

NON-TRADITIONAL METHODS OF TEACHING ENGLISH IN KYRGYZ SCHOOLS

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Annotation:

This article discusses the non-traditional methods of teaching English in Kyrgyz schools, the history of its development as a science, the types of modern methods used in foreign language teaching methods and their use. Non-traditional lesson is an improvisation of a training session that has an unconventional structure. Such a lesson includes techniques and methods of various forms of learning. It is based on the joint activity of teachers and students, joint search, testing of new forms of work, which ultimately affects the activation of cognitive activity of students in the classroom and improving the effectiveness of teaching.

Keywords: non-traditional methods, foreign language, communication, skills, Kyrgyz schools, video lesson, an excursion lesson, holiday lesson, Collaborative learning, Internet in foreign language lessons.

НЕТРАДИЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В КЫРГЫЗСКИХ ШКОЛАХ

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Аннотация:

В данной статье рассматриваются нетрадиционные методы преподавания английского языка в школах Кыргызстана, история его развития как науки, виды современных методов, используемых в методике преподавания иностранного языка, и их применение. Нетрадиционный урок - это импровизация тренировочного занятия, имеющего нетрадиционную структуру. Такой урок включает в себя приемы и методику различных форм обучения. Она основана на совместной деятельности преподавателей и студентов, совместном поиске, апробации новых форм работы, что в конечном итоге влияет на активизацию познавательной деятельности студентов на занятиях и повышение эффективности преподавания.

Ключевые слова: нетрадиционные методы, иностранный язык, общение, навыки, кыргызские школы, видео урок, урок экскурсия, урок праздник, совместное обучение, Интернет на уроках иностранного языка.

In the modern world, the problem of "standard education" is becoming more acute. Teachers are charged with the duty to diversify their lessons in order to increase the effectiveness of teaching. Non-traditional methods are necessary for the development of students' personality, their creative abilities and success in modern society.

The study of a foreign language has recently entered the system of general secondary education and therefore the problem of insufficient methods of teaching it remains relevant today. Teachers themselves need to look for original methods to improve the effectiveness of teaching a foreign language. As a result, there are various non-traditional methods of conducting the lesson, which are now increasingly practiced by teachers.

Non-traditional lesson is an improvisation of a training session that has an unconventional structure. Such a lesson includes techniques and methods of various forms of learning. It is based on the joint activity of teachers and students, joint search, testing of new forms of work, which ultimately affects the activation of cognitive activity of students in the classroom and improving the effectiveness of teaching. Among the large number of non-traditional lessons are the following: a lesson – a business or role-playing game, a lesson - a press conference, a lesson-a competition, lessons with group forms of work, a lesson-a game, a lesson-a holiday, a lesson-a court, etc. Not necessarily the whole lesson should become unconventional, it is possible to intersperse individual elements into it, which are aimed at activating learning. These can be lessons using computer technology and project methodology, non-standard forms of testing, etc.

In my experience, I was convinced that at such lessons it is possible to achieve a variety of methodological, pedagogical and psychological goals, which can be summarized as follows:

- * the knowledge, skills and abilities of students on a certain topic are monitored;
- * provides a business, working atmosphere, a serious attitude of students to the lesson;
- *there is a minimum teacher participation in the lesson.

Methodically highly effective, in my opinion, implementing non-traditional forms of teaching, development and education of students are a fairy tale lesson, a holiday lesson, a game lesson, a role-playing lesson, a lesson-excursion, a lesson-project protection, an intellectual marathon and others.

The purpose of non-traditional lessons is to develop new methods, forms, techniques and means of teaching, which leads to the implementation of the basic law of pedagogy - the law on learning activity.

What gives the use of such lessons in the educational and educational process?

