



INNOVATIVE METHODS OF TEACHING ENGLISH

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The article is devoted to description of innovative methods to adults. Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction. The author pays attention to choices of methods which should vary with different purposes, ages groups, and stages of mental development. A structure of modern process of teaching and its results is presented by the author. Some of the common learning characteristics of adult language and literacy learners as well as four guiding principles to teaching adults foreign languages are given in the article. In accordance with the selected characteristics and guiding principles the author considers it necessary to use some of innovative methods for teaching adults. Among them there are such methods as: method of direct instruction (J. Wiechmann and J. Grell), method of electronic self-directed education (T.M. Balykhina), method of pedagogic studio work (E.V. Nevmerzheritskaya), method of interdisciplinary projecting (S.E. Kaplina). The main methodological characteristics of the methods are described in the article as well.

Keywords: teaching adults, innovative methods, teaching process, direct instruction, electronic selfdirected education, pedagogic studio work, interdisciplinary projecting.

Introduction Modern methodology is rich in teaching methods and principles. Each of them has its own advantages and disadvantages, merits and defects, but none is perfect. So, it is very important to find out the exact method of teaching in a particular case. We share the view of Chen Jiamy, who considers that the best method is one where a specific effect is obtained in a specific context. Choices of methods, then, should vary with different purposes, ages groups, and stages of mental development, etc (Chen Jiamu, 1997). Today the transformations, which are actively occurring in our country, have lead to people's demand for learning foreign languages.

Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for selfperfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, selfdependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people's aims in learning foreign languages.



Modern process of teaching foreign languages: In our opinion a modern process of teaching and its results has the following structure (Fig. 1).

Knowledge. A whole complex of person's awareness is included in it:

- awareness about language structure: sounds, letters, parts of speech, etc;
- awareness about the level of language possession, and conditions of its further development in every particular sphere.

Abilities. The abilities are considered as a complex structural formation which includes sensitive, intellectual, willing, creative, emotional qualities of a personality, helping him / her in achieving his / her goal in learning foreign languages. The abilities are interrelated with experience acquirement in the sphere of person's activity.

Skills. The skills are suggested to develop person's readiness to perform fluent communication in English and creative acts while solving different tasks:

- on the level of reading, writing, listening, speaking;
- on the level of confident use of the received knowledge in practical activity or work.

The formation of knowledge, abilities and skills of students in learning foreign languages are to be considered the main indicator of competencies development (general and specific ones).

Teaching foreign languages to adults Speaking about teaching adults we must say that it can be a very rewarding and enriching experience. In terms of the teaching of English to adults, the right methods to adopt should be multipurpose-oriented, mainly concerned with the characteristics of adults. In others words, with a fully developed mental power, the adults' own modes of thinking, memory capacity, imitation ability, strengths and weaknesses, etc., and above all, how to make the best of them are the starting points for decisions about teaching methodology (Chen Jiamu,1997).

Today we consider it necessary to use innovative methods and technologies in teaching English to adults. Innovative methods and technologies represent an innovative trend in education, based on domestic and global trends, best practices and traditions (Averkin V.N., Bogolyubov V.I., Bordovsky G.A., VoltchkovA.P., Gershunsky B.O., Zagvyazinsky V.V., Kan Kalik V.A., Krayewsky V.V. et al.).

In accordance with the definitions of most dictionaries «innovation» is an introduced innovation, providing qualitative growth of processes or products' efficiency required by the market. Innovation is the final result of human intellectual activity, his imagination, creative processes, discoveries, inventions and rationalization. Today, the concept of «innovation» is interpreted broadly. In the world economic literature repeatedly emphasizes the connection between the ideas of potential scientific and technological advances and their reality in new products and technologies (Makoveeva, 2012). Innovation is defined as the process in which an invention or idea acquires the economic content (Kustov, 1990). Joseph Schumpeter treats innovation as a new scientific and organized by a combination of production factors, motivated entrepreneurial spirit (Makovveeva, 2012).



With regard to education innovation is considered to be the result of introduced innovation, which is revealed in the form of new content, methods, forms of organization of educational process or advanced technical training tools used in practice, or a new approach to social services in the field of education (Zainiev, 2012). Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, formation of competencies, personal qualities and meta-professional ones.

