

INNOVATIVE METHODS IN TEACHING ENGLISH

Зубкевич О. Я.

*студентка факультету філології і журналістики,
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Modern methodology is rich in teaching methods and principles. each of them has its own advantages and disadvantages, merits and defects, but none is perfect. So, it is very important to find out the exact method of teaching in a particular case. We share the view of chen Jiamu, who considers that the best method is one where a specific effect is obtained in a specific context. choices of methods, then, should vary with different purposes, ages groups, and stages of mental development, etc (chen Jiamu, 1997).

Today the transformations, which are actively occurring in our country, have lead to people's demand for learning foreign languages. Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for selfperfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in future profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, selfdependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people's aims in learning foreign languages.

Modern process of teaching foreign languages

In our opinion a modern process of teaching and its results has the following structure (Fig. 1).

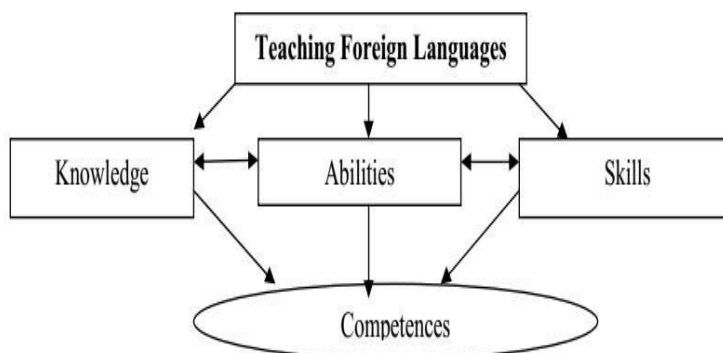


Fig. 1. The structure of teaching foreign languages

Knowledge. a whole complex of person's awareness is included in it:

- awareness about language structure: sounds, letters, parts of speech, etc;
- awareness about the level of language possession, and conditions of its further development in every particular sphere.

Abilities. The abilities are considered as a complex structural formation which includes sensitive, intellectual, willing, creative, emotional qualities of a personality, helping him/her in achieving his/her goal in learning foreign languages. The abilities are interrelated with experience acquirement in the sphere of person's activity.

Skills. The skills are suggested to develop person's readiness to perform fluent communication in English and creative acts while solving different tasks:

- on the level of reading, writing, listening, speaking;
- on the level of confident use of the received knowledge in practical activity or work.

The formation of knowledge, abilities and skills of students in learning foreign languages are to be considered the main indicator of competencies development (general and specific ones).

Innovative methods and technologies of teaching

Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, the formation of competencies, personal and meta-professional qualities of students. As for us we consider it necessary to use some of innovative methods for teaching as they respond to the above mentioned principles and characteristics of children language teaching. Among them there are such methods as: method of direct instruction (J. Wiechmann and J. Grell), method of electronic self-directed education (T.M. Balykhina), method of pedagogic studio work (e.V. Nevmerzhtskaya), method of interdisciplinary projecting (S.e. Kaplina).

Method of direct instruction. This method was proposed by German researchers and educators Jochen Grell and Jürgen Wichmann. The essence of the method is to achieve a more informed perception of educational material to learn, active orientation of the target. This approach contributes to the efficient perception of the material by learners. The teacher in the classroom is given a central role in managing the overall development of events.

The starting point of the method is the evaluation of the direct instruction teaching success, regardless of the study discipline and the individuality of a teacher. A. Hemlke has once said: «No other sign is not so unequivocally and consistently associated with the level of labour productivity and educational progress of groups of learners as instruction of class or group» (Mendygaliyeva, 2009).

