мәдениеті жақсы және оңай қабылданады. Тек салыстырмалы талдауда біз өзіміздің және шет тілдік мәдениеттердің ортақтығын, айырмашылықтары мен бірегейлігін баса көрсете аламыз. Педагогтердің мектеп жасына дейінгі балаларды, мектеп оқушыларын, сондай-ақ студенттерді шет тілі мәдениетін зерттеуге қызығушылық таныту, мәдениеттану, этнография, Лингвистика және әрине тарих саласындағы білімнің көкжиегін білуге және кеңейтуге деген ұмтылысы үшін оқытудағы кәсіби тәсілінің маңыздылығын атап өту қажет. Тек дұрыс педагогикалық тәсіл арқылы ғана тарих пен мәдениет арқылы тіл үйренуден тұратын дұрыс мақсатқа қол жеткізуге болады.

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INNOVATIVE TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE TRAINING OF FUTURE LAWYERS

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With each new generation of children, the teachers of higher education are faced with the problem of finding effective methods, techniques and means of learning. Today, in the conditions of oversaturation of information in the area of law and the need to provide high-quality education, there is a search for effective learning technologies. Children who master the use of modern technologies faster than language and other subjects, are not interested in learning with the help of traditional teaching methods.

Therefore, one of the ways to intensify the educational process of future lawyers is the use of innovative learning technologies. these are the innovations that cause changes in education in general and in learning foreign languages, in particular. One of the reasons for the need to use innovative technologies in education of future lawyers is the change of the teacher's role, who is the coordinator of the educational process and directs the activities of students from now on. Therefore, having a high level of foreign language knowledge of grammar, phonetics, etc., does not ensure the achievement of the main goal of learning foreign languages – mastering it with a non-linguistic purpose. Therefore, teacher training for the use of innovative technologies in teaching foreign languages is of particular importance.

The content of the language component of the State Standard in primary school is aimed at achieving the appropriate level of students' ability to use language tools in all types of speech activities, to read and understand what has been read [4], the goal of foreign language learning in high school is defined as the formation of students' communicative competence – the ability and skills to communicate in oral and written forms within the spheres and topics determined by the program for each level (standard level, academic level, profile level), observing the traditions and norms adopted in the country whose language is being studied [4].

Traditional and innovative technologies are used today both in general education and higher education for the realization of educational goals, as well as the formation

of a whole range of competences, which are referred to in the above-mentioned regulatory documents.

In the scientific literature foreign language learning technologies are understood as "a set of teacher's and students' techniques, which ensures the achievement of the goals of language learning and language mastery." Taking into account the above mentioned facts, innovative technologies for teaching foreign languages are used for the introduction of new, non-standard methods, techniques, and means that will contribute to the creation of a favorable environment for the effective foreign languages mastering and formation of students' communicative competence at the appropriate stage of learning and the level of foreign language.

In this regard, the review of learning technologies that would contribute to the effectiveness of the foreign languages mastering process of future lawyers becomes particularly relevant. Today, among the innovative technologies used in higher education, the following are distinguished: design technologies, language portfolio technology (Language portfolio), information technologies, interactive technologies.

However, in order to find out which learning technologies should be considered innovative, it is necessary to differentiate the concepts of "traditional learning technologies", "modern learning technologies" and "innovative learning technologies".

In the scientific literature, it is determined that modern learning technologies include both traditional and innovative technologies, since in the process of the emergence of new ones, those ones that have been used for a long time continue to apply. Thus, innovative foreign language learning technologies are a component of modern learning technologies. So, among the traditional technologies we can name translation methods, audio-lingual method, suggestive method, etc. Innovative technologies, which are a component of modern ones, in turn contain both traditional and innovative technologies, which is related to the time of the emergence and application of technology. Thus, project technologies that arose in the 20s of the last century in the USA have been popular in the domestic methodology since the 90s, therefore they have already become traditional within the limits of innovative, as opposed to information technologies, for example, the web quest method, etc. .

In order to reveal the essence of the concept of innovative technologies, we consider it expedient to turn to the interpretation of the term "innovation", which comes from the Latin "innovation" – "restoration", "updating", "change". In the educational context, "innovation" means the creation of new approaches and technologies based on the rethinking of previous experience and the introduction of the latest achievements and their integrated use. Thus, in pedagogy, innovation means an innovation that improves the progress and results of the educational process.

"Innovative pedagogical technology", according to the definition of I. Dychkivska, means the purposeful, systematic and consistent introduction into practice of original, innovative methods, techniques, pedagogical actions and tools, which cover the whole educational process from the definition of its purpose to the expected results.

O. Kiyashko considers innovative technologies to be those capable of bringing the education system to a new level and meeting society's needs for a new generation of professionals.

In this regard, the review of learning technologies that would contribute to the effectiveness of the foreign languages mastering process of future lawyers becomes particularly relevant. Today, among the innovative technologies used in higher education, the following are distinguished: design technologies, language portfolio technology (Language portfolio), information technologies, interactive technologies.

Project technologies are a type of work when students create the content of their foreign language learning activities in the form of a chosen project, usually with a final product: a collage, an album, a comic, a questionnaire, etc. The typology of the project is determined by their interests, and the topic is determined according to the peculiarities of the content of the textbook or the educational and methodological complex [2].

