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MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

The integration of Ukraine into the European Union and the expansion of international relations set new requirements for the level of professional training of students of higher educational institutions. More and more attention is being paid to the study of foreign languages, as foreign languages are a necessary component of the development of international relations, cultural exchange between representatives of different countries, Information Exchange and scientific conferences. Graduates of higher educational institutions are subject to new requirements for foreign language proficiency. The need of modern society for specialists who are fluent in a foreign language in everyday and professional activities makes it necessary to search for new ideas and pedagogical technologies to solve the problem of intensifying Foreign Language Teaching. [3, p. 33]

It is difficult to imagine a modern model of learning without using the latest technologies of teaching English – without using multimedia teaching tools and multimedia teaching technologies.

The relevance of the study of the problem of teaching a foreign language by means of multimedia technologies is due to the social needs of specialists with a high professional level of knowledge of English, which, in turn, requires studying the process of activating students ' Foreign Language Teaching.

Having analyzed the methods and approaches of domestic and foreign authors to teaching a foreign language, namely O. I. Litikova, N. L. drab, M. I. Smirnov, N. I. Bychkova, Yu.K. Babansky, N. B. Ishkhanyan, we can distinguish the following characteristic features of teaching a foreign language: mastering a foreign language in a short time due to the mobilization of resources of the individual and its hidden reserves; a foreign language is not studied, but is used through communication; classes begin with communication, not with the assimilation of grammatical rules; teaching foreign language communication takes place in the form of role-playing games; a multimedia approach based on the use of several complementary information technologies is more effective. [2, p. 40]

Also, the multimedia approach is provided through the use of various means: printed, audio and video materials, educational materials coming from electronic sources. Modern approaches to teaching a foreign language such as a person-oriented approach, which is characterized by the relationship of one student with the teacher or one student with another (learning "one to one"); cooperative and collaborative methods, which are characterized by active interaction between all participants in the educational process; and also, traditional methods, which are based on providing students with educational material by the teacher, when students do not play an active role in communication, receive a new development on the basis of modern information

technologies. The development of these approaches involves conducting educational collective discussions, role-playing games and presentations. [2, p. 44]

Modern information technologies should be an effective tool that will facilitate the assimilation of knowledge, make learning interactive, communicative, interesting, visual, and individual.

Considering the issue of using a computer in teaching foreign languages, we can identify the following positive aspects of its implementation: motivates the learning process; allows the teacher to apply an individual approach; promotes the development of students ' independence, encourages them to use information directly related to their personal or professional life; increases awareness of other languages and cultures; due to the presence of various types of texts, increases language competencies; provides modern material that meets the interests and needs of students; offers authentic and up-to-date material.

The internet is a very rich source of potential learning resources. Today, a methodology for learning foreign languages using Internet resources is being developed. There are supporters of the idea of learning a foreign language only through the specified network, without traditional work with the textbook, but most teachers prefer to use the Internet in parallel with traditional teaching tools, integrating it into the educational process.

Observation of teachers in higher educational institutions on the educational process in foreign language classes gives grounds to assert that the application of the method using multimedia technologies has the following advantages: provides a communicative approach to learning a foreign language; introduces the culture, traditions of the country of the language being studied; promotes individualization of learning; helps to overcome the language barrier; provides for the most effective assimilation of educational material; creates a friendly atmosphere in the classroom. [5, p. 48]

The introduction of modern and innovative approaches to teaching English to students in some higher educational institutions is ensured by the use of multimedia teaching tools. All these technical tools significantly change the teacher's capabilities, make classes more intense and productive. So, multimedia projectors provide the possibility of Matrix presentation of material, which takes the student away from the printed text, from sequential reading and memorizing by heart. There is a new teaching method – multimedia technology.

Multimedia learning tools as a type of computer technology combine traditional static visual information (text, graphics) and dynamic information (language, music, video, animation), making it possible to simultaneously affect the visual and auditory senses of students.

The practice of using modern teaching tools in higher educational institutions (software, or Software: multimedia textbooks, disks, universal encyclopedias, presentations, video, audio materials, internet resources; equipment, or Hardware: computer, audio, video equipment, multimedia projector, interactive whiteboard) shows that the quality of teaching material and the effectiveness of its assimilation by students of higher educational institutions significantly improves.

Therefore, in my opinion, the introduction of multimedia technologies in the educational process of learning a foreign language in higher educational institutions significantly improves the quality of presentation of educational material and the effectiveness of its assimilation by students, enriches the content of the discipline, increases motivation to learn English, creates conditions for closer cooperation between teachers and students.

Analysis of the practical experience of Foreign Language teachers shows that the use of multimedia teaching technologies fits seamlessly into the educational process. Multimedia technologies have undoubted advantages over other educational technologies.

The survey of teachers of higher educational institutions revealed that the introduction of multimedia learning technologies in the educational process is impossible: without the development of concepts of the program of multimedia teaching of English students; training of teachers of the appropriate level; creation of a special Center for multimedia technologies; the formation of new teaching tools and information resources of the Department of foreign languages; the increase of specially equipped classrooms with a multimedia projector, computer, interactive whiteboard, and the like. [1, p. 185]

So, Research in the field of innovative technologies confirms that a promising direction of work in the system of Modern Foreign Language Teaching is an integrated approach that combines a complex of multimedia technologies with high didactic potential, telecommunications technology, computer training of foreign languages and modern methods of teaching foreign languages. It should be an educational process that will ensure the development of communicative, creative and professional knowledge, the need for self-improvement, and constant self-education of students of higher educational institutions. [4, p. 96]

The introduction of modern and innovative approaches to teaching English in higher education institutions should take place according to a well-developed model, which provides for the introduction of new multimedia materials into the educational process, the creation of training programs, special classrooms, and the development of their own multimedia resources, which will make it possible to move from a passive to an active way of implementing educational activities.

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