Innovative Technologies in Teaching Finance Terms in English Lessons

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ABSTRACT

In this article there is considered about innovative technologies in teaching finance terms in English lessons. When using a computer to control the quality of students' knowledge, a greater objectivity of the assessment is also achieved. In addition, computer control can significantly save study time, as the knowledge of all students is checked simultaneously. This enables the teacher to pay more attention to the creative aspects of working with students.

Keywords:	Innovative technologies, finance terms, information technologies, artificial communication, methodological advantages, administrative needs, didactic opportunities.

The revolutionary upheaval brought about by new information technologies (NIT) has already brought its results. There is practically not a single large city left that does not use computers, global or local computer networks for various economic, economic, financial and other administrative needs. Almost all educational institutions are aware that the future of education, the development of all its components is closely related to NIT.

Today, the goals and objectives of modern education are changing - the emphasis is shifting from the acquisition of knowledge to the formation of competence. There is a reorientation of it to a personality-oriented approach, the opposite of knowledge-oriented impersonal pedagogy. Schools are provided with modern computers, electronic resources, access to the Internet. This contributes to the introduction of new pedagogical technologies in the educational process.

It is the use of innovative technologies in English lessons that is the main sign of the positive results of creative activity, which entails an increase in students' motivation.

To date, in the teaching of academic disciplines, trends are emerging that correspond to the current level of technological progress. The effectiveness of the use of information technology in English lessons is no longer in doubt. Scientists note that the more perception systems are involved in learning, the better and stronger the material is absorbed. The active introduction of information technologies into the educational process multiplies didactic opportunities, providing visualization, audio and video support and control, which generally improves the level of teaching.

In the practice of teaching, information technologies are called all technologies that use special technical information tools (computer, audio, cinema, video).

Scientists' research shows that at the moment the computer is a priority information tool that allows for new qualitative changes in the education system, including teaching foreign languages.

Today, given the great and serious enthusiasm of students for computer technology, the teacher can use this opportunity

as a means of developing intellectual and creative abilities in foreign language lessons.

Computer technologies are a powerful tool of motivation, and if used skillfully, an effective tool for developing the student's personality, the student's level of education, erudition, applied skills, etc.

As experience shows, a foreign language is a fertile field for the formation and development of a child's personality. When teaching a foreign language (in particular, English), intelligence, imagination, attention, observation, speech and thinking abilities and creativity develop.

Using the latest developments in the field of teaching foreign languages, based on the use of multimedia technology, the learning process has moved to a qualitatively new level - now we can say with confidence that even in conditions of artificial communication, it is possible to simulate situations of real, natural communication.

· there are several advantages of using computer technology in teaching English:

· creating a favorable psychological climate, increasing the motivation for learning English;

· methodological advantages of computer training: a greater degree of interactivity of training than when working in the classroom; the ability to independently choose the pace and level of tasks performed corresponds to the principles of individual learning. In addition, as noted in the National Report of the Russian Federation "On the Policy in the Field of Education and NIT", the speed of assimilation of grammatical structures and the accumulation of vocabulary when teaching a foreign language using a computer increases by 2-3 times;

· technical advantages of teaching English using a computer: the ability to carry out technical translation; use grammar and spelling checkers; the use of multimedia, interactive video in teaching oral speech. The graphic capabilities of the computer distinguish this teaching method from the background of traditional ones and make it possible to implement the principle of visualization of training. The educational value of computer networks, both local, connecting several machines in one educational institution, and

global, uniting millions of users around the world, is practically invaluable;

· raising the professional level of teachers.

Modern computer technologies are used today in all spheres of human activity. The training of a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay serious attention to the use of new information technologies in teaching English.