In implementing the method of direct instruction the teachers should:

- focus on the concentration of clear, a specialized formulation of the problem;
- pay attention to result providence of the lesson, simultaneously preventing learners' possible withdrawals from lesson's theme;

- support the mobile nature of the learning process, using in the course of instruction short remarks of individual character (in the form of questions, case assignments, etc.) that enhance the effectiveness of the educational process;
- give a small explanation when learners have difficulties while perception of the material;
- contribute to the belief in the success of learners, actively supporting the initiative shown by them;
- being an authority in the field of teaching, do not behave authoritatively that allows to design a lesson in accordance with the rules of correct communication between object and subject of the educational process (Wiechmann, 2006).

The effectiveness of the method is demonstrated by various forms of training. The lesson during which the method of direct instruction was used can be considered successful if three major steps to achieve the goal are passed: general presentation and demonstration of the lesson's goals and objectives; performance of tasks under the supervision of teacher and individual exercises without teacher's instruction. The effectiveness of the method of direct instruction is achieved under the conditions of implementation in the educational process: orienting introduction at the beginning of the lesson, independent presentation of the assignment after the lesson and the resulting check at the next lesson.

It is important to note that this method makes it possible to use the training time advantageously, the less of which is given to informing of students, learning the material, discussion of the proposed tasks. The teacher controls the training, trying to involve all learners in the process of cooperation. The use of direct instruction is appropriate during the role-playing game, performing practical tasks, group dynamic seminars, laboratory work.

The founder of the *electronic self-directed method* is considered to be *T.M. Balykhina*. Depending on the purpose, motive, terms of e-learning method is based on a variety of tools and technologies that can be used as self-study; controlled learning; training, instructor-directed; embedded training and distance learning.

The purpose of introducing the electronic self-directed method of learning is to transfer the knowledge to highly independent learners (those who wish to receive education on their own terms).

Based on the traditional methods and forms of teaching this method is enriched with modern icT that meets one of the leading requirements of education, its informatization. The use of icT in one's own activity as a part of the competency of person's image promotes the individual's development, as well as disclosure of creative and intellectual abilities of the individual at all levels of education.

The method during preparing or carrying out practical tasks may include such forms of work as multimedia presentations, web-pages and other interactive tutorial information. Moreover, all instructions are given in the self-study course materials, as self-learning is often deprived of the opportunity to clarify difficult points from the instructor, ask for «help» because of the territorial remoteness.

Built-in (embedded) courses is another type of electronic self-directed method, providing training on demand: such courses are usually embedded in computer

programs, help files, webpages or web applications, making the learning process continuous. Embedded e-learning programs can be located in the web-is, or on a learner's computer.

The means of e-learning tools often depend on the nature of dialogue organization, which usually occurs between the parties of the educational process and can be synchronous or asynchronous.

Synchronous interactions occur in real time, i.e. all participants are in the network at the same time. Media components of synchronous interaction include sharing chats, applications, white-boards, audio and video conferencing.

Asynchronous interactions do not require simultaneous presence of the participants in the network. asynchronous media components include email and online discussion forums.

Collaboration tools such as an online discussion forum is a kind of message board, news way to exchange ideas; white board is a tool that allows you to share graphic images and collaboration tool that simulates the activity of the instructor when he paints academic information on the board, involving learners in the process; chats means enabling instant messaging, webTours and travel is a means and method of the academic «journey» after the leader over the internet; unilateral (training slide shows what is perceived, accompanied by an explanation of learners) and bilateral presentation (the latter allows learners to ask questions during the presentation, make comments, otherwise participate in an event, etc.) – make it possible to free interaction of remote learners to solve general educational problems.

While using the *method pedagogic studio work* in educational process, the main aim of a lesson consists in receiving by student additional topics unfixed in educational programmes with the help of a teacher under obligatory expressed initiative of student in mastering new knowledge (Wiechmann, 2006). The German researcher Valdemar Pallasch while describing the didactic meaning of the method pedagogic studio work, points out, that it «allows radically to reconstruct educational process by means of space design of a work situation», and underlines «the role of a teacher as a guide and assistant in solving working processes» (Fig. 2).



