

THE ROLE OF TEACHING METHODS AND INFORMATIONAL TECHNOLOGIES IN MODERN STUDENTS' LIFE

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The role of teaching methods and informational technologies in modern students' life is dealt with in the thesis. Role-playings and role situations are proved to be the most widely used active methods owing to their ability to help students to develop their emotional sphere owing to possibilities and capacities to work in collaboration with the other participants, to feel success which increases positive training motivation. Such informational technologies as reports and presentations also considered to be the most convenient means of increasing the effect of the vocabulary perception and the students' creative and cognitive activities development.

Key words: *role-playing, role situation, report, presentation, informational technology, teaching methods, creative and cognitive activities.*

Ukraine is known to have entered the third millennium which put forward new requirements for different specialists' training. They must be able to take bold decisions and to have a good command of one or two foreign languages. Nowadays foreign language mastering is necessary in everyday life and at work. Such factors as business trips, connections with foreign partners, business correspondence, computers and, of course, Internet demand foreign language proficiency.

Any language, whether native or foreign one, serves as a means of communication. It also allows to carry out the interaction of people among themselves and to impact on each other in natural conditions of social life.

Modern specialists must possess a lot of qualities which are really necessary for the personality. Rational and figurative-sensual thinking, reflexion, discipline, organization, creativity, rapid response to the situation and the essence of the problems, persistence and decision-making skills in conditions of uncertainty help a personality to become a qualified specialist in any sphere of activity.

Considerable success depends upon teaching methods. In recent years so-called «active teaching methods» attract more and more attention because they demand students' external and internal activity. A great variety of teachers and students' activities in class unites their efforts, creates friendly atmosphere and helps those students who suffer from lack of confidence to get over psychological barriers and allows them to become a single entity with the group. On that basis, we can say that the teacher's main task is to create the conditional of language practical mastering for each student and to choose such teaching methods which would allow them to demonstrate their initiative, creative activity and to show what they are capable of.

Role-playings and role situations are considered to be the most widely used methods. Role-playings and role-situations allow each student to develop his emotional sphere owing to possibilities and capacities to work in collaboration with the other participants, to feel success which increases positive training motivation. They also help the future teachers of foreign languages to improve their communicative competence and give the opportunity to choose any role they wish and to perform it [1].

Students acquire very significant features due to role-playings and role-situations. At first, they are able to see the problem, to articulate the issue and, of course, to analyze it. Secondly, they are ready to grasp the situation, to see a conflict there and to find the ways of its resolution.

Role-playings and role situations develop the students' skills to understand and to listen to the opponent's position or point of view, to share it and to be responsible for the adopted decision. These teaching methods make students active, independent and capable of non-standard actions when the situation demands it [2].

In order to increase the quality and acquisition of all necessary knowledge, habits and skills we consider the combination of informational technologies with interactive teaching methods the most effective. Today a lot of students not only make standard reports connected with the given topics but also use so-called visual aids which allow to represent the theme on a higher level. The same concerns teachers. For example, especially when they also conduct open lectures, they also use presentations. Why are different thematic presentations used today so often? On the one hand, they help to systematize the reviewed training material, to control the level of habits and skills formation, to organize the students' independent work during the preparation for English classes.

Reports and presentations are very convenient while working at vocabulary and different terminology. Reports help students to reflect their own attitude towards the chosen theme, to cover the knowledge of it and to show his ability to work with literature, to analyze the material and to express thoughts and ideas consistently and briefly. The main purpose of the report is to express the ideas about smth but not to convince smb of smth. The theme of the report must captivate the student and, certainly, to be interesting for him.

Lexical aspect is proved to be the key one in communicative activity for many reasons. The process of vocabulary mastering begins from the introduction of lexical units. In its turn, presentations let demonstrate the graphic image of the word in combination with its sound image and illustrative picture. Definitions of the terms, synonyms and antonyms encourage the students to grasp the essence and to memorize them quickly. Colorful design and colour highlighting provide an excellent opportunity of immersing in vocabulary [3].

Thus we can conclude that presentations increase the effect of the vocabulary perception and the students' creative and cognitive activities development. This wonderful technology visualizes the necessary information and promotes development of habits and skills of working together and independently. It is really important for modern students in conditions of intense rhythm of contemporary life.

SOURCES

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