Materials of Conferences

INTEGRATION OF INNOVATION TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGES TEACHING IN THE TECHNICAL UNIVERSITY

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According to contemporary society demands, it is critical for an engineer to be capable of adapting to variable living conditions, analyzing situations, evaluating and finding solutions to problems and possessing communication skills. Due to formation of intercultural professionally oriented communicative competence in higher education establishments, future engineers are afforded an opportunity to tackle professional problems not only in the native language, but also in the foreign language (in our case in English). Thereupon, technical universities design multi-level educational programs, including both the level of communicative English and the one in the professional sphere.

Development of innovation techniques and computer technologies influences the ways of organizing future engineers' education. Computer-mediated communication (including the foreign language) is highly demanded in the society, which requires the skills of self-presentation, an effective deal with different information, critical evaluation of information recourses and successful handling computing devices.

Information community formation is accompanied by the development of the computer medium in business, scientific and everyday communication. Thus, when formulating objectives of training engineers, it is necessary to take into account changes in the professional field in computer mediated environment. Accordingly, newly designed courses in engineering professional-communicative teaching places a particular emphasis on implementation of such educational programs, which suggest application of teaching program combination based on the ideas of computer software training with other means of teaching. Information-communication technologies are connected with television, computers, projectors or text-, audio-, television- and computer environments.

One of the computing technologies fulfilled in practice is an interactive board. The introduction of new technical educational devices always evokes the sincere interest and enthusiastic discussion of their advantages and disadvantages. One of the main benefits of such devices over ordinary boards and projectors is that the attention of the students is centered which results in the possibility of keeping an eye-contact. The material of the lesson may be created in the digital version, which allows reducing the time for preparation and effectively using personal planning and fulfilling the correction of the entire lesson material.

For successful work with interactive devices, it is required from the teacher to clearly be aware of their available technology and confident handling for creating a bright, vivid and active lesson of the foreign language. Interactive board combines possibilities of projective technologies and a sophisticated touch-sensitive device, which allows not simply displaying information, but also operating the process, i.e. adjust and correct the data, make notes and remarks. Thus, the following major facilities are realized in the interactive board: slide show, audio- and video-information representation, text and image edit and display, the Internet connection, teleconference, etc.

One of the important tools of the interactive board is a stylus, which makes it possible to input any information (like on the ordinary board by means of chalk or pen) and gain access to operating all the programs described above. Special programs are designed to turn the stylus into an "intelligent pen", which allows converting a hand-written text into a typed one, and to recognize graphic patterns and transform them into the ones with well-defined edges.

An interactive board helps achieve visualization and information feedback, the students are actively involved in the work, attention concentration and perception are increased and memorization is improved. If we take into account the ability of a contemporary student to handle computing machinery and applied software, individual work implementation with such an interactive board may turn into an interest stimulating means to the subject.

Consequently, initial engineering problems, encouraging creation of professional-communicative situations and meeting the current engineering demands to develop their communicative skills, win new bright and vivid sides. The educational program acquires a new language-teaching approach, which stimulates language motivation of future engineers, their creativity and independence.

Thus, application of a new computer technology – interactive board - as an integrated part of engineering curricula enhances the introduction of a new curriculum course. Original engineering problems can be challenging in designing professional-communicative situations and meet the needs of engineering students in the development of their communication skills.

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