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“INNOVATIVENESS” IN THE MODERN FOREIGN  
LANGUAGE TEACHING METHODS

**Aliyeva Marta Bakytzhanovna**

Kazakh National University named al-Fharaby, Almaty, Kazakhstan

**Yesenova Elmira Mengazilovna**

Almaty Technological University, Almaty, Kazakhstan

***Annotation:** The article reveals peculiarities of using of the terms “innovation” and “innovative technologies” in modern foreign language teaching methods and ways of its solution.*

***Keywords:** innovation; innovative technology; language teaching; case-study; multimedia in education; computer based learning; ICT.*

The last 10 years in the methodology of teaching foreign languages more research has been done devoted to innovation, computer and information technologies. After analyzing the trends of recent years, we have to conclude that most of the reports and articles related to the innovative technologies and innovative methods in teaching foreign languages. Here are just a few: E.M. Bagdasarov "Innovative technologies in teaching foreign languages", E.G.Tareva, N.D. Galskova "Innovations in teaching language and culture: pro et contra", N.V. Baryshnikov "Foreign languages and cultures: methodology, objective method", tutorial T.A.Dimitrenko "Innovative technologies of teaching foreign languages", collective monograph of T.D.Lyubimova, E.V.Volodina, I.V. Volodina "Professionally-oriented foreign language teaching in technical colleges". Theory and innovative pedagogical technologies" and other. But only few authors ask: "What do "Innovation", "Innovative Technology", "innovative method" mean at the present stage?" And here we support the view of N.V. Baryshnikov, that "the most popular techniques today are methods self-named as innovative under the pressure of innovation boom, innovations have become well-known methods.

One of the most common definitions of "innovation" is "the introduction of new objectives, content, methods and forms of training and education, organization of joint activity of the teacher and the student." According to the lingua didactic dictionary of A.N.Shchukin "pedagogical technology is a trend in modern didactics in research in the field of: a) the application of technical training in the educational process, b) improving the structure and efficiency of the educational process. The term became widespread in Russian lingua didactic literature during 1960s. In connection with the development of programmed instruction. [1; 746]

E.G. Tareva and N.D. Galskova ask the question "Is there any falsification of the idea of innovation and lingua education?" and they point to the fact that the use of modern information and communication technologies, the principle of integration of the content of education, developing education, differentiated learning, project learning, programmed instruction, modular training, distance learning etc. in fact are well known in linguistics. The authors point out the problem of categorization of innovation from a lack of communication mechanism diagnostics,



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expert evaluation, recognition (at the level of patenting) educational innovation, copyright protection and dissemination (commercialization).

The definition of innovation given and proposed by G.M. Kodzhaspirova and A.Yu.Kodzhaspirov and widely used, refers to innovation multicomponent structure, but does not solve the main problem: how to determine the innovativeness, while noting that "the pedagogical innovation in education is seen as

- 1) purposeful change, bringing in the educational environment of stable elements (innovations) that improve the characteristics of the individual parts, components and the very educational system as a whole;
- 2) the process of development of innovations (new tools, methods, techniques, technology, software, etc.);
- 3) searching perfect techniques and programs, their introduction into the educational process and their creative rethinking. [2; 173]

We agree with N.V. Baryshnikov, who notes in his article "Foreign languages and cultures: methodology, objective, method" that "an attempt to categorize innovative methods was made:

- genuinely innovative (not having analogues up to now);
- containing innovative elements (already known in the educational practices that do not contain significant new elements);
- authorized methods, i.e. known in the practice of teaching, but got the author's interpretation of practice.

A detailed consideration of the above issue through the prism of these categories, we came to a disappointing conclusion that at the present time, no one technology / method can't be called truly innovative or contains innovative elements, due to the fact that the use of the computer as ICT is nothing but conformity to modern facilities and equipment. Computer is a universal means of information processing, which is required for processing to transfer it into electronic form in one of the editors, or initially have information in electronic form, and the use of external hardware devices. It should be noted that the innovative speculation in this case appears to be excessive. Thus, summing up the preceding discussion, we can conclude the following: currently, the concept of "innovativeness, innovative technologies" is changing.

What do modern researchers understand under the term of "innovative technology?" Here are some examples.

V.A. Solonenko understands innovative technology as "developing education, engineering, problem-based learning, level differentiation, the test system, game training, immersion into foreign culture, cooperative learning, self-education and autonomy, integration and health saving, research, information and communication and personality-oriented technologies. ". Similarly, T.A. Dimitrenko relates to the communication of innovative educational technologies, modular, design technology, the technology of the dialogue of cultures, information, telecommunication networks using the Internet and interactive technologies [3; 69]. However, we see that the above technologies are not innovative, rather they can be described as traditional.

E.M. Bagdasarova in her article combined the concept of "innovative teaching methods" and "information technology in teaching foreign languages", denoting the two



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concepts as "innovative technologies", resulting in the substitution of concepts. [4;30] A similar substitution of concepts is observed in the article "The use of innovative methods of teaching foreign languages in the formation of the need to achieve success at the high school" M.A. Nepsha where the author replaces the concept of "innovative technology" by the concept "of new information technologies". [5;87]

An interesting remark is made by A.N. Shchukin in respect of the term "technology education". It is necessary, however, to distinguish between the concept of "t.e." as a set of techniques that provide the efficiency of learning and the use of technology in the educational process of the ICT." [1; 45]

Summing up, we conclude that it is possible to identify two large groups:

1. innovative technologies / techniques = methods, techniques of training (Case-Study, project method and so forth.)
2. Innovative technology = computer software and hardware using media and network technologies (i-Pad, Web 2.0, moodle, Magister, «sign», the Internet, social networks and so on.).

In the first group there are the mostly known for a long time and regularly used methods, its innovativeness is currently defined only by the use of computers and hardware. It should be emphasized that the method of teaching foreign languages was one of the first who began to use computer learning tools in teaching practice. Thus we see that substitution of concepts happens partly and we believe it is necessary to distinguish the concept of "innovation and technology technical training '(ITICT), under which we mean modern high-tech tools based on computer technology and software used for the effective use of data ITICT in the learning process: a database software system based on them (moodle, Magister, «sign" and so on.), local and external network resources (such as the Internet, Skype, publishing sites (somehow outdated method), glogster.com, which can be used only as home use), cloud storage.

To summarize our study, we acknowledge the fact that the innovativeness of existing technologies is to introduce information technologies, computer and other innovations in the learning process and stress the need to actualize the development of specialists and upgrade their research refraction of the modern technical equipment, thus linking tradition with innovation.

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