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## PROBLEMS OF ALTERNATIVE CHOICE OF SEVERAL METHODS IN THE PROCESS OF TEACHING ENGLISH

**Abstract:** English has its advantages in communication, without which, if I may say so, it is impossible to imagine a full-fledged international dialogue.

**Key words:** innovative method, innovative technologies in teaching English, trends in modern education, quality of education, non-traditional forms of teaching.

**Language:** English

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### Introduction

In the modern world, just owning it is not enough, so more and more attention is paid to the deep study of it from the initial stage of training. In general, a foreign language is a mandatory discipline in many curricula, it is studied throughout the entire course of education, and that characteristically requires a special methodology and professional presentation. Of course, a lot of effort is required from the student himself, but a large role is often assigned to the mentor and his teaching method used.

To achieve a positive or desired result in mastering a foreign language, it is also necessary to have a positive command of the methodology or methods of teaching. And also, in order to interest students, and to achieve the most optimal level of assimilation of educational material, the teacher should use more often non-traditional and non-standard forms of classes, homework, practical work, thereby supporting this process with all new methods and means of teaching. Teachers of all levels should always keep in mind a wide range of techniques and tools and be aware of their real purpose. The purposeful and correct use of various methods and tools in the classroom may not lead to the expected result in the near future. But the important fact is that the work on teaching English is going along the planned, again in terms of methodology, path. Here we must remember the principle, no matter how

infantile it may sound, "the end justifies the means." That is, in our analysis, just the same means and methods of training. The teaching of English is often carried out according to the good old method of using the teaching tools — basic and auxiliary. Experts divided these categories into three groups: only for teacher, only for pupils, only for teacher and for pupils. Text books, books, and methodological instruction are also considered to be auxiliary sources, in general, additional sources for the mentor to conduct the lesson.

All training is a process of transferring the social skills and experience of the outgoing generation to the young. This is equivalent to the fact that no training is unthinkable without the accumulation of knowledge about the environment — about natural and social values. And it was appropriate to note that a foreign language is also a part of some social value. By learning a different language, we transmit all the information about another society, about another culture. Thereby spreading not only historical, but also fresh information in the course of the lesson. And as a general result, the student has historical or modern data about the country whose language he is studying. Through constant communication, not so many learning goals are achieved.

Well-known Western models of communicative competence consider the sociocultural component as an auxiliary to sociolinguistic competence. So,

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knowledge of the norms of behavior, values, and rules of communication is necessary to choose the right speech register. That is, the function of culture is reduced only to the correct choice of the utterance register, depending on the role of the interlocutor, his status, place and purpose of communication. The modern teacher is given a wide choice in the use of technical training tools, among which the most common are video and audio materials of multimedia options.

At the same time, there are also mixed types of funds in one set. It is important to recognize that the introduction of technical support to the training procedure updates the nature and methods of the lesson. There are traditional methods of lesson planning, when the topic and direction of it is developed by the teacher in accordance with the linguistic content of the course goal. Such classes allow assessment, control, written, test, final types of work with students. An important stage is the distribution of homework assignments of a collective or individual nature. In such educational processes, it is also easier to evaluate together with the team the personal achievements of students in learning a foreign language, which will help to stimulate others. The creation of a foreign language environment in an artificial way in the process of teaching a foreign language is an integral part of the modernized methodology. This structure can include whole and small educational complexes, types of mass education, the use of the same means of communication, automated training systems and electronic materials: textbooks, files, network, on-line, tel-net, Internet, etc.

In addition, information and communication technologies — ICTs) are a wide range of digital technologies that only benefit teachers in their work. The identification of interest in the foreign language being studied depends on the technologies and methods that the teacher uses in the classroom. For the creative realization of the student and to achieve high efficiency, in our opinion, it is also necessary to use psychological materials, possibly electronic. These include puzzles, logic problems, illustrations with complex or "double" values, crosswords, etc. This way of organizing the learning process allows you to help solve the problems of memorizing individual or difficult words, expressions, phrases, etc. in a fun and creative way. The use of materials of this kind creates a favorable, open or "soulful" picture of communication, facilitates relationships in the team, reveals the capable characteristics of students and prepares the teacher for further actions, strengthens his efforts in the methodological search. Some individual methods of learning English can show the final result in different angles. For example, a sequential or complex structure of a lesson for students. When explaining tasks sequentially, this is based on the principle: "step by step", when complex,

students themselves need to find the answers, the content of the topic, the goals of the task, the lesson, etc. on the topic: "find out meaning".

Naturally, the second option of training will be a little difficult and it will take some time, although this has its rational sides. When students learn to compare and analyze subjects in English lessons, it is necessary to offer such a work option: teaching the language through cultural attractions, which can improve and speed up the procedure of simple communication. You can also use an example to tell about the food, types of dishes, preparation of family holiday tables in America or England, while comparing them with our national cuisine, which will strengthen the understanding of complex modern, every day or generally accepted food terms of a particular region. The methodologists propose to consider the regional component in the teaching of a foreign language as an in-depth linguistic study and to use the local language material not only in foreign language lessons, but also for extracurricular work. (3) Another alternative form of teaching is considered to be the type of conducting a subject-based situational lesson. To do this, the lesson must create certain conditions for the occurrence of any theatrical performance or obstacles on the road, in a cafe, theater, etc.

Thus, it will be possible to really evaluate the criteria for mastering simple speech skills. At this stage, the task of the teacher is to create conditions for the practical mastery of the language of each student, while the ability to choose such teaching methods that would help the manifestation of the active and creative qualities of the student. And a great variety of modern technologies, techniques, communications, resources, projects, and tools actually allow you to do this on small and simplified learning goals.

A modern teacher should demonstrate mastery of the classical structure of the lesson against the background of the active use of their own creative and methodological developments, both in the sense of its construction, and in the selection of the content of the educational material, methods and technologies of its presentation. So, a modern teacher:

- Applies a variety of modern teaching methods and technologies,
- Is guided by the principles of organizing a modern lesson,
- Creates conditions for a favorable microclimate in the classroom,
- Uses multi-level training in the classroom,
- Teaches to work independently,
- Organizes the search activity of students on the independent formulation of educational problems and their solution, the new Standard of education, presenting new requirements for learning outcomes, made it possible to take a fresh look at the lesson, to implement new creative ideas. The novelty of modern education requires a personal beginning of the teacher, which allows you to give a modern lesson, developing

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an understanding of knowledge, skills, skills, creating conditions for the generation of their values and meanings.

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