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COURSE PAPER

DISCIPLINE: Methodology of Teaching Foreign Language

TITLE: Techniques of working with images in language lesson

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CONTENT

Introduction

Topicality of the research A foreign language is part of the culture of certain countries, which is of great importance in the field of education. Languages are needed not only for knowledge, but also for business contacts, business cooperation with foreign partners, which can build a link between countries, between companies and between influential people. Achieving a high level of foreign language proficiency is impossible without fundamental education that students receive in schools or universities. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques to optimally choose a particular method of teaching in accordance with the level of knowledge, needs, interests of students. After all, teaching methods are not simple, their motivated use in foreign language lessons requires a creative approach on the part of the teacher, because " pedagogy is a science and art at the same time, so the approach to the choice of teaching methods should be based on the creativity of the teacher."

The aim of the research is to teach foreign language with pictures and designed for children with a relatively simple level of language

The subject of the research is to improve students' listening, writing, reading and speaking skills using new methods

The object of the research is to teach language with pictures and the way to teach, not just for the little ones, but for students of all ages.

According to the aim the following **objectives** are put forward. They are:

- To investigate to the approaches, methods, techniques of working with images

- To analyze proven and experimented methods for your class

- To compare techniques of working with pictures with another types of techniques and methods

- To give the complex of task and make our own lesson plan

Methods of the research:
-   the principle of visuality, technique which demonstrate words, new themes by pictures;
-   comparative method, compare language teaching with picture with different methods

The theoretical significance of the course paper is that the theory and examples can serve as the main material in kindergartens and schools for classes in English by different scientists

The practical significance of the course paper is that it can be based on books, comics for children developing English , which are available and free of charge in libraries or Internet channels.

Approbation: Some issues of this paper were published in the materials of international conference

I. Theoretical background of teaching foreign language 1.1. New methods of teaching foreign language

Teaching methods – a set of specific learning situations that contribute to the achievement of the intermediate goal of a particular method. The requirements for a foreign language lesson change over time, the latest teaching methods are developed. Today there is a reform of the educational process in universities in accordance with the European requirements for the quality of education: Informatization of the educational space, integration processes in modern country education, the establishment of cooperation with European universities in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and master's programs abroad.[1, p 82] In the conditions of reforming the higher school, educational technologies of teaching foreign languages should also change. Language education itself is also gradually being modernized through the introduction of a modular rating system for teaching foreign languages, interdisciplinary integration, democratization and economization of education brings to life the main components of teaching foreign languages. All this puts new requirements to teaching and teaching a foreign language in universities. The purpose of teaching a foreign language at the present stage is to master students ' communicative competences, which will allow them to realize their knowledge, skills and abilities to solve specific communicative tasks in real life situations. So, in my opinion, in a modern University there should be no place for such processes as memorization, thoughtless memorization of texts in a foreign language that have no practical value for the future life of students. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, good knowledge of foreign languages is now and will continue to remain in the future one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing students with a complex of language knowledge, skills, it requires, first of all, from the educational institution to systematically create conditions for improving the skills of its teaching staff, to provide the institution with the appropriate material and technical base.

High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in education, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), work with drawings, work with visualization materials technologies in teaching foreign

languages, creating presentations in PowerPoint, use of Internet resources, teaching a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies. At this stage of development of methodical science the main methods of teaching foreign languages are communicative and constructivist methods.

The communicative method.

Educational goal: the acquisition of communicative competence. *Educational content*: texts should show conflicts that encourage students to Express their own opinions. Learning management is carried out not through grammar, but is guided by communicative intentions (intentions). The student finds himself in the center of learning.

Language plane: the dominance of language development over language correctness, correctness, mistakes are allowed. Language becomes a means of communication.

Exercises: exercises of communicative direction. Students learn " communication in the process of communication itself. Therefore, all exercises and tasks must be communicatively justified by lack of information, choice and reaction."

Advantages of the method: students improve their oral skills, overcome the fear of mistakes.

Disadvantages of the method: not given due attention to the quality of the language, communicative competence quickly reaches its limits.

The constructivist method.

Educational purpose: the method is based on the actual active training of students. The task of the teacher is not to teach, but to contribute to the educational process. The lesson is action-oriented.

Educational content: proximity to the reality of students, students are encouraged to design their own knowledge , for example, in the framework of project activities.

Language plane: as wide as possible.

Exercises: language production is at the center of learning.

