проявляют большое желание работать самостоятельно. Было также отмечено значительное повышение мотивации студентов к участию в НИРС.

Заключение. Таким образом, использование инновационного метода при организации НИРС оказалось весьма эффективным способом обучения компьютерным технологиям иностранных студентов-медиков, что выразилось повышении их мотивации и интереса не только к предмету информатика, но и другим обязательным предметам таким как: биология, физика, химия, а также клиническим дисциплинам. Было отмечено желание большинства участников НИРС использовать дополнительные знания по информатике в их будущей профессиональной деятельности. Мы можем сделать вывод о том, что при проведении НИРС по медицинской информатике целесообразно ставить перед студентами конкретные задачи, которые будут необходимы в их будущей профессиональной деятельности.

1. Чотбаева Э.А. Использование инновационных технологий обучения иностранных студентов биологии в высшей школе медицины// Конференция: Актуальные вопросы науки. Москва -10 май 2016г. –С 93-97
2. Петрова С.Н. Научно-исследовательская деятельность студентов как фактор повышения качества подготовки специалистов//Молодой учёный. – 2011. – № 10. – С. 173-175.
3. Чотбаева Э.А., Усубалиев К.Н., Роль преподавателя в формировании и развитии эмоционального интеллекта студентов. //Высшее образование сегодня: Москва. - 2019. №8. С. 69-73.
4. Душков Б.А., Королев А.В., Энциклопедический словарь//Психология труда, управления, инженерная психология и эргономика -2018.
5. <https://www.malavida.com/ru/soft/chemsketch/#gref>.

Banartseva A.V., Kaplina L.Yu.
Innovative Technologies in Teaching Foreign Languages

Samara State Social and Pedagogical University
(Russia, Samara)

doi: 10.18411/lj-02-2020-164

idsp: ljjournal-02-2020-164

Abstract

Modern educational technologies are a powerful tool to help teachers support students' cognitive motivation. Multimedia learning is the use of technology to improve the learning process. Using multimedia in the learning environment allows students to think critically, solve problems and be motivated in the learning process. The article provides a brief overview of the methods used and the analysis of some results.

Keywords: multimedia technologies, online training, interactive methods, augmented reality, language learning

We all remember how, in science fiction films, people from the future could easily get any information, see the invisible, and find answers to all questions, no matter how complex they might be, with a light touch of a hand on the magic screen. It seems that we are living in a time when this future is inexorably becoming a reality, step by step entering our offices, classrooms and homes. And this progress is rapid. In order to successfully develop professional competencies of students, it is necessary to improve the educational process, while applying innovative technologies and other effective forms of education, changing the content of education to intensify the independent work of students, actively using elements of distance education in universities. It seems that ten years ago using computers in foreign language lessons was quite unusual. It all started with computer tests that replaced paper tests. Gradually, it came to be understood that computer technology presents greater opportunities than mechanical testing. And then a popular idea appeared to use computer modules as the so-called E-learning, training using multimedia technologies. This form of presentation of

information has a great advantage over traditional methods, including: a graphical form of presentation, which is well understood by specialists of various profiles, and the use of multimedia training programs. E-learning is a means of a comprehensive impact on the student, because it combines such components as: conceptual, illustrative, training and controlling parts. There may also be game components that facilitate understanding and assimilation of the material presented. But progress does not stand still. Multimedia technologies in education play an increasingly important role: universities around the world are moving from traditional methods to more advanced methods. Paper textbooks and manuals are replaced by electronic books, wooden and plastic boards for chalk and marker are replaced by displays and tablets. The advantages of modern information networks and the possibility of using electronic forms of teaching materials are obvious. In Samara State Technical University we had an interesting experience developing multimedia training modules focused on various specialties were also developed: engineering, casting, chemistry, brewing, etc. It is no secret that the effectiveness of teaching a foreign language depends on the degree of interest of students in its study, and new educational technologies have significantly activated the student's cognitive motivation. Those who have encountered this, at least once, understand how convenient and effective it is. The use of network technologies makes it possible to extract information from an electronic network and it results in a tremendous time savings. Even the fact that students often use their cell phones in the classroom allows us to understand how firmly the Internet has entered our lives at all levels. Yes, sometimes advanced technologies interfere with the learning process - for example, when students try to cheat looking for an answer on the Internet or using an online translator (computer translators develop pretty well, to the delight of students). The main thing is to set the right goal and direct their curiosity along the right path. For example, if we translate a text on oil drilling, students will independently search the Internet for new information on new developments in the field of drilling that could bring economic benefits, on ways to increase the speed of well construction, etc. It is a well-known fact that students of a technical university are not very much interested in foreign language lessons, but such deviations from monotonous exercises help relieve tension, develop an easy discussion and, in general, contribute to the motivation of students. Another opportunity to diversify classes using computer technology is the method of projects and presentations.

