METHODOLOGY OF ENGLISH LANGUAGE

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Annotation

Teaching methodology is a set of methods, techniques, technologies and ways of learning a language. As a rule, this is a clear algorithm of actions that will allow students to learn English from scratch to an advanced level and teachers to manage this process effectively.

Tutors must be fluent in the methodological basis of teaching, because the final result of their work depends on it. In addition, knowledge of the theory is a guarantee of employment in prestigious universities, private schools and kindergartens. The following article is devoted to analyzing various methods of teaching English.

Keywords: methodology, communication, approach, vocabulary, presentation, communicative competence, role-playing.

Introduction

There are different approaches to teaching English, the main thing is to choose methods that would suit you and your students. Each teacher chooses his own method of teaching English. The emergence of new information technologies associated with the development of computer facilities and telecommunications networks made it possible to create a qualitatively new information and educational environment as the basis for the development and improvement of the education system.

The use of information technology opens up new opportunities in teaching a foreign language, since modern training programs, the use of the Internet have advantages over traditional teaching methods, activate the potential of knowledge, skills, and communicative competencies of the student. Students have the opportunity to take part in competitions, quizzes, tests conducted on the Internet, take part in video conferences, receive information on a problem of interest, news, articles from newspapers and magazines, etc. One of the most effective ways to use a computer is the use of multimedia presentations. The teacher uses an interactive whiteboard in the lesson, attracting the attention of the entire group of students. Multimedia programs have unlimited possibilities, which makes it possible to present any kind of activity in the form of animation or image.

In foreign language lessons, teaching presentations, all kinds of information objects are most often used: lexical, grammatical material, texts, dictionaries. The most accessible way to use information technology in foreign language lessons is to use cognitive and educational programs. Programs are most often drawn up in a game

form, which allows students to easily and quickly learn new material, consolidate previously studied. Thematic illustrated dictionary Learn English Euro talk Interactive has a huge potential in learning vocabulary. This program allows you to train vocabulary on nine different topics. Among the exercises, special attention is paid to practically necessary forms: listening to foreign speech, speaking and developing memory [2]. The effectiveness of the use of information and communication technologies in the field of teaching a foreign language depends on the chosen methodology, methods and forms of their application.

It is very important how competently the teacher knows the methodology of working with computer technologies, what resources he uses in teaching. Communicative method: To create a communicative atmosphere in the classroom, it is important to maintain a high level of activity of each student. Even if the children are silent, they can be busy with mental work: to think about their answer, to comprehend the statements of the interlocutors. It is not easy to create such an environment. It is important for the teacher to collect the attention of all those present by the task of extracting and using information from the dialogue or monologue of students, commenting on the response of comrades. It is very important to encourage the answers of each student for perseverance, ingenuity, originality of thinking. Project method: One of the ways to activate students in the process of teaching foreign languages is the project method.

An educational project is a complex of search, research, graphic and other types of work performed by students on their own with the aim of a practical or theoretical solution to a problem.

Types of projects that students can use:
- Role-playing games, dramatizations (holidays, music programs, performances, etc.);
– Research (country studies, generalization of scientific knowledge, historical, etc.);
– Multimedia presentations, educational projects;
- Creative (essays, translation, quizzes, crossword puzzles, etc.;

Creative tasks motivate students, create the foundation for cooperation, communication of all participants in the educational process. To maintain students' interest in a foreign language during its study, methodological techniques are used that activate verbal and mental activity schoolchildren. Each lesson is communication in a foreign language, knowledge of the life of the country and the people of the studied languages. The necessary didactic material, additional literature contributes to the formation of skills and abilities of all types of speech activity (all kinds of supports, test tasks in grammar, vocabulary, reading; texts for listening, learning games). The integrated lessons in Tatar and English are interesting. By demonstrating interesting aspects of life, the culture of the native land, which are characteristic only for a given people, attention is also drawn to the formation of a sustainable interest and love for one's village, city, and one's homeland.

Schechter Method

In this way of learning English, the basis is not the classical model "from theory to practice", but the reverse, more natural system of perception. It is very similar to how we learn our native language. The author cites as an example how young children learn to talk - after all, no one explains to them the rules for constructing sentences, cases and parts of speech. In the same way, Igor Yuryevich Shekhter suggests studying English.

The essence of the modern method of learning English lies in the fact that from the first lesson, students are given a specific task, for example, to learn about the profession of the interlocutor. Further, all students play the so-called "etudes", where they try on various roles and try to solve the problem. Due to the fact that communication takes place between people with approximately the same level of language proficiency, the fear of using foreign speech disappears, which occurs when communicating between a teacher and a student.

This technique of the English language consists of three stages: at the first, lexical units, words and expressions are given, and only then, at the second and third, the use of grammatical and syntactic structures is corrected. The system has repeatedly confirmed its effectiveness and is currently one of the most successful from the point of view of educational psychologists. The Pimsler method

Dr. Paul Pimsler has developed a special system of thirty-minute lessons, designed not only for the perception of information, but also for its reproduction. Each lesson is voiced by two people: our compatriot and native English speaker. Thanks to this, as well as a special memorization technology, any student learns up to a hundred English words and expressions for each lesson. The essence of the lesson is the sequential execution of tasks that are spoken by the announcers.

The undoubted advantages of the technique include its mobility - you can perform audio tasks anywhere: standing in a traffic jam, heading to work, in the subway on the way to a date, or lying in bed before going to bed. The downside will be the lack of a quality test of pronunciation and mastery of knowledge.

Dragunkin Method

A feature of the system of Alexander Nikolaevich Dragunkin is the orientation to the native Russian language when studying any foreign language. Very boldly calling English simple, the author claims that its roots go back to the Old Russian language, especially the system of grammatical tenses. Students of the Dragunkin course learn new words transcribed in Russian letters, and grammatical constructions are divided not into 12 tenses known to us from school, but into the past, present, future and their variations.

Frank's Method

Ilya Frank is the author of an original methodology for learning English, based on reading specially adapted literature. Small fragments of the text are submitted with consecutive translation in brackets. So one big sentence is divided into separate phrases, and as soon as the reader finishes reading the phrase, the translation is immediately given in brackets. In this way, it is possible to compare the original text and the translation and fill in the meaning of those words that were not known before. After the entire fragment is read in parts with translation, the same text follows, but without the "crutch" - the Russian analogue.

Using the method of Ilya Frank, the student subconsciously learns the meanings of new lexical units, as well as ready-made patterns of using and constructing phrases. The main disadvantage of the methodology is the accumulation of only passive knowledge of English - adapted texts do not carry exercises for applying the acquired knowledge. It is worth using the methods of learning English according to Ilya Frank as an additional means of increasing vocabulary.

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