Fig. 2 The structure of the method pedagogic studio work

The method of pedagogic studio work was suggested by e.V. Nevmerzhitskaya and includes 8 methodical working steps, which structure, discipline and gradually brings students and teachers to its effective realization (Nevmerzhitskaya, 2012).

Preparatory affairs. The main condition of pedagogic studio successful work is identification of a theme which can become a real problem for a study group challenge for constructive decision.

Together with the main thematic task one should pay attention to two aspects: time interval which is necessary for solving a problem and decoration of productive room. The supervisor of the pedagogic studio must be able to plan such amount which will be enough for taking the right decision by the learners. The decoration of a productive room is also an important element of successful realization of the method. in most cases usual classroom can be reequipped for so called creative studio, laboratory and equipped by additional labour means. The teacher has to decide what move furniture in the room is needed and what materials can be required for. on the contrary, normal working process can be slowed and even stopped. after successful fulfillment of preparatory works one can proceed to 8 methodical working steps (Fig. 3).

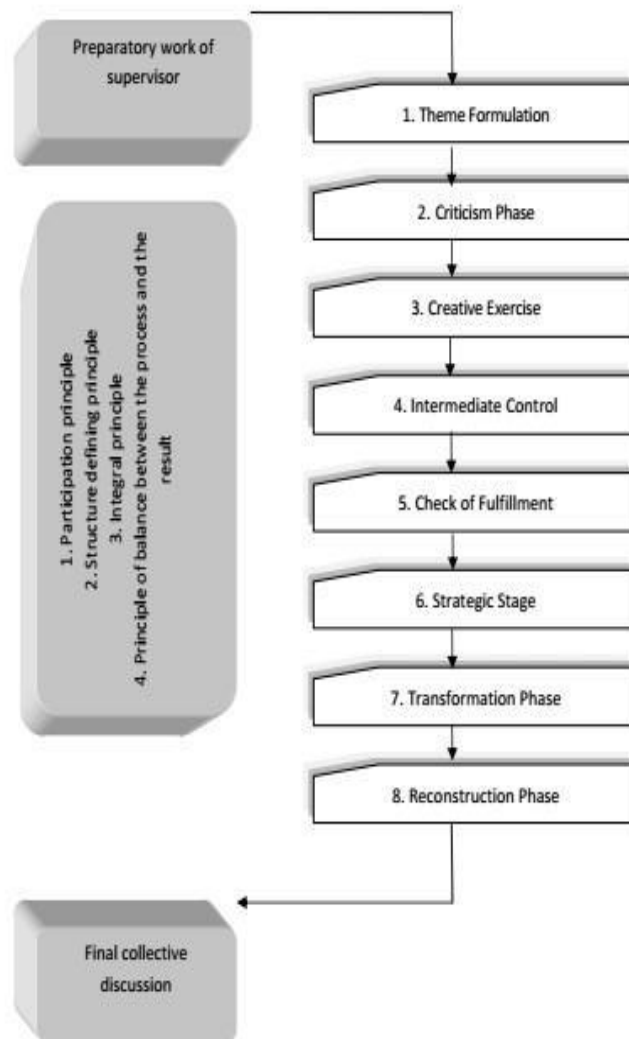


Fig. 3 Totality of didactic activities in the framework of pedagogic studio work

The work of pedagogic studio is such a model the success of which in most cases depends on the activities in situations under the teacher's conduct. at the same time special attention should be paid to strict compliance with fulfillment of methodological steps during the learners' work according to a calendar plan.

Conclusion

So, there are so many different innovative methods of teaching which together with the traditional ones help us to instruct while learning foreign languages and organize the work in class.

To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context. adoptions of teaching methods involve such factors as purposes, age groups and stages of mental development. in our opinion the method of direct instruction and the method of electronic self-directed education are comparatively found suitable for adult beginners while method of pedagogic studio work and the method of interdisciplinary projecting are advisable suggest for those at intermediate and advanced level.

Guided composition should be practised, combining two or three, even four skills together.

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