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СУЧАСНІ ТЕХНОЛОГІЇ ПОЧАТКОВОЇ ОСВІТИ: РЕАЛІЇ ТА ПЕРСПЕКТИВИ

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ORGANIZATIONAL PROCEDURES OF SING INNOVATIVE METHODS IN TEACHING ENGLISH

The system of teaching foreign languages experiences difficulties nowadays, which are connected with increased social demands to the level of the communicative competence of people. Ukraine's expanding contacts with the West have enormously increased the necessity of people with a good command of foreign languages, especially English. It means that hundreds of thousands of people with well-developed communicative skills in English are required – these skills permitting them “to feel at home” in various encounters with native speakers in English. For this reason the necessity for teaching English in a proper way have increased. Our methodology has many of traditional methods, but they are out-of-date, as they can't comply with the increasing demands. Traditional methods are mostly oriented on the formation skills in reading and writing; vocabulary and grammar are emphasized, much less attention is given to speaking and listening. Nowadays methodic needs methods, which ensure communicative competence, the ability to use the language appropriate to a given social context. Therefore new methods of teaching foreign languages appear.

Methods of teaching foreign languages have always been directed to seeking the most appropriate way of learning language. We must admit that the choice of the method depends on a social demand, that influences on the aim and content of teaching foreign languages. Therefore during the period of Renaissance the grammar-translated method prevailed, because it was a period when so-called “dead” language (Latin) was studied. Later, during the period of intensive development of capitalism, international contacts strengthened and therefore the Direct and Oral Methods were popular. XX century was a time of technological advancement, so the Audiolingual and Audiovisual Method developed [2, p. 45].

Nowadays situation has changed – the communicative competence is required. Traditional methods of learning foreign languages are unable to provide the communicative competence of the student. They are mostly directed to the development of reading and writing skills, emphasized on teaching grammar, but not developing speaking habits. Therefore they are out-of-date, when the communicative competence is considered to be the aim of teaching English.

Educational changes are needed because schools, in many instances, are out of phase with needs of today's youth or do not live up to rising expectations for schooling.

Schools are unable to provide equal education opportunities to all youth, develop each person's talents to their potential, and keep curricula and approaches up-to-date.

There are three reasons of using innovations in schools. First, it is necessary because of the belief that without continuous rejuvenation and attention to change, social organizations such as schools tend to deteriorate. Second, helping to improve classrooms is as much a part of teaching as are planning and delivering instruction, even though this function may not have been emphasized traditionally. Finally, most teachers have strong idealistic tendencies, they want to make classrooms better places for students to learn. These tendencies need to be supported with the set of understanding and skills that will help make school improvement efforts successful.

According to existent educational documents the aim of teaching English is the developing of the communicative competence. Such innovative approaches as Communicative Method, Total Physical Response, Community Language Learning, Silent Way, Suggestopedia are directed to it [4, p. 23].

Therefore, it is important for a teacher to know the main ideas of new approaches to teaching English. They are: everything is done with a communicative intent; use of authentic material; group learning; target language is a vehicle for communication, not just an object to be studied; all four skills are worked from the beginning; students' errors are tolerated and are seen as a natural outcome of the development of communication skills. Thus the main advantages of the innovative approaches are:

- learning is more effective as it uses natural practices making use of the learners existing strengths;

- the more even balance between Listening / Speaking and Reading / Writing matches the new and wider demands of learners in a more open world situation which now offers greater opportunities for travel and communication whether for pleasure, business or study;

- the extended emphasis on "learning skills", an awareness of how we learn and on sharing responsibilities for that learning between students and teachers, is also more in tune with a growing democratic atmosphere with greater individual autonomy [1, p. 128].

Many previous change efforts failed because teachers had inadequate understanding of the process of change. Using innovations implies not just following instructions given in books, but also certain changes of the environment, another approach to the students. All the educational resources that are available to students and their teachers should work together to support these students' learning. As the student population in our schools continues to become more linguistically and culturally diverse throughout this century, it will also become increasingly necessary for a teacher to integrate students' efforts and interests. The position of the teacher on

a lesson changes, the teaching become learner-centered.

Future change efforts are likely to be more successful because of new understandings that now exist about the process of change. It is obvious that individuals do not immediately use an innovation in its entirety. Instead, when people start to do something new they do it a bit time. Total use does not come until people understand the innovation fully and until they gain confidence with the required new behaviors. Thus the scientists found, that the degree to which teachers use an innovation goes through developmental stages similar to those associated with concerns. They are:

- Orientation: state in which the user has recently acquired or is acquiring information about the innovation or has recently explored or is exploring its value orientation and its demands upon user and user system.

- Preparation: state in which the user is preparing for the first use of innovation.

- Mechanical use: state in which the user focuses most efforts on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet use needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

- Integration: state in which the user is combining own efforts to use innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.

- Renewal: state in which the user reevaluates the quality of use of the innovation, seeks major modification or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system [3, p. 58].

The teacher, who desired to use innovative methods should consider about such questions:

- Assess student needs: Why should they be learning English? For what purpose?

- Examine instructional constraints: time (hours per week, days per week, weeks per term); class size (nature of enrollment); materials (set syllabus and text—or completely open to teacher); physical factors (classroom size).

- Determine needs, attitudes, and aptitudes of individual students to the extent that this is possible.

Teachers who choose to work according to innovative approaches can do so by using action research, by being thoughtful and informed about change initiatives, and by helping to create conditions for change with colleagues and students.

Educational changes, that is new approaches to teaching English ensure further educational progress; provide the progress most students start to make the moment they feel at home and as a result improve their English. New methods enable teacher to

bring out all knowledge, experience, intuition, and imagination to make their students feel real-life and enjoy their collective creativity. The teacher becomes the initiator of the activities, but he does not always interact with the students, he is co-communicator. Students interact a great deal with one another.

All new methods provide a more active, participating role for the learners and a less dominative, conflict-ridden role for the teacher. This in turn is likely to result in greater motivation and enjoyment in learning and teaching and, simultaneously, it results in shifting and sharing of the burden of management within the classroom.

Innovative methodology relates to assumptions about language and assumptions about learning. These have moved from encouraging students to think in English, to also think about English. We can see it from wider range of tasks and the freer creative character of the tasks that student interest, motivation and pleasure is likely to increase which in turn improves the willingness and capacity for learning. Also the faster speed of oral interaction encourages students to think in English. In addition, this wider range of tasks includes “procedural” ones, i.e. activities that focus on talking about language.

Thus new methods widen the scope for the learner and the teacher. It can be both more demanding but also greatly rewarding for all parties concerned. New approaches of teaching foreign languages by freeing up the methods and the content of language teaching and learning can free up new enthusiasms and pleasures for both the teachers and the learners.

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