As practice shows, non-traditional forms of education involve:

- * the use of collective forms of work;
- *instilling interest in the subject;
- *development of skills and abilities of independent work;
- *activation of students' activities;
- *when preparing for the lesson, students themselves are looking for interesting material;
- *fuller implementation of practical, educational, educational and developmental learning goals;
- *formation of a new relationship between teacher and students

Improving the level of general training of students largely depends on the rational organization of methods and improvement of the learning process. The most important task in mastering the educational process in schools is still the question of how a teacher should increase the cognitive activity of students in teaching, how to use various forms and means of teaching English in the classroom. For years, English teachers have been looking for new ways to improve their craft.[1];

The problem was to make the lessons interesting without scaring the students, how to organize testing of the knowledge and skills acquired by the students in a short period of time. How to create a psychological climate in the classroom so that students feel at ease and demonstrate their knowledge? How to make tasks feasible for students, but at the same time to interest them to show higher motivation?

Modern conditions provide a wide arsenal of tools for learning English. And the means of implementing these tasks should be largely creative, unconventional and at the same time effective, meeting the standards of the twenty-first century.

Much depends on the teacher's skill, on his ability to organize the learning process, on his work and the constant search for new forms and methods of teaching. The teacher's pedagogical creativity, being freed from the template, creates interesting examples of non-standard forms of learning, which allows the teacher to re-instill interest in learning a foreign language.

When a teacher departs from a standard lesson to some extent and tries to do something new, bright and effective that could attract attention, activate their activities, then students naturally have curiosity. The development of students continues, there is a feeling of growth of new neural connections and awareness of meta-subject results of learning a foreign language.

Non-traditional methods of the English language lesson are implemented, as a rule, after studying a topic or several topics, performing the functions of learning control. Such lessons take place in an unusual, unconventional environment. Such a change in the usual situation is advisable, since it creates a festive atmosphere when summing up the work done, eliminates the

mental barrier that arises in traditional conditions due to fear of making a mistake. Non-traditional forms of foreign language teaching are carried out with the mandatory participation of all students of the group / class, as well as with the mandatory use of auditory and visual aids. At such lessons, you can achieve a variety of methodological, pedagogical and psychological goals, which can be summarized as follows:

- students' knowledge, skills and abilities on a specific topic are monitored;
- providing a business, working atmosphere, serious attitude of students to the lesson;
- this lesson is supervised by the teacher.

Learners nowadays think and behave differently than those from previous generations. These students were born into a world of information technology, they prefer to multitask rather than focus on one thing at a time, and they can be attracted to the ideas of a peer or a web video than what their teachers have to offer. To increase motivation for these students to work, we as teachers need to get students moving and include visuals when teaching English. Teachers need to update their teaching strategies. They need to adopt more technology-based tasks, to include visual content and provide the opportunity to be physically active in the classroom. If students are not given ample opportunities to practice and to receive feedback, then the classroom experience wanes in comparison with learners' personal lives. The relationship between teacher and student becomes more tenuous, and student interest in learning drops. English teachers must ask themselves how to combine most effectively the value of personal interaction with the glittery attraction of the digital world [2];

Some teachers might object to this call to change. Why should we teachers adjust to our students' expectations? This may be true. Teachers and students may need to meet each other halfway. The problem is that often both parties operate in ways that do not take the needs of the other into consideration.

Non-traditional lesson is an educational activity that has a non-standard structure, including techniques and methods of various forms of teaching, based on the joint activity of teachers and students, joint search, testing of new forms of work.

Based on the above, the use of non-traditional English lessons is possible in various situations and institutions. Such lessons can be applied both systematically and periodically, both in large and small groups. It all depends only on the techniques used during the lesson.

If we consider the methods that are the most popular when conducting non-traditional lessons, we can conclude that non-traditional lessons, as a rule, are a non-systemic event. The system method can only include the use of modern technologies in the classroom, but it requires expensive equipment, which not every educational institution can afford.

In a modern school that relies on the activation and intensification of the educational process, non-traditional lessons are used in the following cases: as an independent method for mastering a certain topic; as a whole lesson or part of it (introduction, explanation, consolidation, control or exercise); when organizing extracurricular activities.

