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TRADITIONAL VERSUS NEW METHODS AND TECHNIQUES OF TEACHING ENGLISH

Andrei VASILACHE, lector superior

Rezumat

Articolul dat reprezintă o enumerare caracteristică a unui șir de metode de bază tradiționale și moderne, frecvent aplicate în practica predării limbii engleze și un studiu sub aspect de utilizare practic bazat pe aceste abordări teoretice. Pentru concluzionarea observațiilor asupra dezvoltării tematiche afirmăm că metodele și abordările tradiționale coexistă cu cele moderne, fiind eficiente în predarea limbii engleze și asimilarea în practică a procedeeleor de însușire a materialului în limba engleză prin prisma procedeeleor și tehnicileor de predare a limbii engleze.

*„You cannot teach a man anything, you can only help
him find it within himself.”*

Galileo Galilei

There exist plenty of methods and techniques that have been used in teaching in practice, but if it is the case to refer to English tutoring,

than their number has to increase in times. However, there is no doubt, that they must be considered like being more efficient, while others less effective, as a consequent resulting. This article has the concept to make an overview of the most frequently discussed and used methods of coaching the English language, for instance. In order to confirm this chain of ideas, here there seem to be appropriate the thoughts expressed by methodologist in teaching Elaine Showalter: *Science teaching is such a complex, dynamic profession that it is difficult for a teacher to stay up-to-date. For a teacher to grow professionally and become better as a teacher of science, a special, continuous effort is required* [4, p. 21]

Currently, the overall number of more than 150 methods of teaching in use can be roughly divided into two essential categories, like: traditional methods and the new methods. As to the traditional approaches, it is worth to outline the following ones: the method of translation or grammar translation method, which is considered the most popular out of the traditional ones, audio-lingual method and presentation, practice and production, which constitute the basic counterparts of modern curriculum. The modern methods represent a more numerous range, which is explained by the variety of variants of English, teachers who teach English and countries where it is taught, making learning English to benefit from experience in this regard.

Here are some of the new methods of teaching, like: the direct method, the silent way, also called as the path of silence, suggestopedia, community language learning, the total physical response method, communicative language teaching method etc. [3. p. 11] Of course, the selection of these methods is subjective, the criteria that have been chosen as their effectiveness and degree of popularity. Despite the variety of teaching methods and their classifications in didactics, a group of so-called traditional methods of teaching, developed in centuries-old pedagogical practice, is figured out and is the basis for the organization and implementation of the learning process.

The grammar translation method is the process of which implies a presentation of a topical story which is, usually, a monologist one, representing consistent presentation of the material in descriptive or narrative form. It is used to report actual information that requires imagery and sequence of presentation. The procedure is applied at all stages of training, only the presentation tasks, its style and volume change. This approach is used in study working with pupils and students of any age, but it has the greatest developmental effect when teaching younger school children inclined to figurative thinking. Developing the sense of the story is that it brings into the state of activity mental processes: imagination, thinking, memory, emotional experiences [1, p. 20].

There are distinguished more types of a story in accordance with the goals:

- a story entry, the purpose of which is to prepare students for learning new material;
- story narration – used to describe the intended content;
- story conclusion – summarizes the material studied.

The narrative as a method of teaching must ensure the achievement of didactic goals, contain reliable facts, have a clear logic, The presentation should be demonstrative, imaginative, emotional, taking into account the age characteristics of the learners. It should be short (up to 10 min). In its pure form, the story is used comparatively rarely. More often it is used in combination with other teaching methods – illustration, discussion, conversation. If the story fails to provide a clear and clear understanding of certain provisions, then the method of explanation is applied. The explanation is an interpretation of the laws, the essential properties of the object under study, individual concepts, phenomena.

For explanation, a demonstrative form of presentation is based on the use of logically connected inferences that establish the truth of certain judgments. The explanation is most often used in the study of

theoretical material. As a method of teaching, the explanation is widely used in different age groups. However, in the middle and senior school years, the need for it appears more often due to the complication of theoretical material and the increasing intellectual abilities of students [2, p. 30].

