METHODS OF TEACHING FOREIGN LANGUAGES FROM AN EARLY AGE

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Annotation:
The current article analyzes the effectiveness and weaknesses of several most influential teaching approaches and methods in primary school classrooms in order to have a better understanding and application in the future teaching practice and the process of using different interactive and communicative language methods in primary school classrooms. Besides, it examines the theory and practice of teaching foreign languages methodology and the use of different interactive and communicative methods in primary school classrooms.

Keywords: language teaching methods, approaches, interactivity, interactive methods, discussion, cluster, terminological game, critical thinking, creative thinking

Language teaching methods and approaches have given a way to search the language teaching theory and practice. There are still many controversies about their usefulness and appropriateness. Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc) are familiar enough, but the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. Therefore, to some degree, they represent a combination of language teaching beliefs, but it is evident that they are characterized by the over-emphasis on single aspects as the central issue of language.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic.It describes the nature of the subject matter to be taught.

A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.
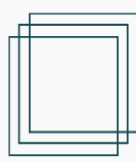
A technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well."

In addition, **pedagogical technology** is a set of psycho-pedagogical instructions defined special combination of methods, strategies, and techniques for teaching. **Interactive method** - it's interaction of teachers and learners.

Discussion

The main task of any discussion is identifying variety of participants' viewpoints concerning the problem and analyzing them in the case of necessity. The word "discussion" has several synonyms like "arguing/disagreements", "polemics", "debate", and dispute". It has a sense to point out that psychologists call disagreements discussion leading to interpersonal conflict, where each one defends own opinion. Polemics is supposed facing ideological opponents.

- It gives impulse to problem teaching (learners don't get knowledge passively but they find out knowledge through solving problems).
- It helps to develop such skills as to formulate thoughts, present arguments for supporting own viewpoint, critical thinking.

Aquarium

Aquarium – it's a role play for 2-3 participants the rest learners are observers. Participants act out situation observers analyze and go through the situation. Advantages of the method – it's effective in the time deficiency situation where it's necessary to demonstrate skills, emotions, conditions; learners may be experts and analysts; it stimulate learners to work practically.

Cluster

Cluster-Method serves for stimulating brain activity. Spontaneous thinking is free from any censorship. It's graphic strategy for semantic explanation of the material. Thoughts are not crowded but clustered in special order.

Procedure:
- Key word/term/phrase;
- Noting words coming into mind spontaneously around the key one. They are circled and linked with the key point.
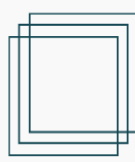
• Each word forms new point for further associations. Thus new associative chains are created.

KWHL method

Method "know/want to know/ have learnt ". This strategy may be applied for reading or listening to the lecture. Learners draw the table of three columns - know/want to know/ have learnt. The same table is established on the blackboard.

• Column "know" contains main information due to the topic (after topic discussion).

• Column "want to know" is for inserting disputable ideas and questions about the topic learners want to know the answers.

• Column have learnt is for noting everything got from the text placing the answers in parallel to questions from the second column, and extra information is located beneath. Then information is discussed by the group and the results are inserted into the table.

Terminological game

The teacher asks trained to rise and explains the task. The problem trained to name the term or a word, or the grammatic offer and only after that they can sit down on the place. Terms should not will repeat.

For example, Fruits – apple, banana, orange, pearch etc.

In language teaching methodology the following technologies are distinguished:

- illustrative;
- dialogic;
- playing;
- problem-solving;
- project;
- case study;
- information-communication.

As a conclusion we can say that the investigation does not attempt to contrast interactive and traditional methods but rather to highlight advantages of the interactive method and underline its effectiveness to activate creative thinking, analytic and argumentation skills in students; to develop conversation, discussion, team-working and effective communication skills as emotional contacts created through interactive learning make students listen to peers. Interactive methods in multicultural education allow students to have not only knowledge and compassion
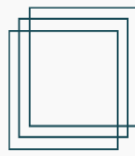
for others but also be able to make rational decisions in any situation in order to develop the most acceptable models of thinking, action, and communication.

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