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INNOVATIVE METHODS OF LEARNING FOREIGN LANGUAGES BY STUDENTS OF EDUCATIONAL INSTITUTES

Under modern conditions, the education system in Ukraine needs to be reformed with the aim to prepare an educated youth which is ready to compete. It means providing high-quality subject training of specialists by reducing the classroom load and increasing information, introducing new more effective teaching methods and technologies. These trainings include e-learning and distance learning technologies, which help better consolidation of the learned material.

Technologies in education are first of all information and communication technologies that are inextricably linked with the use of computer-based studying, which is the result of the renewal of vacation education and appropriate forms, methods and technologies of learning based on e-learning.

The main innovative teaching methods, which involve the use of interactive and computer technologies include:

- e-learning;
- blended-learning;
- u-learning;
- f-learning
- m-learning [2].

As well as the introduction of mixed learning, in which a student gets knowledge face-to-face and independent online, means creating a comfortable educational information environment and the system of communication, which give an opportunity to get the necessary information. Model "Audience Rotation", Flexible model, "Self-education", "Online-oriented" and "Online-laboratory" models are

included in this system with the help of using multimedia ways of learning a foreign language the students have the chance to choose a certain pace and level of tasks, which improves the speed mastering grammar constructions and increasing the vocabulary [2].

One of the technical advantages of this method is also the possibility to use interactive ideas and learning oral speech. The demonstration of various schemes, photos, drawings on the subject of language communication, which creates conditions for interactive communication nowadays is the most important part of the educational process [1, p.96].

At present, the use of hybrid studying which realizes via the technologies of Wiki-Wiki blogs, web- and blog-quests is also very popular. The developers of this trainings were professors such as Jonathan Bergman, Aaron Samson, Christian Spannegel, and Orgen Handke. This technology allows you to organize virtual groups, the environment in which the alive educational process is formed, using the corporate network of the educational institution and the Internet.

The virtual classroom allows students and teachers to conduct classes and communicate in real time. The examples of the countries that use such "inverted learning" technologies to improve the learning process in schools and higher education institutions are Germany ("Das umgedrehte Klassenzimmer"), the USA, Canada and Austria ("Flipped Classroom"). This indicates that this model as a technology of blended learning is suitable for use by educational institutions of all types.

Using Web 2.0, Web 3.0 technologies can improve contact between students and teachers, for instance, such technologies are Skype, e-mail, Blogs, and Web Quests [2].

Due to the MOODLE platform teachers are able to create interactive training courses for students in an optimally organized modular system [4]. The individual modules of which consist of multi-level training exercises and downloaded file

information. The Pearson educational platform (Dinternal-Books, Pearson) has developed language courses for various specialities, according to the level of student`s language skills [3, p.112].

The use of the above technologies makes it possible to create collective creative work of students not only of one group, but also educational institutions located in different cities and countries. In addition, modern students are able to take part in on-line conferences, which are currently at the stage of active implementation in the learning process and give positive results in preparing specialists for professional activities [3, p.120].

Thus, the introduction of innovative learning technologies is an important component for the formation of professional foreign language communicative competence, which allows to modernize the forms of classes, as well as improve the process of getting knowledge acquisition by students, ensuring the effective mastering of foreign languages.

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