



## USING INNOVATIVE METHODS IN TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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### Annotation

This article focuses on the level of using creative teaching methodologies in teaching English as studied. A series of qualitative methods such as using newspaper, media, movies, interpreting advertisements, and creating Sandblot can be employed in the classroom in order to develop students' second language learning ability. The article focuses on how teaching methodologies should be modified and used in the classroom appropriately by understanding the learning capacity of students and their learning interest in the classroom.

**Keywords:** teaching methodology, innovation, developing confidence, second language learning, higher education

### Introduction

English has become an important language in the world. Teachers from second language learning countries are creating innovative methodologies to teach the language in higher education institutions effectively. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language learning process. In order to be successful teachers, they need to incorporate different learning tools keeping in mind the effective teaching methods that are already in use. Importance of English Acquiring English language has become a predominant factor for a nations' development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be





used or introduced to make the learning process interesting. Creativity is a prime factor of any student to develop her/ her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence. Using newspaper, clipping from movies, advertisements, and innovative tasks can be used to develop the learning competency of the learners. Ingrarson pointed out that there are no short cuts to educational improvement. Hence it is important to use relevant and required teaching methods by evaluating students' level of understanding in learning English as a second language.

### **Improvement of Qualities in Teaching**

The teacher should possess some of the qualities while teaching his/her students. The teacher's personality, attitude, dexterously handling teaching materials, knack in answering students' questions, and ability to teach by using techniques instill interest among students. Traditional methods cannot be written off from the classroom at any point of time, but including some of the interesting and innovating teaching methodologies will make students to be focused on the learning process.

### **The usage of computer technologies in teaching foreign language in higher Education**

In recent years the problem of application of new information technologies at high school is even more often brought up. It is not only new technical means, but also new forms and methods of teaching, new approach to training process. The main objective of training foreign languages is formation and development of communicative culture of school students, training in practical acquisition of a foreign language. The task of a teacher consists in creating conditions of practical language acquisition for each pupil, choosing such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as training in cooperation, design technique, usage of new information technologies, the Internet - resources help to realize personal focused approach in training, provide an individualization and differentiation of training taking into account abilities of children, their level of proficiency, tendencies, etc. Use of computer at foreign language lessons helps in solution of different didactic problems such as:





improving pronunciation; formulating and developing skills and abilities of reading; improving abilities of writing; enriching the lexicon of learners; training grammar; forming steady motivation of studying foreign language.

Possibilities of usage the Internet resources are huge. The Internet creates conditions for receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc. At work an object is set - to bring a technique of teaching a foreign language at school into accord with development of modern information technologies. It is possible to solve a number of didactic problems by means of the Internet at foreign language lessons: to form skills and abilities of reading, using materials of a global network; to improve abilities of written language of school students; to fill up lexicon of pupils; to form at school student's steady motivation of studying a foreign language. Besides, the course paper is directed on studying of opportunities of Internet technologies for expansion of an outlook of school students, to adjust and support business connections and contacts with the contemporaries in the foreign language -speaking countries. Students can take part in testing, in quizzes, competitions, Academic Olympic Games held on the Internet to correspond with contemporaries from other countries, to participate in chats, videoconferences, etc. Communicating in the true language environment is real on the Internet; pupils appear in the real life situations. Involved in the solution of a wide range of significant, realistic, interesting and achievable tasks, school students are trained spontaneously and adequately to react to them that stimulates creation of original statements, but not sample manipulation with language formulas. Paramount significance is used to understand and transfer the contents and expression of sense that motivate studying of structure and the dictionary of a foreign language which achieve this purpose. Thus, the attention of pupils concentrates on use of forms, and training in grammar is carried out indirectly, in direct communication, excepting studying of grammatical rules. The computer is loyal to a variety of student's answers: it doesn't accompany work of pupils as laudatory comments which develops their independence but creates favorable social psychological atmosphere at a lesson, giving them self-confidence that is an important factor for development of their identity. The development of education is organically connected with increase of level of its information potential today. This characteristic feature in many respects defines both the direction of evolution of the education, and the future of all society. The most successful orientation in world information space requires mastering pupil's information culture, and also computer and screen culture as the priority in information search on the Internet. Mastering communicative and cross-cultural





competence is impossible without communication practice, and usage of resources of the Internet at a lesson of a foreign language in this sense is simply irreplaceable: virtual environment of the Internet allows being beyond temporary and spatial, giving an opportunity of authentic communication with real interlocutors on subjects, actual for both parties to users. However, it is impossible to forget that the Internet is only a supportive technical tool of training, and for achievement of optimum results it is necessary to integrate its use into process of a lesson competently. In addition to work using skills of reading and speaking, it is possible to fill up a lexicon. For this purpose, it is necessary to suggest pupils to make entries, being guided by the read information.

### **The methods of using videos in language teaching classrooms**

One of the most appreciated materials applied to language learning and teaching is, of course, video. It is a fact that most students have taken foreign language courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written form. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. But this not necessarily means that teachers should pay full attention to only communicative ways in the preparation and presentation of language teaching materials. Video has been proven to be an effective method in teaching a foreign language as a second language for both young and adult learners. Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance. It is so close to language reality containing visual as well as audible cues - video is an excellent medium for use in the language classroom. It can be used in many different ways and for teaching or revising many different language points. These notes are intended to help you think about how you can use video in your classroom. They are not exhaustive, because ultimately the ways in which you use video are limited only by your own imagination. Languages are not fixed but constantly changing, so is the media; television, radio and newspapers which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be taken in the classroom as much as possible. For that





reason, a great tendency towards the use of technology and its integration into the curriculum developed by foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

## Conclusions

Summing up, one of the favorable features of modular technology training is an activity of a student at school. One feature of this technology is that, in all stages of education in developing cognitive abilities of a student. Developing spoken and written language can offer students to do creative work. During the development of vocabulary, grammar, phonetic skills of a foreign language we can form activities of students in learning, the ability to work independently, the skills to draw conclusions. This is a new technology of today's successful research.

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