Shalabayeva Aidana Armanovna

Educational technologies for the secondary school

The term teaching technologies (or pedagogical technologies) is used to denote a set of methods of a teacher's work (methods of his scientific organization of labor), with the help of which the achievement of the learning goals set in the lesson is ensured with the greatest efficiency in the shortest possible period of time to achieve them.

The term received wide circulation in the literature of the 60s. XX century in connection with the development of programmed learning and was originally used to refer to learning with the use of technical means.

In the 70s. the term has received wider use: both to denote learning using TCO and as rationally-organized learning in general. Thus, the concept of "teaching technology" began to include all the main problems of didactics associated with improving the educational process and increasing the efficiency and quality of its organization.

Nowadays, there has been a differentiation of two components of the content of the term: technology of teaching (Technology of Teaching) and technology in teaching (Technology in Teaching). The first term denotes the techniques of scientific organization of teacher's work, with the help of which the set learning goals are best achieved, and with the help of the second, the use of technical teaching aids in the educational process.

The following are considered the most important characteristics of learning technologies:

* effectiveness (a high level of achievement of the set educational goal by each student);
* efficiency (per unit of time, a large amount of educational material is mastered with the least expenditure of effort on mastering the material);
* ergonomics (training takes place in an atmosphere of cooperation, a positive emotional microclimate, in the absence of overload and overwork);
* high motivation in the study of the subject, which contributes to an increase in interest in classes and allows you to improve the best personal qualities of the student, to reveal his reserve capabilities.

Most researchers consider learning technologies as one of the ways to implement in the classroom a personal-activity approach to learning, thanks to which students act as active creative subjects of educational activity.

In the methodology of teaching foreign languages, it is customary to refer to modern teaching technologies as: teaching in cooperation, the project method (project technologies), student-centered learning, distance learning, the use of a language portfolio, computer and audiovisual technologies.

The choice of educational technologies to achieve the goals and solve the tasks set within the framework of the academic discipline "Foreign Language" is due to the need to form students' complex of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in the conditions of intercultural communication, as well as to ensure the required quality of education at all its stages.

The forms and technologies used for teaching the English language implement competence-based and personality-activity approaches, which in turn contribute to the formation and development of a) a multicultural linguistic personality capable of productive communication with carriers of other cultures; b) the ability of students to carry out various activities using the English language; c) cognitive abilities of students; d) their readiness for self-development and self-education, and also contribute to an increase in the creative potential of an individual to carry out their professional duties.

The educational process is based on a blended learning model that effectively combines traditional forms of education and new technologies.

The specificity of the "Foreign language" discipline determines the need for a wider use of new educational technologies, along with traditional methods aimed at the formation of basic skills in practical activity using mainly frontal forms of work.

When teaching a foreign language, the following educational technologies are used:

* The technology of communicative learning - is aimed at the formation of the communicative competence of students, which is basic, necessary for adaptation to modern conditions of intercultural communication.
* Technology of multilevel (differentiated) education - involves the implementation of cognitive activities of students, taking into account their individual abilities, capabilities and interests, encouraging them to realize their creative potential. The creation and use of diagnostic tests is an integral part of this technology.
* The technology of modular training - provides for the division of the content of the discipline into fairly autonomous sections (modules), integrated into the general course.
* Information and communication technologies (ICT) - expand the scope of the educational process, increasing its practical orientation, contribute to the intensification of students' independent work and increase cognitive activity. Within the framework of ICT, 2 types of technologies are distinguished:
* The technology of using computer programs - allows you to effectively complement the process of teaching a language at all levels. Multimedia programs are designed for both classroom and independent work of students and are aimed at developing grammatical and lexical skills.
* Internet technologies - provide ample opportunities for finding information, developing international scientific projects, conducting scientific research.
* Technology of individualization of learning - helps to implement a student-centered approach, taking into account the individual characteristics and needs of students.
* Testing technology - used to control the level of assimilation of lexical, grammatical knowledge within the module at a certain stage of training. Implementation of control using testing technology meets the requirements of all international examinations in a foreign language. In addition, this technology allows the teacher to identify and systematize aspects that require additional study.
* Design technology - focused on modeling the social interaction of students in order to solve the problem, which is determined in the framework of the professional training of students, highlighting a particular subject area. The use of design technology contributes to the implementation of the interdisciplinary nature of the competencies that are formed in the process of teaching English.
* Technology of learning in cooperation - realizes the idea of mutual learning, carrying out both individual and collective responsibility for solving educational problems.
* Game technology - allows you to develop the skills of considering a number of possible ways to solve problems, activating the thinking of students and revealing the personal potential of each student.
* Technology for the development of critical thinking - contributes to the formation of a versatile personality capable of being critical of information, the ability to select information to solve a given problem.

The implementation of a competence-based and personal-activity approach using the listed technologies provides for active and interactive forms of learning, such as business and role-playing games, analysis of specific situations, collective thinking activities, discussions, work on research projects, etc. using interactive forms account for at least 70% of all classroom activities.

The integrated use of all of the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, and contributes to the formation of competencies that a future specialist should have.

Using interactive methods in the learning process English allows the teacher to solve the following tasks:

* focus on all levels of knowledge of students;
* involve students in active participation in the lesson;
* create an internal source of motivation for students;
* to achieve a sufficiently high percentage of knowledge assimilation.

The experience of many domestic and foreign teachers is evidence of the effectiveness of the use of interactive methods in as a way of developing intellectual abilities and critical thinking of students. Using interactive methods in the process teaching English has many advantages, the main ones which are as follows:

* inclusion of all students in active work;
* providing each student with a feasible task to participate in problem solving, as a result of which weak students become more confident in their abilities, and the strong, in turn, benefit due to helping classmates in mastering the material.

Interactive work leads to the formation communication skills, the ability to cooperate and interaction, the development of critical thinking, which is very necessary in real life. Development of interactive methods of teaching English in the present stage is due to the fact that students are required not to only obtaining professional skills and abilities, but also development creative and communicative abilities of the individual, the formation personal approach when it is necessary to solve problems.

Note that the experience of teaching English to various practicing teachers indicates that the organization of speech interactions in the classroom are not always possible when applying traditional methods and forms of work. At the same time, the application interactive methods allows you to teach high school students interact with each other and with the teacher.

Summarizing the methodological experience (publications of leading teachers practitioners and methodological scientists in the journal "Foreign languages at school", articles and methodological developments of English lessons on the site "Festival of pedagogical ideas", study of literature on the topic), we can say that in English lessons modern teachers use such interactive methods and techniques as:

* work in small groups, in pairs, in triplets;
* carousel method / "ideological" carousel;
* aquarium;
* brainstorming / brainstorming / "brainstorming";
* "openwork saw";
* Brownian motion;
* "decision tree";
* the method of drawing up a mental (intellectual) map;
* conferences / discussions;
* role-playing / business games;
* debates.

This list can be supplemented by every practicing teacher, because each teacher has to invent and implement in the educational process effective techniques and methods of organizing speech interaction of students in English lessons.

Thus, while active and interactive teaching methods are largely the same, interactive methods characterized by great interaction of participants in the process learning, allowing the interpretation of interactive methods learning as a modern form of teaching foreign languages in general and English in particular.