

INNOVATION TECHNOLOGIES AND METHODS IN TEACHING ENGLISH IN TECHNICAL INSTITUTIONS

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ABSTRACT	KEYWORDS
The article emphasizes the use of contemporary teaching technologies in the learning process, emphasizing in particular the use of interactive teaching strategies and cutting-edge educational tools in the instruction of foreign languages. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Therefore, many countries such as Japan, Finland and China frame education policies to teach at least one foreign language at primary and secondary school level.	innovation technology, teaching methods, modern teaching, learning process, foreign language, teaching strategy, involvement.

A foreign language is now more important for students' future success than just as a way to immerse themselves in a country's culture. Without foundational language instruction in higher education, it is hard to reach a high degree of competency in a foreign language. Connections between countries, states, organizations, and nations have become inevitable during the past 20 years, which has increased the demand for multilingualism and the knowledge of additional languages. In fields including trade, tourism, international government relations, technology, science, and the media, people must speak other languages. As a result, many nations, like China, Japan, and Finland, construct their educational systems to mandate the teaching of at least one foreign language at the basic and secondary school levels.[8]

A teaching strategy compares the ideologies and strategies employed in instruction. Class involvement, demonstration, recitation, or mixtures of these are often utilized teaching techniques. The knowledge or skill being taught determines the right teaching style in major part, but student aptitude and excitement may also play a role. A teacher needs to use a good method for their lessons to be effective. The instructor can create their own lesson plans, use others', look for lesson plans online or in books, or borrow lesson plans from other teachers. A teacher must take into account the "background knowledge" of the pupils, the setting, and the learning objectives while choosing their teaching strategies. Although almost all pupils learn differently, teachers are aware of this.[7]

Students that use the bingo method go around looking for items. The approach encourages kids to learn in an engaging and enjoyable way. Each student receives a copy of the bingo sheet that the teacher has created. There is a word or image in each grid box. Finding the predetermined amount of words or

images—such as a tree, car, sign—is the student's duty. If the students could find at least some of the stuff they need outside, that would be fantastic. The bingo approach is a beneficial outdoor workout. A pupil receives a bingo if they find 5 items in a row on the grid. The items in the grid can be arranged in any way to get a bingo.[6]

Communicative Method

Learning goal: developing communication skills. Learning objectives: Conflicts in the readings should inspire students to voice their own viewpoints. Training is controlled by communication intentions rather than grammar (intentions). The focus of learning is on the pupil. Language plane: the predominance of linguistic creation over grammatical accuracy, correctness, and errors. Language turns becomes a tool for communication. Exercises: exercises that focus on communication. Students pick up communication skills through actual communication. In order to communicate effectively, each exercise and task must be justified by a lack of knowledge, option, or response.[5]

Constructivist Method

Learning objective: the method is based on the actual active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Educational content: proximity to reality of students, students are encouraged to independently construct their knowledge (for example, in the framework of project activities). Language plane: as wide as possible. Exercises: language production is at the heart of learning.[4]

The method's benefits include preparing pupils for scenarios they may encounter in real life. The method's drawbacks have not yet been fully revealed at this point. Project training is an illustration of a constructivist methodology. The approach distinguishes between conventional and unconventional teaching strategies. The term "alternative ways" refers to a variety of approaches, tactics, and language transmission systems.[9] There are substitute techniques as the Total Physical Response technique, suggestive technique, dramatic-pedagogical technique, quiet technique, and group technique. Innovative methods of instruction include computer-assisted training, storylines, simulations, carousels, station-based learning, group puzzles, role-playing, and case studies (work on problem situations, students review the problem, analyze the situation, and present their ideas and solutions to the problem).[3]

Script Method (story line method). This method is based on a combination of planned learning meanings — for example, shopping-goods-sales — with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students make their contribution to the creation of history. This method does without textbooks. It is about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and roleplaying. The teacher sets the framework for action and presents individual episodes. Pupils put their questions and find answers to them themselves.[2]

The following basic phases of the project are traditionally distinguished:

1. Initiating - invention of the idea for the project
2. Start of the project
3. Project management
4. Presentation of project results

5. Evaluation (reflection) of the project

The method of learning stations. Training equipment in which students perform work on educational material, which is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When learning by station, students have a choice of timing, task sequence, and social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-assessment, analyze their own educational success, plan and conduct work stages. Work on the stations allows differentiation according to the abilities, interests of students, and the degree of difficulty of the task.[1]

Simulation method. Especially in the teaching of a foreign language to students of economic specialties of universities, one can successfully apply the method of simulations. In cybernetics, this term is used to model and simulate reality. The training deals with various simulation business games that provide students with the opportunity to develop their skills, apply knowledge to solve a particular problem in the so-called "safe environment" that imitates real situations, for example, in business, in work in a company.[10] The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve a profit growth of the company, to conclude an agreement, to sell the company's shares, and so on. Simulations are characterized by a high degree of interest of the participants, the game is completely immersed, embodied in its role, and is sick of the result of the work, because the overall result of the game depends on the team spirit and speed of decision making. [15] Thanks to the simulation, the skills of strategic planning of students are formed, the ability to work in a team, to negotiate, to convince a business partner is developed. Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in their future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, maps.[11]

Conclusion

Role-playing is an interactive learning strategy that helps students improve their communication abilities. The role-playing game is connected to students' interests and serves as a tool for emotional engagement and the motivation of learning activities. Role-playing is an active approach of gaining practical knowledge of a foreign language.[12] The quantity of speaking practice kids receive through roleplaying games grows dramatically, assisting them in overcoming their language hurdles. Learning is happening right now. In foreign language lessons, role-playing can take many different shapes and forms. Use the role-playing game "At the interview," for instance, in which pupils assume the roles of an employer and an employee. From everything said above, it follows that teachers nowadays need to always strive to get better.[14]

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