As practice shows, of all existing teaching aids, computers best "fit" into the structure of the educational process, most fully satisfy didactic requirements and bring the process of teaching English as close as possible to real conditions. Computers can perceive new information, process it in a certain way and make decisions, can remember the necessary data, reproduce moving images, control the operation of such technical learning tools as speech synthesizers, video recorders, and tape recorders. Computers significantly expand the ability of teachers to individualize learning and enhance cognitive activity, students in teaching English, allow the learning process to be maximally adapted to the individual characteristics of students. Each student gets the opportunity to work at his own pace, i.e., choosing for himself the optimal volume and speed of mastering the material.

The computer also provides comprehensive (current, milestone, final) control of the educational process. Control, as you know, is an integral part of the educational process and performs the function of feedback between the student and the teacher.

Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (the number of errors, correct/incorrect answers, requests for help, time spent on certain tasks, etc.), the teacher judges the degree and quality of knowledge formation among students.

Favorable opportunities are also created by computers for organizing independent work of students in English lessons. Students can use

the computer both for studying individual topics and for self-control of the acquired knowledge. Moreover, the computer is the most patient teacher, capable of repeating any tasks as much as necessary, achieving the correct answer and, ultimately, automating the practiced skill.

However, having said about the advantages of computers, it is necessary to note some disadvantages. The dialectical nature of pedagogical phenomena lies in the fact that any, in itself, positive property or quality of a holistic educational process turns into its opposite and becomes extremely undesirable with an immoderate, hypertrophied manifestation that suppresses other, no less important properties. Under the conditions of computerization, the conditions for interaction between the teacher and students, as well as students with each other, are significantly changing.

Already at the first stage of teaching English, in the process of setting goals and objectives for the upcoming cognitive activity, the teacher participates indirectly in students. The direct presentation of tasks to the student is carried out by the computer. Of course, the teacher should take an active part in the preparation of training programs that determine the sequence of actions of the student in solving a particular problem. But in the implementation of the most important psychological and pedagogical function of education - the presentation and acceptance by students of the goals and objectives of educational and cognitive activity - in the conditions of computerization, an acute shortage of direct communication between the teacher and the student, the living word of the teacher is possible.

Another factor that becomes very significant in real pedagogical practice. The number of machines does not allow to fully use the full potential of this area of modern methods of teaching a foreign language.

In this regard, the teacher-practitioner is forced each time to approach the solution of this issue very individually, taking into account both priority tasks and real opportunities.

Thus, we can talk about various aspects of the introduction of modern computer technologies in the process of teaching foreign languages: the presentation of new material, interactive exercises to create a speech situation, test control using a computer and a multimedia projector.

Lessons with the use of computer presentations invariably arouse the interest of students. In fact, the teacher is not limited in the choice of means and materials for preparing colorful, informative presentations. Modern computer technologies also make it possible to create presentations with sound accompaniment, thus, the means of unusual presentation of new material are significantly expanded, which helps to increase the motivation for learning a foreign language, as students get acquainted with sociocultural realities through the visualization of the most interesting phenomena.

Presentation

Computer support using presentations is invaluable when introducing new lexical material. By means of a computer and a projector, new words are displayed on the screen, examples of use or visual images are given, students must guess the meaning of new words from an example or image. The use of the presentation is also advisable when conducting test tasks, since the possibilities of the presentation allow for mutual control with a visual representation of the answers on the screen.

The preparation of computer presentations requires the involvement of various sources, this is a rather laborious process that requires careful study of the material. That is why the performance of presentations by students, as one of the types of home independent work, contributes to the best assimilation of new information, vocabulary. Thus, an activity-based approach to learning is implemented.

The use of computer presentations in the classroom allows you to introduce new lexical, country-specific material in the most exciting form, the principle of visibility is implemented, which contributes to a solid assimilation of information, in addition, the lesson time is largely saved. Independent creative work of students to create computer presentations is

the best way to expand the stock of active vocabulary.

Outside of communication, the Internet has no meaning - it is an international multinational, cross-cultural society, whose life activity is based on the electronic communication of millions of people around the world speaking at the same time - the most gigantic in size and number of participants in a conversation that has ever taken place. Involving in it at a foreign language lesson, we create a model of real communication.

