

Applying Innovative Teaching Methods in English Lessons

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Abstract: This article discusses the issue of improving the effectiveness of teaching English in non-linguistic universities. It also describes innovative teaching methods and approaches in English. The possibilities of expanding the competences of professors and teachers in the field of modern teaching methods are highlighted in order to identify the key components necessary for the implementation of this model of teaching students a foreign language in a university.

Keywords: communicative, innovative teaching, process, skills formation, motivation, educational technologies.

Introduction. In today's rapidly evolving digital economy one of the problems of training personnel with modern knowledge in the higher education system is to know this foreign language at different levels, i.e. as in the transition from general secondary school to higher professional education, from bachelor's to master's degree to master's degree. This situation is explained by the fact that the formation of foreign language skills is individual, it depends on the characteristics of the student's psycho-physiological nature, including memory, attention, individual pace of learning, etc., as well as the level of speech culture, vocabulary, general communication skills, is the level of interest and motivation to learn a foreign language. As a result, the university teacher in a group in foreign language classes' strong students, intermediate students, as well as weak students who only know a simple foreign language. In this regard, the professor often facilitates the learning process in the classroom faces the difficult problem of effective organization: if a teacher works with a focus on the weak, it can lead to secondary and strong students not accepting new knowledge. As a result, progress in learning which will lead to a decrease in their motivation to learn a foreign language. If the teacher focuses on strong students, weak and average students they are unable to comprehend material that is more difficult for them, they also do not move forward, and accordingly their motivation to read decreases. This situation, in turn, leads to a decrease in efficiency, i.e. the quality of education, which in our work is defined as the level of formation of foreign language skills by types of speech activities (speech, speech activity).

Analysis of the relevant literature. The teacher's work system to ensure the results of foreign language teaching must include the implementation of the following technologies: communicative learning technology, technology of understanding the communicative meaning of the text, game technology, collaborative learning technology, project technology and others. In this process, AV Volovin states that "... language cannot be taught at all, language can only be learned" [2]. Obviously, the main role with this approach is the personality of the student, his motivation, skills and goals play. The mass of the Internet development has expanded the range of information resources. Most of the information resources are currently available in English on the Internet, and without their knowledge, network users limit themselves and cannot access large amounts of data [3]. New information technologies used in education are designed in such a way that with their help, the usual types of educational work (lectures and practical trainings, consultations, tests, etc.) can be

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carried out simply at a high technical level [4]. Faced with such realities, students understand that the studied foreign language, especially English, is not only a means of communication, but also a means of knowledge, self-development, broadening their horizons and interests, meeting personal needs. What is challenging is the principle of complexity, the principle of verbal foundation and verbal development, the person-centered direction of teaching, and the activity-oriented nature. The problem is to divide non-specialist students into small groups not always possible through innovative education and self-education skills development. Fundamentalism, together with its focus on integrity and the pursuit of individual interests, creates key features of the new educational paradigm. "Fundamental scientific and humanitarian education should provide a holistic picture of the modern natural world, create a scientific basis for evaluating the results of professional activity, and promote creative development and the right choice of individual life program. It's been a long time. The uniformity, the tedious check of grammatical rules and the ability to translate a Russian phrase into a foreign language at best was the limit of excellence in mastering a foreign means of communication. The real revolution in the methodology took place only in the late 20th century and early 21st century [5]. Approaches and goals have changed. Today, everyone is learning a foreign language. The number of techniques has also increased in proportion to the number of people.

However, each of the techniques has its pros and cons. Old principles of the school are sharply criticized, though their application now bears fruit. One question is - at what cost could these results have been achieved? As a rule, in order to master the language, it was necessary to spend a long time translating, reading texts, memorizing new words, doing various exercises, and reviewing books, taking time to retell. Tasks such as writing an essay or dictation were suggested to change the activity. One of the older techniques is classical or fundamental. The goal of classical methodology is not only to learn, but also to understand the subtleties and details of foreign language principles. The main task of the classical methodology is to form the grammatical base of the language to be translated [6]. This technique is well known to those who are just starting to learn English at school. It is noteworthy that it is chosen by many language universities, both in Kazakhstan and in other neighboring countries. One of these methods is called the linguistic socio-cultural method. Proponents of the above style have argued that a modern foreign language should not be a set of grammatical rules. Conversely, the lack of non-linguistic factors makes learning English boring and aimless. Proponents of the linguistic-socio-cultural style raise the foreign language to the level of a communicative medium, which not only helps a person to speak, but also gives him the opportunity to express him.

It should be noted that grammar is speaking, communicating in a foreign language studied in the process. In this principle, students are primarily language formulas, phrases, and so on then analyze the grammatical errors found in the memorized phrases. The name itself speaks to the special place of communication practice in communicative methodology.

Communicative techniques/Ability to speak a foreign language development. It should also be noted that the application of the methodology directly affects the course structure. In the classroom, it is often necessary to develop assignments for the ability to use game situations, conduct group work, find errors, and compare. Typically, such activities not only force memory to function actively, but also logical thinking, which allows the development of analytical and imaginative thinking skills, and encourages the expression of ideas.

Conclusion. Today, modern information and communication technologies development is creating the latest interactive resources for learning English, including the latest generation of computers, the Internet, television programs, newspapers and magazines. It is very important to put all of the above into practice. It helps to arouse students' interest in the country of the history, culture, customs of the translated language and helps to form the skills they will need in the future. Education is an

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active interaction between teacher and students and it is one cannot be one-sided. This is how the teaching process works for the teacher depends on success. However, based on the results of experimental and practical work, it can be noted that the use of different techniques in the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly helps to increase the effectiveness of teaching. The author also adheres to a teaching methodology called 'mixed' tries to do. This will allow you to achieve your goals and help you achieve higher results.

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