

TO THE SUMMARY OF ALTERNATIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Abstract. *The article deals with the peculiarities of the use of alternative methods of teaching a foreign language. Such technologies of training help students to develop necessary skills, increase interest in educational material, allow to make educational process more effective and individualized. The use of alternative methods in the study of a foreign language consists in application in the classroom various interactive learning tools: business games, multimedia lessons, internet communication technologies etc. Alternative methods promote the solution of problems of communicative character, helps to teach students to self-discipline and successful cooperation with each other, to work in team. The main advantages of such methods is overcoming of communicative barriers, hat often occurs when students study a foreign language. Alternative teaching methods include a method of complete physical reactions, suggestive method , drama-pedagogical teaching, silent and group method. Suggestive method of learning a foreign language is based on the selective lexical material commonly used in basic vocabulary. The main idea of drama-pedagogical method is that a foreign language teacher can borrow much for his professional practice from the art and actors. The method of complete physical reaction is based on concerted action and speech, speech training through physical (motor) activity. The main advantage of "silent" method is to improve oral communication skills, overcoming fear of linguistic accuracy and correctness of teaching ideas. "Group method" – basic principles of training were borrowed from the field of customer relations with consultant. It focuses on a combination of cognitive and emotional learning processes.*

Keywords: *studying technologies, alternative methods, foreign language, communicative ability, teaching methods.*

Knowledge of foreign language is a window to the peculiar world. Wielding this international language of dialogue, you will be able to achieve its objectives through new opportunities. Studying foreign languages acquires using different methods and techniques.

The selection of contemporary teaching methods should consider the following criteria according to which methods should be used to:

- create an atmosphere in which students feel free and comfortable to encourage their interest, desire to develop practical application of a foreign language;
- encourage the students, affecting their emotions, feelings, etc.;
- create a situation in which the teacher is not the central figure, that is, the student must realize that learning a foreign language is connected with his personality and interests, instead of teaching methods and means used by teacher;
- teach students to work on their own language at the level of their physical, intellectual and emotional capabilities - both to ensure differentiation and individualization of studying process.

One of the known methods of studying a foreign language is an alternative method. Alternative teaching methods are aimed at the discovery of hidden creative potential and capabilities of the individual, which help to optimize the studying process in high school. Alternative teaching methods include a method of complete physical reactions, suggestive method, drama-pedagogical teaching, silent and group method.

In foreign methods of teaching many works are devoted to the problem of studying a foreign language written by L. Brooks, John. Escher, T.D. Terrell, which analyze the theory and practice of intuitive learning a foreign language.

Among prominent foreign scientists who first drew attention to the ability of children to learn the language through the physical actions were J. Usher, F. Gouin, H. Palmer. Analysis of recent

research and publications indicates that the national individual didactic aspects of group forms of work are reflected in the works of O. Budarnuy T. Ogo, M. Skatkina, I. Cheredova and others.

The article is a general description of alternative methods of learning a foreign language.

Usage of the suggestive technology in teaching English helps to discover the reserve potential of students, promote the optimization of the educational process, increase motivation to learn. Suggestive pedagogy - is a psychotherapy course in pedagogy that focuses on educational purpose of using the means of suggestion and, in turn, is divided into hypnopedia, relaxopedia and suggestopedia [5].

Suggestive method (method of suggestion) is created in the second half of the XX century in Suggestive Institute in Sofia (Bulgaria), which is named after George Lozanov its creator, a psychotherapist by profession. This method of learning a foreign language is based on the selective lexical material commonly used in basic vocabulary. The training does not acquire to give the students a large number of lexical material, but gradually increase the amount of educational material (new words or phrases). One of the highlights of suggestive method is that it does not require the active participation of students. The mechanism of rapid studying is based on memorizing vocabulary level on visual cognition. Also suggestive method is based on a subconscious remembering, and the learning process takes place at the level of unconscious mental activity [4].

Drama-pedagogical organization of studying a foreign language is entirely focused on the action. The main idea of the method is that a foreign language teacher can borrow much for his professional practice from the art and actors: how to make a simple dialogue of a textbook tense and interesting; how to create the right atmosphere; how to act out the situation and clearly articulate sounds, how to give signals with gestures and facial expressions.

The method of complete physical response (TPR - short for the full name of the method «Total Physical Response») - a method of learning a foreign language through the use of physical movements as reaction to verbal stimuli, commands, instructions. For primary school children, this method is used as command execution, outdoor games, gestures and facial expressions illustrate certain actions and situations and so on. This method of learning is ideal for children because they have inherent desire to keep moving, to simulate dream [6, c. 293].

The method of complete physical reaction is based on concerted action and speech, speech training through physical (motor) activity. The method is associated with the memory trace theory in psychology, according to which the more intense and fixed communications in memory, the stronger the association and more likely that they will be played. Playback can be verbally or with motor activity. The combination of verbal and motor activity increases the effect of playing [1].

TPR method is based on natural biological properties of the human brain to absorb any language. It is known that actual studying of any language is provided with that perception will precede the production of speech. There are no cases when children who are learning to speak, spoke first and then began to understand. Understanding always precedes speaking with a difference of about one year, as some methodologists say [7].

"Silent" method. Thus, one of the basic principles of "silent" method (Silent Way), developed Ghaleb Hatehno (Galeb Gattegno), is the subordination of teaching to learning (teaching should be subordinated to learning). This is determined by the "silent" role of the teacher and at the same time a great speech activity and independence of students. The teacher during this method takes the management role and the main task is not to teach and promote the learning process. Gestures and tables are used to help students in the production of answers. Language in this case serves as a means of communication, and student pays great attention to the production of language learning in the communication of the communication. The main advantage of this method is to improve oral communication skills, overcoming fear of linguistic accuracy and correctness of teaching ideas. Lack of constant correction by the teacher develops the students' self-awareness and self-correction, and the lack of explanation - independent generalization rules [2].

Widespread was so called "group method" (Community Language Learning - CLL), proposed by the Chicago psychology professor Charles Curran (Ch. A. Curren). Basic principles of training were borrowed from the field of customer relations with consultant (the counselor - client relationship); They focused on a combination of cognitive and emotional learning processes (whole-person learning). This involves close cooperation between teachers and learners in communicative situations. Education not as an individual but as a collective achievement. It takes place in groups of 6-12 people. This method was used in larger classes. Since CLL study group interaction takes place in a

textbook is optional. Handbook sets specific learning content, and it is believed creators method constrains the development and interaction of students. Educational materials developed by the teacher in the learning process.

One of the ways to create a communicative situation is role-playing, which contribute to the realization of interpersonal communication students in class. Role play focuses on students planning personal verbal behavior and predict the behavior of the interlocutor. Role play involves the element of transformation of the student representative in a social game, profession, etc. Because of this role-playing games are often perceived by students as the reality: students take out opportunities for self-expression, which is carried out within these roles. Each player acts as part of the social environment and the other shows the pattern in which he/she can try their own or group behavior. The ultimate goal of the role play is practicing communication skills and abilities. Participants role-play not only make posts on a particular topic, but also naturally come into the conversation, trying to maintain her interest in others, discussing different points of view, everyone wants to express their views, and so the conversation is relaxed, that actually and is a realization communicative approach [3].

Therefore, use in learning a foreign language alternative technologies shows that the whole complex of important problems is effectively solved with their help: activization of the learning process, giving it a creative nature; acquisition by students of experience of foreign-language communication in the context of real life; development of cognitive motives; increase of educational progress of students.

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