

Improving the quality of teaching English.

Повышение качества обучения английскому языку

Education is the process of transferring and assimilation of knowledge, skills, activity skills, the main means of preparing a person for life and work.

Learning a foreign language is the acquisition of knowledge of a foreign language in order to develop the ability to express a complete thought at the level of a phrase or sentence. Success in teaching a foreign language is only 20% dependent on knowledge of vocabulary and grammar, and 80% on freedom of communication and a sense of words.

The quality of education is the level of preparation of students for answers, the ability to express an idea. It manifests itself in the formation of skills and abilities from simple to complex.

The quality of teaching a foreign language is the ability to communicate and competently build a conversation in a foreign language. The quality of education depends on the quality of the teacher's activity.

The reasons for the decrease in the effectiveness and quality of teaching in a foreign language lesson:

Different levels of mental development of students;

Different pace of mental performance of students;

Passive position of some students in the educational process;

Congestion of the content of educational material;

Discipline in the classroom;

Conflict between teacher and students;

Insufficient preparation after secondary school;

The appearance or increase of errors by the end of the work;

Insufficient development of general educational skills and abilities.

Ways to improve the effectiveness of the lesson:

continuous professional development, pedagogical skills of the teacher;

improvement of the material base of the educational institution, classrooms;

integrated lesson planning;

rational use of lesson time;

compliance with the logic of the lessons;

compliance of the content of education with teaching methods, the capabilities of students and teachers;

development of creative activity and independence of students;

taking into account the individual characteristics of students

the use of non-traditional lesson forms, various methods and technologies: cooperation technology, information and communication technologies, etc.

Active non-traditional forms of lessons.

One of the effective ways to help the successful acquisition of a foreign language is active non-traditional forms of lessons. Such lessons include: a conference lesson, a press conference, a discussion, a talk show, a dialogue, an excursion, a distance travel lesson, a profession defense lesson, a role-playing game, etc.

First of all, the teacher needs to be able to distinguish between these lessons and know the specifics of each of them, to master the methodology for preparing them and the technology for conducting them.

The use of new pedagogical technologies as a factor in improving the quality of education, individualization and socialization of education.

The use of innovative pedagogical technologies significantly increases the efficiency and quality of the lesson. So the use of ICT and interactive whiteboards - presentations, electronic textbooks and dictionaries (speaking), videos, significantly increases the motivation of students, affects the successful acquisition of language knowledge and ultimately increases the level of students' learning.

Student-centered approach in teaching foreign languages

In teaching practice, taking into account personal individualization is expressed in the selection of the content of exercises and their organization, the content of role cards, in the distribution of roles in a role-playing game; in the choice of topics, the selection of content and the distribution of functions in the organization and conduct of project work; selection of pairs for dialogue, formation of small groups; formulation of individual tasks; individualization of homework, etc.

collaboration technology. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Students are different: some quickly grasp all the teacher's explanations, easily master lexical material, communication skills; others need not only much more time to comprehend the material, but also additional examples and explanations. Such guys, as a rule, are embarrassed to ask questions in front of the whole class, and sometimes they simply don't realize that they don't understand specifically, they can't formulate the question correctly. If in such cases we combine the guys into small groups (3-4 people each) and give them one common task, specifying the role of each student in the group in completing this task, then a situation arises in which everyone is responsible not only for the result of their work (which is often leaves the student indifferent), but, most importantly, for the result of the whole group. Therefore, weak students try to find out from the strong all the questions they do not understand, and strong students are interested in ensuring that all members of the group, especially the weak student, thoroughly understand the material (at the same time, a strong student has the opportunity to check his own understanding of the issue, to get to the very essence ). Thus, gaps are being eliminated by joint efforts. This is the general idea of collaborative learning.

Practice shows that learning together is not only easier and more interesting, but also much more effective. At the same time, it is important that this efficiency concerns not only academic success, but also their intellectual