

ABOUT IMPORTANCE OF USING NON-TRADITIONAL FORMS OF ENGLISH LANGUAGE TEACHING IN NON-LANGUAGE UNIVERSITY

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The article describes the benefits of using non-traditional forms of English language teaching, and some factors that must be taken into account in the process of teaching foreign language with the usage of this teaching technology. Also there are some examples of the most effective forms that are used by the author at English language lessons in Krasnoyarsk state agrarian university.

Key words: *tasks, foreign language, skills, knowledge, topic, ability, project activity, self-assessment, creative.*

О ВАЖНОСТИ ИСПОЛЬЗОВАНИЯ НЕТРАДИЦИОННЫХ ФОРМ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ

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В статье описываются преимущества использования нетрадиционных форм обучения английскому языку, а так же некоторые факторы, которые необходимо учитывать в процессе преподавания иностранного языка с использованием данной обучающей технологии. Кроме того приведены примеры наиболее эффективных форм, которые используются автором на уроках английского языка в Красноярском государственном аграрном университете.

Ключевые слова: *задания, иностранный язык, навыки, знание, тема, способность, проектная деятельность, самооценка, творческий.*

Nowadays many teachers agree that there is a dangerous tendency of redundancy of students' interest in foreign language classes.

The use of traditional forms of education has led to the fact that students get bored from learning, they have no chance in the learning process to realize their need for self-expression, self-knowledge and self-assertion [4].

That is why in my practice, I try to use non-traditional forms of English language lessons as often as it is possible. And usually I do it after having studied a topic or several topics, performing the control functions.

At such lessons, it is possible to achieve a variety of goals:

- to control knowledge, skills of students on definite topic;
- to achieve business climate, working atmosphere and serious attitude of students towards lessons;

- to achieve minimum participation of teacher at the lesson [2].

Students like non-tradition English lessons because they are creative and unusual and the main thing is they are very effective. I can say, indispensable condition for creating non-traditional lesson is positive personal support of every student. During the lesson, all criticism of the students and their activity are excluded. The activity of the teacher should be aimed at creating of a positive motivation. To do this, it is necessary to notice and encourage the student's smallest success in educational activity, even minor shifts for the better, gradually bringing up students' confidence in themselves and their abilities. It should be noted that the development of creative and inventive abilities help to extend the effectiveness of the lesson, create conditions for the opening the students' personality, develop them in an intellectual sphere.

There are some examples of non-traditional forms of English lessons that I use in my pedagogical activity. I attempt to use non-traditional forms of English lessons in non-language institute even after the first studied topic. E.g. completing the topic "My family" I suggest my students to bring pictures of their relatives. And it is very interesting for students not only to listen about families of their friends but to see their pictures. Such creative work always motivates students to communicate and ask additional questions. As the result you can get a real communication, a live speech.

Also for the first year students I offer such a creative task as literary translation. First I explained to the students how literal translation differs from literary. And then I suggest the students to translate the poem, which they like.

Also the first-year students like such types of creative work as performance of theatre plays and presentation of mini-projects. When students perform theatre plays they have opportunity to communicate with each other using foreign language. Taking part in the project student shows his/her knowledge. The project activity is a type of creative work that is interesting for students and without a doubt it develops their abilities and skills.

In the practice of foreign-language teaching, it is possible to use both types of mini-projects, first type aimed for one or two lessons, or for the lesson part, and large projects that require much time to prepare them. In my practice, I mainly use mini-projects [1].

And if we speak about advantages of mini-projects, mini projects do not require such much time and work to prepare them, as long and large projects require, so they can be planned for the end of each topic. In such project, student shows his/her knowledge, learns to formulate correctly his/her work that is quite important at the initial stage of studying. Student selects the material in a logical sequence, illustrating his/her work with the help of drawings, photos, slides. Mini-projects can be created both individually and by a group of students. Mini - projects are mostly creative. Creative projects do not have a detailed structure - it is only developed in accordance with the requirements for the form and genre of the final result. But the use of project technology implies a certain sequence of work:

Stage 1 is motivational. It is important for the teacher to create a positive motivational mood for the students. The problem that students are to solve must be

relevant and interesting for them. At this stage, the theme is formulated and the results are determined.

Stage 2 is a planning - preparatory stage. The development of project concept is developed, the tasks, the action plan, methods of joint activity are coordinated, students can be divided into groups.

Stage 3 is an informative - operational stage. Here we can see realization of the project. All data is collected, all information is processed, sorted. The role of the teacher at this stage is to coordinate, observe, advise and consult.

Stage 4 is a reflective-evaluative stage. It is the stage of defending the project, collective discussion of the result, self-assessment of activity. This stage is very important, it solves several tasks: development of scientific speech, the opportunity to demonstrate achievements, replenishment of knowledge.

As the result of a purposeful and systematic activity every student does not only form a bank of creative projects (portfolio), but also motivation to learn language increases significantly, communicative, research, presentation skills, thinking, skills of work in cooperation are developed.

And it becomes evident that using non-traditional forms of English language teaching we make studying process fascinating, more interesting, and therefore more effective. Students with different abilities become successful and popular in project activities [3].

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