts, which is a motivational source for students, and therefore can be used in the educational process. Therefore, the opportunity to see, read, listen to authentic material and then communicate with native speakers themselves forms independent creative and critical thinking. In this regard, it is possible to offer electronic versions of newspapers, most of which have their own web pages. This is, in particular, the MEDIA LINKS page, which has links to many publications, such as The Times, The Guardian, The Washington Post. To the above, we also add that online work with the newspaper provides unique

opportunities for the formation of intercultural communication, when students can take part in the discussion of the problems that interest them.

Thus, the possibilities of using Internet resources are enormous, since they create the conditions for obtaining the necessary information for students located anywhere in the world, be it news from the life of young people, articles from newspapers and magazines, regional studies, etc.

However, it is important to understand that each teacher should follow the following provision: the computer in the educational process is not a mechanical teacher or his deputy; it is a means that enhances and expands the possibilities of its educational activities. The teacher in this case organizes the cognitive activity of students, trying to interactively use, for example, situational learning models; apply creative methods, including the latest techniques ("case studies", role-playing games, business games, dialogues, disputes, seminars, conferences, abstract defense, etc.) in order to solve problems of learning quality with the help of innovative learning technologies (Jandri et al, 2018).

A new direction in the field of distance learning has become widespread - Internet platforms, "cloud technologies", which help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the capabilities of the future specialist in philological specialties, their level of language proficiency, capabilities and preferences, encourage the search for new forms of educational activity. Internet resources contain a large amount of factual and illustrative materials, usually presented in a more interesting form than on paper, allowing to increase the number of practical and creative works of a search nature (Marek et al, 2020).

Modern high-quality language training of future specialists involves a combination of professionally-oriented teaching of a foreign language, project methods in teaching, the use of information and telecommunication technologies, working with educational computer programs in foreign languages, creating presentations in Power Point, using Internet resources. Significant progress in the development of personal computers and computer technologies leads to a change in the process of teaching foreign languages. The content of educational information on the Internet acts as an assistant in learning, providing materials and implementing methodological and didactic techniques. Using learning sites, you can learn oral and written speech. The teacher can suggest several addresses and offer to process them or teach them how to use the search tools. For self-processing, you can offer encyclopedia programs, give their addresses. Teaching using the Internet makes it possible to justify the choice of the best teaching option in terms of rational use of time. The result of using the Internet is the creation of a creative atmosphere of communication, the achievement of automatism in the learning process, which leads to the activation and intensification of learning.



When teaching a foreign language, computer programs are increasingly used in the organization of the educational process in higher educational institutions. Thanks to the World Wide Web, new interesting forms of individual, group work and foreign language classes in pairs become possible. boards, electronic encyclopedias and reference books, dictionaries, testing programs, video and audio equipment. All of these teaching aids have certain advantages. First of all, the constant updating of information material.

Electronic dictionaries combine the functions of searching for the necessary information, demonstrating language patterns and allowing you to assimilate educational material using a special system of exercises. All modern electronic dictionaries use the sound means of multimedia personal computers to reproduce pronunciation (Mayes, De Freitas, 2004).

One of the modern teaching technologies is Case-Study, which can be successfully used in teaching a foreign language. This method is based on the description of any problem or situation related to the students' future profession. The participants in the discussions must make decisions and give recommendations for solving a specific problem. The underlying text presents a real situation, a specific problem and encourages students to develop problem-search activities, as they analyze the situation and propose appropriate actions. In the process of discussion, students consolidate the necessary terminology through a set of tasks. This method helps to bring the learning process closer to real conditions, promotes the development of speaking, stimulates reading and assimilation of additional authentic material on the topic.

Brainstorming is one of the activities that is widely used when working in groups. It generates more ideas than normal group problem solving. This method encourages students to think and express their thoughts in a foreign language and listen to the opinions of others.

Role-playing games are based on real life situations. The participants are given a description of the role they are to play and the students are already acting on behalf of their characters.

The essence of creative technology is a creative approach to solving the problem of the pedagogical process, during which the interests and value of the individual are the dominant component of the organization and meaning of educational activities. The main element of the educational process is not knowledge, but information. Efficiency increase in practical and seminar classes when using innovative components of foreign language teaching technologies is facilitated by "various forms with technologies of students' creative thinking".

The method of projects is currently relevant. This method allows you to effectively solve the problems of a personality-oriented approach in teaching students a foreign language. The application of the project methodology increases students' enthusiasm for foreign language communication by developing their intrinsic motivation.

The design methodology allows (Kovalevskaia et al, 2021):

1) to provide for each student an active practice, to form the necessary skills in one or another type of speech activity, as well as linguistic competence at the level determined by the training program;

2) provide students with the opportunity to think, solve problems, focus on the content of their statement, which is necessary for the formation of communicative competence;

3) to familiarize students of non-speech faculties with the local history topics of foreign countries in order to perceive the language as a means of intercultural communication.

Local history projects are independently planned and implemented work in which verbal communication is woven into the intellectual and emotional context of other activities (poster, prospectus, performance).

A particularly significant role in preparing students for the study of foreign languages is played by computer conferences, which allow all participants in the educational process to exchange messages of significant didactic value.

## CONCLUSION

Modern reality makes ever higher demands on the level of practical knowledge of a foreign language. In this regard, the use of innovative educational technologies provides great opportunities to improve the efficiency of the learning process. The information and multimedia training programs considered in the article, as practice shows, have advantages over traditional teaching methods, since they not only allow training certain types of speech activity, combining them in various combinations, but also contribute to the implementation of an individual approach and increase students' independence. We add to this that the use of innovative technologies in the process of teaching a foreign language also makes it possible to qualitatively improve the general cultural development of young people, contributing to the further improvement of their computer skills. This contributes to the formation of language competencies, increasing motivation in learning a foreign language. Hence, the use of innovative technologies in teaching foreign languages carries a huge pedagogical potential, which makes it possible to translate the acquisition of a foreign language into a living creative process.

The main goal of teaching a foreign language in vocational schools is to prepare a highly qualified specialist who is competitive in a market economy and educates people who want to communicate. Participation in various international programs, the opportunity to study abroad require not only a high level of foreign language proficiency, but also certain personality traits: communication skills, lack of a language barrier, knowledge of international etiquette, a broad outlook, and the ability to present oneself. As a rule, when performing various tests when entering a university and participating in competitions, olympiads, a strict time limit is set for each task, which also requires a special type of preparation. The use of modern

teaching aids, the introduction of active and interactive methods and the use of innovative technologies make it possible to successfully solve these problems.

The use of innovative teaching technologies / teaching foreign languages in various forms of a complex of innovative methods, forms and means, taking into account their appropriate combination and compliance with didactic tasks, helps to increase the efficiency of the educational process in higher educational institutions and, with the constant updating of information material, meets the needs of modern society and allows students to effectively develop professional language competence necessary for active participation in the learning process and their self-realization in professional activities.

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