MODERN TECHNOLOGIES AND METHODS
OF TEACHING LANGUAGES

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Annotation. This article is dedicated to modern technologies and their use in teaching languages to students of the digital generation. The authors point out the factors that contribute to the introduction of new technologies, consider the psychological characteristics of modern learners and suggest ways to take these characteristics into account when choosing types of technologies for teaching foreign languages. The authors emphasize that the quality of foreign language teaching in higher education at the current stage directly depends on the introduction of modern information and communication technologies and the use of their potential in the educational process, which is a trend in the development of society. Digital narratives, clips, podcasts, web quests, and trailers are created using the video camera of any mobile device with direct. Internet access and can be accessed by any student, anytime, anywhere convenient. It is presented a variety of exercises with mobile devices that provoke a great response from both teachers and students.

Keywords: learning, communication, technology, education, integration, digital generation, clip thinking, mobile devices

Methodology

Interactive teaching is one of the popular methods in modern social psychology concept. The most important feature which recognizes a person's ability social interaction of people as interpersonal communication, to imagine how it is perceived by the communication partner and interpret the situation accordingly and design your own actions within the framework of this concept. Interactive teaching methods are being developed within the framework of the project "Reading and writing for the development of logical thinking" which is implemented jointly by teachers of many

countries. The main objective of the project is to implement into pedagogy methods that develop critical thinking of students of all ages, regardless of the subject being [1]. These methods can be effectively used intraditional forms of education. The main idea of interactive methods is to develop critical thinkingskills as a constructive intellectual activity, which is offered meaningful perception of information and its subsequent assimilation. Critical thinking is a complex mental process that begins with familiarizing the new information and the exact decision. At the challenge stage, interactive methods of teaching and learning have been improved, consisting of the semantic stage and stages of reflection. Moreover, students interest in a new topic is awakened with relying on previous knowledge and language experience to make predictions regarding content of new information which is carried out with the text, of new material and integrate the ideas contained in the text with their own ideas in order to come to an understanding of new information at the stage of comprehension [4]. The most important characteristics of learning technologies are the following:

a) performance effectiveness

b) productivity economic efficiency (a larger amount of

educational material is assimilated with the less expenditure of effort on mastering the material per unit of time;

c) ergonomics (learning process takes place in an atmosphere of cooperation, positive emotional microclimate, in the absence of overload and overwork);

d) high motivation in the study of the subject, which contributes to an increase in interest in classes and allows teachers to improve the students' best personal qualities, to reveal their reserve capabilities.

Game-based technology. Game technology is the most productive direction in the educational process when teaching a foreign language. A.S. Vygotsky and A.N. Leontyev considered the game as one of the main types human activity. Learning by playing – this is how this technology can be described in a nutshell. During the game, more information is absorbed, and the quality of assimilation also improves. Participants in the game learn to compare and analyze the educational material

provided to them, and then draw appropriate conclusions. Students may be provided with situational props, such as cups, saucers, tea, sugar for conversation at a table in a cafe, or fake money and documents for dialogue in the bank. There are two concepts in English: challenge and game. In essence, both are game, but only the first one is competitive in nature and requires more than one person, there is a division into teams, and the second one is of a gaming (entertaining) nature, this type of game is quite suitable for training one person. According to the researchers Game based technology is classified in different grounds [12].

Table 1

Characteristics of the pedagogical process

Educational games help students acquire new knowledge;

Practical games during the game the development of certain knowledge and skills occurs not only in theory, but is also supported by practice;

Controlling games the purpose of this game is to repeat and test previously acquired knowledge.

Project technologies. Based on the student's preferences, the topic of the project is organized by the teacher and performed independently by the student. Since one of the teacher's tasks in the lesson foreign language – organize the student's communicative activity, the result completion of the project is provided by the student orally, followed by an expression opinions on the topic raised, both by the author of the project and the class as a whole [13, p. 228–235]. Technology for the development of critical thinking. Application: using several examples of word formation, the teacher shows students how to form from one part of speech another, and invites students, based on the example, to make pairs of words followed by their translation. Also, when working on a text with known content, the teacher offers students can guess the translation of unknown words without using a dictionary. Similar the technology of using critical thinking skills helps not only to avoid routine memorization of new words, but also to understand grammatical ones in more detail and lexical phenomena in a foreign language. Digital narration is a popular language

learning tool that is attractive to students. Moreover, it practices basic literacy skills. Since this is digital learning, mobile devices, as well as various digital media, are simply necessary. This may include text, audio, images (images - photos) or video. Digital narration provides new opportunities for creativity and learning, as students feel complete freedom by expressing themselves through combinations of digital media, using mobile devices. For example, they can make a simple photo story, a more complex video story, or even stop-motion animation [3]. Digital storytelling has several advantages for language learning as well. The creation of stories is an effective way to practice and consolidate the language. The narrative makes us use many linguistic grammatical phenomena: tenses with adverbs of mode of action, direct and indirect speech, etc. Another advantage of digital storytelling is the ability to increase involvement in the learning process. It gives students the opportunity to work together on a project to achieve a well-defined result and develop their ideas, learning from each other. Trailer is a short video to advertise a movie. We suppose we can use the concept of a trailer to create a digital history on a mobile device. On all Apple mobile devices, you can download Apple's iMovie. This is a powerful video editing application that provides templates to turn your own photos and movies into a movie. The mobile application includes the "trailers" function, which provides universal trailer templates for many movie genres. If no one in the group has an Apple device, then an alternative could be a mobile app such as VideoShow or Movie Maker. It takes a lot of time to create trailers.

Results

Despite the fact that there are a huge number of smartphones in the world, teachers in Kazakhstan unfortunately often possess not the most advanced mobile devices, which, in turn, can make us reluctant to use them with students. Moreover, mobile technologies are constantly changing. Although the functionality of a mobile device can remain fairly fixed, the differences between operating systems and constant updates can make them even more unmanageable. Mobile learning can make teachers nervous for all these and many other reasons. The teachers will not know

what to do or where to start. Speaking of digital technology on a larger scale, i.e. in the educational process, it should be noted that it is directly related to the term "e-learning". E-learning refers to the use of electronic devices, such as computers and the Internet during education process. When students have access to a language learning program or website they learn outside the classroom. With the increasing use of mobile devices, the term "mobile learning" is being widely used [11]. Mobile devices open up a whole world of learning opportunities. They can be used as a simple means of interaction; or, at the other end of the scale, to create impressive multimedia presentations. Most teachers turn to technology to improve their classes and more effectively teach a foreign language, while using a tape recorder, a projector or video cameras, typical smartphones and tablets. The latter have easy-to-use operating systems based on touch, gestures, and voice, which makes them easier to use than other types of technology. No doubt that information and communication technologies contribute to a qualitatively new level of interaction between a teacher and a student; they change the role and functions of the teacher, who from a source of new knowledge is transformed into an instructor and consultant; they increase the student's activity by including it in various types of information retrieval activities, operating knowledge and using acquired knowledge; they optimize the learning process as well as motivate the student to educational activities [8].

Conclusion

Summing up, it should be noted that in order to use new opportunities for mobile learning in the educational process, organizational, research and methodological work is needed to introduce modern strategies, forms and methods of mobile learning into the educational process. For the modern digital generation of students, it is necessary to develop such technologies that would harmoniously use the benefits of traditional and information education. This problem is fully applicable to the teaching of a foreign language, the process to which should be aimed at improving both the foreign language communicative competence and the foreign

language information competence necessary in the conditions of the new information society.

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