

IMPLEMENTATION OF ADVANCED PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Annotation. This article explores the role of modern pedagogical technologies in developing the communicative competence of students in learning a foreign language, as well as which are the most productive for creating an educational sphere, and ensuring personal-oriented interaction of all participants in the educational process.

Key words: pedagogical technologies, communicative competence, personally-oriented interaction, participants, productive.

Technology is one of the most important factors of social and language change. The new era sets new tasks and responsibilities for modern teacher. The tradition way of teaching English has been radically changed with the advent of great technology. Technology provides as many opportunities as to make learning interesting and also make this process more productive in terms of improvements. This technology is at the core of the globalization process; affects educational work and culture. Teachers who love technology and feel comfortable using it will be up to date on recent advances and often readily learn and experiment with implementing different technologies in their teaching, whether offline or online. Sometimes they are criticized by more techno-critical teachers for using technology too much without evidence of their effectiveness in helping students learn better or faster. The article reveals the essence of the use of advanced educational technologies in teaching a foreign language and provides a structural and informative characteristic of these technologies; justifying didactic conditions for the introduction of advanced educational technologies in teaching a foreign language; the content and methods of interactive learning using advanced pedagogical technologies, in general, the introduction of advanced pedagogical technologies in the practice of the school. Since we know that learning and education are becoming increasingly independent in time

and place, it is necessary to find new models for integrating new media into a principled approach to teaching and learning that enriches and complements traditional materials and proven delivery systems in existing institutions. Various contributions to this study show some of the possibilities of new technologies for language learning and language teaching. As Mark noticed “Content program updates can ensure that teachers and students meet and can work with current and authentic sources. Such meetings connect the training with the most important events of our time and emphasize the general idea that knowledge itself is not fixed and not completed, that there are many discoveries and a library of analyzes that can be available to students.” Following this idea, we may say that the attitude of teachers to new media and the corresponding concepts of their use and organization of education will determine whether the desired results can be achieved and whether a shift in learning culture is possible. New media not only contribute to changing the learning culture in an institutional context, but also require such changes. They provide new opportunities and challenges due to:

- offering a wider range of educational materials (especially teaching methods);
- providing more independent learning, offering a wide choice, individual forms of learning or free forms of learning;
- giving teachers and students the opportunity to jointly plan and organize courses;
- Facilitating communication between students and between students and the teacher via the Internet.

The innovative potential of online languages needs to be fully understood, where teachers can create and maintain language communities, disassemble them when they have exhausted their functions, and connect minds and hearts to discuss everyday problems or even complex issues. Language is a social activity that requires real partners to communicate, and teachers increasingly have to hire new partners with whom their students can practice the target language. It becomes clear that teachers need new conceptual skills, given the qualitative leap that is necessary to move from proven controlled media, such as a textbook, with ordered additional materials, to a more open and interesting approach when using new media. in full. Teachers should move to the role in which they create learning experiences. As we mentioned above, language teachers must now take on new roles and come to a situation in the classroom with appropriate attitudes and approaches. Other new and important teacher roles are those of the mediator, researcher, and developer of complex learning

scenarios, the employee, and the evaluator. As facilitators, teachers in many ways need to know more than they, as policy information providers. Facilitators should be aware of the various materials available to improve students' language skills. In a context like this, where ascending processes are applied, this emphasis on the choice and independent use of materials by students under the guidance of a teacher was defined from the point of view of resource pedagogy, in parallel with other pedagogies such as time of choice and cooperation pedagogy. In addition, we would like to point out that teachers need to introduce new pedagogical technologies in order to create interesting lessons that attract the attention of students. Encouraging students to become more active participants in the lesson can sometimes help them see the goal of improving their communication skills in the target language with their use.

Summing up, teacher education is a key element of success in this more flexible language audience, where teachers will be able to effectively use and recommend new teaching technologies and other resources. Teachers should not only know and understand the functions of the various media available in the multimedia environment, but also know when they are best used.

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