

Innovations And Modern Approaches To Teaching English At School

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Abstract – The article provides information on English teaching methods, modern approaches and innovations used in English teaching at school. The essence of innovative teaching in English teaching is that the learning process involves almost all students in the cognitive process; they have the ability to understand and reflect what they know and think.

Keywords – English teaching methods, innovative teaching, modern approaches, innovations, cognitive process, innovative technologies.

I. INTRODUCTION

Innovative technologies include:

- Dialogic communication
- Acquisition of self-experienced knowledge and skills
- Development of critical thinking
- Develop problem-solving skills
- Integrated interaction at the level of reproduction, perception
- Formation of personal qualities of students.

Innovative education solves several problems at the same time: it develops communication skills, helps to establish emotional connections between the participants of the learning process, and solves information problems because it provides students with the necessary information; offers, without which it is impossible to carry out joint activities; provides general education skills and abilities with an educational task as they are accustomed to working in a team.

II. LITERATURE REVIEW

At the current stage of development, when a qualitatively new relationship has emerged between our country and members of the world community on the basis of new political and socio-economic realities, favorable conditions have been created for learning English and using it in communication with other countries. Nowadays, successful mastering of English is necessary to get an interesting job at home and abroad, to strengthen friendships with representatives. For further study in different countries, international universities and professional growth in the chosen specialty; all this filled the task of teaching English in the country with new content and demanded the expansion of its functions as a task, taking into account the best world experience in teaching English and the socio-cultural features of its study.

III. ANALYSIS

Several technologies are widely used in teaching English:

Carousel technology.

Like many innovative technologies, the carousel is also a borrowed psychological preparation. Children usually enjoy such work. Two rings are formed: inner and outer. The inner ring is for students standing motionless facing the outer circle, the outer ring is for students moving around the circle every 30 seconds. So they can talk about several topics in a matter of minutes and try to convince the interviewer that they are right. Dialogues of an ethical nature, the subject of acquaintance, the conversation in the nation, in a public place, etc., are perfectly elaborated. The guys speak enthusiastically; the lesson is dynamic and effective.

“Theater” technology is something like a spectacle in which the audience plays the role of observers, experts, critics and analysts. Several students play the situation in a circle, while the rest observe and analyze. The task of the actors is to convey the appropriate mood, emotion, character traits, and the task of the audience is to pay attention, to explain the findings, to talk about what they are based on, what they are focused on.

Case Study technology involves the movement of children across the office to gather information on a proposed topic. Each participant receives a sheet with a list of questions. The teacher helps to formulate the questions and answers, ensuring that the interaction is conducted in English.

“Incomplete Bid” technology. Children are encouraged to read the unfinished sentence and continue it quickly with any words, which is the first thought that comes to mind. The offers start out very vaguely, so the guys have almost limitless possibilities to finish it. They belong to different areas of life and can cover any topic.

“Group History” technology comes in two forms. During the first method, each student adds one sentence to an event that has already begun. An unfinished story sheet is then passed around in a circle with a specific signal (per minute). The second method is very suitable for practicing the topic of “Question Words”. The teacher asks questions in a specific order, each participant in the process writes an answer, and folds a sheet of paper so that no one can see it and pass it on to a neighbor. The movement is done in a circle. Thus, in the end, several surprises are taken at once.

Technology “Do you believe this ...” This type of language practice can be used on any topic. In addition, students are first invited to “trust” the teacher and then express their views on the topic.

Brain ring technology is very suitable for lessons - generalization of the material studied. The content of the genres is completely diverse and includes sections such as vocabulary, grammar, reading, listening and writing. This technology requires serious preparatory work, including: choosing a topic, creating a task, creating a presentation, thinking through questions to attract attention, blank answer forms, preparing diplomas. At the beginning of the game, the jury is selected; the students are divided into teams. Each round lasts 3 minutes, after which the answers are sent in writing to the board members. The correctness of the answers is checked and discussed after each round, followed by a series of questions that bring additional points to the teams.