The essence of the Language Portfolio (LP) technology (European Language Portfolio), which is a package of documents, is to provide an opportunity for the student to evaluate his achievements in mastering foreign languages independently, according to certain established parameters, regardless of the methods and means of learning laid down in the textbook, according to which he/she studies. The content of LP includes: 1) tasks for the student; 2) criteria for evaluation and self-evaluation of works contained in the LP; 3) the teacher's page, which is filled out. The relevance of LP technology lies in the fact that thanks to it, the ability to see a goal and choose the necessary way to achieve are formed [2]. Widespread implementation of this technology began in 2001 and continues today.

Interactive technologies (from the English "interact", where "inter" means mutual and "act" means to act; learning in interaction) are based on the use of various methodological strategies, methods of modeling situations of real communication and organizing the interaction of students in groups (in pairs, in small groups) in order to solve communicative problems jointly. The most common among these technologies in foreign language learning are: KWL Chart, Story Frame, Team Rewards, Individual Accountability, Jigsaw, Story Pyramid, Prediction Chart [3].

Among the innovative technologies that also have become widespread during the study of foreign languages, the following stand out: interactive technologies, project technologies, information technologies, language portfolio technologies.

The following forms and types can be attributed to interactive technologies: discussion (heuristic conversation, presentation, discussion, "brainstorming", "round table" method, "aquarium" method, "quadro" method, "traffic light" method, role-playing discussion, audio and video recordings), gaming (the "business game" method, "business theater" method, "interview" method, contests of practical works with their discussion, role-playing games, modeling situations, project methodology, case method), training (can combine discussion and game forms: communicative trainings, collective solving of creative problems, practical group and individual exercises, group work with literature, meetings with invited guests) [1].

The method of projects (project technologies) has been transformed into a project system of education, according to which students acquire knowledge and skills in the process of planning and performing practical tasks of projects. Today, there are various classifications of projects: by composition of participants; by purpose; on the topic; according to the terms of implementation, etc.

There are research, creative, game projects, informational and practice-oriented projects [5].

The purpose of using language portfolio technology is to teach future lawyers reflection, self-evaluation, and self-monitoring of the results of educational activities. In Ukraine, portfolios have been actively used as an innovative method of teaching a foreign language at school since 2003. In modern practice, there are various types of language portfolios (Self-Assessment Language Portfolio, Language Learning Portfolio (Reading Portfolio, Listening Portfolio, Speaking Portfolio, Writing Portfolio, Integrated Skills Portfolio), Administrative Language Portfolio, Show Case, Feedback Language Portfolio, Comprehensive Language Portfolio). Combinations of different types of portfolios primarily contribute to the effective organization of independent work, independence and activity of students, their ability to objective self-evaluation and the ability to make the necessary conclusions regarding self-improvement in the process of learning a foreign language [6].

Today, information (information-communication, info-communication) technologies: computer technologies, Internet resources, and multimedia technologies, have become integral in learning foreign languages. In the scientific and methodological literature, there is still no single point of view regarding the above-mentioned concepts. On the one hand, scientists understand the information technologies of education as all technologies that use special technical means in the process of education, namely: computer, video, audio, film, telecommunication networks. On the other hand, scientists suggest using the term "computer learning technologies", but recently the term "information and communication technologies (ICT)" has been particularly popular in scientific researches [5].

Foreign language computer programs are primarily used to develop listening skills, as well as reading and writing. The use of educational information technologies promotes motivation to study, more effective memorization of information, and also meets the interests of modern students who deal with products of the information society every day: smartphones, tablets, etc. However, today there is no clearly developed method of using computer technologies in teaching foreign languages, which allows the teacher to improvise and, create his own materials depending on the purpose of the lesson.

Another component of information technologies for learning foreign languages is multimedia learning technologies. Multimedia educational technologies are a set of technical and didactic teaching aids that enable the presentation of educational information in text, graphics, audio, video, animation and other formats. The use of information technologies allows influencing the student's emotional sphere, promoting motivation, intensification of educational activities and increasing cognitive and foreign language activity.

Information technologies, in particular multimedia technologies, the WebQuest method have also become widely used. This technology was created in the USA in 1995 by researchers B. Dodge and T. March, who first defined the methodological requirements for a hypertext web quest. Multimedia technologies and multimedia software products are considered in the educational process in several aspects today: as a subject of study; as a tool for the student to achieve the goal set by the teacher; as a teacher's tool in his work. A WebQuest is a combination of several types of search tasks in which the information used by students comes from the Internet. That is, it is a type of work that is based on Internet resources as the main source of information. So, a web quest is an organized type of research activity, for the implementation of which students search for information on the network at the specified addresses. They are created in order to organize students' time better, to use the received information for practical purposes and to develop the skills of critical thinking, analysis, synthesis and evaluation of information [5].

The development of innovative learning technologies is associated with a change in the role of the individual and the organization of person-oriented learning. Therefore, innovative learning technologies involve a change in the relationship between the participants of the educational process. While traditional learning technologies are the main components of the educational process organization today.

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