TEACHING METHODS IN THE PROCESS OF ENGLISH LESSONS

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Annotation: *The article investigates different classroom tasks and activities related to communicative approach in teaching foreign languages. There presented a number of communicative methods which help teachers to organize the teaching process in an interesting, effective and easy way, shown advantages of their usage.*

Key words: *communicative language teaching, role play, interview, presentation, games, team work, discussion/debate.*

Today modern methodics demands communicative approach in teaching foreign languages, because it is the most effective and fruitful. Communicative language teaching is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

The teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction; and his age, previous learning exper iences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different countries, is the consequence of inadequacies of various degrees and at various levels of their educational system. Educationists and teachers are not clear about the specific objectives of teaching English or the methods to be adopted to make English-teaching more meaningful and effective [A. Maley,2005, p.247].

There is a number of modern methods and ways of teaching foreign languages in communicative approach. Every teacher chooses them according to the age and interests of learners, level of language (beginner, intermediate, advanced) and accor ding to time left for the activity (K. Butts, 1991, p.23). For example, presentation takes much more time than a common dialogue.

Communicative language teaching aims at the main function of teaching a foreign language – practical use of the taught language. Communicative activities used at English lessons make the teaching process easy, understandable, effective and interesting. Communication motivates learners, making even the most back sitting ones be involved into the communicative tasks. Communicative methods are different, some of them are used in teaching grammar material, and others are – in teaching new vocabulary notes. But all of them create real situation in which communication should take place on the basis of learnt material. There below follow a list of the most popular and frequently used communicative activities which create real atmosphere of the learned language.

Role play – is both interesting, exciting and effective activity to communicate. Teacher gives roles to students (teacher and student, two neighbours, mother and daughter, etc.) and they have to perform them they choose replicas of their convers ation themselves. Knowledge of language is not enough, the task demands artistic skills too (A. Maley, 2005, p. 112).

Presentation – a responsible and improving integrated skills task which takes more time to prepare. It demonstrates learners' talent and skillfulness. Different topics can be chosen for presentation (presentation of any perfume, mobile phone, café, etc.) this activity requires not only report speech but also some pictures, photos or posters.

Interview – is a good way to ask interesting questions to each other and a nswer them in order to know learners better. One of the learners goes out in the middle of the class, other ask him/her different questions to be answered.

Team work – is an excellent way to work together in one team and compete with another opponent team. Students in one team add, help, prompt and improve each others' knowledge and skills.

Attention activities – are those which improve learners' attention and reaction to language.

Memorization – all kinds of activities that aim at improving learners' memory. Usually it is based on vocabulary games or picture description (M. Zumwalt, 2003, p. 440).

Discussion/debate: This core activity runs every week. The students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-led, i.e., students play all the roles (conductor, observer, group presenter, and participating members). It is more appropriate to call this activity a "discussion/debate" activity because it includes both group discussions and debates, including a little bit of oral presentation. After the performance, students are given feedback individually. They are also informed about the errors they committed. And they take care of the errors committed in the next performance. In this way they improve a lot gradually [A. Maley,2005, p. 56].

Another type of communicative approach is **the audio-lingual** method which means that students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. This method is based on the principles of listening. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context (C. Spaeth, 2004, p. 204).

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the English Language Teaching industry over the last ten years. Some people, though, use the phrase 'Blended Learning' to refer to learning taking place

while the focus is on other activities. There are also those online courses where you will find the instructors email addresses on the web site that are posting the assignments; therefore they are doing the online teaching.

In conclusion, communicative teaching is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

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