

## THE ROLE OF TEACHER ON APPLYING METHODS AT ENGLISH CLASSES

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### ABSTRACT

*The following article devoted to the methods of teaching a foreign language at non-linguistic universities. It suggests some methods with fundamental components of a practical lesson. There are given questions and solutions to them. It provides data with eight methods and teacher's role concerning to these methods.*

**Keywords:** *general developmental, competitiveness, practical application, iceberg, interaction, activities, materials, approach, methods, principles, illumination*

At all periods, a teacher, both a beginner and an experienced one, was faced with the question of the peculiarities of organizing foreign language classes in a non-linguistic university, it should be noted that thanks to the achievements of modern teachers, methodologists and didactics, the question has not exhausted its relevance, it is still relevant in modern teaching methods. The problem is that the study of any foreign language belongs to the linguistic or humanitarian disciplines, which in a non-linguistic (technical) university are among the general developmental disciplines, therefore, most often, teaching the above discipline in technical universities requires special attention.<sup>1</sup> Since in the paradigm of modern world education and on the international labor market a foreign language is by no means the last, it should be remembered that it is not so much an educational non-core discipline or a field of science, but also a very important element in the education system, which reflects the general level of competitiveness of a future specialist at the world labor market. Accordingly, the possibility of his self-realization in the profession he has chosen for himself will depend on the level of mastering and proficiency in a foreign language. It must be remembered that the level of mastering the material directly depends on the teacher and his teaching methodology. In the modern world, the most important personality traits are still initiative, the ability to think creatively and find non-standard solutions, the ability to choose the right professional path, and the willingness to learn during all professional activities. Therefore, a modern teacher should not only equip the student with a set of knowledge, but also help him become independent, creative and self-confident. At the same time, there is a growing need in society for the quality of education and the demand for successful people who are fluent in a foreign language in their professional activities and interpersonal communication. When teaching students English, one of the main problems is the low intensity of students' speech activity. This is due to the lack of practical application of the language. With the existing workload, which is 2 hours a week and without using the target language in real life, students quickly forget what they studied earlier in the classroom. The problem of insufficient speech activity is currently relevant not only for students of higher educational institutions, but also for society as a whole, since now people have the opportunity to travel, communicate with representatives of other nationalities. This requires not only knowledge of English, but also the ability to apply this knowledge in practice. Often students, even those who know English well, are afraid to make mistakes in their answers during classes and when communicating with foreigners. A language barrier arises, to overcome which means to eliminate a psychological problem, which disappears as confidence grows when communicating with other people. The work of a teacher implies not only the correct structure of the lesson, but also the constant improvement of their skills and professionalism, since the atmosphere of the course of a foreign language lesson and the motivation of students directly depends on the teacher. When a teacher enters a lesson, he sees only the tip of the "iceberg": interaction, activities, materials, and does not always think about its underwater part: theory of teaching, theory of learning. That is

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<sup>1</sup> Batunova I.V. Modern pedagogical technologies in foreign language lessons as an important condition for improving the quality of the educational process. / Batunova I.V. // IV International Scientific and Practical Conference: Scientific Perspectives of the XXI Century. Achievements and prospects of the new century - Novosibirsk: International Scientific Institute "EDUCATIO", 2014. - pp. 126-128

why, in due time, the teacher faces the following questions: How to build an effective learning process? How to improve the necessary skills, knowledge and skills of students? How to motivate students to learn a foreign language? Foreign language teachers have always been interested in methods of approaches to teaching foreign languages. Today, there are a huge number of methods, but eight methods are most often used in practice:

