Modern educational technologies in English lessons

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Today, significant changes are taking place in school education, which cover almost all aspects of the pedagogical process. The personal interest of the student is a decisive factor in the educational process. As a teacher, I need to know which aspects of a child's personality can be influenced by knowledge of the English language, what technologies to use in the educational process in order to obtain the planned results. I believe that one of the main tasks is to improve the pedagogical skills of the teacher by mastering modern technologies of teaching and education. Pedagogical technology is the design of the educational process, based on the use of a set of methods, techniques and forms of organizing teaching and learning activities that increase the effectiveness of learning, the use of which has a clearly defined result. With the mastery of any new technology, a new pedagogical thinking of the teacher begins: clarity, structure, clarity of methodological language, the emergence of a reasonable norm in the methodology. Using new pedagogical technologies in the classroom, I became convinced that the process of teaching English can be viewed from a new point of view and master the psychological mechanisms of personality formation, achieving better results. The forms and technologies used for teaching English implement competency-based and personal-activity approaches, which in turn contribute to the formation and development.

a) a multicultural linguistic personality capable of productive communication with speakers of other cultures;

b) students' abilities to carry out various types of activities using English;

c) cognitive abilities of students;

d) their readiness for self-development and self-education, and also contribute to increasing the creative potential of the individual to carry out their professional duties.

To increase the efficiency of the educational process when conducting English lessons, I use the following educational technologies, taking into account the age characteristics of children:

Communicative learning technology – Communicative learning technology is learning based on communication, when the learning process is a model of the communication process. It allows students to master the English language at the level of a confident user in a foreign language environment. The educational process is built on the basis of collective interaction between student and teacher, as well as students with each other.

In lessons using communicative learning technology, I use various forms of work, such as pair work, group work, and project work. Particularly important is the formation of the skill of spontaneous speech (for example, dialogues in pairs with a constant change of participants).

I consider the use of monologues with tasks of the following type to be no less significant in working with the use of communicative teaching technology in English lessons:

- agree with the statement or refute it;

-give detailed comments on the situation;

-prove your own point of view on the problem, etc.

In order for a student to speak confidently in English, it is necessary to arouse his interest and motivate him to this type of activity. In this regard, it is advisable to use the deductive method in lessons, which is more often used in a traditional school. Teaching speech skills begins with a ready-made sample, considered as a standard or option for constructing statements similar to it. Here, when working with dialogues and monologues, I use the following algorithm:

-listen (read) dialogue (monologue);

- repeat;

-we analyze the features;

- we learn in full or in fragments;

-learning to change the elements of the reference sample;

-we compose our own dialogue (monologue) based on the standard.

An example of working with dialogue using an algorithm (for grades 5-6):

1. Read (listen) to the dialogue.

2. Repeat after the speaker (teacher). You can pronounce the entire dialogue or parts of it.

3. a) what would you call the dialogue (what is the topic of the dialogue);

b) how do you think the characters relate to each other;

c) the teacher explains the meaning of the expression take forever.

4. We act out the dialogue in pairs with minimal reliance on the text (preliminary preparation - 5-7 minutes).

5. Students are asked to change the object of saving money, as well as the final part of the dialogue so that in the end the dialogue ends not pessimistically, but optimistically).

6. As homework, you are asked to compose your own dialogue based on the standard one.

When working with a monologue, you can come up with other tasks. I offer as an example a task for grades 4-5 (depending on the level of the students):

1. The text is read (listened to).

Fred had a red rubber ball. He kicked the ball. It flew through the air. He picked it up. He threw it against a wall. The ball came back to Fred. He kicked it with his foot again. The ball flew over the wall. He picked it up again. He bounced it on the street. The ball bounced up and down. Then it stopped bouncing up and down. It didn't move. Fred's dog barked at the ball. Fred kicked the ball. His dog ran after the ball.

2. Parsing the text (a list of several words of the text is given in the form of a dictionary, for example, for this text I suggest words such as -ball, -bark, -bounce, -fly, -foot, -kick, -rubber, -run, -throw). With the first of the above words, part of the vocabulary for the exercise looks like this:

-ball

noun

1.a spherical or approximately spherical body or shape; sphere.

2.a round or roundish body, of various sizes and materials, either hollow or solid, for use in games, as baseball, football, tennis, or golf..

3.a game played with a ball, especially baseball.

4.Baseball. a pitched ball, not swung at by the batter, that does not pass over home plate between the batter's shoulders and knees.

verb (used with object)

1.to make into a ball (sometimes followed by up).

2.to wind into balls: to ball cotton.

verb (used without object)

1.to form or gather into a ball.

The meaning of the words proposed in this task is discussed and reviewed with the teacher.

3. The text is read (listened to) a second time.

4. Students are asked to make sentences using words from the text.

a) ball rubber? have a did he

b) air the flew. ball through the

c) the . against the wall he threw the ball

d) kicked foot the with he. left his ball

e) at bouncing the dog. barked ball the

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