

Ways to increase the effectiveness of a foreign language lesson

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Abstract

The peculiarities of increasing the effectiveness of a foreign language course are analyzed. The methods that promote fruitful and interesting work for both the teacher and students are highlighted.

Keywords: learning, efficiency, foreign language, progress, teacher.

Анотація

Проаналізовано особливості підвищення ефективності проведення уроку іноземної мови.

Висвітлено способи, що сприяють плідній та цікавій роботі як для вчителя, так і для учнів.

Ключові слова: навчання, ефективність, іноземна мова, прогрес, викладач.

There are many ways to improve the effectiveness of a foreign language lesson. Let us consider and analyze the basic and most effective ones. The effectiveness of the teacher's work is one of the most important factors that, together with others, can greatly contribute to improving the efficiency of student learning. Pedagogical creativity is a certain psychological and social readiness of the individual, which allows you to change the situation in such a way that the teacher and student can effectively interact, achieve mutual understanding, reduce communication difficulties, and eliminate conflicts.

Effective teaching planning positively influences the productivity of the lesson, promotes fruitful work and manifests the creative abilities of the teacher and students. Careful planning of each phase of the lesson significantly improves its effectiveness [1].

Information technologies in the foreign language teaching are becoming more widespread. Multimedia programs are relevant due to the ability to combine auditory and visual media. High motivation, due to the peculiarity of working with multimedia applications (use of animation, audio, programmed response of the computer to answer answers, dynamism, the ability to work in an individual mode, confidentiality information promotes the formation of sustainable knowledge and skills.

The issue of motivation is another important point in the process of learning foreign languages. The teacher should remember that there are a number of factors that shape the motivation of a student learning foreign languages. They are divided into two types: internal motivation and external. The external, broad social motivation implies that the language is studied for the following reasons: 1) the student understands that every educated person in the modern world must know a foreign language for his or her own success; 2) he can take an example from parents who understand and communicate with foreigners; 3) he may wish to receive a high score from a school subject; 4) Or maybe he just wants to be no worse than others. But there is also another type of students who have an internal motivation that is related to the development of the individual and the future profession. The communicative type of internal motivation is the main one, because learning the ability to communicate is a primary and natural need for those who are learning foreign languages [1].

The effectiveness of learning depends on all types and methods of work that the teacher chooses for the purpose of giving students knowledge, their mastery of skills and skills of communication in a foreign language.

As you know, in the process of learning a foreign language, two vocabularies are developed: active and passive. Active vocabulary is a vocabulary that a person constantly uses in oral and written communication, which is about 3-5 thousand words. The passive vocabulary includes approximately 60,000 words. Numerous studies of scientists suggest that easier for a person to formulate his thoughts, the more his active vocabulary. Therefore, it is very important for students as much as possible to translate vocabulary from their passive vocabulary into an active one. There are many methods of remembering words, activating vocabulary is [2].

The most effective methods of working out the vocabulary are the following:

1. Read aloud. In addition, when listening to or watching television of various messages, it is necessary to pay attention to the pronunciation of new words and pronounce them as often as possible;

2. Summarize and formulate the basic idea of the text. It is also necessary to speak out loud, but it is better to tell the interlocutor. At the same time, some of the formulations of the author are automatically memorized, which allows to expand the vocabulary significantly;

3. Creation of interesting phrases and statements cards, use of audio recordings;

4. The selection of epithets to words. The method is based on the fact that in the work on the text it is proposed to get the adjective to the noun and the adverb to the verb;

5. Replacement of verbs. This technique is a game: when reading the verb are replaced by relatives in meaning;

6. Written translation is oriented to a fast, free, creative translation, which does not require a dictionary. This kind of work trains memory, promotes the speed of expressing opinions. The above methods can be easily applied when learning English, both in the classroom and in the students' independent work, which will allow to expand the active vocabulary, to form stable language skills of free speech and writing [3].

The urgency of the problem of the development of new game technologies is due to the goals and tasks at the present stage, since the effectiveness of gaming technologies is ensured by the activation of cognitive activity of students, the creative mastering of educational material and the ability to acquire knowledge and skills independently. The game can be considered as the main method of teaching English to pupils of all ages.

An instructional video in a foreign language course develops the skills and abilities of the perception and understanding of a foreign language by hearing, which requires the teacher and students considerable effort and time expenditures.

Reading is an integral part of learning a student's foreign language. Reading in a foreign language has some characteristics that complicate and slow down its perception. Not the most important of them is the speed. It has been experimentally proved that eye fixation in words or syntagmas is more prolonged, the more frequent the return to the previous lines is, while silent reading, the reader may even whisper to voice the text, especially in the case of a complicated understanding. The limited lexical stock and knowledge of grammar mechanisms may become an obstacle to an adequate interpretation of the text.

Strategies for increasing the effectiveness of reading learning can facilitate the acquisition, storage and use of information: to think about information in the learning process, to plan their own learning, to evaluate their own successes. It is supposed to use the dictionary, contextual features, the formation of conclusions. Teacher should help in interaction with students: to work with groups, in pairs, to explain in detail the difficult moments. A disadvantaged influence on the assimilation of the text can be caused by insufficient confidence of the student in their forces. Nervousness becomes an insurmountable obstacle: a student encounters the first unfamiliar word and becomes paralyzed by this impediment.

It is the teacher who encourages the reader in a difficult situation. To facilitate learning, it is necessary to segment the reading into a sequence of stages. During the first stage, the student focuses on learning the nature of the message, style, and addressee. During the actual reading, the student perceives the basic ideas, classifies and relates them to each other. After receiving information from the text, during the third stage, the student uses it to implement the project, or to achieve the goals of the work. A book as a means of teaching foreign language communication defines the goals and objectives of home reading as a separate discipline. This is, on the one hand, the acquisition of skills and abilities by students to read literature in a foreign language and, on the other hand, the development of skills and abilities of speaking. The material that is developed in home reading classes should ensure that students develop a profound understanding of the foreign language text; content coverage and critical reading comprehension. Home reading should also ensure the activation of the selected vocabulary and the ability to conduct conversations in terms of content and programmed themes [4].

Thus, touching the most interesting and topical issues of our time, illuminating historical events, being filled with rich storylines, the literary work that a teacher offers to a student must not only cause mental activity, but also needs to be communicated and thus is the basis for the development of skills and the skills of oral speech, because it creates the psychological preconditions for speaking, the communicative orientation of learning.

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