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# PEDAGOGICAL SCIENCES

## INTRODUCTION OF INNOVATIVE EDUCATIONAL TECHNOLOGIES AS MOTIVATION TO LEARN A FOREIGN LANGUAGE

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**Introduction.** The overall goal of teaching and learning a foreign language is to develop foreign language communicative competence. Given the limited number of classroom hours, improving the quality of teaching a foreign language in general and a foreign language for specific purposes through new teaching technologies can develop the quality of the learning process and motivate students. Teaching students to communicate in a foreign language in a professional environment is the main task of a foreign language instructor. This task is possible when, on the one hand, the student is motivated to learn the language; on the other hand, the teacher uses different educational technologies, including innovative ones, in the teaching process.

**Aim.** Our study aimed to identify the role of innovative educational technologies in increasing students' motivation to learn English for Specific Purposes (ESP).

In the current understanding, innovative educational technologies are modern content of the discipline that develops student competencies (in our case, language competencies); modern teaching methods that form these competencies when

students are involved in the learning process and actively interact with it; the modern organization of the learning process. The introduction of innovative educational technologies in the educational process allows one to effectively master a foreign language, motivates foreign language communication, and helps to reveal the creative abilities of each student.

**Materials and methods.** Teaching English today is evolving along with the development of technology. The word "innovation" induces an association with the Internet and Internet technologies. The accessibility to the riches of the global network allows foreign language teachers to use an enormous amount of materials to improve their teaching effectiveness. The British Council website lists the innovations that have changed English language teaching.

Let us consider some of them that are used in ESP classes for students of economic specialties.

The most widely used is the possibility of accessing authentic texts on the Internet, which are available on the websites of companies, firms, and organizations of a particular profile. Students have the opportunity to see the availability of vacancies around the world, find the latest journals in their field of study and get acquainted with the latest trends in the chosen sphere, etc.

Modern students cannot imagine themselves without their tablets or smartphones. Therefore, teachers, who usually do not have a computer or devices for accessing the global network in every classroom, can use this habit of students to their advantage in learning English. Listening to a two-minute podcast on a particular topic or reading a post on a company's website is a way to engage students and their devices, which positively affects their motivation to learn.

Another innovative technology is watching videos in English from Internet resources such as YouTube in the classroom. It can be an episode from a series of short films on a particular economic issue. The teacher can use not the whole video but only some fragments of the movie, explanations of unknown terms, and difficult moments that require visualization. Watching a video helps them understand the material and increases interest in learning the language in general, which motivates

students to learn English for their professional purposes.

In recent years, life itself has made it necessary to coordinate the learning material with students. Here we see a personality-oriented approach to students and their requirements for learning the language of their future profession.

**Results and discussion.** The personality-oriented approach emphasizes the development of student's abilities and personal qualities, self-respect, and consideration of their interests and wishes without coercion and authoritarianism. The authoritarian position of the teacher as the sole transmitter of knowledge has changed to cooperation with students when there is no longer one authority in the classroom to whom all others obey. This situation has arisen due to the availability of many sources of information from which students can choose the most appropriate ones. The teacher has lost his monopoly on new knowledge. Moreover, if they do not work systematically and do not improve their professional level, students may abandon such teachers, and it will negatively affect the reputation of the teachers and their higher education institution.

In this case, we again turn to the Internet, which allows teachers to improve their skills, which is necessary for rapid development in all spheres of life. Free courses and webinars such as *The Characteristics of Effective EFL Teachers*; *Practical Tips to Promote Intercultural Learning in your Classroom* (British Council); *Teaching Students Who Have Suffered Complex Trauma*; *Teaching English Online* (FutureLearn) allow not only to gain knowledge and advice from leading methodologists and teachers of English as a second language or English for specific purposes but also to communicate with colleagues, share problems in the comments on a particular topic or in a social network on the page of this community (for example, on Facebook or [UsingEnglish.com](http://UsingEnglish.com)).

The above-mentioned innovative technologies are used by authors in teaching English. The most widely used is the Internet to search for authentic texts in the speciality and to check the interpretation of terms or terms in context. For this search, students use their mobile devices that allow them to access the global network. Less commonly, a computer is used to stream professional videos from the web. However,

the authors are currently developing a collection of exercises for students to work independently with video materials in their speciality, and therefore we hope that this technology will find a worthy application.

**Conclusions.** In general, it can be concluded that the more interesting ESP classes are, the more motivated students will be to learn their speciality. Teachers must improve their professional level and constantly use innovative technologies to make their classes more exciting. According to the survey, 34% of students referred to educational technologies as the key factor affecting their motivation. Although motivation depends on many factors, educational technologies are the main ones.