

Викладач Солоділіна А.С.

Національний Технічний Університет України «Київський Політехнічний Інститут», Україна

Current teaching strategies of English language

Modern market of educational technologies is rich with different ways of teaching English language, thus the question of teaching methodic is becoming increasingly important. It indicates an increase of consumer intellectual output.

There was a great number of approaches to teaching English language throughout the history of methodology. A lot of prominent scientists and methodologists, such as H.D. Brown, S.Glass, J. Hill and D. Willis have made a great impact on the methodological science.

Nowadays teaching the language has required an applied nature, whereas before it was a relatively abstract and theoretical science.

The function of the teacher in the educational process has changed considerably. Teacher - dictator is not able to give students the freedom of choice and to provide the necessary in comprehending a language. Now, the teacher has to try to find his own approach to each and every student. That is how we came to the strategy of principled eclecticism. It can be explained as fitting the method to the learner, not the learner to the method.

In general, eclecticism is a method of constructing a system of teaching by mixing different ways of teaching. It is an unprincipled and methodical connection of opposing teaching systems. This teaching strategy marks the possibility of further methodological development and research in the field of successful teaching of foreign languages.

Progress and fundamental changes in the methods of language learning are undoubtedly associated with innovations in the field of psychology and other fields connected with this one. Psychological factor of learning foreign languages should be promoted to leading positions and used in order to work out new teaching strategies.

Authentic communication between teacher and student, taking into regard student's demands and claims, mutual benefit and respect, all these makes that set of unwritten rules necessary to build constructive relations between the teacher and the student. So all these should be taken into the account while using the principled eclecticism for teaching the foreign language.

The other teaching strategy, which is widely used nowadays is lingua socio cultural method. It is one of the most serious and comprehensive strategies to teach a foreign language. This method involves an appeal to such a components as social and cultural environment. There exists a firm believe that language loses life when teachers and students aim to acquire a lifeless lexical and grammatical forms. First of all, language is a product of culture and to teach it one should distinctly outline all the aspects of cultural life, important social features etc.

At the present stage, when the interest in individual cultures and nations is constantly rising, lingua socio cultural method is one of the most useful teaching strategy. It takes into account the simple fact that more that a half of the mistakes while using the foreign language are made because of the influence of the native language.

One needs to monitor the proper speech and in addition to seek the improvement of comprehensiveness. This teaching strategy focuses on the importance of transmitted information sense, which is communicative level, because in any case, the final goal of communication is to be understood.

Lingua socio cultural method involves two aspects of communication. They are linguistic and intercultural. In order to speak freely in a foreign language a student has to become be-cultural. This means he should easily orient in national customs, history, culture and traditions of the two countries, two nations. Student must have lingua socio cultural competence. It is the ability to dissect the language of culture under the microscope.

The other great modern teaching strategy is the communicative approach. It actively keeps the first line in the popularity rating methodologies. As its name implies, it is aimed at the practice of communication. This technique is excellent for developing talking skills.

Communicative approach, as follows already from its name, is directed to the possibility of communication. Any language training includes four milestones, which are reading, writing, speaking and listening comprehension. In communicative teaching strategy just the last two of these aspects are emphasized. Using this approach does not involve learning complex rules of grammar and its internal structure. It fully focuses on the development of talking skills and skills of comprehension.

Of course, one of the latest approaches in teaching strategies is connected with the development of computer sciences and modern technologies. There is a great number of programs that could be used for developing new teaching strategies and improvement of the existing ones.

Thus, each individual creative approach, meaning the correct choice of technique and benefits is quite usable. Some teachers, especially novice teachers or students giving lessons operate on the principle: one manual and one method. As a result,

classes are obtained by routine and boring, and therefore ineffective. Therefore, the best way to make a successful teaching strategy is to combine different approaches and methods. One needs to try a creative approach to each and apply a variety of innovative ideas as well as use different training programs for foreign languages. In addition, of course, the usage of modern technologies cannot be overrated while teaching a foreign language.

Literature:

1. Brown, H.D. (1994): *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall Regents.

2. Checa Marín, A. (2002): "Communicative Language Teaching in Secondary Education. Myths and Realities", in Bueno González, A., Luque Agulló, G., Molina Navarrete, F., Ortega Cebreros, A. M., and Pérez Cañado, M.L. (eds.): *Studies in Applied Linguistics and English Teaching*. Jaén: Servicio de Publicaciones de la Universidad de Jaén, pp. 11-30.

3. Gass, S. (1999): "Discussion: Incidental Vocabulary Learning", in *Studies of Second Language Acquisition*, 21: 319-333.

4. Hill, J. (1999): "Collocational Competence", in *English Teaching Professional*, 11: 3-15.

5. Lam, A. (2001): "Bilingualism", in Carter, R. & Nunan, D. (eds.): *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, pp. 93-100.

6. Naughton, D. (2004): *The Cooperative Organisation of Strategies for Oral Interaction in the English as a Second Language Classroom*. Unpublished Doctoral Dissertation. University of Granada.

7. Robinson, P. (2001): "Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA", in Robinson, P. (ed.): *Cognition and Second Language Instruction*. Cambridge: Cambridge University Press, pp. 287-318.

8. Troncale, N. (2002): "Content-Based Instruction, Cooperative Learning, and CALP Instruction: Addressing the Whole Education of 7-12 ESL Students".

9. Willis, D. & J. Willis. (2001): "Task-based language learning", in Carter, R. and Nunan, D. (eds.): *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, pp. 173-179.