INNOVATIVE METHODS AND MODERN PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF LEARNING ENGLISH LANGUAGE

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Abstract: The article deals with the following issues and Pedagogical Sciences modern pedagogical technologies in teaching native language. The word "technology" seems to have settled down quite firmly in the pedagogical system dictionary. This new word "technology" has made its way into pedagogy from the exact sciences and technicians. What is "new metal processing technology" or"new technology information distribution" - more or less understandable. But what is "new pedagogical technology" and how it differs from the program, from the methodology, from the pedagogical system-concepts were difficult. Therefore practitioner's teachers choose not only the program and methodology that they use in their work, but also pedagogical technology.

***Keywords and Terms*:** technology, new pedagogical technology, Information technology of teaching, Digital educational resources.

Like all methods, methodological techniques, and training tools are performed by a triune of didactic functions, which, in principle, remain unchanged perform triune functions: training, development, education within the framework of subject activities taking into account the use of funds digital educational resources (DER) and information and communication technologies (ICT).

Using them in the classroom allows you to improve the quality of teaching the subject; to reflect the essential aspects of various objects, visibly implementing the principle Visual Effects; bring to the fore the most important (from the point of view of educational programs goals and objectives) characteristics of the studied objects and phenomena of nature. Many processes are difficult. It is difficult for children with imaginative thinkingassimilate abstract generalizations, without a picture they are not able to understand the process, to study its phenomenon. The development of their abstract thinking occurs through images. Multimedia animation models allow to form in mind a complete picture of the process, interactive models give the opportunity to independently "design" the process, correct your mistakes, and learn yourself.

One of the advantages of using multimedia technology in teaching is improving the quality of training due to the novelty of the activity, interest in working with a computer. Using a computer in the classroom has become a new method of organization active and meaningful work of students, made the classes more visual and interesting.Information technologies allow to:

build an open education system that provides each student withown learning

trajectory;

radically change the organization of students ' learning process, forming their thinking system;

rationally organize the educational activities of schoolchildren in the course of

educational process;

use computers for the purpose of individualizing the educational process and

turn to fundamentally new educational tools;

study phenomena and processes in micro - and macromere, within complex technical parameters and biological systems based on the use of computer graphics tools and modeling;

present various physical characteristics on a scale that is convenient for study,

chemical, biological processes that actually occur with a very large or low speed.

Compatibility of computer technologies with traditional tools and forms of training are one of the most important methodological principles of their application. When planning lessons, you need to find the optimal combination of training programs with the second (traditional) means of training.

Digital educational resources

The use of digital educational resources as ready-made electronic products makes it possible to intensify the activities of teachers and students, to improve the quality of teaching the subject, to reflect the essential aspects of biological objects, visibly implementin g the principle of visibility.

Multimedia presentations

The use of multimedia presentations makes it possible to present the educational

material as a system of bright reference images filled with exhaustive structured information in an algorithmic order. In this case various channels of perception are involved, which makes it possible to put information not only in a factual, but also in an associative form into the long-term memory of students.

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