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FEATURES METHODOLOGY OF TEACHING ENGLISH

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Abstract. Teaching methodology is a complex of sciences that study the methods of orderly interconnected activities of the teacher and students, aimed at solving educational problems, a system of purposeful teacher actions that organize the educational activities of students leading to the achievement of learning goals. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities.

Keywords: methodology, research, methods of teaching, internet-based technologies

Introduction. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems This normally involves various steps, like choosing a sample, collecting data from this sample, and interpreting the data. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. The dominant methodology in the natural sciences is called the scientific method. It includes steps like observation and the formulation of a hypothesis. Further steps are to test the hypothesis using an experiment, to compare the measurements to the expected results, and to publish the findings.

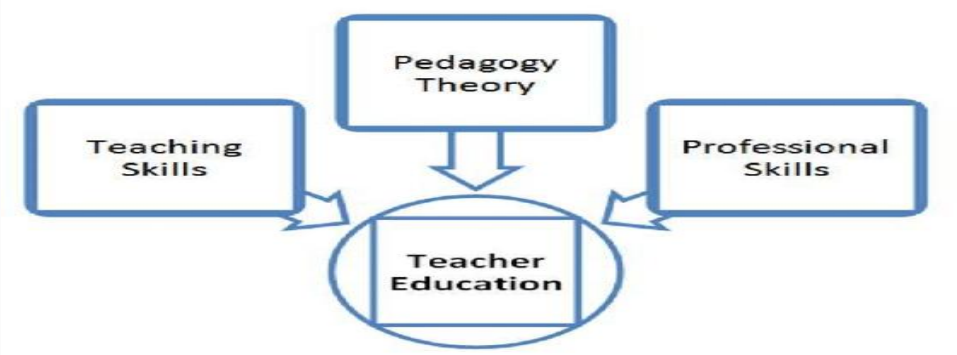


Figure 1. Teaching methodology system

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A few theorists reject methodology as a discipline in general. For example, some argue that it is useless since methods should be used rather than studied. Others hold that it is harmful because it restricts the freedom and creativity of researchers. Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. Many discussions in methodology concern the question of whether the quantitative approach is superior, especially whether it is adequate when applied to the social domain. The choice of method often matters since the same factual material can lead to different conclusions depending on one's method. Interest in methodology has risen in the 20th century due to the increased importance of interdisciplinary work and the obstacles hindering efficient cooperation.

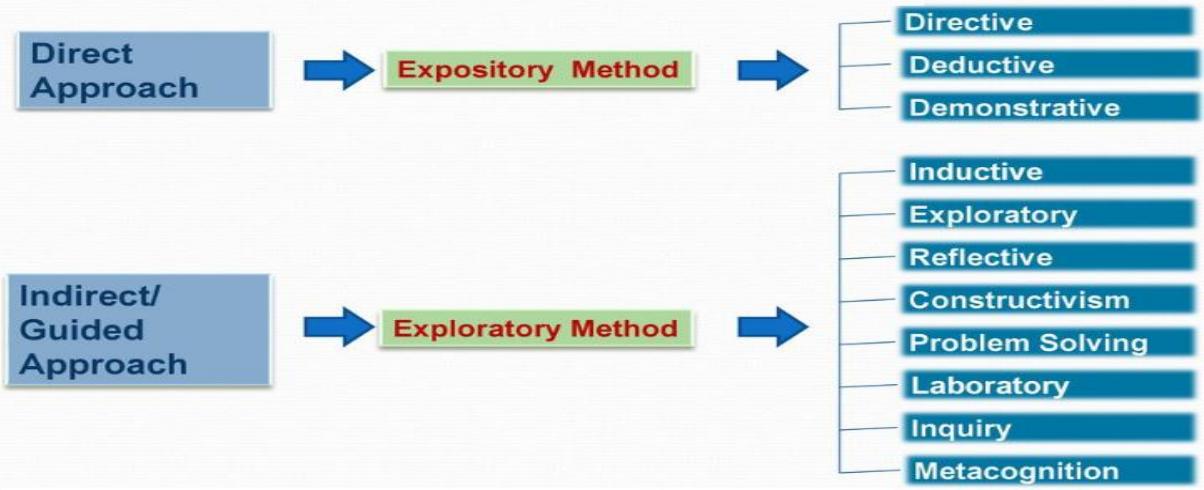


Figure 2. Different types of teaching approaches

The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. Projects may be short-term or long-term. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of

presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. A few theorists reject methodology as a discipline in general. The approach to learning is a basic category in the methodology that gives an idea of the views of the language researcher and the language teacher, both on the language itself and on the ways of mastering it. It is a component of the language learning system.

Concluding of the view that the choice of method often matters since the same factual material can lead to different conclusions depending on one's method. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language

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