Advantages of the method: preparing students for real life, real life situations.

Disadvantages of the method: at the present stage have not yet manifested themselves clearly enough. An example of the constructivist method can serve as project-based learning.

The methodology distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods is grouped a number of

different approaches, techniques, methods of language transmission. There are such alternative methods as the method of total physical, suggestive method, dramatic-pedagogical method, silent method, group method. Innovative teaching methods include: teaching with computer support (CALL), method of script (story line method), simulations method, the carousel method of teaching stations, a method of the group, puzzle method, role playing method "Case-study" method (work on problem situations, students consider the problem, analyze the situation, present their ideas and solutions to the problems in the discussion).

Story line method

This method is based on a combination of planned educational meanings, for example, shops-goods-sales - with the interests and ideas of students. By receiving key questions from the teacher, students contribute to the creation of the story. This method dispenses with text tutorials.[2, p.27] It is about creative planning, hypothesis selection, experiences, systematization and presentation of the work. The projected story also contains elements from the drama and role-playing game. The teacher sets only the framework of action and presents individual episodes. Students put their questions and find the answers themselves.

Project-based learning

Organization of the lesson as work on the project.

Features of the project method:

-focus on action

-teamwork

-self-organization of students

-situational orientation, correlation with real life -

interdisciplinarity (interdisciplinary projects) -

integrity- the project is considered as a whole

- focus on the product, the result. Traditionally there are the following main project phases: Initiation — the invention of the idea to project

* project Start

* project implementation

* presentation of project results *

assessment (reflection) project.

Method of teaching stations

An instructional technique in which students perform work on instructional material that is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When teaching stations, students have the opportunity to choose the distribution of time, the sequence of tasks and social

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forms used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-assessment, analysis of their own educational success, planning and conducting stages of work. Work on the stations allows differentiation according to the abilities, interests of students, the degree of complexity of the problem.

Simulation method

Especially in teaching a foreign language to students of economic specialties of universities, you can successfully use the method of simulation. In Cybernetics, the term is used to model and simulate reality.[3, p 147] In training, we are talking about various simulation business games that provide students with the opportunity to practice their skills, apply knowledge to solve a problem in the so-called "safe environment", which simulates real situations, for example, in business, in work in the company. The simulation provides an opportunity for students to try themselves in a certain role-the head, the President of the company, gives the opportunity to explore the system of the enterprise. The participants of the game have certain tasks — to achieve profit growth of the company, to conclude a contract, to sell shares of the company and the like. Simulations are characterized by a high degree of interest of participants, completely immersed in the game, embodied in their role, cheer for the result of work, because the team spirit, the speed of decision-making depends on the overall result of the game. Thanks to the simulation, the students ' strategic planning skills are formed, the ability to work in a team, conduct negotiations, convince a business partner is developed. Simulations organize students ' knowledge, prepare them for the need to make fast and motivated business decisions in future activities. There are computer simulations where participants work with a computer program, manage an imaginary company and desktop simulations where participants, companies, enterprises "exist" in the form of chips, cards.

The method of role-playing games

Role-playing is an active method of learning, a means of developing the communicative abilities of the student. Role play is associated with the interests of students, is a means of emotional interest, motivation of educational activities. Role-playing game is an active way of teaching practical knowledge of a foreign language. Role-playing game helps to overcome language barriers of students, significantly increases the volume of their speech practice. It's learning in action. There are a large number of forms, types of role-playing games in foreign language lessons. [4, p.94]So, for example, you can use the role-playing game "at the interview", where students take on the role of employer and employee.

From all the above, it should be concluded that it is important for a teacher today to constantly improve their knowledge of methods of teaching foreign languages, to

introduce the latest educational concepts into their teaching practice, to keep up with the times.

1.2. Pictures as a new tool of TFL

For effective language learning required a lot of time, new ways and methods of learning. Nowadays, the 21st century is called the age of modern, smart technologies that allows you to learn any language with different methods. One of those methods is the application of images in the study of languages. Which origin goes to ancient history?

