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The Effective ways, Methods and Techniques for Teaching English

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Abstract:

English is the most widely spoken and popular language in the world. It is studied in schools, colleges, gymnasiums and universities. There are several methods of teaching English; each of them involves a certain approach to learning using different materials or special programs mastered in different sequences. Throughout human history, many different teaching methods have been developed. In the article, we will consider the most famous methods of teaching English that exist in our time, traditional and modern, give a brief overview of each technique, and compare them.

Keywords: effective learning approaches, method, English, language teaching, educational technology market.

Introduction

A lot of time has passed since the study of a foreign language was reduced to the passive memorization of new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate a Russian phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication [1-4].

And although the world has long known a huge number of approaches to learn a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the 20th century. Approaches and goals have changed. Today, everyone is learning a foreign language. In proportion to the number of people, the number of techniques has also increased. However, each method has both pros and cons. The principles of the old school today are subject to sharp criticism, even though the use of the "classics" has borne fruit, and considerable. The only question is at what cost it was possible to achieve these results. As a rule, to master the language, one had to pore over books for a long time, devoting a lot of time to translating, reading texts, memorizing new words, performing various exercises and retelling [1,5,6].

Materials and Methods

One of the oldest methods is classical or fundamental. The goal of the classical methodology is not so much to study, but to understand the subtleties and details of the principles of the work of a foreign language. The main task pursued by the classical methodology is the formation of the grammatical base of the language being studied. The target audience is people who start learning English from scratch, from the basics. This technique is perfectly familiar to those who started learning English at school. It should be noted that it is she

who is preferred by many language universities, both in Kazakhstan and in the border states. The simplified scheme is as follows - the study of grammar, the basic rules, which are subsequently applied in specific examples and reinforced with the help of exercises. The most popular representative of the traditional technique is N.A. Bonk. Her famous "Bonk textbook", written in collaboration with other representatives of the same traditional methodology, is a kind of template. This textbook withstood fierce competition with the latest methods that came from the West and continues to be the standard. The only drawback, or rather, even a disadvantage of the classical technique, is the meagre experience of colloquial speech. This shortcoming can be filled by adding other methods of communicative teaching to the classical methodology. One of these methods is the so-called lingua-socio-cultural method. Supporters of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extralinguistic factors leads to the fact that the study of English becomes boring and aimless [7-11]. Adherents of the lingua-socio-cultural method elevate a foreign language to the rank of a communicative tool that helps a person not only speak but also provides an opportunity for self-expression.

Following the principles of the lingua-socio-cultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected. However, in recent years, in the top of the most popular method of teaching foreign languages is the communicative method, which occupies the first line in the ratings and calculations of extras.

This technique has proven itself in America and Europe. Continuing to conquer the world, the communicative technique came to us, taking pride of place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative technique is given to communication. The main goal pursued by this technique is to overcome the language barrier [12-17].

The main thing is to save a person from the fear of a foreign language, from the fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular oral and written speech, reading, listening. It should be noted that grammar is studied in the process of speaking, communicating in a foreign language [18-24].

Results and Discussion

Recently, the educational technology market is replete with proposals for a wide variety of methods of teaching English. Question: What is the method of teaching? is becoming more and more relevant among teachers who are faced with a huge amount of linguistic, methodological literature and media aids. So many new and unknown things are offered that there are doubts about a positive result. Can modern technology be trusted? Or give preference to well-established "brands" - "Bonk", "Eckersley", "Headway", gradually turning into the category of methodical classics? Until recently, all priorities without a trace were given to the grammar-translation method, almost mechanical mastery of the vocabulary, reading and literary translation. These are the principles of the "old school", which nevertheless bore fruit. But at what cost? Language acquisition was carried out through long routine work. The tasks were offered rather monotonous: reading the text in the speciality, translating, memorizing new words, retelling, and exercises on the text [25-31].

The use of this method was due to the lack of audio and video recordings. Language-communication with native speakers was difficult. At present, the situation has changed, training according to this method has become irrational [29-34]. Nevertheless, teachers prefer to work in the classical direction, explaining this by the fact that the main contingent of students has an extremely low level of knowledge of a foreign language,

and such a course is aimed at those who learn the language from scratch. The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of the psychological and language barriers that impede communication. "Classics" has not changed the goals, but the methods, due to the new approach, are already different.

Perhaps the most famous representative of the classical methodology of teaching a foreign language is N.A. Bonk. His English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years. Several teachers still use the textbooks of this author today. However, it should be noted that the use is partial. Teachers, as a rule, select only some material, mainly grammar, and combine it with the use of other teaching materials. This classical approach includes all language components: oral and written speech, listening, reading. It should be noted that the classical technique turns the language into an end in itself, but this is not always a disadvantage. Such an integrated approach is aimed primarily at developing students' ability to understand and create speech. That is why it is used in the initial stages [2,17].

Now at the peak of popularity is the communicative approach, which, as its name implies, is aimed at the practice of communication, which, according to the program of teaching a foreign language, is the leading goal. This technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 "pillars" on which any language course is based (reading, writing, speaking and listening comprehension), increased attention is paid to the last two. However, it would be a mistake to think that the communicative method is focused only on the formation of easy conversation skills. Students, depending on their speciality, regularly read publications on their topics in foreign publications. Possessing a sufficient vocabulary, which expands during a two-year course of study, they learn to navigate in the text, to maintain a conversation on the same topic. The communicative method is designed primarily to remove the fear of communication.

Methodists note that recently the study of the language has become more functional: "Unprecedented demand demanded an unprecedented supply" [3,18].

And the offer is increasingly focused on the "consumer". Why, for example, should a student of physics or chemistry acquire unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? They are not interested in either the theory or the history of language. They require foreign languages exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries. In this regard, the functions of the teacher in the educational process have changed significantly.

A teacher-mentor, a teacher-dictator is not able to provide students with freedom of choice and ensure the "freedom of learning" necessary in comprehending such a subtle matter as language. Therefore, such a negative pedagogical image is gradually becoming the property of history. He was replaced by a teacher-observer, a teacher-intermediary and a leader. Although the personality of the teacher, in this case, fades into the background, its influence on the audience does not decrease, but, on the contrary, increases. It is the teacher who is the organizer of group interaction (the ideal team for learning a foreign language is currently considered a group of 10-15 people since it is this number of people who can communicate with each other with maximum effect, interest and benefit).

Conclusion

The teachers of the Department of Foreign Languages mainly chose a mixed teaching method, including elements of grammar-translation, communicative, lingua-socio-cultural and other approaches. Such a choice allows achieving the desired result - the development of basic knowledge of a foreign language by students, taking into account the specifics of the chosen faculty.

The use of a mixed methodology, in addition to achieving an educational goal, contributes to the comprehensive, harmonious development of the individual, which is important. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then parse the grammatical structures found in memorized phrases. In simple words, the principle of verbal advance works. Learning is an active interaction between a teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be. Each teacher is guided following his personal experience in the choice of methods and methods of work. But, based on the results of the experimental and practical work carried out, it can be argued that the use of a variety of techniques within the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly contributes to an increase in the effectiveness of teaching grammar. The authors try to adhere to the so-called "mixed" teaching methods. This allows you to achieve your goals and gives a high result.

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