

INNOVATIVE CONCEPTS OF TEACHING FOREIGN LANGUAGE IN SCHOOL

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Summary. The article deals with the modern approaches of teaching foreign languages in school. Clarified modern methodology in teaching foreign languages in school. Innovative methods that improve the efficiency of learning English in the classroom in high school are described. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the face of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent. Methods of teaching English have developed rapidly, especially in the previous years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

Keywords: advanced concepts, teaching foreign language, innovative techniques, methodology, learning effectiveness.

At the present stage, regular changes are one of the leading characteristics of modern society. Constant integration of the latest technologies into all spheres of life has led to a continuous improvement of human activity. Immediately decreases the time spent on the implementation of new ideas, knowledge, and technologies in life. And besides, there is a growing need for the latest forms of education, training and acquisition of skills.

Ukraine began its active access to the world and European areas, so there was an urgent need to change certain sectors of society and, in particular, education. There was an urgent need for an intensive study of foreign languages in high school. Modern society requires highly skilled professionals with a thorough knowledge of foreign languages. But the problem is that the methods of teaching foreign languages in schools are outdated and require innovation, especially the use of modern concepts in the teaching of foreign languages in high school.

As knowing of foreign languages is a prerequisite for a modern and educated person, in our case, this is a future student of a higher educational institution, so the applicant must have a sufficient level of foreign language for admission to university. To achieve this goal, some changes must be taken in the language teaching methods of the foreign language.

Today, there are numbers of philology scholars, studying the problems associated with new concepts of studying foreign languages. Among them, the works written by such authors as Sysoeva U.S., Fomina T.N., Nikolaev S.U, Skuratovskaya M.O. etc. Also, the problem of modern innovative teaching technologies was studied by Potashnik M.M, Shibayeva S.A., Khutorsky A.U., Pugachev M.B and others. Certain results have already been achieved in solving a given problem, but there are still many unexplored issues and areas needed to be addressed. The article examines modern concepts of teaching foreign languages at school, which improves the level of students' knowledge.

The aim of the article is to improve the knowledge about modern innovative teaching technologies as a means of improving the quality of the educational process, their application in the educational process, analysis of the teacher and students' readiness to innovate. At the same time, the integration of education and science is a necessary point in ensuring the quality of education and its living development.

The urgency of the question aims that XXI century is characterized by the high development of modern technologies, which occupy a prior place in the life of each person, because along with the development of scientific and technological progress, the demands of quality and the educational process are increased. The quality of education becomes the main argument of human development in the modern high-tech information society, in providing a level of vital and professional competence of a person that would satisfy its aspiration for self-esteem and self-development, and as a consequence, the needs of the society in educated and highly culturally diverse citizens [10, p.21].

According to the quote of the famous scientist Albert Einstein: "Foolishness is to act in the old way and to wait for new results," - is possible to state with enthusiasm that if the world expects new achievements from the educational process, he must introduce new ways to gain the goal. In the modern world, one of such methods is innovative technology.

The idea of the implementation innovative technologies in teaching involves the achievement of the goal of high-quality education, is that, education is competitive, capable of providing each person with conditions for independent achievement of different goals, creative self-assertion in various social spheres [7, p.34].

Innovations - new forms of organization and management, new types of technologies that cover various spheres of human life [18, p.711].

The profession of a teacher requires special attention to constant renewed tendencies of society, the ability to assess rationally the needs of students and, accordingly, adjust education and training activities. Particular importance of such a process has come from the present post-industrial, informational era, which requires many fundamentally new skills, skills and, accordingly, contemporary thinking. One of the most important institutes of human socialization in the present is a school. Young people's preparation for the role of active subjects in future social processes should be extremely attentive to new realities and trends of social development, and to innovations in the field of content, forms and methods of education and upbringing [5, p.121].

The only possible way to increase the motivation to studying is when referring to the actual needs of those who study and to create conditions for their provision. Students should think, understand the essence of things, understand ideas and concepts, and already be able to look for the information they need, interpret it and apply it in specific contexts, formulate and defend personal opinions [5, p.87].

This is facilitated by innovative technologies, the use of which is not aim in itself, but only a means to achieve such an atmosphere in a class that will produce the best cooperation, intelligence and benevolence, makes possible real implementation of person-oriented learning, to cultivate a competent person [5, p.73].

Innovative learning technology is not just an intermediate link between a teacher and a student; but all the changes in the means and methods of teaching which lead to a general change in the content of learning activities, which is gaining more and more independent and creative features, contributes to the implementation of an individual approach to learning.

A major step in the development of computer technology and software facilitated the introduction into the educational process of technologies such as multimedia technologies, Internet technologies, Web design, and their proper exploitation contributes to the complex development of

personality and abilities of man [7, p..3]. Modern teaching methods include the usage of mass media, together with multimedia, computers, computer networks, web sites, electronic textbooks, video programs.

Innovative technologies have positive effect on the learning and educational process primarily because they change the scheme of transferring knowledge and teaching methods. At the same time, the introduction of such technologies into the education system in the conditions of formation highly-developed society is based on the use of computers and telecommunications, special equipment, software and hardware, information processing systems, etc. [14 , p.3].