According to historical data, it is very important to note that the pictures of primitive people were primarily magical ritual character and in turn were a kind of form of transmission of human thought. By means of such pictures ancient people communicated, transferred each other the necessary information. In the drawings of primitive people we can see scenes from real life. They portrayed the reality around them as they saw it. Primitive man drew with charcoal and pointed stone. At first, perhaps, he applied a preliminary drawing with coal, and then scratched it with a stone, and then painted it with ochre paints. This is indicated by the preserved paintings of walls and ceilings in the caves of Combarels, Les eisies, Altamira and in the mountainous regions of the Sahara.[5, p.52]

In ancient times, more precisely in the Neolithic era, people could not speak, could not communicate, could not convey their thoughts, did not clearly understand. But they were able to implement it with the help of drawings. In this regard, began to arise and teaching methods. It was at this time, for the artist-craftsman it became of great importance that his pupil adopted the skills of the teacher and in the future was able to continue his work. In the process of work began to develop techniques and methods of training. But clearly developed principles of training did not exist yet. The organization of schools and real education arose only in the era of civilizations. Wall paintings were not a picture of life, but a kind of book.[6, p.38]

People did not stand still, they evolved from age to age, year after year, day after day. They began to speak, they had a language. In the middle age, people became intelligent, purposeful, more modern, they spoke different languages, they had their cultures, their traditions, their languages. In a word, they have become versatile. They began to develop faster, there were scientists who knew ten, fifteen or more languages. For example, the famous German archaeologist who discovered Troy, Heinrich Schliemann, knew 14 languages, the first two languages for the study of each took about one year, and in a few months he studied the rest of the languages.

Schliemann was weak in memory, but from an early age he wanted to devote his life to the study of the Ancient world. To achieve this goal, he needed to know many languages. He was able to use images while learning languages, was able to imagine cases and think in the language he was learning. So he set goals to enhance the memory of the former. Thus, he improved his memory. For example, Russian, which is considered a difficult language to learn, he learned after six weeks. [7, p.90]

Now is the moment of a new world, new people, new inventions. In the early used pictures for understanding of, then they began to enjoy images to to study languages, even in any book are found pictures. In modern methods of teaching English, there are a huge number of techniques that stimulate students to speak orally. But perhaps one of the most popular ways is to use visual learning tools such as photos and pictures.

The benefits of using these learning tools in an English lesson are undeniable. Pictures help to activate the imagination and thinking of students. In addition, they are a kind of support for monological or dialogical statements, help students to choose a certain language material on the topic.They also help to maintain motivation to learn English, as they make the lesson brighter, more interesting, more exciting.[8, p.138]

To relieve the "tension" of students in learning English in primary school, it is necessary to use different methods and forms of education. Primary school students are still interested in drawing, through it children show their attitude to the world, emotions and problems. Plunging into the world of fantasies, the student involuntarily relaxes and emancipates. Alternation of educational activities and elements of drawing, helps students more successfully, without experiences, learn English in elementary school, as well as with the least difficulty to perform control tasks and the construction of a text or statement.[9, p.61]

You can use drawing elements in different lessons, for example, when learning grammar. If children represent grammar not only in the form of printed or handwritten text, but also in the form of drawings, the assimilation and material is easier and turns into a game. For example, learning the verb **to be** and telling the tale of the three brothers **is, am, are**, you can ask students to portray these characters, as they imagine them in their imagination, and paint in different colors (red, blue, green).

Excellent psychological atmosphere is present in the classroom, if you use drawing when learning new vocabulary. The same technique helps in more successful assimilation of foreign words. The image of new English words through drawing, helps students to move more easily from their native language to a foreign one. Since now the new unknown word will not be associated with the Russian analogue, but with the image of this concept. Such lessons are especially successful if there is a vocabulary on a certain topic: "Animals", "Weather", "Toys". Only you need to be careful, not all children draw well, so not all concepts can be depicted with the help of drawing. The compilation of stories in English was always afraid of the younger students. Children

are afraid that they do not know enough words, phrases, will make many mistakes in grammar. To the entreaties of the master: "You all know, we use only the vocabulary and the rules that have been studied", the children react with fear. The use of drawing elements in the lesson helps to relieve anxiety of students. It was possible, of course, to give already prepared picture, but it is psychologically easier for children to describe what they created, but not for them came up with. Successfully pass integrated lessons, which combines the composition of the story in English with a drawing lesson. Children learn how to draw, for example, an animal, and then describe it. Necessarily at the stages of the lesson there is a repetition of the vocabulary and grammar of the English language.

In the process of teaching languages we do exercises together with pictures, but in addition to images there are many sites, links for students. They can perform tasks using the Fotobabble app, which allows you to upload your photos and then voice them by recording your voice. This form of work is especially liked by students who are embarrassed to speak in front of the class, because they have the opportunity to listen to their record, make the necessary corrections, since the record can be altered an unlimited number of times. In addition, the Fotobabble application is useful for preparing students for oral exams. You can use the application and for the preparation of IELTS because the speaking part IELTS present.