The most popular in modern practice remains the use of non-traditional English lessons after studying a topic or several topics that perform the functions of educational control. Such lessons take place in an unusual, unconventional environment. Such a change of the usual situation is advisable, because it creates a festive atmosphere when summing up the work done, removes the psychological barrier that arises in traditional conditions due to the fear of making a mistake.

As for the use of non-traditional lessons in various institutions, there is not much difference, as already discussed earlier, the lesson has no exact framework and standards that would prevent the use of non-traditional teaching methods, and there are also no clear boundaries for the use of non-traditional lessons with different people and their groups, from which it is possible to identify a universal criterion of non-traditional lessons.[3];

A video lesson is the use of video recordings in English lessons, which contributes to the individualization of learning and the development of motivation of speech activity of students. Responding to the principles of developmental learning, the video also helps to teach all 4 types of speech activity (reading, speaking, listening, writing), form linguistic abilities (through language and speech exercises), create communication situations and provide direct perception and study of the culture and history of the country of the language being studied.

The lesson is an excursion. One of the main tasks in teaching a foreign language is to teach how to use the language as a means of communication. The new foreign language standards state that the main purpose of teaching foreign languages is to form communicative competence, i.e. the ability and willingness to carry out interpersonal and intercultural communication with native speakers.

It is difficult to imagine learning a foreign language without studying a foreign culture. Relations between different countries and peoples are developing more and more in the era of globalization, familiarity, including with Russian national culture, is becoming an integral element of the learning process.

The lesson is a holiday. A very interesting and fruitful form of conducting lessons is a holiday lesson. This form of lesson expands students' knowledge of traditions and customs existing in English-speaking countries and develops students' ability to communicate in other languages, which allows them to participate in various situations of intercultural communication.

Collaborative learning. Academic learning occurs as a natural part of the process when students work on finding solutions; students, working together, take an active part in the learning process.

Teachers provide students with learning support and a variety of multimedia sources of information to help students successfully find solutions[4];

Internet in foreign language lessons. The Internet has huge information capabilities. It is not surprising that foreign language teachers appreciated the potential of the global Internet. But first of all, it is necessary to remember the didactic tasks, the features of the cognitive activity of students, due to certain educational goals. The Internet with all its resources is a means of realizing these goals and objectives.

The use of non-traditional methods of the lesson affects the development of cognitive interest in the country of the language being studied, its culture and traditions; This is the need for practical use of the language in various fields, the creation of more stable speech skills, which helps to better solve the problems of education and its development. The practical application of such lessons shows high pedagogical skills.

The use of non-traditional lessons or their elements in teaching a foreign language is available to everyone, it is only necessary to deviate a little from the standard and think about how to bring fresh emotions into the familiar process that would interest children, make them think that they need a foreign language or just feel like an educated person who can easily communicate with a foreigner. And the use of these lessons simply serves to increase motivation, interest in the subject, the desire to learn the language and communicate in it[5];

Conclusion

It can be concluded that the effectiveness of the educational process largely depends on the ability of the teacher to organize the lesson correctly and competently choose one or another form of conducting the lesson.

Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach them to work with various sources of knowledge. Such forms of classes "remove" the tradition of the lesson, enliven the thought. However, it should be noted that too frequent reference to such forms of organization of the educational process is impractical, since non-traditional can quickly become traditional, which, ultimately, will lead to a loss of interest in the subject.

So, in conclusion, I want to say that the use of non-traditional lessons or their elements in the process of teaching a foreign language is available to every teacher, it is only necessary to deviate a little from the standard and think about what to do in the lesson that could interest children, made them think that they need a foreign language, if not in a future profession, it is simply in order to feel like an educated person who can easily communicate with a foreigner, read an ad in a foreign language, understand foreign language speech. And the use of such lessons just serves to increase motivation, interest in the subject, the desire to learn the language and communicate in it.

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