Let us give specific examples of the use of the Internet for educational purposes, which can be used both in the traditional organization of education and when working with new pedagogical technologies.

First, let's find out what a student can do on the Internet and how these opportunities can be used in the educational process.

All activities of trainees who are Internet users can be divided into three groups:

1) information search - work with browsers, databases, reference systems, etc.;

2) communication - e-mail, chats, mailing lists, on-line forums, video conferences, ICQ, etc.;

3) publication in the network - the creation of web pages, sites.

Consider how these opportunities can be used to organize the learning activities of students.

Search for information:

a) searching for information on the Internet can accompany such types of educational work as:

• writing essays,

• compilation of annotated references,

• review of the site on the topic,

• work with web quests,

• search for "treasure",

• collection of multimedia material related to the topic,

• illustrating their texts with materials from the Internet;

The procedures for searching and analyzing information can be divided into two components:

• search for information published on the web;

• collection of information not presented on the web for the purpose of its publication on the web.

The following types of learning tasks can be attributed to the search for information:

• writing and defending various types of abstracts based on materials from the network: abstract-review, abstract-review (the abstract is posted electronically on the course website, and the defense is carried out in the form of a chat or discussion in a teleconference);

•analysis of abstracts existing in the network on this topic, their evaluation;

• compiling a collection of annotated Internet links on the topic;

•review of the site on the topic under study and its presentation;

• work with a web quest prepared by a teacher or found on the net;

•reviews of professional teleconferences, analysis of the discussion of topical issues;

• "treasure search". The teacher finds (or hides) an interesting document somewhere on the web, which students must find using search engines, using keywords, formulating the given problem in other words;

• collection of multimedia materials on a given topic (text, illustrations, animations, video, audio);

•illustration of the found text with your own multimedia materials (graphics, diagrams, tables, etc.).

The following types of training tasks can be attributed to the collection of information:

• expert advice. Students may seek clarification from a person who is considered an expert in the field;

• conducting polls. A topic of interest to the student is selected, for example, attitudes towards elections, and the largest possible number of people in the network are interviewed, or conventional survey methods are used. The results are analyzed and made available to everyone.

b) information is collected during:

• conducting surveys,

• expert advice.

Communication:

•virtual meetings,

•correspondence,

•discussion,

•role-playing games.

Correspondence between individual students (for example, the famous "Tandem" project for learning foreign languages, when two speakers of different languages are united in a pair, whose goal is to master the language of the interlocutor).

• Discussion of a given topic or issue (in an asynchronous teleconference or forum). At the same time, one should learn to argue one's own position.

• Role-playing game led by the student. One of the students leads virtual meetings with other students, hiding behind the mask of a fictional character. At the same time, students can ask him a variety of questions, and in order to answer them, the facilitator has to read a lot and understand the topic under discussion.

This game can be played via e-mail, chat or video conference.

•Virtual meeting - students can ask questions to any famous person. For example, to the Nobel laureate.

The announcement of the meeting is accompanied by a dossier of the following content:

• how to participate in the meeting;

• short biography of the invitee;

• publication of one of his works (for example, articles);

• how the meeting will take place.

Virtual meetings can be held via chat or video conference.

Consultations. They can be conducted by e-mail, sometimes it can be in the form of a chat. In this case, the teacher assigns a regular time when he will be online, for example, on Wednesdays from 18.00 to 19.00.

Thematic chat. It can have different scenarios, but must meet the following requirements: an announcement about the date and time of the chat is sent before the chat. Students enter the chat under their real names and surnames.

• Presence at a distance. Video conferences can give students the opportunity to observe the work of the lunar rover, the docking of orbital stations; attend experimental medical operations.

Web publishing:

• creation of thematic web pages individually and in mini-groups (co-creation is one of the most popular models used on the web. Students write joint texts, create tutorials, etc., working in mini-groups and providing everyone with the opportunity to see and appreciate their work.

