

## NONCONVENTIONAL METHODS AT ENGLISH LESSONS

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**Abstract:** this article will provide useful approaches and methods to teach English Language. Also will be shown a priority role of nonconventional methods of communicative communication at English lessons.

Since the market of educational technologies is full of offers of the most diverse methods of learning English, every teacher, especially young professionals should: develop your own technique to perfect, and of course try to succeed. To reach any heights producing its own method of teaching a foreign language should be studied for a long time known and most efficient method.

**Keywords:** foreign language, Methods, teachers, pupils, communication.

## НЕТРАДИЦИОННЫЕ МЕТОДЫ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация:** эта статья предоставит полезные подходы и методы преподавания английского языка. Также будет показана приоритетная роль нетрадиционных методов коммуникации на уроках английского языка.

Поскольку рынок образовательных технологий полон предложений самых разных методов обучения английскому языку, каждый учитель, особенно молодые специалисты, должны: разработать свою технику для совершенствования и конечно попытаться добиться успеха. Чтобы достичь любых высот, создающих свой собственный метод преподавания иностранного языка, следует изучать давно известные и наиболее эффективные методы.

**Ключевые слова:** иностранный язык, методы, учителя, ученики, коммуникация.

Today, the best known techniques are: basic technique, the classical approach to the study of language, lingvo sociocultural approach, communicative approach, intensive technique, emotional and meaningful method of test preparation. In my view, you can use all of the above techniques together, rather mixing.

Practical requirements of training in foreign languages define a priority of these or those methods. Now preference is given in a technique of teaching foreign languages:

- to the structural focused methods directed to formation of certain skills of a pronunciation, selection of lexical material, grammatical execution of the statement;
- to the communicative focused methods directed to formation of abilities adequately to express thoughts in concrete language.

In literary works of limit of the external speech are usually accurately designated by quotes. At the same time priority use of a communicative method is represented to the most logical and reasonable as the leading role of communicative function is indisputable [1, p. 89].

Main objective of this article is to show a priority role of nonconventional methods of communicative communication at English lessons.

In this regard methods which give the best result will be the most acceptable and effective that is rather urgent at the present stage.

It is difficult to be made even when studying Russian when thoughts and actions of participants of communication are clear each other. In this plan, it is more difficult to learn a foreign language so students are not always understand each other [1, p. 101].

The basic principle of the communicative focused training is speech activity. Participants of communication have to learn to solve the real and imagined problems of joint activity by means of a foreign language.

Training at the same time is carried out through tasks (activities) which are implemented by means of methodical receptions (techniques) and exercises (exercises).

Tasks of the following types will be an example of nonconventional methods of communication of pupils in this case:

- communication games;
- communicative stimulations in role-plays and problem-solving (communicative stimulations);
- socialization (free communication).

It is necessary to create a positive condition for active and free participation in the activity of the person. These conditions are as follows:

- pupils have an opportunity of free expression of the thoughts and feelings in the process of communication;
- each participant of group communication remains in focus of attention of the others;
- self-expression of the personality is more important to become demonstrations of language knowledge;
- encouraged contradictory, paradoxical, even the "wrong" judgments, but evidence of independence of pupils, their active position;
- participants of communication feel safe from criticism, prosecution for mistakes and punishments;
- use of language material submits to a problem of an individual speech plan;
- language material corresponds to mental opportunities of speaking;
- the relations are under construction on a nonjudgmental, noncriticality [2, p. 216 - 222].

The nonconventional form can be considered role communication which is implemented in role play. However role communication will be organized according to a developed plot and requires the developed social abilities. Therefore role plays at English lessons quite often include elements of a social training (exercises in communication). Let's give examples of the similar tasks which are most often found in literature:

- line-up* (pupils try to stand as soon as possible in the row according to the offered sign);
- strip-story* (each pupil receives the phrase and tries to take quicker the appropriate place in "story");
- smile* (pupils approach to each other and with an obligatory smile exchange remarks);
- merry-go-round* (school students form an external and internal circle and, circling, exchange remarks);
- contact* (participants approach to each other and begin a conversation);
- king words* (pupils tell any pleasant words to the interlocutor);
- reflection* (participants try to present that other school students think of them);
- listening* (pupils listen carefully the partner, nodding in agreement and expressing a consent with him), etc. [3, p. 78].

