# Innovative Ways of Teaching English to Linguists

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**Annotation:** The main purpose of teaching foreign language is communicative activity of students or working knowledge of foreign language. The task of the teacher is to reinforce the work of each student in the learning process and to come up with a situation for their creativity. There are many non-standard forms of work of the teacher activating attention and increasing the students' interest in learning foreign languages.

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Innovative forms of education are characterized by a high communicative ability and active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, effectively develop communicative competence skills. This contributes to adaptation to modern social conditions, because society needs people who can quickly find their bearings in the modern world, are independent and proactive, who achieve success in their activities. At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of the individual. This is one of the main tasks of the modern educational process. Educational activity in a technical school requires the use of specific technologies that provide a solution to this problem. These are innovative forms of teaching: role play, project method, ICT, critical thinking technology, multidimensional didactic technology. Technology that stimulates the interests of students and develops the desire to learn is associated with the implementation of various kinds of projects. The use of this technology makes it possible to envisage all possible forms of work in a group: individual, group, collective, which stimulate the independence and creativity of children. Techniques of critical thinking technology in English lessons teach students how to organize their activities, the ability to think, competent and meaningful reading, the ability to cooperate, etc. In the lesson, it is possible to use both mini - projects, designed for one lesson or part of it, and large projects that require a long time to complete them. Projects can be individual and group. In the 1st year, the following project assignments were used: Section 1. "Description of people", the children are offered project topics: for example, an oral description of the appearance of their classmates, their character, profession and their hobbies (for example, "I about myself" (my name, the names of my parents, sisters, brothers; address ; my age; birthday; my appearance; my interests) 2. Section 2. "Description of the area." The guys make a postcard describing their hometown (name; geographical location; monuments; my favorite places). 3. Section 7. " Cultural and national traditions, local history, customs and holidays of Great Britain. "At the lesson on the topic" Travel to London "a situation was proposed: students won a trip to London, want to learn more about the sights of the capital. Some of the children will live with an English family. on an airplane. The type of the project is mixed, because it has signs of research, creative and role-playing projects. The work on the project was carried out in several stages. In the first lesson, the children were offered a situation and the discussion of the main content of the future project is called. As a result of the discussion, problems were selected, areas of work were identified, and a project plan was drawn up. Working materials were prepared for the implementation of the project: a layout of a map of London, photographs and 'slide-presentations' of London sights, a draft of the London Attractions guide, models of shop windows and cafes, and the necessary props were prepared. At the initial stage of the lesson, repetition and etiquette clichés are organized "In the store", "In the cafe", "Asking for directions", etc. After fixing the speech material, each group presented their message. The guys from group # 1 staged boarding a plane. The "stewardess" made the landing, welcoming the passengers, asked them to show their ticket, get into the aircraft cabin, and served them during the flight. The guys who got the role of passengers asked to drink water, juice, tea, listen to music, ordered lunch. The guys of group No. 2, upon arrival at the hotel, were sent to an English family for further accommodation. This group conducted a role-playing game "Visiting the Smith Family", using etiquette speech cliches, dialogue - questioning, and monologues. The members of group # 3 went to the store, and group # 4 went to have dinner in a cafe. All participants in these stages of the lesson approached the task very responsibly, especially the "weak" students. In the evening, most of the participants went to see the sights of London. Using speech clichés united in the group "Asking the Way", they asked a local resident how to get to a given attraction. Listening to the explanations of a local resident, we drew our path on the map, walked along the layout of the map of central London to the desired object. The confirmation of the correctness of the task was the appearance on the interactive board of a slide with the image of the desired sight. All stages of the lesson were accompanied by a Power Point presentation, prepared by the joint efforts of students and the

teacher. The main objectives of such classes are practical, teacher-modeled tasks that activate listening and speaking skills. At the end of the lesson, the results were summed up: What did the students learn in terms of language? (They know how to buy something in a store, place an order in a cafe, ask for directions.) How has their communication activity changed? (They may interact with each other and collectively politely thank, ask, offer, refuse, etc.) What is the project's contribution to the overall development of the student? (He can play a role, speak expressively and emotionally.) What universal actions did the guys master? (They can independently search for the information they need.) I use the following techniques in the classroom: "True and false statements", "Confused logical chains", "Key terms". In an effort to improve the process of teaching foreign languages, I conduct classes using a PC. A variety of multimedia games contribute to the expansion of vocabulary, introduce you to the grammar of the English language, teach you to understand speech by ear, and write correctly. Computer programs combine color graphics, video films, music. I use such programs as "Euro Tallk", "Learn to Speak English". The fragmentary use of these programs allows to increase the motivation and interest of children in the subject. I use it when studying topics: "Numbers", "Shops and purchases", etc. These programs also provide for the control of knowledge on each topic. The guys are happy to work at the computer. Projects with Power Point presentation are carried out on almost every topic. I also use the technology of multidimensional didactic instruments (DMI), the author of which is Valeriy Emmanuilovich Steinberg, Doctor of Pedagogy. The working tools of this technology are logical-semantic models. The children really like to independently acquire knowledge on the topic of the lesson. The models are multifunctional, because I use them at various stages of training: at the initial acquaintance with new material, at its consolidation, at the generalization and systematization of knowledge, their correction and control.

## List of references

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