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EFFECTIVENESS OF USING NON-TRADITIONAL TEACHING METHODS IN LEARNING FOREIGN LANGUAGES

The experience of pedagogical work proves that the introduction of non-traditional approaches to learning a foreign language into the educational process is related to the transfer of the emphasis of teaching to targeted learning, that is, to the definition of the structure and content of the educational and cognitive activity of students (Lugovyι, Slyusarenko, Talanova, (2019). It is necessary to plan foreign language classes in such a way that the student has the opportunity to independently search for new knowledge and solve problematic issues. Non-traditional forms of the English language lesson are implemented, as a rule, after studying any topic or several topics, performing the functions of educational control.

The main goal of innovative technologies in education is to strengthen the intellectual capabilities of students in the information society, as well as to individualize the learning process and improve its quality at all levels of the educational process (Dubrova, 2018).

In the practice of learning a foreign language, there are classical methods expansion and improvement of vocabulary. Among the most common and well-known are: mnemonics, the "Polyglot" method, the method of composing a story or an oral topic, the method of cards and the method of marking, the method of reading, the method of repetition, watching videos, the method of learning songs, the method of using computer programs.

Mnemonic techniques are "a set of special techniques and methods that facilitate the memorization of the necessary information and increase the amount of memory

through the formation of associations (connections)". On the one hand, this is an effective method of learning new vocabulary, but, on the other hand, mnemonics may not give a positive result in the case of replacing meaningful (logical) memorization with mechanical memorization. This method is especially good for memorizing complex, abstract, unknown words, when meaning can be attached to a specific vivid visual or sound image.

The "Polyglot" method helps to quickly and qualitatively remember not only individual words, the author of this method recommends memorizing thematic groups of words. Which is very relevant for students of non-language majors? Students can expand their vocabulary by memorizing not only individual words, but by combining them thematically and connecting them to a specific subject of their specialization or professional focus.

Since students, upon entering a higher educational institution, already have a certain level of knowledge of a foreign language and, accordingly, a certain vocabulary, one of the successful methods of expanding professional vocabulary is the method of composing a story or an oral topic. Having familiarized themselves with and studied a certain topic in a foreign language, students for more successful memorization lexicons of this topic or lexical topic can perform the following task.

The marking method is the use of stickers with writing on them foreign words. Stickers are used most often without translation, but simply pasted on the object itself. The disadvantage of this method is that with its help you can most effectively learn the words of household life (rooms and room objects, the bath and what is there, as well as the kitchen and its "filling"), but it is not very suitable for studying narrowly specialized professional vocabulary.

One of the most long-used methods of memorizing foreign words is repetition. A person takes an unfamiliar foreign word and repeats it several times. In this case, you can remember a single word, a phrase or a group of interrelated words.

When using this method, it is very important to make pauses or breaks, during which new material (lexical units) is "recorded" by the brain in long-term memory.

An affordable and universal replenishment method today vocabulary is watching videos (films, cartoons, series, TV shows, news, etc.) in a foreign language. First, students listen directly to a native speaker (a great opportunity to correct their pronunciation). Secondly, watching the video material gives an opportunity to get acquainted with modern in a "living" language that changes every day and with modern and "fashionable" expressions.

In addition, in this case, students see accompanying video in parallel with the sound series, which makes the information more visual, accessible and interesting. To date, there is a large number of scientific and cognitive transmissions for almost all branches of science and industry.

Of course, we should also mention the multimedia technologies with the help of which you can develop wonderful, visual, bright, interesting and useful exercises for memorizing new vocabulary or improving and practicing the use of already learned vocabulary.

Thus, it can be concluded that the introduction of information and communication technologies, as well as the use of non-traditional teaching methods, allow teachers to qualitatively change the content, structure and organizational forms of education.

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