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METHODS OF TEACHING ENGLISH LANGUAGE

Abstract: In this article highlights of methods of teaching English language, and the latest interactive resources: the latest generation of computers, Internet, TV programs, Newspapers, magazines.
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Introduction

Foreign language in the modern world is almost the same attribute of a successful person as a mobile phone. With the help of English, in particular, the language can communicate in almost any corner of the earth. However, it should be borne in mind that modern realities require a modern approach in teaching a foreign language. But, unfortunately, often our teaching methods are very inert and do not meet modern requirements.

Modern methods of teaching foreign languages offer us a wide range of teaching concepts, methods and technologies – both traditional and innovative.

There are different methods of teaching English. Teaching a foreign language, it is necessary to pay attention to new ways to stimulate the speech of students. However, numerous classical schools are still trying to teach the old methods and old books. There will always be problems and you will never speak English well. Using new methods, you can easily learn to speak English and improve in this. You will be able to speak as a native speaker. Key words: methodology, English language, training.

It has been a long time since learning a foreign language was reduced to passive learning of new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate a Russian phrase into a foreign language - that was the limit of perfection in the development of a foreign means of communication. And although the world has long known a huge number of approaches to the study of a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the XX century. Today, everyone is learning a foreign language. In proportion to the number of people increased and the number of techniques. However, each of the techniques has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of "classics" has borne fruit, and considerable. The only question is at what cost these results were achieved. As a rule, in order to master the language, had a long time poring over books, giving a lot of time translation, reading texts, memorizing new words, performing various exercises and retelling. To change the activities offered tasks such as writing essays or dictations.

Materials and Methods

One of the oldest methods is classical or fundamental. The purpose of the classical technique is not so much the study as the understanding of the subtleties and details of the principles of a foreign language. The main task pursued by the classical technique is the formation of the grammatical base of the studied language. The target audience - people who are starting to learn English "from scratch", from the basics. This technique is perfectly familiar to those who started to learn English at school. It is worth noting that it is preferred by many language universities, both in Kazakhstan and in the border States. The simplified scheme is - the study of

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grammar, the basic rules, which are subsequently applied in specific examples and fixed with the help of exercises. The most popular representative of the traditional method - N. Ah. Bonk. Her famous "textbook Bonka", written in collaboration with other representatives of the same traditional methods, is a kind of template. This textbook has withstood tough competition with the latest techniques that came from the West, and continues to be the standard. The only drawback, even more precisely, drawback of classical methods is limited experience speaking. This disadvantage can be filled by adding other methods of communicative learning to the classical method.

One such method is the so - called linguosociocultural method. Supporters of the above method are those who believe that modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extra-linguistic factors leads to the fact that learning English becomes boring and aimless. Proponents linguosociocultural method of erecting a foreign language to the rank of communicative tools, which helps the man not just speak, but also gives the who the possibility of self-expression. Following the principles of the linguosociocultural method, we can safely say that a foreign language is a kind of mirror, which reflects the way of life, traditions and customs, culture and history of the language.

However, in recent years in the top of the most popular methods of teaching foreign languages is a communicative technique, which occupies the first place in the rankings and calculations of statisticians. This technique is well established in America and Europe. Continuing to conquer the world, communicative methods came to us, taking pride of place in the leading language universities of the Republic. The method is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative method is assigned to communication. The main goal pursued by this technique is to overcome the language barrier. The main thing is to save a person from fear of a foreign language, from fear of speaking a foreign language and at the same time to develop other language skills, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students learn and memorize language formulas, expressions, phrases, and only then analyze the grammatical structures found in memorized phrases. In simple words, the principle of oral advance.

The fact that in the communicative method a special place is occupied by the practice of communication, says the name itself. Communicative method is aimed at the development of skills of speaking a foreign language. It is also worth noting that the use of the technique directly affects the structure of the lesson. Very often in the classroom you need to use game situations, to carry out group work, to develop tasks to find errors, the ability to compare and compare. As a rule, such classes make active work not only memory, but also logic, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages to Express thoughts.

Today, the development of modern IT-industry makes available in the study of English the latest interactive resources: the latest generation of computers, Internet, TV programs, Newspapers, magazines. It is very important to put into practice all of the above. This helps to awaken students ' interest in the history, culture, traditions of the country of the studied language and helps to form skills that will be needed in the future.

