

PhdinPedagogics., associate professor Kramarenko T.V.
Dnipro State University of Agriculture and Economics

IMPLEMENTATION OF INNOVATIVE TECHNOLOGIES ON BUSINESS ENGLISH CLASSES

The process of integration of Europe, its move to the East, is followed up by the creation of general education and scientific area, development of the unified criteria and standards in this field, where the quality of higher education is the basis for the formation of this area. Over the past two decades, there has been a shift from traditional technology of higher education to «innovative technologies» - personal computers, computer databases, electronic information networks, etc. Means of innovative technologies is a synthesis of modern achievements of pedagogical science and means of information and computer technology. They implement scientific approaches to the organization of the educational process in order to optimize it and increase its efficiency, as well as to intellectualize the material and technical base of educational institutions in a continuous way.

In addition, the use of the latest learning tools, namely the Internet and electronic resources, will help graduates adapt to their sphere of activity in the face of growing dynamism and uncertainty, preparing them as active objects of the new educational paradigm, raising their lifelong learning. It should be added that along with the ability to navigate in the information space, university students have the opportunity to form a high level of information culture, gain practical skills not only in finding, storing and processing information, but also in choosing the best forms of its presentation and adoption of effective solutions. The use of Internet resources provides an opportunity to develop thinking, provides new tools for solving creative problems, changes the style of mental activity [1].

Consequently, the relevance of this issue in the modern educational environment is evident, as today qualitative teaching of disciplines cannot be carried out without the use of facilities provided by computer, interactive technologies and the Internet.

The main advantages of interactive technologies include:

- helping students learn how to express their own opinions; to analyze the

information received; to use the knowledge and experience acquired earlier; to debate, to defend their own point of view; to be more confident and independent;

- facilitating the intensification and optimization of the educational process. The goal of interactive learning is to create comfortable conditions and a supportive atmosphere in which each student will feel successful in learning and feel his or her intellectual ability.

The main features of interactive technologies are:

- the development of training on the interaction of the student with the learning environment, which serves as a space for learning experiences;

- a change in the interaction of the teacher and students: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative;

- role of the teacher as a consultant, organizer, source of information;

- absence of the dominance of any participant in training over others. Any pedagogical technology is information technology, because the basis of the learning technological process is the receiving and transformation of information.

The information and communication technologies in education are aimed at boosting mental activity, developing creative abilities and forming a dialogue. In turn, ICTs are tools for creating, storing, transmitting, processing information and managing it. This widely used term includes all the technologies used to communicate and work with information. Appropriate use of ICT in the educational process is a prerequisite for improving the quality of educational services, expanding their capabilities, and creative implementation of personality in learning activities [4].

Information and communication technologies have great potential in education and contribute to the implementation of such didactic tasks:

- improvement of the quality of education on the basis of the interconnection of the general and didactic principles of autonomy, activity and systematic character;

- expansion of opportunities for continuous education based on the implementation of the principles of consistency, continuity and accessibility;

- providing adequate level of teachers training for work with information and

communication technologies;

- improvement of the content of teaching, taking into account the interaction of general and didactic principles, covering the principle of scientific research, visibility, accessibility, communication theory with practice;

- continuous improvement of the didactic provision of the educational process.

We researched the following types of the information and communication technologies: chats, online forums and educational portals.

Chat (means "talk") is one of the technologies of synchronous dialogue that occurs in real time and almost without delay. *Online forums* provide active participation in the discussion. *Educational portals* are a software and technology complex whose main task is to accumulate data on scientific and methodological information resources, state educational standards, modern technologies of teaching, information that supports the personal level of education and its constant improvement. *E-mail* has been named the main source of all online resources as a form of asynchronous computer and mediated communication. Communication via e-mail helps students prepare for interpersonal discussion in class on the one hand and improve writing on the other[3].

National and international experience shows that interactive technologies contribute to the intensification and optimization of the educational process. They allow students to:

- analyze educational information, learn educational material creatively and therefore, make knowledge more accessible;

- formulate own opinion, express it correctly, prove own point of view, argue and discuss;

- learn to listen to another person, respect alternative thoughts;

- model different social situations, enrich own social experience through inclusion in different life situations;

- learn to build constructive relationships in a group, determine their place in it, avoid conflicts, solve them, seek compromises;

- develop skills of project activity, independent work, performance of creative works.

- carry out project activity, realize creative ideas, develop skills of independent work [2].

It should be emphasized that interactive technologies contribute to the intensification and optimization of the academic process.

The main advantages of interactive technologies:

- help students learn how to express their opinions correctly;
- students learn to work in a team;
- friendly attitude towards the opponent is formed;
- a large amount of material is mastered in a short time;
- ability to analyze the information received;
- the skills of tolerant communication are formed;
- the opportunity to use the knowledge and experience acquired previously;
- to debate, to defend one's own point of view;
- to be more confident and independent
- a “success situation” is created.

The use of innovative technologies provides creative activity of students, create conditions for increased motivation and emotionality, and develop critical thinking.

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Lecturer Pantileienko K.S.
Dnipro State University of Agriculture and Economics

STAGES OF PROFESSIONAL COMMUNICATION

Professional pedagogical communication is a complex system, which in its attitude and development overcomes the following stages:

1. Modelling of future communication by the teacher (prognostic stage). At this time, the contours of future interaction are outlined: planning and forecasting the content, structure, and means of communication. The content of communication is the formation of the purpose of interaction, analysis of the interlocutor and the situation. At the same time, the teacher's goal setting is crucial. First of all, he must take care of involving the student in interaction, creating a creative atmosphere, open space for his individuality. This requires the ability to perceive and evaluate a person accordingly; restoration in the communicative memory of previous features of communication with this audience; clarification of the peculiarities of communication in the new communicative conditions activities. If the teacher meets the audience for the first time, his communication at this stage will be conditioned by the pre-communicative atmosphere, created on the basis of the initial information of the teacher about students and students about the teacher.

2. “Communicative attack” – gaining initiative, establishing emotional and business contact. It is possible if the teacher has developed communication skills (building the content of communication, creating creative well-being, professional and pedagogical attention, orientation in the situation, establishing and maintaining feedback in communication, implementation of communication plan, possession of verbal and non-verbal means of communication, social perceptions, etc.).

Orientation in a communication situation includes: orientation in the interlocutor, spatial conditions of communication, circumstances that are subject to visual and kinetic perception; orientation in time conditions of communication (presence or absence of time deficit); orientation in the social situation of communication (actual relationships between those who communicate). Necessary component of orientation in the face of the interlocutor are regulators (eye contact,