• Creation of web quests for work on the topic and posting them on the school website. For example, the Think Quest competition is very popular in the world, where students from different countries are invited to create educational pages on any topic that interests them. The main condition is that the readers of these pages should get a complete picture of the problem raised;

• publication of research and abstract works on the school website;

•creation of a data bank on engineering, literary, etc. finds of students, a bank of games and exercises;

•competitions - an element of competitiveness gives additional motivation to complete the task (for example, a network quiz). The network publishes questions that need to be answered within a certain period of time (for example, a week). The erudition and literacy of the presentation, as well as the design of the answers, are evaluated;

• social actions - they provide an opportunity to provide real help to someone. For example, in Belgium, students of the Faculty of Deaf and Typhlopedagogy of the University of Brussels held an action to support children. With the help of networks, they organized a fundraiser that was transferred to orphanages for hearing-impaired children;

• Creation of photo series in the network. Modern digital cameras will help you create a series of images on a given topic. This could be an assignment for students to create a web page describing a process. For example, the change of seasons in different climatic zones. Students will be able to see what happens to nature on the same day at different geographical latitudes. A photo series takes up much less space than a video and very often shows the same operations more clearly. Photo series can be used in the course of teaching humanities as well, as they

allow you to show the development of the situation.

The examples given are not exhaustive - everything here depends on the creativity of the teacher and his ability to use the modern possibilities of ICT technologies in the educational process.

However, we must not forget that the Internet is only an auxiliary technical means of learning, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process, various forms of organization of extracurricular activities.

Conclusion.

Modernity places ever higher demands on teaching practical knowledge of a foreign language in everyday communication and professional sphere. The volume of information is growing and often the routine methods of its transmission, storage and processing are inefficient. The use of information technology reveals the enormous potential of the computer as a means of learning. Computer based training programs have many advantages over traditional teaching methods. They allow you to train various types of speech activity and combine them in different combinations, help to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the ability to take into account the leading representative system, the implementation of an individual approach and the intensification of the student's independent work.

In multimedia teaching programs in English, various methodological techniques are used that allow for familiarization, training and control.

In addition to using multimedia training programs, a computer is an indispensable assistant for preparing and conducting testing, monitoring the educational process, own information content of tool environments for developing computer lessons, preparing didactic materials, using Internet resources and services for classroom and independent work, as well as students' project activities. .

In conclusion, it should be emphasized that the introduction of multimedia programs into the educational process does not at all exclude traditional teaching methods, but is harmoniously combined with them at all stages of education: familiarization, training, application, control. But the use of a computer allows not only to increase the effectiveness of teaching many times over, but also to encourage students to further independent study of the English language, which was proved in the course of my work on the methodological topic "Using modern information technologies in English lessons".

In combination with the project methodology, new information technologies can play a big role in the development of the field of educational research and research activities of students. For example, when performing and defending educational and research works of a country-specific nature, socio-cultural direction, environmental direction, students widely use information technology not only as a means of mastering the material, but also as a form of presentation of this material.

New information technologies represent a huge reserve for improving the pedagogical skills of a teacher. In the world of teaching foreign languages, something is constantly happening: methods are being invented, teaching aids are being created, new teaching methods are being tested. And a teacher who does not follow the events and does not improve his qualifications runs the risk of falling hopelessly behind the modern educational process. New information technologies allow teachers in settlements remote from central cities to get acquainted with dynamically developing language processes, participate in pedagogical Internet conferences, and draw materials for their pedagogical activities.

In addition, the use of electronic textbooks helps to facilitate the learning process, freeing the teacher from long explanations, and also makes the lesson dynamic and lively. A good incentive in the work is that the teacher has the opportunity to find a task for each student according to his strength, exercises of various levels of complexity, but you can't use a computer all the time in foreign language lessons, since there are many other tasks that can be solved only through direct

communication, since direct verbal dialogue with the computer is not possible.

Taking into account all of the above, we can conclude that a reasonable balance of traditions and innovations will make it possible to harmonize the virtual possibilities of new information technologies with the real tasks of forming communicative competence in the field of foreign languages.

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