

**INNOVATIVE TECHNOLOGY TRENDS IN FOREIGN LANGUAGE  
EDUCATION**

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*Аннотация.* В статье описаны современные тенденции и технологии в языковом образовании.

*Abstract.* Current and emerging trends and technologies in the field of language education are described in the article.

*Ключевые слова:* языковое образование, технологические инновации, образовательный опыт, трансфер знаний, форма обучения иностранному языку.

*Keywords:* language education, technological innovations, educational practices, knowledge transfer, character of foreign language study.

**Introduction**

In recent years the landscape of higher educational establishments has changed totally. This is because technology has become the knowledge transfer highway. Nowadays technology integration has gone through innovations that have widely changed the way people think, work and live. As a result educational institutions which prepare students to live in «a knowledge society» need to consider innovative technology integration in their curriculum.

There is a great value in incorporating new technologies as an integral part of the learning process. Technological innovations help students to improve their educational experiences and academic performance, promote outside-the-box thinking and develop creative inquiry.

Technological innovations are a part of language education and teaching, but not all are long lasting. The novelty of some innovations will wear out. But only the innovations that come with solid educational practices stand the test of time.

**Main part**

To transform the world of language education of higher educational establishments the following innovative technology ideas are used:

1. *Virtual learning environment.* This technology lets students easily draw on authentic resources that promote inter-cultural understanding and interact with virtual peers in real contexts. Publishing students' multimedia outcomes on a blog or wiki gives them a real audience for their work, facilitates peer assessment through commenting. As the result students raise their own communicative standards. Virtual learning environment has made its most significant advances in the age of social distancing and learning from home. It offers students distance learning opportunities wherever and whenever they want. Such interactive tools as Pinterest, Padlet, Linoit let students collaborate easily with other partners or in small groups and reflect on learning.

2. *Gamification*. Learning by playing is the best way to understand a complex concept. This applies true to all the students. When a complex concept is taught in the form of games, it sets the foundation right. For example, to write foreign language texts and type faster students can be taught in the form of playing typing games in the computer lab. They are not only incredibly engaging for students, but they invoke fun for students too. Students can be also asked to form pairs or groups and encourage them to collaborate with each other while learning by playing. This type of work encourages teamwork among students.

3. *Quiz*. Quizlet is an effective way of memorising and embedding words, phrases and making sound spelling links. Students can search for existing lists and easily create their own. Socrative quiz is another free cross-platform tool which allows for classroom voting, instant feedback and formative assessment. Students are proposed multiple choice, true or false or short answer questions as well self-marking pre-made quizzes. Using avatars instead of real students' faces may encourage their increased participation especially from reluctant learners.

4. *Video*. It is another powerful vehicle in and out of the languages courses. Making videos need multiple intelligences; promotes creativity and fosters collaboration of students. The process gives students ownership of their work which increases engagement. Students can produce short films in the target language; create animations as well as peers assess each other's work. These videos can be easily uploaded and stored in the cloud. They can be used to form part of an e-portfolio. Watching videos helps in remembering key concepts longer than reading. Using video allows students to learn at their own PC and establish a deeper connection with their partners.

5. *Embodied learning* is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Students need to be emotionally, intellectually, physically and socially engaged. This type of language learning need to use visual, audio and hands-on activities to stimulate and inspire learning, getting students to draw, create, and be inquisitive. Embodied learning develops the students' socio-emotional and cognitive skills through multicultural environments.

### **Conclusion**

The accelerated evolution of technology and opportunities for social interaction and learning allow forming a new educational landscape and changing the character of foreign language study.

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## **РОЛЬ КУЛЬТУРОЛОГИЧЕСКОГО КОМПОНЕНТА В ФОРМИРОВАНИИ КУЛЬТУРЫ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОММУНИКАЦИИ СПЕЦИАЛИСТОВ АПК**

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*Аннотация.* В статье речь идет о роли культурологического компонента в формировании культуры профессиональной иноязычной коммуникации специалистов АПК. Особое внимание уделено модели формирования культурологического компонента иноязычной подготовки в процессе обучения иностранному языку.

*Abstract.* The article describes the cultural component of foreign language training. It highlights the formation model of the cultural component of foreign language training in the process of teaching a foreign language.

*Ключевые слова:* культурологический компонент иноязычной подготовки, ценности, культурная платформа, развитие личности.

*Keywords:* cultural component of foreign language training, values, cultural platform, personality development.

### **Введение**

В практике преподавания иностранного языка в учреждениях высшего образования агротехнического профиля последние годы все чаще находят воплощение идеи, суть которых состоит в изучении иностранного языка и культуры, развитии у обучаемых способности ориентироваться в культуре страны-носителя языка, снятии стереотипов и воспитании личности, готовой к межкультурной коммуникации. Специфика иностранного языка заключается не только в том, что он обладает огромными возможностями для познания и заимствования ценностей других культур, но и способствует осмыслению особенностей своей национальной культуры, приобщению к общечеловеческим ценностям, способствуя воспитанию личности в контексте 'диалога культур' [1]. Из этого следует, что преподаватели высших учреждений образования агротехнического профиля, должны уделять большое внимание в процессе обучения иностранному языку культурологическому компоненту.