1. Grammar Translation Method - the grammar-translation method is the most widespread method, which has been widely used by teachers since the Soviet school. This method is focused primarily on teaching students how to translate and read. While working according to this method, teachers compose texts for the development and automation of certain grammatical structures and rules. This method is based on memorization of words on the topic, spelling and grammar, and further development of the listed skills through written translation of grammatically rich texts.
2. Direct Method - Direct method - involves teaching a foreign language from the very beginning. The use of your native language during classes is not allowed. The idea behind this method is the complete language immersion of students for the "natural" mastering of the material.
3. Audio-Lingual Method - Audiolingual method - this method is based on listening, which consists in listening by students to recordings for practicing a foreign language. The purpose of the method is to develop students' perception of foreign language speech. As a control of mastering what they heard, students are asked to complete a series of written assignments, tests, such as: recreate the sentences they heard, remember specific data, dates, numbers, names, etc.
4. The Silent Way - the method of silence - when applying this method, the teacher plays the role of a listener. The main goal of this method is not to interfere with the student and not to impose his point of view, the level of knowledge of a foreign language of the teacher has practically no effect on the level of the student's foreign language proficiency.
5. Suggestopedia - when using this method, foreign language classes consist of several cycles, at the beginning of which students are given new material, and during the subsequent ones, it is worked out and consolidated, using various exercises, both active and passive, and classes can also take place and in a game form. The priority of this method is the idea that you can master a foreign language by becoming a completely different, fictional character for the period of study.
6. Community Language Learning - communication learning - this method includes a huge number of interactive exercises, such as: group work and work in pairs, role plays, polls, simulation, etc. This method is used by teachers at all stages of the modern education system, since it allows the use and control of the student's knowledge and skills both in assignments and for communication with the teacher in class or within the study group.
7. Total Physical Response Method - a method of physical response - the method implies that students at the first stage passively perceive the material, without using it in practice, in their foreign language. In the next step, they must physically react to some lexical units.
8. The Communicative Approach - the communicative approach is one of the most widespread and preferred method by modern teachers. This method first appeared in Great Britain, when a new goal of education appeared in the education system - mastering a foreign language, first of all, as a means of communication. Each of the above methods has advantages and disadvantages, so Diana Larsen-Freeman (1986) considered these methods in terms of: goals, learning process, teacher-student interaction, the role of the mother tongue, aspects of the foreign language being studied, as well as mistakes made by students. So, which method is more effective and is the best, most successful for teaching a foreign language? In order to answer this question, it is necessary for each teacher to expand information about the methods in order to help themselves in choosing a teaching method and learn how to apply it in practice. Although, today, responding to the demands of the state teaching standard, more and more often teachers prefer the communicative approach, which, in turn, is based on the belief that language learning is a continuous process that can be achieved only if language is studied as a means of communication. Then the teacher in the lesson should be:
  - a manager of classroom activities
  - a facilitator of learning
  - a negotiator
  - a motivator/ stimulator

- a provider of feedback on learners' attempts of communication
- a competent speaker of the target language
- an observer/ monitor
- a researcher

We agree with author Bouglas Brown (1994) that one of the drivers of learning is that the educator never stops learning. The complexity of the dynamic triangle - teacher-student-subject - constantly gives rise to an infinite number of questions to be answered; problems to be solved; results, over which the teacher should reason.<sup>2</sup>

Every time a teacher enters the classroom to teach something, he will face problems, and if he is a “growing” teacher, he will educate himself. To do this, you need to pay attention to the following professional goals:

- a knowledge of the theoretical foundations of language learning and language teaching
- the analytical skills necessary for assessing different teaching contexts and classroom conditions
- an awareness of alternative teaching techniques and the ability to put these into practice

Thus, the successful activity of a teacher can be divided into three sections:

1. Teaching/ Student interaction at the lesson
2. Activities and materials (Content of the lesson)
3. Criteria of the effectiveness of the lesson

The above parts were highlighted by us, since the assessment of the lesson, from the point of view of effectiveness, begins with visual perception: the interaction of the teacher and the student, the procedure, materials and activities. In the first two sections, the teacher will be able to find for himself the illumination of some theoretical concepts that will be used to compile a questionnaire, the purpose of which is to clarify the gaps in the effectiveness of the lesson. Thus, each of the sections of the teacher should consist of the following parts: theoretical part, questionnaires for self-assessment of the teacher's activities. The third section should consist of a set of criteria for the effectiveness of the lesson, covering all components of the educational process, highlighted taking into account the opinions of practicing teachers. Our practical component of this article is to analyze the activities and role of the teacher in foreign language classes and create a list of necessary questions and problems that he encounters for the teacher, and thereby help novice and practicing teachers to determine how effective the educational process is in their classes, to identify the components that make up this educational process in order to improve it, regardless of the teaching method or approach, since it is assumed that the effectiveness of the practical lesson depends directly on the professional and personal teachings of the teacher to organize the educational process.

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