Such students can also be recommended to use the site Writefix, which offers a curious form of work with the description of the photo. The student can choose one of the proposed photo and train in its description with the help of key proposals that are displayed on the screen when you hover the cursor over a particular part of the picture. You can also compare your description with the sample that is given for all images.

The reason for the use of drawings in English lessons is to create conditions for practical mastery of the language for each student, which would allow each student to show their activity, their creativity, individuality. Modern pedagogical

technologies such as learning in cooperation help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of children, their level of learning, interests.[10, p.81]

The sphere of education is rapidly developing, but the most important thing in learning languages is interest. Interest in the country. interest in the culture of this country and interest in the language itself. There is an interest - there is a result.

1.3. Ways for developing skills using pictures in teaching a foreign language

In order to ensure that students ' interest in the subject of learning languages does not weaken, it is important that students get satisfaction from performing tasks from lesson to lesson. The teacher needs to create a situation of success in solving visual problems

for students. In the real world we are dealing with three-dimensional objects and spatial relationships between them. The figure displays three-dimensional objects in the form of two-dimensional images interconnected by proportional ratios. In the process of drawing it is necessary to translate information from the language of volumetrically perceived images to the language of images. For children, and not for a trained adult, this task is difficult. Pedagogical drawing shows students the way of translation from one language to another in an accessible form. Thus, the example of his visual activities teacher motivates students to strive to achieve such an experience by depicting the world. [11, c.49]

The picture on the blackboard helps to understand what he saw, affects the mental development of the child, the correctness of his judgments. The main quality of pedagogical drawing is the brevity of the image, its simplicity and clarity. The teacher enables children to clearly understand and imagine what has been said.

Requirements to the drawing of the teacher performed on the Board:

- the drawing on the Board should be large enough for everyone in the class to see it clearly;

- it should also be simple. The teacher needs to highlight the main thing in the thematic image and draw the attention of students to it.

To develop writing skills:

- When the child draws, ask him to sign his pictures with English words and phrases.
- Invite students to draw a poster about something they are interested in, such as fashion, skateboarding, or aliens. Then sign the poster in English. If possible, show the poster later – this is a great way to repeat English words and phrases with children.

- Listen to the song. After 10-20 seconds, pause the music. Ask students to draw whatever comes into their heads. Play another 10-20 seconds, put the melody on pause and start drawing again. Continue until the song is over. Students can get several drawings. Ask the children to write a short story to describe what they have drawn. [12, p.43]

To develop reading skills:
- Read your favorite book with drawings of your students in English. Then invite them to draw their own stories and comment on them using English words and phrases.

For the development of speaking skills:
- Here's a fun way to practice describing pictures:

- One student sees a picture and has to describe it.The other child should listen and draw what the first student describes.At the end, they compare the image with the original drawing.

- Ask students to bring some of their drawings, or draw them at the beginning of the lesson. Ask them to look carefully at all the drawings. Students need to say a few words about each drawing. Then, as they practice in pairs, complicate the task, and ask them to use words like " and," "but," and "because" to combine their drawings together.

- Give a piece of paper to each student. Ask them to draw a few small circles and sticks on the sheet. And then ask the students to connect their sticks and circles in such a way as to get a cartoon character. Use a personal "cartoon character" to practice vocabulary and grammar in speech. For example, there is a vocabulary list on the topic of household duties, and you need to work out 'have to\has to'. Ask students to tell you what they should do in person, for example: I have to make my bed. I don't have to make a breakfast. And then talk about what their cartoon characters should do: He has to clean the house. He doesn't have to wash dishes.

<u>To develop listening skills:</u>
- Talk to children about their drawings. Use closed questions with monosyllabic answers (for example, where is the little girl?) and open-ended questions (like, why do you think she's happy?)

- Select a few drawings and place them on the Board or in front of students so they can see everything. Choose one (don't tell students which one) and describe it. Students must guess what pattern you have described. Divide the students into pairs, and invite them to play this game with a classmate.

   Do not limit yourself to the above exercises! You can include drawing directly or indirectly in any lesson: ask students to draw flashcards to new words in order to further practice them. As homework, they can illustrate new words or even text.

