EFFECTIVE WAYS AND TECHNIQUES OF TEACHING ENGLISH

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Annotation: The article is devoted to description of effective ways and techniques of teaching English to students. Effective ways and techniques of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction.

Key words: Constructivist teaching, effective ways, techniques, student-centered, modeling, coaching, cognitive activity.

Constructivist teaching strategies of Constructivist Teaching of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. to Audrey Gray, the characteristics of a constructivist classroom are as follows:
— the learners are actively involved;
— the environment is democratic;
— the activities are interactive and student-centered;
— the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous of constructivist activities, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:
➢ Experimentation: students individually perform an experiment and then come together as a class to discuss the results.
➢ Research projects: students research a topic and can present their findings to the class.
➢ Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
➢ Films. These provide visual context and thus bring another sense into the learning experience.
➢ Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods. of teachers the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Jonassen identified three major roles for facilitators to support students in constructivist learning environments:
   a) Modeling
   b) Coaching

Students learn content and theory in order to solve the problem. This is different from

traditional objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory. On students' prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools assessment, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view. Some assessment strategies include:

➢ Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.
➢ KWL(H) Chart (What we know, What we want to know, What we have learned, How we know it). This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.
➢ Mind Mapping. In this activity, students list and categorize the concepts and ideas relating to a topic.
➢ Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.
➢ Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.
➢ Jigsaw and RAFT activities.

Communicative Teaching Method "communicative approach to the teaching of foreign languages" - also known as Communicative Language Teaching (CLT) or the "communicative approach" - emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful. Teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context. The last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas., pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction. Communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In Communicative Language Teaching, expert David Nunan lists these five basic characteristics:

➢ An emphasis on learning to communicate through interaction in the target language.
➢ The introduction of authentic texts into the learning situation.
➢ The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
➢ An enhancement of the learner's own personal experiences as important contributing

elements to classroom learning.

➢ An attempt to link classroom language learning with language activities outside the classroom. These features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

Using project methods in teaching a foreign language. the European languages the word "project" is borrowed from Latin: the participle "projectus" means «thrown out forward", "striking one's eye". With reference to a lesson of foreign language, the project is specially organized by the teacher and independently carried out by students complex of the actions, finished with creation of a creative product. A method of projects, thus, is the set of educational and cognitive modes which allow to solve this or that problem as a result of independent actions of children with obligatory presentation of results. Result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand students' vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children. work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity.

The method of debates allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in students is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps students not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge., application of a method of discussion allows making active cognitive activity of students, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language, but also the expert understanding in various problems, capable to be guided in quickly varying information streams. Less interesting technique of activization of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows to solve problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps student to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through

modeling of situations in which this or that problem can find the certain decision. Being in a role, student solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, student, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

So, there are so many different effective ways, techniques and innovative methods of teaching students which together with the traditional ones help us to instruct students while learning English language and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context.

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