To explain as a method of training, such requirements as exact and precise formulation of the essence of the problem are made; Consistent disclosure of cause-effect relationships, arguments and evidence; Use of comparison, analogy, comparison; Irreproachable logic of exposition. In many cases, the explanation is combined with observations, with questions asked by both the instructor and the learner, and can develop into a conversation. Another method is the conversation which is a dialogical or question-answer method of instruction, in which the teacher, through the formulation of a system of questions, leads the students to understand new material or tests the assimilation of what they have already learned.

Conversation as a teaching method can be applied to solve any didactic task, distinguish individual questions addressed to one student, group questions are addressed to a certain group and frontal questions are addressed to all conversations. The conversation as a method of teaching has the following advantages: it activates the educational and cognitive activity of students, develops their speech, memory, thinking, has educational influence etc.

The new methods of teaching the English language have confirmed their efficiency in the process of modern teaching. The competence model of education stands for using material at teaching the student the ability to navigate in a variety of information resources, as well as the function of reviewing and analyzing a wide range of opinions and schools represented in the given field of science. Thus, the instructor's goal in the course of a lesson is not the direct transmission of information, but the ability to raise problems, to identify discussion points and to orient students, where exactly one can get information on

a particular issue. In addition to reducing the number of lectures and increasing the proportion of independent work of students in the educational process, traditional educational technologies and forms of employment are undergoing other changes.

The general direction of innovations should be the individualization of educational scopes followed by the students. Currently, there are many different ways to provide information using multimedia tools. The most common for today is a set of equipment is a multimedia projector and a computer. Interactive whiteboard, computer, projector, specialized software allow you to configure and use the entire multimedia package, as such.

The teacher's electronic portfolio is designed to organize a productive interaction between the teacher and students in the learning process. The materials for monitoring the results of training the software of the electronic portfolio are:

- Power Point program – creating presentations for lectures and practical assignments.
- Word program – development of reference notes, job cards and other materials, including texts.
- Excel program – development of tests and rating systems of knowledge.
- Tool systems for creating sites (for example, Front Page, Dream Weaver) – developing materials that have a hypertext structure.
- Tools for creating computer tests-development of tests.
- Graphic packages (for example, Photoshop, Corel Draw, etc.) – preparation of illustrative materials: generalizing diagrams, drawings [10, p. 120].

The common activity means that each contributes his own individual contribution, in the course of work there is an exchange of knowledge, ideas, and methods of activity. It can be realized throughout organized individual, pair and group work, using project work, role games, work with documents and various sources of information. The

interactive methods are based on the principles of interaction, activity of trainees, reliance on group experience, mandatory feedback. An environment of educational communication is created that is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual evaluation and control etc. [12, p. 89].

For the purpose of studying pedagogical science methods for teaching English, the teacher must understand the formation not only of students' knowledge, but the ability to operate them in the psychological analysis and assessment of the phenomena of the human psychological process to realize new knowledge, i.e. the skills of psychological thinking. And if the task of each lesson is the formation of thinking, then knowledge ceases to be the ultimate goal of learning. But it becomes a means of operating in the process of thinking and the result of thinking activity. The student receives new knowledge not in the ready-made form from the teacher or from the textbook, but in the process of individual thinking activity by himself, close in nature to the research, which, in his subjective significance, appear to him as his own scientific discovery. Thus, the teacher faces the challenge to activate the thinking process of students by various methods, approaches and techniques.

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THE IMPORTANCE OF THE READING SKILL. ENCOURAGING STUDENTS TO READ

Olesea BUCUCI, Lecturer

Rezumat

Capacitatea de a citi intr-o limba straina aduce multe bucurii, dar si mult „necaz”, atât pentru profesori cât si pentru studenti. In articol sunt prezentate o variatie de activitati de imbunatatire a capacității și calității de citare, cât si diverși factori care influentează abilitatea studenților de a citi in limba engleză.

Reading is an important skill for English language learners in today's world. It supports the overall proficiency and provides access to crucial information at work, school or university. With English being the dominant language of the Internet, international business, and