The creation of projects involves relying creativity of students, introducing them to research, allows you to really integrate different academic subjects using different modes of students and organize collaboration while training. The project methodology gives us the opportunity to include students in real communication, based on research activities, on joint work, and make the results of their work close to reality. It is obvious that in the process of mastering a foreign language, students can develop other professional competencies, due to the fact that a foreign language is a means of obtaining and using foreign scientific, technical and socio-economic information through intercultural and foreign-language communications with scientists and specialists from abroad. Furthermore, a foreign language is necessary when using the resources of the global Internet in the relevant areas of subject knowledge. The self-dependence and responsibility of students proposed by the project method, both in the search for information in foreign language, and in its processing, arouses keen interest of students, a sense of satisfaction, expands knowledge in one or several subject areas, and convinces them that language skills can be of practical value. While a person is giving a presentation, the rest of the group are to take notes. When the presentation is finished, students ask questions, analyze the talk, give their comments and suggestions, using English as a means of communication. Sometimes a situation may arise when no one wants to express their opinion. In this case, the teacher himself begins the discussion, but his main goal is to involve students in this discussion, helping them with useful phrases or questions.

Another achievement of modern Internet technologies is the recently popular learning of a foreign language online using the Skype application (Skype). Skype is a tool to simplify the learning process, which can make this communication more effective. Conventional

foreign language lessons are not always effective due to the fact that the group includes too many students. You can use different textbooks, but the lack of the most important aspect - an individual approach - often deprives students of interest and motivation. Today, using the Internet, at any time you want, you can receive this individual communication. Time is the main value today while students often waste it in traffic jams on the way to the teacher. There is no lag, static or hyphenation when students train online. Moreover, there is an additional convenience – the possibility to build a long term relationship with one person. Skype does not limit mobility. Students can learn language being in the cinema, going for a bike ride, driving the car or doing many other things. By practicing on Skype, they can avoid monotonous activities and boring exercises. Teachers can share screenshots on Skype, which will save them from explaining many things. Both students and teachers can watch videos together or open different sites. Homework can be sent and received by email. This method (as any other) has its drawbacks, and the main one is the dependence on technical means and Internet access.

Recently, more and more teachers, researchers and developers are beginning to move towards more interactive teaching methods. Many of these techniques grow into interesting and creative projects. One of these projects considered is teaching a foreign language using augmented reality (AR - Augmented reality). The discussion about the term “augmented reality” and the possibility of using this technology is ambiguous. The name “augmented reality” will still be more accurate, since this technology can both complement the surrounding world with objects of the virtual world and eliminate objects from it. Augmented Reality (AR) allows to enrich the world with the latest technology and to create a unique combined interactive experience. Additional information may be presented in the form of text, images, video, sound, and even three-dimensional objects. For example nowadays Japanese students may use a smartphone application to work with new generation AR textbooks. The tutorials are provided by Tokyo Shoseki. Using the built-in cameras of the smartphone New Horizon shows animated characters directly in the books on the necessary pages. Some projects need more complicated tools like special glasses, not just a smartphone or laptop. It is highly likely that AR can make the educational environment more productive, interesting, and exciting than ever before. AR not only has the opportunity to engage students in various interactive activities that have never been available before, but can also provide each person with unique content from a three-dimensional environment and computer-generated models. AR can increase the effectiveness of education and training by providing information at the right time and in the right place and offering rich content with 3D computer images.