The essence of interactive learning is that the learning process involves all students to the maximum in the learning process, so that each participant has the opportunity to understand and reflect on their knowledge and thoughts. Hence, a huge role is given to the individualization of knowledge of each individual in the joint activities of students in the educational process. Exchange of knowledge, thoughts, ways of activity – that's what offers interaction. During the training sessions, there is also the development of dialogue/polylogue communication, which leads to mutual understanding, interaction, to the joint solution of common but individually valuable tasks for each participant. Interactive excludes the dominance of one speaker and one opinion over another. As a result, students learn critical thinking, analysis of circumstances and solving complex problems, weighing alternative opinions, making informed decisions, discussions, communication with other partners. To do this, the lessons are organized individual, pair and group work, used research projects, role-playing games, working with various information sources, using creative work. Along with the traditional (work in small groups, in pairs,role-playing or business game) forms of work,the interactive method uses techniques such as work in rotary (removable) threes, carousel, unfinished proposal, aquarium and others.

What are the forms of interactive learning? In modern society, methodologists and teachers-practitioners have developed many forms of group work for teaching foreign languages. The most widespread of them are the "outer circle", "turntable", "aquarium", "brainstorming" and "debate" (the names may vary, the essence is important). These forms are effective only if the lesson discusses a problem in General, about which students have initial ideas based on previous classes and daily life. In addition, the topics discussed should not be closed or too narrow. Now let's talk more about learning technologies:

- Spatial arrangement in the classroom.
- questions around the circle;

- outer circle (chairs in a circle, children less prepared);
- small circle (chairs in a circle, children are more prepared);
- desks Christmas tree (work in groups);
- debate;
- work in groups;

Questions around the circle:

"Circle of ideas" is a form of work, the purpose of which is to resolve acute controversial issues. A list of ideas is compiled. All students are involved in the discussion. Groups must perform the same task, consisting of several questions (positions), which are given in turn. In the answers, each of the groups voices only one aspect of the problem, and the teacher continues to ask questions in a circle until the ideas are over. Thus, the possibility of answers to all questions by one group is excluded.

"Unfinished sentence" – students themselves come up with endings sentences.

Group work form:

"Replaceable triples" – the composition of groups (triples) changes during the lesson.

"Decision tree" –the class is divided into several groups with the same number of students. Each group discusses the issue and makes notes on the "tree" (a sheet of paper or a Board). The groups then change places and finish on the trees, neighbors thought.

"General project" – groups receive various tasks that cover the issue from different sides. After the work is finished, reports are prepared and notes are made on the Board. From these records, drawn up a common project, which is reviewed and complemented by the group of experts.

"Synthesis of thoughts" – a copy of the previous method with the difference that students make all the entries on the sheets, which are then transferred to the next group. The sheet highlights thoughts that the group disagrees with. Experts process the sheets and make a General report, which then discusses the class.

"Information search" – the method is used to revive the dry and uninteresting material. At the same time there is a team search for information that complements the existing (teacher's lecture or homework). Subsequently, students answer questions. Answers to questions should be found in textbooks or handouts For information analysis and finding answers to questions given a limited time.

Ex: After studying the topic "The Pleasure of Reading" examines the reasons for the immense popularity of the Saga of Harry Potter.

Two circles:

"Carousel" is a kind of work that children like very much. To do this, two rings are formed: internal and external. In the inner ring, the disciples sit still. In external change every 30 seconds. In a few minutes the students say a few topics and try to convince the interlocutor of their rightness.

"Aquarium" – the method is that several students play the situation in a circle, and the rest observe and analyze.

Thus, at the moment a large number of methods and forms of interactive learning have been developed. But every progressive teacher can come up with their own methods of working with the class. Most of these interactive methods relate to cooperative learning technologies, where students are combined to perform tasks, learn the material and develop communication skills in the discussion and argument of their positions. The great advantage of this type of learning activity is that all the students of the class are involved in the overall work. The difficulty lies in the ability to organize the activity of students, to attach them to this type of work as a permanent. The methods mentioned in the article can serve as a basis for the creation of new forms. The interactive creativity of the teacher and the student is limitless, this is the main advantage of interactive learning.

Conclusion

Education is an active interaction between teachers and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

It is obvious that each teacher is guided according to the personal experience in a choice of methods and receptions of work. But, based on the results of the experimental and practical work, it can be argued that the use of a variety of techniques in the framework of communicative, inductive, deductive methods gives a positive result and, of course, contributes to the effectiveness of teaching grammar.

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