Teaching innovation means the teachers having creativity, being able to reflect on, to design and to apply new, diverse teaching methods or activities, understanding individual differences of students, stimulating students' learning motivation and interests, enhancing the students' learning effectiveness in the preparation before teaching, in the process of teaching and in student assessment [16]. In short, teaching innovation means teachers having creativity and showing vivid and lively teaching methods to make students interested in learning, thus enhancing the teaching effectiveness. The purpose of teaching innovation for students involves: 1) developing student capabilities for independent analysis, thinking and judgment; 2) stimulating student interest and motivation for learning; 3) tapping student potential in creativity and problem-solving; and 4) enhancing students' learning ability. The purpose of teaching innovation for teachers involve: 1) enhancing teaching quality and effectiveness; 2) having rich and diverse teaching content and methods; 3) having a diversified student assessment; and 4) achieving educational goals and ideals [6][4][2]. From the above, the following hypothesis can be obtained: H 1: Teaching innovation has a significant, positive, direct effect on students'

At the same time, we conclude that increased use of technology in teaching is not a panacea for improved student achievement and that intensified causal research on various innovative teaching methods and experiments is needed. Since the individual teacher is essential when it comes to innovations in teaching, incentives play a crucial role in stimulating educational innovations. The evidence on the returns to different kinds of skills of the students suggests that the central task of the education system is to train students in general skills. From a governance perspective, increased competition at all levels of education by providing more autonomy to the institutions and by more internationalization, and activating important stakeholders like parents and employers, seem to be important policy instruments to increase the innovative capacity of the education sector.

In teaching practice, foreign language teachers often use time-tested, standardized methods and concepts. The process of teaching language continues to be a "modernized version" of the grammar-translation method. Unfortunately, teachers do not take into account the fact that the requirements of foreign language lessons are changing, especially in the modern society, which is developing at a rapid pace. That is why, at the present stage of Ukrainian science development, it can be said that the times when the proof of mastering a foreign language was "the ability to translate the text into the native language" have already passed. Students need a deeper study of foreign languages, on the other hand, teachers should be interested in new methods of teaching languages and seek to apply them in practice. Since the activities of students in the process of learning have an educational and cognitive character, then the effectiveness of teaching foreign languages depends more on the teacher's ability to organize the educational process in accordance with the basic laws of educational and cognitive activity of students. And that's why, various pedagogical concepts of teaching foreign languages are being developed to improve the acquisition of material by students. [16, p.320]

The term "concept of learning" is interpreted as a system of scientific views on understanding the essence, content, methodology, organization of learning processes and the definition of

peculiarities of activity students in the process of its implementation. Teachers actively apply the associative - reflex concept of learning, the theory of phased formation of mental activities of the student, the concept of problem learning, the concept of programmable learning, and others.

All pedagogical concepts of learning, regardless of their content and orientation, have a common goal. And this is perfect mastering of students' knowledge and skills and their perfect application in practice. The teacher, applying a certain concept, must understand its essence, content, its peculiarity, realize the strengths and weaknesses of this concept and, accordingly, be able to organize the educational process.

Consequently, successful linguistic preparation of students at the present stage of education considered impossible without the latest educational concepts. The latest technology in teaching is the study of a foreign language, through the use of information and computer programs aimed at learning foreign languages (multimedia system), distance learning of foreign languages, advanced test technologies that allow students to monitor the level of language knowledge.

Modern scholars, representatives of Principle education, psychologist and other scientists have developed a holistic concept of learning. New solutions organically combine productive traditional and innovative approaches. [11, p.302]. The main concepts of teaching foreign languages are communicative and constructive methods.

Communicative Language Teaching (CLT) represents a unified theoretical perspective about the nature of language, and language teaching and learning, which emerged around 1970 when the effectiveness of the dominant traditional approaches was increasingly called into question. Of the several theoretical influences on CLT in those early stages of development the contributions of functional linguistics [6], notional/ functional syllabus design [15], and the construct of communicative competence advocated by Hymes [8] were pivotal. It was Hymes who argued that knowledge of language consists of not only knowledge of the rules of grammar but also knowledge of the rules of language use. Later influences include comprehensible input hypothesis (1985) [9] and interaction hypothesis (1983, 1996) [10]. Today, not surprisingly given the multiple influences and long gestation period of CLT, there are a number of interpretations available to the teacher and researcher. Brown [1] attempts to provide a clearer understanding amidst this diversity.

CLT can be said to have two core concerns. The first of these is the concept of communication (the goal) itself, how this is to be interpreted and understood. The second relates to how communication as process should inform language teaching/methodology, the implications for classroom practice.

Constructivist approaches to learning assert that students should be treated as individuals and should have the opportunity to work with others and learn through observation, talking and group work. Students have ideas and skills that have not fully emerged but have the potential to be developed, particularly through this type of interaction with others. Constructivism also acknowledges the importance of social and cultural influences on intellectual development, and this, in turn, has an effect on how children learn from each other. Each student brings with him knowledge, opinions and experiences from his individual background that will have an influence on what he brings to the group. [13]

At the present stage, a non-standard method, as a scenario, is also used. This method is quite progressive, since students do not use textbooks, but creatively present their work in class. And the task of the teacher is to guide only a few episodes of history and situations that children must play. In return, students accomplish this task by mastering certain communication skills in non-standard situations.

Conclusions and results of the research, perspectives of further exploration. So, we conclude that increased use of technology in teaching is not a panacea for improved student

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Therefore, on the basis of the above, one can conclude that the Ukrainian educational sphere requires the use of modern concepts of studying foreign languages at school. Harmonious combination of traditional and new concepts will improve the level of language teaching, which in turn will improve the level of knowledge of foreign languages by students. However, in order to achieve positive results, the teacher should be interested in, studying and applying new trends in teaching foreign languages in practice and trying to provide a solid knowledge of the students.

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