However, at the moment there is no single methodology for the application of augmented reality technology in the educational environment. The applications are being developed, and we can't deny the fact that augmented reality is a real breakthrough, not only because we live in the age of information technology, but because augmented reality is the most effective way of knowing the subject environment and space surrounding us. It may happen that in the nearest future, computer engineers will help teachers to include additional reality in the practical training, and the best quality augmented reality applications used in the learning process will become widespread and common. For this purpose, augmented reality technology will also combine existing information technologies and educational resources. These resources may include textbooks based on augmented reality, developing games, educational applications, visual modeling of objects, various applications for training skills, etc. As part of the innovative project “Hardware and software augmented reality complex as a means of learning a foreign language” at Samara State Technical University, ongoing work is carried out in collaboration with specialists, who are training, tutoring and counseling the colleagues and developers. The work will hopefully will bring a unique project to a new level in accordance with international standards.

Speaking about the experience gained while developing and implementing multimedia tools in the process of learning English at the Samara State Technical University, I would like to note that most students said that if there was a choice, they would prefer to study using

multimedia technologies. According to the answers, they like the lessons using computer technologies because these teaching methods provide a variety of exercises and activities. The difficulty arose with self-discipline and consisted in the fact that not all students could approach the learning process with due responsibility, knowing that they themselves decide what to teach and when. From this we can conclude that when teaching a foreign language at a university it is advisable to combine traditional teaching methods when the teacher is present in the classroom and controls the process, and innovative ones, such as E-learning. Probably, a special responsibility for conducting such classes should rest with the teacher, who acts not only as a consultant in a particular subject, but also as the organizer of the entire educational process at a new stage as a whole. Its task is to create the conditions for practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity and their creativity. The use of multimedia programs at the university does not at all exclude traditional teaching methods, but harmoniously combines them at all stages of training: familiarization, training, application, control. Using a computer can not only greatly increase the effectiveness of training, but also motivate students to further master the English language.

1. Дополнительная реальность – это будущее? [Электронный ресурс]. – Режим доступа: <http://futuresophy.com/technology/dopolnennaya-realnost>
2. Что такое дополнительная реальность? [Электронный ресурс]. – Режим доступа: <http://arnext.ru>
3. Ganapati, Priya. "How it Works: Augmented Reality." *Wired*. Aug. 25, 2009. <http://www.wired.com/gadgetlab/2009/08/total-immersion/>
4. Augmented Reality for Learning English: Achievement, Attitude and Cognitive Load Levels of Students * (PDF Download Available). Available from: https://www.researchgate.net/publication/274944196_Augmented_Reality_for_Learning_English_Achievement_Attitude_and_Cognitive_Load_Levels_of_Students
5. Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press. ISBN 0-52178-749-1.
6. Банарцева А.В., Нечаева А.А. Обучение иностранному языку онлайн: преимущества и недостатки (статья) *Вестник Самарского государственного технического университета. Серия: Психолого-педагогические науки*. 2016. № 3 (31). С. 6-11.
7. Banartseva A.V. *New Education Technologies // Proceedings of Final Dissemination Conference of Tempus Flertuv, held at Saratov State Technical University, 2008 – University of Surrey Published Print-Club Company, 2008, 138c. С. 106-110.*
8. Banartseva, A.V., and Vlasova I.V.. "Information and Didactic Base for the Formation of General Cultural Competencies of Bachelors of Engineering and Technology by Means of a Foreign Language." *Bulletin of the Samara State Technical University, a Series of "Psychological and Pedagogical Sciences"*, vol. 4, no. 28, 2015, pp. 47–52.

Vlasova I.V.

Holding scientific conferences in a foreign language among students of technical specialties as the main means of interdisciplinary integration

*Samara State Technical University
(Russia, Samara)*

doi: 10.18411/lj-02-2020-165

idsp: ljjournal-02-2020-165

Abstract

The article discusses the features of holding a scientific conference in a foreign language among students of technical specialties as the main means of interdisciplinary integration in the educational sphere for the continuous and holistic self-development of a future specialist in the technical field. Attention is focused on the need for holistic application by students of a technical university of knowledge from different fields of science, as well as their ability to transfer basic ideas from one field of science to another.

Key words: interdisciplinary integration; scientific conference; comprehensive training; personal development; competencies, interdisciplinary integration.