

M. Biloshytska,
Student,
I. Samoylyukevych,
PhD (Education), Professor,
Zhytomyr Ivan Franko State University

USING INNOVATIVE TECHNIQUES FOR TEACHING ENGLISH IN THE EXTRA-CURRICULAR ACTIVITIES IN THE EXTENDED-DAY PROGRAMME IN PRIMARY SCHOOL

According to the person-oriented approach to the organization of the educational process, active learning aims to stimulate the processes of an individual's self-cognition and self-development. The creative abilities of primary-school learners are developed through the use of new ways of teaching and learning, such as: games, projects and interactive techniques, both in the classroom and after classes. In this article, we will disclose why using innovative techniques in the extended-day programme is important and how it could contribute to learning English after classes.

Interactive techniques have been an object of study with a number of scholars, including O. Pometun [3, c. 57]. L. Pyrozhenko who argue that the educational process takes place under the condition of constant, active interaction of all learners.

The strategy of interactive learning lies in the teacher's organization of the learning and teaching process through the use of a certain system of ways, methods, techniques for multilateral communication, active construction of learners' knowledge, self-assessment and feedback to happen in the classroom. In the context of the extended-day programme, active learning often happens in groups in which learners receive the information in the process of their interactive cognitive activity, creating the sense of group belonging, thus enabling slower learners to feel safe and confident in overcoming difficulties. When learners study together, they have emotional and intellectual support that allows them to go far beyond their current level of knowledge and skills.

The teacher creates situations in which the learner opens and constructs knowledge independently and in the process of interaction each with others, and simultaneously learns the mechanisms of their acquisition. In such situations, the learner becomes the subject of cognitive activity, his/her own education, which provides the intrinsic motivation for cognitive independence. It is the interactive methods that allow us to construct the content of learning in the unity of its substantive and procedural aspects [1, c.35].

The principle of active learning and teaching in the extended-day programme assigns a significant role for the learner's practical work. Effective are interactive teaching methods that encourage students to think, collate, comprehensively analyse material, systematise it, exemplify it, put to practice, transfer skills to other facts, and provide communicative learning.

As noted by L. Varzatskaya, L. Kratasyuk [2, c.2-3]., in the process of using interactive techniques, the learner and the teacher are equal subjects of the educational process. They jointly determine the purpose of the activity, objectives, and learning

outcomes. The learners are aware of what they have achieved at a certain stage of learning, as the personal experience of creative activity has been enriched.

There are two types of innovation techniques: those based on pair/group work (1) and class work (2). The first one involves the interaction of participants in small groups (in practice, from 2 to 6 people), the second one implies the joint work and interaction of the whole class. Working in small groups gives all students the opportunity to act, practice collaboration, interpersonal communication, in particular, to have active listening techniques, to make a joint decision, to resolve contradictions.

The experience of interactive learning in the extended - day programme allows us to identify effective interactive techniques that are systematically combined with other teaching methods:

1. Work in pairs. During making tasks, the students discuss the situation, the phenomenon of the situation, facts, the event, exchange their thoughts, seek a common solution. This method allows to quickly perform exercises that are either temporary or impossible in the normal setting (discuss short text, critically analyze each other's job, interview, interview a partner, etc.). After completing the task, one of the students reports the result.

2. Work in threes. It is best to discuss, exchange ideas, summarize. Work in variable threes is also widely used. This method is a little more complicated: all three of the group receive one task, and after discussion one member of the three goes to the next, one to the previous one, and tell to the members of the newly created triples with their work.

3. The circle. The students seat in two circles - inside and outside. The inside circle is stationary and the outside is moving. There are two methods of use - for discussion (there are "pair disputes" with each other, each participant of the inside circle having his or her own, unique evidence), or for the exchange of information (students from the outside circle moving, collecting data).

4. Work in small groups. The most important is the distribution of roles: "speaker" - the leader of the group (follows the rules during the discussion, reads the task, identifies the speaker, encourages the group to work), "secretary" (keeps records of work results, assists in summarizing and announcing). "Mediator" (watches over time, encourages the group to work), "speaker" (clearly expresses the opinion of the group, reports on the results of the group). It is possible to separate an expert group from stronger students. They work independently and review and supplement information when announcing results.

5. Aquarium. This is a role-playing game in which one microgroup works in the center of the class and the others act as observers, analyzing the situation from the outside. Afterwards, the groups in the outside circle discuss the group's performance and their own achievements. This method allows students to act as experts and analysts.

6. Microphone. It's kind of a big circle. The students quickly in the turn express themselves concisely about the problem, tell their opinion, position, passing each other an imaginable "microphone": "I think ...", "In my opinion, ...".

7. Brainstorming. An operational method of problem solving based on stimulating creative activity, in which students are invited to express the maximum possible number of options for solving. All opinions, even absurd and similar, are accepted

without restriction, criticism and denial. Generation of unusual, original ideas is encouraged. Then, from the all ideas chose the most successful.

8. Mosaic. This method combines group and front work. Small groups work on different tasks, after which they are reformed so that each new created group has experts on every aspect of the problem (each primary group analyzed the work, after reformulation the first new group should summarize the theme of all the poems worked, the second - ideological workload, the third - images , fourth - form).

A specific feature of innovative teaching methods is the use of students' own experience in solving problematic issues. Learners are given maximum freedom of thought in the construction of logical sequences. This is due to the need to solve complex problems independently, freeing the learner from the traditional role of an observer. In innovative learning settings, students could teach each other.

Conclusion: Innovative techniques contribute to the development of learners' initiative, independence, imagination, self-discipline, cooperation with other students. They stimulate students' cognitive processes, involve them actively in the learning process, encourage students to work together, express their thoughts, express feelings and use their experience, take responsibility for their learning and develop their learning skills. To do this, the teacher should be aware of potential psychological problems of primary school learners. Only under these conditions will the selection and use of innovative techniques will be successful.

REFERENCES

1. Кондратюк О. Інноваційні технології в початковій школі / О.Кондратюк. – К. : Шкільний Світ, 2008. – 250 с.
2. Кратасюк Л. Інтерактивні методи навчання: Розвиток комунікативних і мовленнєвих умінь / І.Кратасюк // Дивослово. – 2004. – №10.– С. 2-11.
3. Пометун О. Сучасний урок. Інтерактивні технології навчання: Науково-методичний посібник / О.Пометун, Л.Пироженко. – К.: Видавництво А.С.К., 2004. – 192 с.