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INTENSIVE METHODS OF TEACHING ENGLISH IN SCHOOLS

Annotation: This article details intensive methods of teaching English in educational institutions, the use of innovative methods in teaching English in educational institutions, explaining the methodology of language materials to language students, legislation that caused positive updates in education.

Keywords: innovative methods, lexical unit, phonetic changes.

Introduction

It is known that the English language is currently developing rapidly. Also, this acceleration did not leave our country. Of course, this is a sign of tremendous progress for our country and our people. Therefore, it is advisable to implement it in a specific experience in teaching English, in a tested form. As clear goals for mastering a foreign language, the idea of developing Border levels was formed. Originally intended primarily for older students, it was adapted with great success to the educational goals and content of schools and other educational institutions.

Language to students can serve as a foundation for their future knowledge, not as a commitment, but rather using fun games and innovative techniques. Consequently, since the educational system also sets itself the task of educating a free-thinking, competent, mature person, in the future we, future teachers, can contribute to the better development of ways to effectively use innovative technologies. As you know, it is very convenient to start learning a foreign language in educational institutions. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding the experience of speech, the "secrets" of language. They easily and firmly remember a small amount of language material and reproduce it well.

There is another reason to prefer an early age to learn a foreign language. The smaller the child, the smaller the dictionary in the local language, but at the same time its need for speech becomes less: a small child has fewer areas of communication than an adult, he still needs to solve complex communication problems. So, as he learns a foreign language, he does not notice such a big difference between the possibilities of his native language and foreign languages, the sense of success becomes brighter than that of older children.

Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If adults speak a foreign language, this does not mean that they can teach others. Faced with methodically ineffective classes, children can hate a foreign language for a long time and lose confidence in their abilities. This means that only experienced professionals should work with schoolchildren. It consists of:

- the formation of basic communication skills in a foreign language in children;
- the use of a foreign language to achieve their goals, the ability to express their thoughts and feelings in life communication;
- the formation of a positive attitude to the further study of foreign languages;-to arouse interest in the life and culture of other countries.

Therefore, methodological requirements should be strict when organizing a lesson. The organization of the study of language material should be built on the basis of awareness, independence, corresponding to the age characteristics of students.

In the process of teaching the methodology of teaching a foreign language in educational institutions, the usual and interactive teaching methods are used. Practical training is envisaged to be organized in oral and written form. During practical classes, advanced pedagogical technologies are used, as well as means of displaying visual slides using a computer, reflecting electronic materials using a projector. In addition to innovative, interactive educational methods, Science in practical training is intended to use such methods as express question, mental attack, discussion, work in small groups, controversy. In educational institutions, the subject of teaching foreign languages is studied, and in the process of independent mastering, students of the undergraduate educational stage are required to acquire practical knowledge of the methodology of teaching foreign languages to children.

Another important aspect in teaching English is in what position the student is in control the full-fledged reception of information. Mind of a group of children delusions, thoughts, worldviews vary in their perception of information. Here is according to teacher education based on the character trait of each student it is necessary to carry out the process. For example, to remember with an eye in some reader, another is that the ability to remember through hearing is shaped from nature can. According to these characteristics, learning English will be in the main 3 directions:

- Visual learning-remembering information by viewing
- Auditory learning-remembering information by hearing
- Kinaesthetic learning remembering information through actions

Lesson with teacher students, taking into account the above features over, in the performance of exercises, in the preparation of role plays, the theme through games understanding or organizing makes the senses result, and the language in the reader gives motivation to learn.

Below is our use in classes when organizing such a meaningful lesson seeing a few of the possible didactic games and pedagogical technologies let's go.

1. Who is faster-the goal of the game is to develop writing-writing techniques. The course of the game: the audience is given cards with sentences and the card has the words of the sentences will be located not far away. Who is in the first and correct order the same reader will win when you insert and write. This game is more effective in the upper classes gives.
2. Who am I?-the goal of the game is to develop speaking-speaking techniques. The course of the game: name something or person out of the desired in the group describes without saying, and the rest of the readers will find out who or what according to the definition must. This game increases speech literacy. This game is more for elementary grades.
3. Continuation story-the goal of the game is vocabulary-to develop vocabulary. The course of the game: the class is divided into 2 groups, and 2 types of stories are in semi-finished condition given and continuing the story with the origin of their fantasies in the groups end. In which group more new words are used the same group winner is. This game teaches students to work in harmony with each other. This game works better in the upper classes.
4. Noisy dictation-the purpose of the game is to develop grammar. Of the game. Attendance: students in the class are placed face to face with each other and time to tell the reader opposite both to hear one another and at the same time he must be able to write his words correctly, progressing. This game will be a little noisy, and exactly it is this noise that makes them able to advance words even in such a situation allows development. Listening-increases hearing technique. In English words are not written as heard, e.g. in the speak-speak word {ea} diphthong [i] gives the sound [spi: k]. If the reader is able to correctly understand the words, then this is good result. It is also used in the primary and upper grades.

Conclusion



In place of the conclusion, it is worth saying that the number of people of all ages studying English is increasing day by day. Because, in the process of life, it is becoming more and more difficult to live without understanding English. But language learning also depends on age. Even scientists have proven that children acquire language faster and easier than adults. The main reasons for this are the natural predisposition of children to learn language, the strength of their ability to imitate, the fact that compared to adults, children have enough time to learn language, and the quick preservation of the learned information in memory.

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