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THE APPROACHES OF TEACHING ENGLISH AND THE USE OF INNOVATIVE TECHNOLOGIES IN THE ENGLISH TEACHING PROCESS

Having confirmed the approaches of teaching the English language, which include various methods and the development of innovative technologies has provided a new method in teaching English in recent years. Using ICT (Innovative Computer Technologies) the English language teachers must master the methodology of operating ICT tools to organize an educational process. Moreover, ICT can also function as an instrument of curriculum differentiation. The ICT enables the teacher to free up time for creative activities and create individual learning routes for students. One of the most positive results of using ICT in education is the possibility of greater satisfaction of the individual needs of students. Technologies provide not only interesting curriculum content, but also allow more reliable assessment of students` knowledge, identify weaknesses in their preparation, and determine the necessary knowledge and skills for teachers.

Generally, this article concludes the impact of ICT on teaching is undeniable. ICT environment develops the experience of both teachers and students. The innovative computer technologies in teaching are not the main method of teaching English but this method is full of opportunities and flexibility.

Key words: *approach, method, information, ICT, educational process, interactive method, students, result, skills.*

The main purpose of this study is to examine traditional and non-traditional methods of teaching English language, to underline the benefits of nowadays methods using the Innovative Computer Technologies in teaching English. There are three approaches to studying language and all methods are conventionally divided into the following groups[1]:

Structural approach[2] (language is seen as an interconnected system of grammatical elements)

- The Grammar Translation Method (Celce-Murcia,1991) - This method has been known to us since Soviet times, which is based on written translation and reading. In this case, texts are usually composed aimed at developing some grammatical rules. The basis is vocabulary learning, spelling, grammar and practice through written translation of grammatically rich texts. Now this method is used to study dead languages.

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[1] *Gusevskaya N.YU., Language Teaching Theory and Methods. Perm National Research Polytechnic University, Perm, 2015, p.246-252.*
[2] *Diane Larsen-Freeman, Jeanette De Carrico. An Introduction to Applied Linguistics, London, 2019, p.16.*

Audio-lingual method[3]

- The essence of this method is that the learner constantly listens and repeats the recording in a foreign language.

Proprioceptive method[4]

- The proprioceptive language learning method (proprioceptive method) is a language learning technique which emphasizes simultaneous development of cognitive, motor, neurological, and auditory functions as all being part of a comprehensive language learning process.

    Proponents of this method claim that the learner should use his language, oral speech constantly during learning, even when completing written tasks.

A functional approach[5], where language is a means of expressing and implementing certain functions.

Situational language teaching (Oral approach)

- Based on the structure of the language the learner learns the most frequently used words and phrases through repetition and immediately puts them into practice. Here, the spoken word rules over the written word and maximum attention is paid to the mistakes that can be made during the spoken word.

Directed practice /experience/

- In this case, the learner constantly repeats the phrases until they are memorized mechanically. In this way, the learner's vocabulary and language flexibility are

    affected, but we achieve automatic mastery of basic/base/expressions of the language.

Interactive approach (language is a tool for creating and establishing social relations)

The direct method

- It is planned that the foreign language is taught in the same way as the native language, that is, the teaching process itself is conducted in the foreign language, and the use of the native language is excluded as much as possible the idea of the method is the ''natural'' assimilation of a foreign language, as in the case of a native language which is also called the natural method.

The series method

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[3] *Kebson Kakunta, Microteaching: Audio-lingual Method,Pedagogical University, Mozambique, 2020, p 25.*

[4] *https://www.k12academics.com/education-subjects/language-education/language-teaching-methods/proprioceptive-language-learning-met.*

[5] *Richards & Rogers, Approaches and Methods in Language Teaching, Cambridge, New York 2016.*

- Vocabulary enrichment by repeating sequential actions over and over again. Example: Every morning I wake up at 7 o'clock, take a shower, get dressed, have breakfast, have coffee, go to school, hang out with friends after school, etc. This same example can be used for better mastery with different tenses.

Communicative language teaching[6]

- Plans to use the language being studied not only to complete assignments but also to communicate with the teacher and other learners. It includes interactive exercises such as dialogues, role plays, group work, etc.