Role-playing technology. Role-playing is a simultaneous speech, play and educational activity. From a student perspective, role-playing is a play activity that moves in different roles. The educational nature of the game is often not recognized by them. The goal of the game for the teacher is to shape and develop students' speaking and speaking skills. The role play is managed; its educational feature is clearly recognized by the teacher. Because role-playing is based on interpersonal relationships, it evokes a need for communication, arousing interest in participating in a foreign language; i.e. performs a motivational and motivating function. Role play in many ways determines the choice of language tools, helps to develop speaking skills, and allows students to imitate communication in a variety of speech situations. In other words, it is an exercise to master skills in interpersonal communication. In this regard, role-playing provides a learning function. Role-playing games in school students shape the ability to play the role of another. There are a large number of forms of role-playing games in English classes: presentations, interest clubs, interviews, correspondence, roundtables, press conferences, excursions, fairy tales, reports and more. The results of the training show that the use of role-playing in English lessons is both qualitative (different dialogic unity, initiative of speech partners, emotional statements) and quantitative (correct speech, volume of speech, speech) in students' speech speed) contributes to positive change.

IV. DISCUSSION

Today, in the world practice of teaching the language of international relations, English as a means of intercultural communication, as a means of mutual enrichment of peoples, countries, continents, a way to get acquainted with national and universal cultural achievements, the citizens of their country and the world community. The tasks of cognition are set as a method of self-awareness.

The main task of teaching modern English is not only to provide a wide range of information, but also the independent acquisition of knowledge by the growing person, the desire to constantly deepen in the field of knowledge, the formation of constant cognitive motives for learning, the main is cognitive interest. It is important to look for a number of factors in shaping students' interest in knowledge, including ways and forms of organizing learning activities. There is no doubt that the task of the teacher is to find and develop forms of work that unite teachers and students into a single creative team and enhance their role, independent work, student activities during the learning process.

Thus, the main tasks of teaching modern English included:

1) Communicative and socio-cultural development of the student, his preparation for intercultural communication.

- Formation and development of communicative competence (linguistic, verbal, sociological) necessary for communication in the fields of education, household, business, leisure and entertainment;

- Development of a culture of perception of real texts (fiction, newspapers and magazines, advertising and reference books);

- The formation of students' ideas about the dialogue of cultures as a consciously chosen philosophy of life, its participants are required to respect other cultures, language, ethnic and racial tolerance, speech etiquette, readiness to learn, cultural heritage, peace, spiritual enrichment with the achievements of other cultures, the search for non-violent ways to resolve conflicts and disputes;

- To acquaint students with the culture of the countries where the language is studied its relationship with the branches of world culture.

2) To teach students the technology of learning English and to develop its unique educational potential to meet their personal interests in learning English in the fields of communication, knowledge.

- Study the methods of working with local and foreign directories;

- On teaching methods of schematics of communicative-cognitive information (language, speech and communicative tables, diagrams);

- Development of skills in working with books, audio and video materials, computer programs;

- To get acquainted with international tests to determine the level of language proficiency;

- Communicative activity in English on the study of forms of independent monitoring of educational, communicative and cognitive effectiveness.

2. Innovative approaches in the process of teaching English.

It is important to highlight some of the technologies used in English language teaching practice.

I. 1) design technologies; 2) information technologies; 3) language portfolio technology; 4) modular block technologies.

II. 1) communication-oriented technologies; 2) installed technologies; 3) design technologies.

III. 1) student-oriented educational technology; 2) communicative learning technology; 3) computer technologies; 4) multimedia technology.

Person-centered technology.

In addition to addressing this issue, it provides practical experience in implementing student-centered learning.

In the process of getting acquainted with the technology, we found that it could not be fully used in the classroom system. It is this technology that can bring the process of foreign language teaching closer to the process of language acquisition in the natural

environment and direct the language to practice, creating in its basic parameters the microclimate of life in the listener on the basis of all real interpersonal relationships. Therefore, when studying the whole technology, we can only talk about the elements of person-centered technology that are being introduced into the practice of teaching English. The essence of person-centered technology is that the teacher does not have ready-made template methods for interacting with different students; it depends on the personality of the student, his interests, abilities and capabilities. Of course, this requires a comprehensive diagnosis.

V. CONCLUSION

Modernity is increasingly driven by the need to teach practical English in everyday communication. Today, we can say with confidence that innovative approaches to teaching English, such as multimedia, computer, information technology, have a great advantage over traditional teaching methods. They allow you to teach different types of speaking activities and combine them in different combinations; assists in creating communicative situations, automating language and speech movements; implement an individual approach and contribute to the activation of the student's independent work.

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