



IMPROVEMENT OF LANGUAGE COMPETENCIES THROUGH TEACHING TECHNOLOGIES

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ABSTRACT

Effective use of information technologies in independent work of students in many respects depends on the success of solving the problems of methodical nature, related to the information content and the way to use ICT.

The computer, as the strongest engine of progress, has easily established itself in the field of education, and for many years has been used in teaching foreign languages all over the world. Today it is difficult to imagine a higher educational institution without multimedia classrooms, wireless Internet, satellite TV, and distance learning. All of these technical innovations are aimed at improving language competence.

G.I. Gladkov understands competence as the personal ability of a specialist to solve a certain class of professional tasks and readiness for his professional role in a particular field of activity. The concept of "competence" includes a set of interrelated personality traits (knowledge, abilities, skills, methods of activity), set in relation to a certain range of objects and processes, and necessary for high-quality productive activity in relation to them. So, for example, a manager's competencies can include: systematic thinking, the ability to analyze a situation, negotiation skills in a foreign

language, knowledge in the relevant field of economics, etc. [1]

Mastering a certain level of competence is seen as the ability to use and combine knowledge, skills and broad competencies, depending on the changing requirements of a particular situation or problem. In other words, the level of competence is determined by the ability to cope with complex, unpredictable situations and changes.

A competency-based approach is an important link between the educational process and the interests of employers. Already now, leading companies and government departments are formulating their requirements for personnel in the language of competencies. The development and implementation of so-called "profiles of competencies" (describing the requirements for individual categories of employees: top managers, line managers, administrative personnel, etc.) is an integral part of the performance management of many multinational companies.



The modern labor market dictates the need to modernize the higher education system, and most importantly, to modernize its professional component [1].

A breakthrough in the training of a highly qualified professional with knowledge of one or several foreign languages can occur only in the event of a radical change in the learning process, consistently implementing innovative educational methods aimed at training high-class professional personnel and creating conditions for ensuring the criteria for assessing language competencies.

Teaching foreign languages in different conditions and at different educational levels has created the conditions for changing the common European concepts of language proficiency. It was the Council of Europe that offered support for “lifelong learning” as a response to economic, social and cultural changes.

This trend has led to the creation of a descriptive system of levels of language proficiency.

This system allows:

implement an innovative educational policy in the field of teaching foreign languages;

develop and maintain personal interest in learning languages throughout life;

provide students and graduates with an accessible means of measuring achievements in mastering foreign languages;

further improve personal linguistic and communication skills and abilities;

assess the level of the student by the teacher and, accordingly, make adjustments to their activities; create opportunities for students to social mobility within a united Europe [4; 5].

So, in the light of the latest educational trends in the field of teaching foreign languages, the emphasis is shifting from the prevalence of teaching activities in the educational process to the activities of the student. To maintain this phenomenon, it is vitally necessary to form the student’s ability to reflect, or objective self-esteem.

It should be noted that self-assessment activities include more than self-examination or self-monitoring.

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