Language immersion[7]

- The method is used in elementary school, promoting the option of bilingualism, teaching the subjects of the school curriculum in a foreign language. Even reading in the mother tongue is started after passing the stage of reading in the foreign language.

Silent method[8]

- In this case, the teacher is more silent than talking. When teaching pronunciation in elementary grades, the teacher uses various colored charts, where each colour or symbol represents a sound. In this way, new words are also taught.

Natural approach[9]

- The emphasis is on the notion that the learner can learn anything. Any new lesson must be built on the previous lesson and be available for learning.

Physical response method

- In the first stage, learners passively perceive the material without using it. In the second stage, they have to respond to some words, especially verbs, for example by doing them. And only after overcoming these two stages, only the learners themselves use the mastered material.

Reading and telling method[10]

- Considered a sub-branch of the Physical Response Method. The teacher tells small stories with rich vocabulary to the students and then asks questions about the story. The latter must answer the questions using the words of the material.

Dogme language teaching[11]

- This method refuses to use any textbook during language learning, emphasizing teacher-learner interaction. The learning materials that the learner should use should be self-created materials.

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[6] *https://en.wikipedia.org/wiki/Communicative_language_teaching.*
[7] *Colin, Baker, Bilingual Education and Bilingualism, Great Britain, 2011, p 10.*
[8] *Caleb Gattegno, Teaching Foreign Languagesin Schools: The Silent Way, 1963.*
[9] *Richards & Rogers, Approaches and Methods in Language Teaching, Cambridge, New York 2016, p. 261.*
[10] *James Asher, San Jose State University, California, 1977.*
[11] *M.V. Romanova,"Dogme" Approach in Teaching English as a Foreign Language, p. 38.*

Pimsleur method[12]

- Pimsleur method is based on the use of audio recordings. The latter gradually become more complex, each time introducing a new active vocabulary.

Michelle Thomas method[13]

- It includes a series of classroom audio recordings of a teacher working with two learners, explaining grammar rules, teaching vocabulary, and giving assignments. The listener is automatically included in the classroom process, getting the impression of working in a group.

In recent years, it has become important not only to know the language, but also how quickly and easily the language learning process takes place. The development and application of new methods increase the effective approaches role. The process of development and introduction of new information technologies is even more important[14]. The use of information technology reveals the enormous potential of the computer as a means of learning. Computer learning programs have many advantages over traditional teaching methods. Teachers try to use new modern technologies in their work. They use various supplementary e-books and software, but it does not always fit directly into the textbook. Therefore, at the moment, we have to independently develop didactic support for the class, using, of course, multimedia technologies. A modern teacher should take into account the fact that the information and telecommunication technologies of education have steadily entered life. The use of new information technologies expands the scope of the educational process, increases its practical orientation, contributes to increasing the motivation of students in the educational process, the development of intellectual and creative abilities of students, their ability to independently acquire new knowledge and create. In the educational process, the computer is not a mechanical teacher, not a substitute or analogue of the teacher, but an active tool for the development of children, expanding and expanding the possibilities of his cognitive activity.

The computer enables the teacher to free up time for creative activities and create individual learning routes for students. Teaching with the help of information and telecommunication technologies in English classes is an effective pedagogical tool for studying foreign language culture and developing communication skills. ICT contributes to the acceleration of the educational process, the increase of students' interest in the subject, improves the quality of mastering the material, makes it possible to personalize the educational process, and makes it possible to avoid the subjectivity of evaluation. At the same time, modern educational materials in English are mainly didactic audio materials, so the resource capabilities of the Internet educational environment allow the use of new interactive materials and manuals, as well as the ability for the teacher to develop his own slides. Foreign

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[12] *https://www.sololingual.com/apps-programs/pimsleur-review.*

[13] *https://www.alllanguageresources.com/michel-thomas/.*

[14] *Information Technology and Development https://www.maxwell.syr.edu/Steinberg,_James_B_/.*

language teachers must master the methodology of using ICT tools to organize a student-centered educational process.

In modern sources, information and communication technology refers to a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer hardware, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable technologies: networks) communication, multimedia and Internet). The most frequently used ICT tools in the educational process: electronic textbooks and manuals, which are displayed using a computer and multimedia projector, electronic encyclopedias and reference books, simulators and test programs, Internet educational resources, DVDs and CDs with pictures and illustrations, video and audio equipment, research papers and projects.