II. Practical application of techniques of working with pictures

2.1. Complex of tasks with pictures

The most important practical purpose of teaching English is to teach oral speech, which involves the acquisition of skills by students to conduct a conversation in a foreign language, to formulate their thoughts correctly. Especially difficult for students is unprepared speech. In modern methods of teaching English, there are a huge number of techniques that stimulate students to speak orally. But perhaps one of the most popular ways is to use visual learning tools such as photos and pictures.[13, p.210]

The benefits of using these learning tools in an English lesson are undeniable. Pictures help to activate the imagination and thinking of students. In addition, they are a kind of support for monological or dialogical statements, help students to choose a certain language material on the topic.They also help to maintain motivation to learn English, as they make the lesson brighter, more interesting, more exciting.[14, p.64]

Here are some examples of exercises using photos and pictures that I want to use in my lessons in the future.

1. «A cloud of words»

With the help of such Internet programs as tagul, tagxedo, wordle I create a cloud of words, including words in it, with which you can describe the selected photo for the lesson. Without showing the students the photo itself, I show my cloud of words on the screen, based on which the class tries to guess what can be depicted in the photo. After listening to all the answers, I show the picture so that it can be compared with the preliminary descriptions. This task can be used to determine the topic of the lesson, as well as to practice the ability to compare pictures.

2. «Artists»

The host is selected. He gets a picture that his classmates don't see. The task of the presenter is to describe the image. Everyone else draws what he describes to them. At the end of the exercise, find out whose drawing is closest to the original and talk about the differences.

3. «Guess»

I show the class only a small fragment of the picture, looking at which the students must determine what is depicted on it. With this exercise, it is convenient to repeat the words on the passed topic, to practice the use of phrases "I think" " "to my mind" "" I believe", "in my opinion", etc.

4. «In the museum»

Students are divided into 2 teams. Each team for five minutes is as much as possible of the phrases "adjective+ noun" to describe a painting or a photograph. Team 1 reads

one phrase, if other teams have such a phrase, they strike it from their list. Team 2 continues. The winner is the one who made the longest list.

5. «Funny drawings»

Ask students to draw five of any items. When everyone is ready, I start asking questions, like, "What is there in your pocket?", " What would you like to get for your birthday?"etc. the Guys respond by choosing one of the objects they have drawn.

6.Pictures "of individual actions"

Pictures of "single action" display individual everyday actions of people and animals. For example: children ski (skate), a boy has lunch, a girl does her homework, a man (woman) crosses the street, a dog barks, etc.this also includes pictures with the image of a single action. For example: it is raining (snow), thunderstorm, ice drift on the river, etc. "Single actions" are given in General, close-up, outside the specific situation (on a white background). The educational purpose of demonstration pictures of " single action" is the same as that of subject pictures: with their help verbs and verbal phrases are introduced and fixed.

7. Plot pictures

A fable is a picture that displays the climax of an event. The content of the plot picture is revealed as if in two planes: in terms of the visible and in terms of the invisible, not depicted. In this case, the visible (subject) content of the picture is served with such pictorial details that it allows you to guess about the hidden, invisible content of the picture, allows, so to speak, to guess the subtext of the image. For educational purposes, demonstration plot pictures are used to develop speaking skills, mainly in high school. Discussion on the content of the fable pictures should cover not only visible, but invisible: it is necessary to disclose the historical and culture is depicted, predistribute, the relationship of the characters, the conflict, etc. Thus, working with fable picture along with practical value is clearly expressed educational value. As educational fable pictures can be used reproductions of paintings by famous artists.

The most important and enduring task of training is to achieve from students a deep and lasting assimilation of scientific knowledge, to develop skills, to apply them in practice. In other words, it is necessary to organize the educational process so that students master the language well. This process is characterized by two-sidedness: on the one hand, it is the teaching (teacher), who presents the program material and directs this process, and on the other – the students (students), for whom this process takes the character of teaching, mastering the studied material. It is quite clear that the course of this process is unthinkable without active interaction between teachers and students. [15, p.42]

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Training is a purposeful pedagogical process of organization and stimulation of active educational and cognitive activity of students in mastering languages, scientific knowledge, skills, development of creative abilities, worldview and moral and aesthetic views and beliefs.

