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ENGLISH TEACHING METHODS AND THEIR MAIN FEATURES

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Currently, there are many methods for teaching a foreign language in higher educational institutions. Each of the methods has certain features: some are more popular and in demand, and others are less common. This paper will consider the main methods for lecturers to teach English, namely those modern techniques, which exist in high school.

In the present-day world, English is very popular. Moreover, this language is the language of international communication. It is spoken all over the world. Today, there are a huge number of techniques for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the most suitable method of work for himself. A lesson can be good, if it encompasses a range of activities derived from a rich spectrum of sources. Students of all styles are given the chance to be educated by means of diverse techniques used at the lecture. Moreover, these techniques can be mastered in any country dependently on their usage. The main task for the teacher is to identify and exploit them [1, p. 25].

At present, when teaching English in higher educational institutions, the following methods are most often used:

1. Direct Teaching Method.
2. Grammar-Translation Teaching Method.
3. Audio-Visual and Audio-Lingual Methods.
4. Communicative Language Teaching Method.

Direct Teaching Method. Agustin Dwi Aryanti gave the bright characteristic of this method: “The basic reason of Direct Method is that teaching the second language should be more like teaching the first language: lots of oral interaction, spontaneous use of the language, no translation between the first and second languages, and little or no analysis of grammatical rules” [2, p. 6].

The essence of this technique is that the teacher will pay more attention to the study of the exactly spoken language, which is used in everyday life. The developers of this method have considered that the intermediary language, meaning the language, in which students are taught, slows down learning a foreign language. Therefore, students are artificially introduced into the world of a language they are learning, and in our case, it is English.

All lectures are conducted in English. All explanations and new topics should also be taught by the lecturer in English. Only English-language literature is used. When teaching English with the use of this method, the teacher's role in the successful assimilation of knowledge by students is key. The nature of this method involves a teacher working with great vigor and having the requisite physical strength, speaking and writing the modern English language with real fluency. His teaching must rely on a rich resource-based practice and he must be resilient to linguistic fatigue. In addition, since the students are supposed to precisely repeat after the teacher, his speech and pronunciation must be perfect, correct and clear. According to Donn Byrne, many teachers might have feelings of relief that came over them, when they presented the new topics at the lectures well and managed to give their students the adequate controlled practice [3, p. 10]. The ideal option for the Direct Teaching Method would be to have a native English teacher.

Grammar-Translation Method. The Grammar-Translation Method is a classic method in the education system. The purpose of this method is to learn reading and translating with the use of grammar rules. Katyria Pineda offers an interesting characteristic of this method: "Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them" [4, p. 1]. The disadvantages of this method include the fact that insufficient attention is paid to the lexical part. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translating are done in a strict manner. In addition, the texts offered for reading usually refer to complex fiction, so the student learns only the literary language. Once in the language environment, it will be difficult for him to understand others, even with a good knowledge of the literary language.

Audio-Visual and Audio-Lingual Methods. The essence of both methods is to transfer the language through clear structures, and memorization takes place with the help of audio and video recording.

The Audio-Visual Teaching Method involves illustrating a speech with appropriate pictures and images, meaning students are shown videos, feature films and documentaries in English. In this case, the trainees have two working channels of perception at the same time: visual and auditory, as a result of which associations arise in students' brain that allow them to better memorize the language. The purpose of these techniques is to make a living and spoken language be mastered.

Both methods are based on induction: the process of learning is passing from a rule to an example. Given all of the above, it can be noted that for university students who do not specialize in learning languages, the Audio-

Lingual and Audio-Visual Methods are only suitable, if they are used in combination with other training programmes.

Communicative Language Teaching Method. Currently, an increasing number of teachers turns to the Communicative Language Teaching Method. The objective of this method is speech itself, that is, this technique primarily teaches to communicate. The Communicative Language Method implies a greater activity of students. The task of the teacher in this case will be to involve everyone who is present at the lecture in the conversation. For a better memorization and use of a language, it is necessary to download all the channels of perception. The essence of the Communication Language Method is to create real situations of communications. When recreating a dialogue, the student has the opportunity to put into practice all the knowledge gained.

At first, the Communicative Language Method was rejected. However, now it has taken a leading position among more traditional methods. Most teachers of modern universities prefer this particular method, which is often used in combination with others. This allows diversifying the general curriculum and interest of students.

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