As for teaching adults it should be effective first of all. Part of being a successful adult educator involves understanding how adults learn best. Adults have special needs and requirements as learners. That's why the methodologists point out some of the common learning characteristics of adult language and literacy learners (Global Talent Bridge):

- 1) Adult learners are goal-driven.
- 2) Language and literacy are social processes that involve interaction with others.
- 3) Language and literacy development require risk taking.
- 4) Language and literacy develop when the target language is slightly above the current level of proficiency of the user.
- 5) Language and literacy development require focus, engagement and practice.
- 6) Language and literacy are multidimensional and require different kinds of interactions with different kinds of genres.
- 7) Language and literacy develop through interactions with tasks that require cognitive involvement.
- 8) Language and literacy develop more deeply if skills are connected to an overall topic, theme or context.

There are four guiding principles to teaching adults foreign languages. They are:

- 1) Instruction should be made as meaningful as possible to the adult learner by making use of the learner's prior content, workplace or professional knowledge.
- 2) Direct use in the classroom is made of materials, tools, equipment and «things» («realia») that the learner will actually use after training.
- 3) English language skills are improved at the same time that the learner's content knowledge, information knowledge, processing skills, discourse skills, turn-taking skills, cross-cultural skills and sociolinguistic skills are improved.
- 4) Valid assessment of learning requires context/content specific measurement

Innovative methods and technologies of teaching Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, the formation of competencies, personal and meta-professional qualities of students.



As for us we consider it necessary to use some of innovative methods for teaching adults as they respond to the above mentioned principles and characteristics of adult language teaching. Among them there are such methods as: method of direct instruction (J. Wiechmann and J. Grell), method of electronic self-directed education (T.M. Balykhina), method of pedagogic studio work (E.V. Nevmerzhitskaya), method of interdisciplinary projecting (S.E. Kaplina). Method of direct instruction. This method was proposed by German researchers and educators Jochen Grell and Jürgen Wiechmann.

The essence of the method is to achieve a more informed perception of educational material to learn, active orientation of the target. This approach contributes to the efficient perception of the material by learners. The teacher in the classroom is given a central role in managing the overall development of events. The starting point of the method is the evaluation of the direct instruction teaching success, regardless of the study discipline and the individuality of a teacher. A. Hemlke has once said: «No other sign is not so unequivocally and consistently associated with the level of labour productivity and educational progress of groups of learners as instruction of class or group» (Mendygaliyeva, 2009).

In implementing the method of direct instruction the teachers should:

- focus on the concentration of clear, a specialized formulation of the problem;
- pay attention to result providence of the lesson, simultaneously preventing learners' possible withdrawals from lesson's theme;
- support the mobile nature of the learning process, using in the course of instruction short remarks of individual character (in the form of questions, case assignments, etc.) that enhance the effectiveness of the educational process;
- give a small explanation when learners have difficulties while perception of the material;
- contribute to the belief in the success of learners, actively supporting the initiative shown by them;
- being an authority in the field of teaching, do not behave authoritatively that allows to design a lesson in accordance with the rules of correct communication between object and subject of the educational process (Wiechmann, 2006).

The effectiveness of the method is demonstrated by various forms of training. The lesson during which the method of direct instruction was used can be considered successful if three major steps to achieve the goal are passed: general presentation and demonstration of the lesson's goals and objectives; performance of tasks under the supervision of teacher and individual exercises without teacher's instruction. The effectiveness of the method of direct instruction is achieved under the conditions of implementation in the educational process: orienting introduction at the beginning of the lesson, independent presentation of the assignment after the lesson and the resulting check at the next lesson.



Conclusion: So, there are so many different innovative methods of teaching adults which together with the traditional ones help us to instruct adults while learning foreign languages 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. Adoptions of teaching methods involve such factors as purposes, age groups and stages of mental development. In our opinion the method of direct instruction and the method of electronic self-directed education are comparatively found suitable for adult beginners while method of pedagogic studio work and the method of interdisciplinary projecting are advisable suggest for those at intermediate and advanced level. Guided composition should be practised, combining two or three, even four skills together.

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