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INNOVATIVE METHODS OF TEACHING ENGLISH

The main direction development of modern humanitarian education of Ukraine is raising the level of domestic education to European. That is, entering the pan-European educational space.

One of the priority areas of education reform, identified by the State National Program «Education. Ukraine of the XXI century», there is a need to «achieve a qualitatively new level in the study of foreign languages» [5]. Unlike others subjects, a foreign language is a whole field of knowledge, because it opens the treasury to a man foreign culture, new lifestyles. Ukraine's integration into the world community requires additional knowledge of foreign languages.

The article highlights current issues modernization and improving the quality of teaching the English language. Particular attention is paid to the characteristics of the most effective methods of teaching English in higher education. The realization of this idea is impossible without the development and implementation of appropriate learning technologies. High school should not be a preparation for a life, high school should be a life. It is possible to achieve this goal due to the innovative approach, creating an interactive environment. The word interactive means interaction. Interactive method is a way of interacting with students through a conversation, dialogue [3].

The most effective are such forms of team and group work: internal (outside) circles; brainstorming; jigsaw reading; think-pair-share; pair-interviews and others.

One of the technologies that ensures a special-oriented learning is the project method as a means of developing creativity, cognitive activity, self-reliance. Projects can be divided into mono-projects, group, multi-, written and Internet projects. Project work is a pedagogical approach to the study of English language, which involves reading, listening, speaking and grammar. The project method facilitates the

development of students' active independent thinking and organizes them for collaborative research work [4].

The project method implements differentiation, the project-based approach to learning. The project can be investigative, research, creative, predictive, analytical and playful. The basis of the project method is focused on the interests and wishes of the participants. The author of the project as a special learning task can be both teacher and student (if the latter makes a proposal). As the project is planned and is implemented by the student individually or in a group of students, this method provides favorable conditions for the activation of their responsibility, the formation of partnerships between the executors of the project and the teacher.

An important means of innovative learning there is also the use of a multimedia system (MS) as part of an interactive whiteboard, a personal computer and a multimedia projector. This complex combines all the advantages of modern computer technology and brings the learning process to a qualitatively new level. The clarity and MS interactivity allow to engage the whole audience to active work [4].

The use of an interactive whiteboard in the classroom significantly increases the effectiveness of student learning. It is necessary to identify the following key areas for the application of MS: presentations, demonstrations and simulations of situations; increasing the activity of students in the classroom; increasing the pace of training.

Achieving this goal involves implementation series of tasks: to identify ways of developing higher education in the context of European integration; to highlight the essence of «innovation» in relation to higher education; to describe the most effective innovative methods and techniques of teaching English.

The most acceptable for teaching English seems to be the classification of methods by means of interaction between teacher and students in the classroom, substantiated by O. M. Bilyaev [3]. Ways of such interaction could be different: a teacher teaches language material – students listen (story, explanation); students and teacher exchange views on issues studied in English classes languages, thanks to which the necessary conclusions and generalizations are reached, definitions and

rules are formulated; a teacher organizes the observation of students on the facts which are being studied and language phenomena with subsequent collective discussion of its results; students under the guidance of the teacher independently acquire knowledge of the language of the textbook; students by performing practical tasks and exercises acquire the necessary knowledge. Based on this, appropriate methods of language teaching in higher education are identified.

To create an emotional situation in the classroom, very important are: successfully selected examples from literature tours, feature films, and personal experiences of a teacher. The brightness of the story, emotional assessment the teacher arouses the interest of students, both to certain issues of the topic and to the material in general. The most common among the methods of this groups that, in our opinion, should be used in English classes: - the method of creating a situation of novelty of educational material. Provides the delineation of new knowledge in the teaching process, creating an atmosphere of moral satisfaction from the intellectual labor. The feeling of enrichment with knowledge encourages students to self-improvement; - the method of cognitive games. Contributes to the creation emotionally sublime atmosphere, assimilation of material with the help of emotionally rich form of its reproduction. Cognitive games (business, role-playing, situational) simulate life situations, human relations, interaction of things, phenomena. They can be the main or auxiliary form of educational process. The developing effect is achieved due to improvisation, the natural manifestation of free creative talents of students. In education, in this sense, the game helps students to overcome insecurity, promotes self-affirmation, the fullest expression of their strengths and capabilities.

The game is the most accessible type for students activities, a way of processing the impressions received from the outside world. The game clearly shows the features of thinking and imagination, emotionality, activity, developing the need for communication. An interesting game increases the level of student activity, and it can solve a more difficult problem than in a regular class. But this does not indicate that that all classes must take the form of a game. The game is just one of the

methods, and it gives good results only in combination with others: listening, conversations, reading and others.

Regarding the discussion group forms, which will be given below, in addition to the theoretical basis, there have to be argumentative answers. The following are the current discussion forms which force students to analyze thoughts first before announcing, because it is a mandatory element - not only a speech, but also an explanation of one's own thoughts.

1. «Roundtable» (a collective game to solve common problems).
2. Scientific debate (an educational debate-dialogue, in which students defend their opposite opinions).
3. Competition in small groups (a motivational game that encourages students to be active).
4. «Brainstorm» (a game that develops critical thinking).
5. Situation (a game that develops skills to react and fantasize quickly).
6. Judicial sitting (a game with the distribution of roles and finding constructive answers).
7. Training (a form of training with the use of various forms of work with a small group for improving skills in the process of modeling the situations that are close to reality).

To interesting extracurricular interactive classes can be included English guided tours and video recording. An important stage of carrying out of this action is preparation: distribution of roles between students, the statement route list, independent search by students information and approval by the teacher, acting as an expert [2].

Interactive games with the involvement of multimedia technologies include the method of projects «Presentations», demonstration of video projects «Video projects», conducting interactive games «First Million», «The brain of the class», «Blinking frames» and others. The use of multimedia technologies is possible to supplement trainings and lectures. The main advantage of interactive learning is the combination with traditional methods. Interactivity of English teaching methods is

manifested in the synthesis of the above technologies, in a variety of forms of conducting classes.

From the above mentioned examples, we see that there are a large number of forms of interactive classes. The teacher's biggest mistake is to use one teaching method or one form of conducting of an interactive task. It is important to remember that the ways of perception of information are not one-sided, so different forms should be involved.

Analyzing the above material, it can be concluded that the use of interactive forms and methods in the implementation of personal oriented approach and teaching English make it possible to increase the number of conversational practice in class, are interesting for students, help to master the material and use it in further classes, perform didactic and various developmental functions.

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