Working forms of computer programs for the English language teaching include

- Vocabulary learning
- Work with pronunciation
- Dialogue and monologue training
- Test writing training
- The resources available to us on the Internet are vast. Many didactic problems are solved thanks to the Internet during a foreign language lesson.
- Development of reading and writing skills using materials from the Internet

One of the most important results of using ICT in education is the possibility of greater satisfaction of the individual needs of students. Technologies not only provide more interesting curriculum content, but also allow more reliable assessment of students' knowledge, identify weaknesses in their preparation, and determine the best options for imparting the necessary knowledge and skills for teachers:

- Efficiency
- General cultural development of students
- Computer skills improvement
- Improving language level
- Personalization of learning (differentiated tasks)
- Self-confirming of the student, to conduct classes at a high aesthetic and emotional level (music, animation)
- Increase the amount of work done in the lesson by 1.5 - 2 times
- Improve the control of knowledge
- Organize the educational process rationally, increase the efficiency of the class

- develop research skills
- provide access to various information systems, electronic libraries
- individualize the learning process

To understand the benefits of ICT method in teaching English and to improve the

students skills We have chosen a group of students at «Grigor Narekatsi» University of Stepanakert and arranged a three-month course of English language in the "Smart Classroom".

The group of students were of different age but of the same level of English. One of the topics of the lesson was Armenian and English kitchen. By the end of the class the students have been introduced to the vocabulary connected with kitchen. The prepared video-based slide illustrated the names of the vegetables, fruits and one traditional Armenian dish and one traditional English dish. The traditional Armenian dish «ghapama» was showed through pictures and video-based material, after watching which we passed to the traditional English dish-shepherd`s Pie with illustrations and video-based material too. In the end of the lesson the students demonstrated an understanding of kitchen connected vocabulary. During other classes the presented slides were concerned specifically grammar definitions, exercises (previously explained on the topic, the exact version of which was presented in the slide), video materials, which were in English, while fixed below with Armenian or Russian translation. In this way, students developed both listening and reading skills. At the end of the lesson, students were able to share the important facts of the material they have heard, seen, learnt and practiced. There was observed a high activity among the students. Being a new interactive method, information technologies are an inexhaustible source of motivation when studying a language.

Here are the results of the observation which shows students opinion about the efficiency of traditional approaches of teaching English and innovative technologies in teaching English.
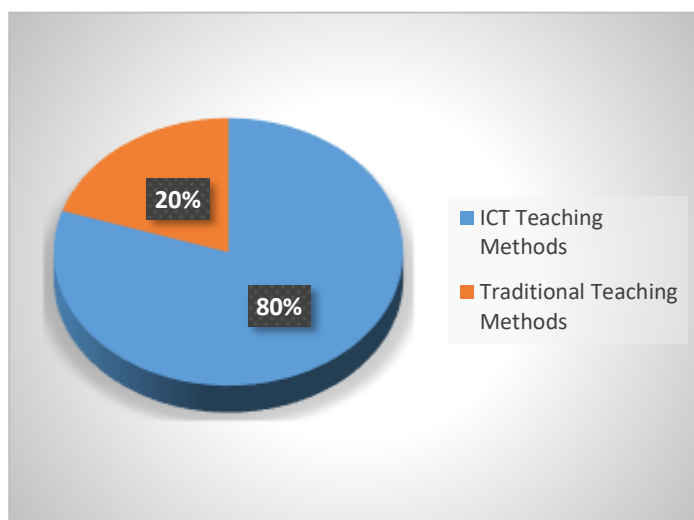
20 percent of the students chose the traditional method of teaching. While 80 percent of students thought that ICT teaching methods helped them to get knowledge more comprehensibly.

After viewing the methods of teaching we have come to the conclusion that using only one method separately may have less progress than using the benefits of all methods paying more attention to the ICT in English language teaching as an innovative method. Teachers should obtain computer technologies for successful teaching English and also be aware that the impact of teaching and learning English is determined by the teaching approach, not by computer technology. Innovative computer technologies are not the main method of teaching English but this method is full of great opportunities.

