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Komogorova M. , Tschmeistruk O.

Kiev National University named after M. Dragomanova

VARIETY OF TEACHING METHODS

Today, the main goal of the school is to promote the mental, moral, emotional, and physical development of the individual using a variety of teaching methods.

The aim of work: to distinguish one the most effective method of teaching what can be used in school, in class as multiculture environment – mini project.

Multiculturalism refers to the "sharing of many cultures." Each person is a part of at least one culture. So, each class is multiculture environment. The first goal of a multicultural communication is to assist children with recognizing differences, as well as similarities, among all people. Allowing children to explore varying cultures creates opportunities for them to see that even when people have different customs and traditions, they often share some common traits, too.

Children learn that people can be different and unique, yet still have much in common. Such realizations help young children learn to accept differences and aid in eliminating prejudice and racism. These realizations assist children with accepting and respecting people from all cultures and backgrounds.

Variety of teaching methods

There are four main groups of methods of teaching which we can call Expository or Presentation, Participatory, and Evaluatory or Application, Exploratory or Discovery.

GROUP 1: *Expository methods*

These are methods when the teacher tells the learners something or shows them something (demonstration). There are two main forms: the lecture (with or without visual aids) and the demonstration.

GROUP 2: *Participatory methods*

The learners share their knowledge, experience and views. They work together to do something as a joint enterprise; it is called a co-operative learning! (Example: group discussion, role play). We would like to give an example [2].

Me as a famous person

Pupils divide into pairs. One partner is an interviewer and the other one imagine himself or herself to be a famous actor \ singer ect. The journalist asks questions about his or her plans and hobbies on each day of the week and write down short answers in the piece of paper shown below.

(What are you going to do on.....?)

(Who are you going to do that with?)

(At what time are you going to do that?)

After asking that , the journalist imagine himself or herself to be a representer of a famous TV show about celebrities. Tell the viewers about the person that was interviewed.

	Morning	Afternoon	Evening
Monday	ice-skating with at	with at	with at
Tuesday	with at	with at	with at

GROUP 3: Evaluatory or application methods

At times we want to test, whether the learners have really learned what we are teaching. (Example: tests, questions, exercises). Look at the

1. Oilon water.

A is floating B has been floating C has floated D floats

2. Ito Joe's flat once before.

A only go C have only been

B am only going D have only been going

3. She.....playing computer games.

A is loving C loves

B has loved D has been loving

GROUP 4: Discovery methods

In this case the learners can find out the new knowledge and understanding by themselves; they discover new ways of doing things, they develop their own skills. There are two kinds of this methods: reading and project. Lets speak about the last one.

Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication. Mini-projects help the pupils to develop their imagination and creativity.

A project is a task set to the learners, which will involve them to work (that is, reading, enquiring, collecting information or making something) more or less on their own.

There are several stages here:

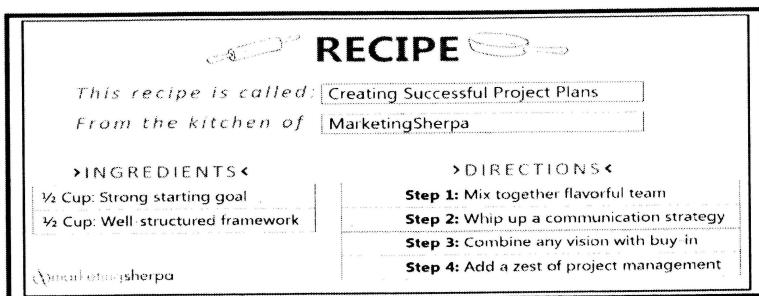
- a) set the task very clearly so they can see it. Make sure they understand what they need to do;
- b) they collect the materials. It may be the things needed to make the object they agreed to make or it may be the data they need for answering the question posed;
- c) they process the materials which they had collected. They can make an object, prepare a meal, put together a report or in some other way sort out the material;
- d) they present it to the teacher. They can write a brief paper, prepare an exhibition etc.

At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills.

Mini-projects

In project work, pupils work together in class to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc.). Mini-projects can be used for the lesson or part lesson. The most productive for foreign language course.

Projects are often done in poster format, but students can also use their imagination to experiment with the form. It encourages a focus on fluency. Each project is the result of a lot of hard work. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation. Teacher must learn or remember with pupils a lot of words on this topic before organizing project work. Students are given an example and then they should prepare their own mini-project while the lesson. Look at the example [1].



Literature

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