For implementation of nonconventional methods of communicative communication at a lesson it is necessary to have a distinct idea of the communicative organization of a lesson of English.

For its implementation it is important to determine a subject, the purpose and a form of communication of pupils, to choose an effective form of presentation of material, to constantly maintain cogitative activity of pupils. The communicative organization of a lesson is not only foreign observed, but also internal state of the teacher and pupils. In some cases the teacher and pupils can exchange rather actively remarks in the modes "teacher pupil", "teacher class", "pupil pupil", etc.

Special attention when using nonconventional methods of communication at lessons of English should be paid to communicative abilities. The analysis of communicative abilities of pupils, break them into the following blocks:

- Requirements to training of speaking.
- Spheres of communication and subject (ability to communicate with peers).
- Dialogical speech (different types of dialogues, including inquiry, exchange of opinions, information, etc.).
- Monological speech (statements, retell what you heard, seen or read) [4, p. 21].

These communicative abilities of communication have to be implemented at the communicative focused training both in a basic course, and in the course of intensive training in English with use of nonconventional methods of communicative communication.

The methods stimulating vigorous cogitative activity and inducing pupils to the statement of thoughts in English are of interest. One of such acceptances in methods of communicative communication is the communicative task.

Some authors consider a communicative task as the object, set in certain conditions of communication, from which it is clear, who that to whom, under what circumstances and why speaks. The communicative tasks used in an intensive technique help to remove pupils out of limits of net educational activities thanking in advance a certain role. The situation plus a role manage speech behavior of pupils. Purpose of communicative tasks is in inducing pupils to the solution of new tasks of communication with the help of the language means acquired on the basis of initial polylogues [5, p. 12].

The majority of communicative tasks is based on dramatizations. Dramatization is exact model of true communication, keeping its main lines. The point is that the most various collisions, let fantastic and fantastic, psychologically are always motivated and urgent, in them everything occurs now and here, and it recovers them and promotes digestion of material.

It is possible to give "sketch", "role play", "a round table", "discussion" as examples of nonconventional methods.

*Sketch* is the short scene played on the set problem situation with the indication of characters, their social status, role behavior. The sketch, in difference from role-playing game, is characterized by smaller complexity and freedom of speech behavior of characters. In the form of sketches the small scenes relating to social spheres on the subjects "Animals", "Shopping", "City and Its Sights", "Forest" can be played.

*Role-playing game* allows to model situations of real communication and differs, first of all, in freedom and spontaneity of speech and nonverbal behavior of characters. Role-playing game assumes existence of a certain number of characters, and also a game problem situation in which participants of a game act. Each participant during the game will organize the behavior depending on behavior of partners and the communicative purpose. Resolution of conflict has to become a result of a game.

*The round table* - represents exchange of opinions on any question, the problem interesting participants of communication. Participating in a round table, the trainee speaks from the person. The problems discussed at "a round table" can be very various: social, regional geographic, moral and ethical, etc. Participation in a round table demands from pupils of rather high level of proficiency in language and availability of a certain knowledge of a problem. Therefore as method of the control "round table" can be used at an advanced grade level and upon termination of work on a certain subject or several related topics.

*The discussion* represents one of dispute forms as verbal competition. It is exchange of opinions concerning any subject for the purpose of achievement of unanimity of views on this subject. The compulsory provision of a discussion is availability of any matter of argument. The final decision of this question is also developed during the discussion. For its successful maintaining participants shall have knowledge of a subject of discussion, have own opinion on the matter, own acceptances of impact on partners and management of a conversation [6, p. 92-97].

So, I have considered some of nonconventional methods of communicative communication at English lessons.

Their realization will depend completely on desire, competence and erudition of the teacher. Ability to involve pupils in process of active assimilation of English - business rather difficult and in many respects is defined by aspiration of pupils to acquisition and improvement of the language skills.

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