ՆԱՆԱՐ ԵՐԵՄՅԱՆ

ԱՆԳԼԵՐԵՆԻ ՈՒՍՈՒՑՄԱՆ ՄԵԹՈԴՆԵՐԸ ԵՎ ՆՈՐԱՐԱՐԱԿԱՆ ՏԵԽՆՈԼՈԳԻԱՆԵՐԻ ՕԳՏԱԳՈՐԾՈՒՄԸ ՈՒՍՈՒՑՄԱՆ ԳՈՐԾԸՆԹԱՑՈՒՄ

ԱՄՓՈՓՈՒՄ

Հաստատելով անգլերեն լեզվի դասավանդման մոտեցումները, որոնք ներառում են տարբեր մեթոդներ, վերջին տարիներին նորարարական տեխնոլոգիաների զարգացումը նոր մեթոդ է ապահովել անգլերենի դասավանդման գործընթացում: Օգտագործելով ՆՀՏ (նորարարական համակարգչային տեխնոլոգիաներ), անգլերեն լեզվի ուսուցիչները պետք է տիրապետեն համակարգչային տեխնոլոգիաների գործիքների գործարկման մեթոդաբանությանը՝ կրթական գործընթաց կազմակերպելու համար: Ավելին, ՆՀՏ-ն կարող է նաև գործել որպես ուսումնական ծրագրերի տարբերակման գործիք: ՆՀՏ-ն ուսուցչին հնարավորություն է տալիս ժամանակ տրամադրել ստեղծագործական գործունեությանը և ստեղծել սովորողների համար անհատական ուսումնական մոտեցումներ: Կրթության մեջ համակարգչային տեխնոլոգիաների կիրառման ամենադրական արդյունքներից է ուսանողների անհատական կարիքների ավելի մեծ բավարարման հնարավորությունը: Տեխնոլոգիաներն ապահովում են ոչ միայն ուսումնական ծրագրի հետաքրքիր բովանդակություն, այլ թույլ են տալիս ավելի հստակ գնահատել ուսանողների գիտելիքները, բացահայտել նրանց թույլ կողմերը և որոշել նրանց գիտելիքներն ու հմտությունները:

Այս հոդվածը, ընդհանուր առմամբ, եզրակացնում է, որ ՆՀՏ-ի ազդեցությունը ուսուցման վրա անհերքելի է: ՆՀՏ-ի հնարավորությունները զարգացնում են ինչպես ուսուցիչների, այնպես էլ ուսանողների հմտությունները: Դասավանդման մեջ նորարարական համակարգչային տեխնոլոգիաները անգլերենի դասավանդման հիմնական մեթոդը չեն, սակայն այս մեթոդը լի է հնարավորություններով և ճկունությամբ:

Բանալի բառեր՝ մոտեցում, մեթոդ, տեղեկատվություն, ՆՀՏ, ուսումնական գործընթաց, ինտերակտիվ մեթոդ, ուսանողներ, արդյունք, հմտություններ:

НАНАР ЕРЕМЯН

«ПОДХОДЫ И ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ»

РЕЗЮМЕ

Утвердив подходы к обучению английскому языку, включающие в себя различные методы и развитие инновационных технологий обеспечило новый метод в обучении английскому языку в последние годы. Используя ИКТ (инновационные компьютерные технологии), преподаватели английского языка должны овладеть методикой использования средств ИКТ для организации учебного процесса. Более того, ИКТ также могут выступать в качестве инструмента дифференциации учебных программ. ИКТ позволяет учителю уделить время творческой деятельности и создать индивидуальные подходы обучения для учащихся. Одним из наиболее положительных результатов использования ИКТ в образовании является возможность удовлетворения индивидуальных потребностей учащихся. Технологии обеспечивают не только интересное содержание учебных программ, но и позволяют более достоверно оценивать знания учащихся, выявлять слабые места в их подготовленности, определять необходимые знания и навыка.

Автор статьи делает вывод о том, что влияние ИКТ на обучение неоспоримо. Возможности ИКТ развивают навыки, как преподавателей, так и студентов. Несмотря на то, что ИКТ не являются основным методом обучения английскому языку, этот метод полон возможностей и гибкости.

Ключевые слова: подход, метод, информация, ИКТ, образовательный процесс, интерактивный метод, учащиеся, результат, навыки.