Innovative Ways and Techniques of Teaching a Foreign Language

Arazdurdiyeva Annasoltan Narbayevna

Student of the Faculty of Foreign Languages of the Nukus State Pedagogical Institute named after Ajiniyaz

Abstract: The purpose of the scientific work is to investigate that methodology of intensive methods instruction can be designed in such a way that language and academic skills can be developed by encouraging students to deal with target language in EFL context by involving them in cognitive task that promote their interest to work cooperatively. This study attempts to discover how to make the lesson more interesting and useful at the same time and help students learn without a conscious analysis or understanding of the learning process |while they acquire communicative competence as |second language users.

Keywords: Techniques, skills, target language, system, process, useful ways, tasks, subject, research, discussion.

Introduction. In the aim of the cardinal improvement the system of the teaching growing generations to foreign languages preparation specialists, freely mastered them, by introducing the leading methods of the teaching with use modern pedagogical and information-communication technology and on this base of the making the conditions and possibilities for broad their access to achievements of the world civilization and world information resource, developments international cooperation and contacts. Analyzing publications on a problem of research in the second chapter of theoretical part the most effective methods and ways of teaching are suggested. The basic part of work is a practical part with exposition of experience of teachers – innovators. In it rod directions of technique of teaching different age - groups are proved and the analysis of the given approaches is resulted, including a number of methods and the receptions, raising quality of teaching a foreign language.

The bases of teaching a foreign language

In the given theoretical part of work it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized. That means the methodical principles underlying teaching.

Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and inter conditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation. On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language. Proceeding from this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

Effective ways and techniques of teaching a foreign language.

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

➢ the learners are actively involved

➢ the environment is democratic

➢ the activities are interactive and student-centered

➢ the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Examples of constructivist activities

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

➢ Experimentation: students individually perform an experiment and then come together as a class to discuss the results.

➢ Research projects: students research a topic and can present their findings to the class.

➢ Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.

➢ Films. These provide visual context and thus bring another sense into the learning experience.

➢ Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Role of teachers

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

David Jonassen identified three major roles for facilitators to support students in constructivist learning environments:

➢ Modeling

➢ Coaching

➢ Scaffolding [6; 45-46]

Jonassen recommends making the learning goals engaging and relevant but not overly structured.

Learning is driven in CLEs by the problem to be solved; students learn content and theory in order to solve the problem. This is different from traditional objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In Communicative Language Teaching, expert David Nunan [12;69] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

Using games in teaching English

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated-thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language . In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them. An action research conducted by Huyen, students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

The benefits of using games in language-learning can be summed up in eight points.

Games: are learner centered.

1. promote communicative competence.

2. create a meaningful context for language use.

3. increase learning motivation.

4. reduce learning anxiety.

5. integrate various linguistic skills.

6. encourage creative and spontaneous use of language.

7. construct a cooperative learning environment.

8. foster participatory attitudes of the students.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Conclusion

From the beginning of our research we have known that intensive method of teaching English is designed to improve the ability to communicate in English by improving grammatical knowledge, language skills and confidence to communicate effectively in real life situations. The methods are highly interactive, with intensive use of role-playing, case studies, group discussion.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupil's professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new methods and means of teaching which will recover a lesson, will make it fascinating.

The most useful for this purpose are the following methods: methods of communicative methods, methods of projects and discussions, games and role plays.

Our experience showed that the work have been analyzed all these methods and the approaches raising quality of training the English language on the basis of studying of various techniques of teaching, used in work with students. Many of methods can be applied with success at teaching children of younger and more advanced age. The resulted techniques are interesting from many points of view, simple in application and can add essentially existing operating time of English language teachers.

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