All the variety of teaching methods can be divided into the following five groups:

a)   methods of oral presentation of knowledge by the teacher and activation of cognitive activity of students;

b)   methods of consolidation of the studied material: conversation, work with drawings;

c)   methods of independent work of students on understanding and assimilation of new material with the help of ;

d)   methods of educational work on application of knowledge in practice and development of abilities and skills;

e)   methods of verification and assessment of knowledge, skills and abilities of students. [16, p.76]

Now teachers use such methods:

- educational discussion-exchange of views on a specific topic; helps to organize and study already known material, acquire new knowledge, strengthen in their own opinion, learn to defend it;

- work with the book-the ability to repeatedly process educational information at an affordable pace and at a convenient time;

- demonstration-is a visual acquaintance with the phenomena, processes, objects in their natural form, is used with the appearance of the object, its internal structure; - illustration-display and perception of objects, processes, phenomena in their symbolic image using posters, maps, portraits, pictures, diagrams, etc.

- videomethod-screen presentation of information, which serves not only for the presentation of knowledge, but also for their control, consolidation, repetition, generalization, systematization, i.e. performs all didactic functions.

- exercises are a method of training, which is a systematic repetition of actions in order to master them or improve their quality. practical method - the application of knowledge to solve practical problems, the ability to use the theory in practice.

- training control-it is important to ensure its inclusion in the educational process and to ensure that the control does not become a separate element of the educational process, but at the same time performs training, developmental, educational, motivating functions of the types of control. In each lesson it is possible to allocate its main components (explanation of new material, fixing, repetition, check of knowledge, abilities, skills) which characterize various types of activity of the teacher and pupils. These components can act in various

combinations and determine the construction of the lesson, the relationship between its stages, ie. its structure.

2.3. Lessons for developing skills

In the modern educational process according to the new standards of education there are several types of classes:
- ✓ Lesson of mastering new knowledge.
- ✓ Lesson, which try to find a comprehensive application of the knowledge and skills.
- ✓ A lesson in repetition and generalization.
- ✓ Systematization of knowledge and skills.
- ✓ The control task.
- ✓ Lesson analysis and adjustment of the learning process.
- ✓ The combined lesson.

The learning process as a whole is characterized by the following components: target, need-mativation, content, operational and activity, emotional and volitional, control and regulation and evaluation and regulation. Depending on the type of lesson, didactic goals are set, the structure and methodology of the lesson are determined, didactic material is selected. Conducting classes in accordance with the new educational standards is fundamentally different from the usual traditional ideas about the process. [17, p.102]Here are some distinguishing features:

- ➢ Modern standards require that the goal-setting phase be conducted in conjunction with students to fully understand the tasks that need to be solved.
- ➢ For the assimilation of the material requires the presence of support for the internal motives of students.
- ➢ To achieve the goals and learning objectives, a joint choice of the most effective means, such as working with images
- ➢ It is necessary to vary the actions of students in the classroom in accordance with their capabilities.
- ➢ At the modern lesson, it is important to achieve a personally significant result by students, in the foreground internal positive changes.
- ➢ The traditional lesson did not involve self-assessment, the teacher always evaluated the results of the work of students. Standards focus on the ability to make an independent assessment of their work in the classroom.

Such lessons are mainly devoted to working on new material. They are advisable to use when studying a fairly voluminous material. The lesson of familiarization with new material should include elements of conversation

The structure of this lesson is determined by its main didactic purpose: the introduction of the concept, the establishment of the properties of the studied objects, the construction of rules, algorithms, etc. Its main stages:

1. message topics, goals, lesson objectives and motivation of learning activities;
2. preparation for the study of new material through repetition and updating of basic knowledge;
3. introduction to new material;
4. primary comprehension and consolidation of connections and relations in objects of study;
5. setting a task at home;
6. summing up the lesson.
7. In the process of applying knowledge and skills, there are the following main links: reproduction and correction of necessary knowledge and skills; analysis of tasks and methods of their execution; preparation of the required equipment; independent execution of tasks; rationalization of methods of performing tasks; external control and self-control in the process of performing tasks. This explains the possible structure of such a lesson:
8. checking homework;
9. motivation of educational activity through awareness of the practical importance of the applied knowledge and skills, the message of the theme, goals and objectives of the lesson;
10. understanding the content and sequence of practical actions in the performance of upcoming tasks;
11. independent performance of tasks by students under the supervision of the teacher;
12. generalization and systematization of the results of completed tasks;
13. summarizing the lesson and setting homework.
14. The main didactic purpose of it-the formation of certain skills. The most General structure of the lesson of consolidation of the studied is as follows:
15. checking homework, clarifying the directions of updating the material;
16. message topics, goals and objectives of the lesson, teaching motivation;
17. reproduction of the studied and its application in standard conditions;
18. transfer of the acquired knowledge and their primary application in new or changed conditions for the purpose of formation of skills;
19. summing up the lesson;
20. setting of homework.

