MODERN INNOVATIVE TEACHING TECHNIQUES IN MANAGING AN ENGLISH LANGUAGE CLASSROOM

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Annotation

The article deals with the issues of the efficiency of using innovations in the English classroom. The major vectors of building teacher's strategy – content, innovative teaching techniques and classroom management – are taken into consideration. Such points as the basis of selecting an appropriate content, most popular teaching innovations and effective teacher-student relationships in managing an English classroom are given a deep thought to.

Great expectations of English learners nowadays are reasoned and argumentative. The desire to know English and in many cases the need to master it either for business or for tourism, sometimes for educational purposes or even for survival abroad, provides strong motivation of students to be deeply involved into the process of studying. The English teacher faces challenges of planning the strategy having a great number of innovative techniques and materials on the one hand though limited by different causes, factors and circumstances on the other hand. This may lead to distance learning or some other forms and, therefore, a teacher has to adjust his traditional style of teaching to the new conditions.

Thus, effective management of the English classroom has to be evolved and adapted to the temporary realities. To effectively realize this task English teacher should take into account the major vectors of building his strategy of teaching: *content*, *innovative teaching techniques* and *classroom management*.

As for the content, the teacher first should determine the initial level of English language proficiency of his students, take into consideration their age, interests and background, mind the purposes of their studying a foreign language and select an appropriate course. There is a great variety of resources for learning English which help to realize different professional purposes as well as basic English study. Almost

all the resources are represented in Beginner's, Pre-intermediate, Intermediate, Upper-intermediate and Advanced levels. Most of them have a multimedia or on-line interactive support.

It is important for an English teacher to vary the forms and methods of teaching. Any experienced teacher knows that changing the routine, coming out of comfort zone and using from time to time different innovative educational techniques result in refreshed learning activity of students and their better progress. The arsenal of such approaches has been much used recently; their basis, experiments and experiences are widely shared within the educators' circles and on the Internet, in particular. English language teaching is evolving all the time, particularly alongside advances in technology. It is believed that innovations in teaching English have had the biggest impact on teachers in recent years. Among the top innovations we can see the following [2]:

1. *Digital platforms*. The first thing that comes to the mind of an inquiring teacher is to search for something fresh and innovative on the Internet. Facebook, Edmodo, Moodle Cloud, Schoology, Google Classroom and suchlike create a safe online environment for teachers, students and parents to connect [1]. A multimedia manual Digital Video can help teachers navigate the complicated, and sometimes overwhelming, world of digital resources, enabling teachers to create activities, lessons and courses from a range of digital tools. The list of digital platforms is extensive and growing all the time.

2. *Online corpora.* The use of corpora – large text collections used for studying linguistic structures, frequencies, etc. – used to be the privilege of lexicographers. But with most corpora now available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech.

3. *Online CPD (continuous professional development) and the global staffroom.* The advent of the internet and the growth of social media have certainly allowed teachers of English from all over the world to form online communities that act like a huge global staffroom.

4. *Mobile learning and BYOD (bring your own device).* The development of mobile technology and the proliferation of smart phones have enabled many of us to access the internet and a huge variety of apps on the go. Both teachers and learners benefit from apps and podcasts. And if teachers and students are gaining so much from their mobile devices, why not use them in classrooms?

5. *Communicating with people online.* The ability to communicate online with people outside the classroom via Skype, Zoom, Google Meet and similar tools has enabled students to meet and interact with others in English. In monolingual classes this could give much-needed motivation to students who otherwise might not have the opportunity to interact with anyone in English. And as for teachers, the ability to converse with students face-to-face online has opened up an opportunity for online classes.

6. *Online authentic materials.* One of the biggest benefits of the Internet for language learners is a widespread availability of authentic resources. This enables teachers to use "content with messages students want to hear". We can now access the daily news, watch trending videos on YouTube or Instagram – the possibilities are endless. But with so much content available, choosing the right online materials is crucial for efficient and effective learning.

7. *The IWB (interactive white board).* The IWB started appearing in classrooms and has now become a staple of many classrooms in Britain and around the world. It allows us to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations, access the Internet, and so on.

8. *Dogme (or materials-light teaching).* The Dogme is a communicative approach that avoids published textbooks in favour of conversational communication between learners and teacher. For many teachers, this 'unplugged' approach represents a new way of looking at the lesson content, and the chance to break free from self-contained language points and give more time to student-generated language.

9. *Students steering their own learning.* Over the last couple of decades, learning has gradually been moving from a teacher-centred top-down approach to a student-centred, bottom-up one. The trend has accelerated rapidly in recent years with the growing quantity and quality of information on the Internet. In many respects, this has changed the teacher's role from that of knowledge-transmitter to consultant, guide, coach, and/or facilitator.

10. *Teaching soft skills and critical thinking skills.* English is the language of international communication in the worlds of business, trade, education, and tourism. To enable students to become better communicators, teachers should go beyond grammar, vocabulary and pronunciation, and look at helping them communicate effectively in international settings. He should use the resources that help students develop their social competence (soft skills) like problem-solving, presentation skills, team-work (cooperation), time management and decision-making.

One of the teacher's most important jobs is managing the classroom effectively as classroom management has the largest effect on student achievement. This makes intuitive sense – students cannot learn in a chaotic, poorly managed classroom. There are identified important components of classroom management, including beginning the school year with a positive emphasis on management and identifying and implementing rules of acceptable and unacceptable behaviour. The quality of teacher-student relationships is the keystone for all other aspects of classroom management. In fact, teachers who had high-quality relationships with their students had fewer discipline problems. the most effective teacher-student relationships are characterized by specific teacher behaviours: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students [3].

Appropriate Levels of Cooperation. Cooperation is characterized by a concern for the needs and opinions of others. Whereas dominance focuses on the teacher as the driving force in the classroom, cooperation focuses on the students and teacher functioning as a team. The interaction of these two dynamics – dominance and cooperation – is the major factor in effective teacher-student relationships.

Provide Flexible Learning Goals. The teacher should provide flexible learning goals. Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation. Giving students this kind of choice, in addition to increasing their understanding of the topic, conveys the message that the teacher cares about and tries to accommodate students' interests.

Take a Personal Interest in Students. All students appreciate personal attention from the teacher. It brings to better cooperation when the teacher communicates about personal interest and concerns, taking time to have extracurricular events, being aware of students' lives, such as participation in sports, drama, or other activities.

Teacher-student relationships provide an essential foundation for effective classroom management – and classroom management is a key to high student achievements. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using innovative modern teaching strategies teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

In conclusion it is to be mentioned that modern teaching is learner-centred and takes into account that students differ, and their capacity to understand information is different. Technology evolves, and if teaching remained traditional, students would no longer be interested or engaged. Adopting the modern teaching style where students can share and feel listened to will raise engagement and allow teachers to control students' focus. In the new teaching methods learners are given the possibility to innovate, create, think, express and argument. Innovative teaching strategies are significant for developing students ready for the future.

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