At lessons of generalization and systematization of knowledge allocate the most General and essential concepts, laws and laws, the main theories and leading ideas, establish cause-and-effect and other connections and relations between the most

important phenomena, processes, events, learn broad categories of concepts and their systems and the most General laws. [18, p.91]

The process of generalization and systematization of knowledge involves such a sequence of actions: from perception, comprehension and generalization of individual facts to the formation of concepts, their categories and systems, from them - to the assimilation of a more complex system of knowledge: mastering the basic theories and leading ideas of the studied subject. In this regard, in the lesson of generalization and systematization of knowledge, the following structural elements are distinguished:

1. setting the purpose of the lesson and motivation of educational activities of students;
2. reproduction and correction of reference knowledge
3. repetition and analysis of the main facts, events, phenomena;
4. generalization and systematization of concepts, assimilation of knowledge systems and their application to explain new facts and perform practical tasks;
5. assimilation of leading ideas and basic theories on the basis of a wide systematization of knowledge;
6. summing up the lesson.

Control and correction of knowledge and skills is carried out at each lesson. But after studying one or more subtopics or topics, the teacher conducts special lessons of control and correction to identify the level of mastery of the complex of knowledge and skills, and on its basis to make certain decisions to improve the educational process.[19, p.54]

When determining the structure of the lesson of control and correction, it is advisable to proceed from the principle of gradual increase in the level of knowledge and skills, i.e. from the level of awareness to reproductive and productive (constructive) levels. With this approach, the following lesson structure is possible:

1. familiarization with the purpose and objectives of the lesson, instructing students on the organization of work in the lesson;
2. verification of students ' knowledge of factual material and their ability to reveal elementary external relations in objects and phenomena;
3. verification of students ' knowledge of basic concepts, rules, laws and skills to explain their essence, to argue their judgments and give examples;
4. verification of students ' abilities to apply knowledge independently in standard conditions;

5. verification of students ' skills to apply knowledge in changed, non-standard conditions;
6. summing up (on this and subsequent lessons).

These lessons got their name from the fact that when they are combined (combined) different goals and types of educational work: work on the material passed, the understanding and assimilation of a new topic, the development of practical skills, etc.
In a mixed cycle, the following components (steps):
- organization of students to classes;
- repeated training work on the passed material;
- work on comprehension and assimilation of new material;
- work on the development of skills and application of knowledge in practice;
homework. [20, p.61]

2.4. Lesson plan and analysis
Aim:
☐ activation of vocabulary on the topic of "Body parts".
Objectives of the lesson:
☐ learn to understand by ear small messages built on familiar language material, based on the picture;
☐ learning to describe the appearance of the hero of the tale;
☐ learn to conduct dialogue-questioning, using special questions;
☐ teach the technique of reading aloud.
Equipment: projector, whiteboard, computer, presentation, audio application, task cards.
Course of the lesson

I. Greeting. Organizational moment
– Good morning, students!
– Good morning, teacher.
– I'm glad to see you.
– We are glad to see you too.
– How are you?
– We are fine, thank you.
– Sit down.

Look at me, listen and say, what is the topic of our lesson?
Two ears for hearing,
One mouth to talk,
One head for thinking,

Two legs for walk.
(recitation of the verse with the motions

That is right. We will speak about the parts of our body
II. Phonetic charging.
The repetition of the vocabulary on the topic "body Parts»
III. Development of listening skills. (audio Appendix lesson 53 UPR. One)
To repeat the speaker's words and remember them looking at the pictures
Arrange the body parts in two columns ("head" and " body»)
And now, let's remember parts of the body. Put the words in the right column.
(Students divide words into two columns: head and body.)
Words: hair, finger, nose, arm, eye, hand, mouth, foot, ear, leg, tooth, toe, neck, shoulder, face

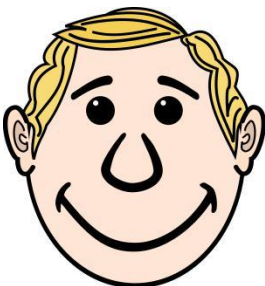
HAIR

FINGER

NOSE

ARM

EYE

MOUTH

FOOT

EAR

TOOTH

SHOULDER

FACE

IV. Introduction of new grammatical material I have=I have got

Have got and *have* mean the same. *Have got* is more informal. We use *have (got)* here to refer to both verbs:

I've got a terrible pain in my back.

I have a terrible pain in my back. (more formal)

They haven't got a car.

They don't have a car. (more formal)

V. Listening to words

VI. Physical education.

Are you tired? Let's have a rest! Stand up, please

- Hands on your hips, hands on your knees,
- Put them behind you if you please.
- Touch your shoulders, touch your nose,
- Touch your ears, touch your toes.
- Stand up and show me orange!
- Hands up and show me blue!
- Clap! Clap! Show me yellow!
- Sit down. Nice of you!
- Stand up and show me blue!
- Hop! Hop! Show me red!
- Sit down. Nice of you!
- Stand up and show me grey!
- Sit down and point to the green.
- Clap! Clap! Show me pink.
- Stop! Very nice of you.

V. Activation of speaking and reading skills.
Checking homework Exercise. 7, page 98
Compose and answer questions on the text

VI. What do we do with?
We smell with our _____, (nose)
We see with our _____, (eyes)
We eat with our _____ (mouth)
Tasty puddings and pies.
With ____ and _____ we walk, (legs) (feet)
With ____and _____ we talk, (lips) (tongue)
And with our _____ (ears)
We can hear.
Very good!

VII. Summarizing.

Homework

Thank you for the lesson. You were active and worked very well. (подсчитываем очки)

Do you like our lesson?

What did we do at the lesson?

III. Conclusion

Currently, more and more attention is paid to the use of images when teaching a foreign language. This is due to the fact that they have the opportunity to show the development of phenomena, their dynamics, to communicate educational information in certain doses and manage the individual process of learning. They stimulate cognitive interests, create under certain conditions an increased emotional attitude of students to educational work, provide a versatile formation of images, contribute to the strong assimilation of knowledge, understanding the connection of scientific knowledge with life and at the same time saving teachers ' time. In teaching, visual materials have been used for a long time, and for a variety of methodological purposes. At the lesson of a foreign language, the picture can be used as a demonstration and handout didactic material.

First, the picture involuntarily activates the memory, thinking and imagination of students

Secondly, the use of visual materials helps to significantly reduce the proportion of native speech in a foreign language lesson

Third, working with pictures can improve the performance and quality of learning the material studied and allows you to adjust the work on the most important channels of perception for the entire group of students.
The picture can be used as a means of stimulating students to Express the desired content, using the necessary language material, the presentation of new vocabulary, pronunciation training and writing words, for dictation and role-playing games.

Finally, the picture is a simple, easy and fun to use material that can make the lesson effective and entertaining.

The use of drawing elements or integrated lessons helps to relieve the" tension " in younger students when learning English and affects the interest of children in a new language. Students in such lessons always have positive emotions, which significantly affects the motivation of learning.

Excellent psychological atmosphere is present in the classroom, if you use drawing when learning new vocabulary. The same technique helps in more successful assimilation of foreign words. The image of new English words through drawing, helps students to move more easily from their native language to a foreign one. Since now a new unknown word will be associated with the image of this concept

As a future teacher, I will definitely use pictures in my lessons to give a deep knowledge and develop all the skills of students. The future is in the hands of youth, we are obliged to educate young generations for a bright future

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Appendix:

Picture 1 https://yandex.kz/images/search?pos=6&from=tabbar&img_url

Picture 2 https://yandex.kz/images/search?pos=1&from=tabbar&im

Picture 3 https://yandex.kz/images/search?pos=4&from=tabbar&img_url=https

Picture 4 https://yandex.kz/images/search?pos=1&from=tabbar&img_url

Picture 5 https://yandex.kz/images/search?pos=4&from=tabbar&img_url

Picture 6 https://yandex.kz/images/search?pos=5&from=tabbar&img_url=http

Picture 7 https://yandex.kz/images/search?pos=25&from=tabbar&img_url=https

Picture 8 https://yandex.kz/images/search?pos=21&from=tabbar&img

Picture 9 https://yandex.kz/images/search?pos=0&from=tabbar&img_url

Picture 10 https://yandex.kz/images/search?pos=8&from=tabbar&img_url

Picture 11 https://yandex.kz/images/search?pos=12&from=tabbar&img_url=ht