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## CONTEMPORARY ACTIVE ENGLISH LANGUAGE TEACHING METHODS: THEORETICAL REVIEW AND PRACTICAL ASSIGNMENTS

**Annotation.** The most important goal of education is improving the quality of teaching. There are several modern teaching methods that can be used in teaching and learning. These methods are focused on students' active work. In our research we have studied theoretical along with practical grounds of some of these methods. The effectiveness, motivation and problems of these methods were broadly described and verified in the survey. Outcomes of this research are discussed in this paper. In our research several interactive teaching methods were explored. We have concluded that: interactive teaching methods can help us to teach English for understanding; it is necessary to change the role and position of the teacher in the classroom; the English language teacher in the 21st century have to be a classroom manager; the teacher has to be an expert not only in English language, but also in pedagogical science; traditional teaching methods are not effective; the goal of the initiative is to apply new methods based on the constructivist learning theory. The research results have witnessed that the learning and teaching process is more effective, when students can construct their knowledge by their own.

We have described the method of physical response (total-physical response). In the frame of our research we have outlined main features and rules of communicative approach. Methods and techniques within the communicative approach were presented as well.

The novelty of the paper on the actual issue related to the introduction of modern methodology in the educational process is characterized by the description of some methods, such as: contextual method, the integrative method, role play, chainstory, the method of interval repetitions, Mueller's method, express method of Ilona Davydova, Pimsler's method, Methods of Dmitry Petrov, Elijah Frank's Method. Moreover, the practical significance of the research is supported with the group of seven creative assignments that can be actively used in the English teaching process with various topics.

**Key words:** teaching English; modern methods; interactive learning; brain activity; communicative approach; role-plays; new assignments.

## INTRODUCTION

**Formulation of the Problem.** The main direction development of modern humanitarian education Ukraine is raising the level of domestic education to European. That is, entering the European educational space. One of the priority areas of education reform, identified by the State National Program "Education. Ukraine of the XXI century ", there is a need to "achieve a qualitatively new level in the study of foreign languages. " Unlike others subjects, a foreign language is a whole field of knowledge, because it opens the treasury to man foreign language culture, new lifestyles. Ukraine's integration into the world community requires perfect command of foreign languages. The article highlights current issues modernization and improving the quality of teaching English language. Particular attention is paid to the characteristics of the most effective methods of teaching English in higher education.

The realization of this idea is impossible without the development and implementation of appropriate learning technologies. High school should not be a preparation for life, high school should be life. Achieve this is possible due to the innovative approach, creating an interactive environment. The word interactive (translated from English inter - "mutual", ast - "act") means interaction. Interactive method is a way of interacting with students through conversation, dialogue [1].

**Analysis of Recent Research and Publications.** In scientific research of teachers and methodologists (O. Bigich, M. Voloshinova, O. Matsneva, etc.) the necessity of using electronic means of teaching foreign languages is substantiated [2].

Student-centered methods contain a great number of various instructional methods, for example project-based learning, problem-based learning, just-in-time teaching, discussion methods. All these methods are inductive, based on constructivist approach. Constructivism was studied by Nezvalova. In the constructivist approach the present instructive teaching practice is completed by chosen learning problems through creating adequate learning environment. It is necessary to know that knowing is not closed, it is forming – it constructs itself individually and in terms of social relationships. Learning is an active process, it realizes in multidimensional relationships. From this perspective the learning process is primarily the matter of construction, learning individuals enter as a co-creators of learning process. Students construct their knowledge, activity and motivation are important [6].

T. Koval explores the application of information technology, which contributes to the real target activity and high motivation of students [2].

Among requirements for the modern teacher N. Mayer considers the use of interactive technologies, technical - and media – tools [3].

O. Pometun highlights interactive techniques and training systems [3].

According to her, interactive can be considered technologies that are implemented through active interaction during the lesson. They help gain new knowledge and organize group activities, starting from the interaction of two – three individuals among themselves and to the broad cooperation of many [1].

S. Nikolaev investigates the basics of modern methods of teaching foreign languages. She reveals purpose, objectives, principles, content, forms and methods to meet students in the period of future foreign activity [5].

Methodists (O. Bigich, O. Boretska, N. Borisko, S. Nikolaev) believe that learning English language is a complex, multifaceted process that requires regular and creative activity. To consider the work of one of the main directions of ordering a foreign language in suspension [3].

It is important for a modern teacher to know the latest methods of teaching English, special learning techniques and techniques to optimally select a particular method of teaching, respectively to the level of knowledge, needs and interests of students. Teaching methods are not simple algorithmic units, their rational and motivated use in English classes requires creative approach by the teacher [6].

**Aim of the Article.** The ongoing pedagogical investigation is aimed: firstly, to reveal the role and significance of innovative methods of teaching English and, secondly, to identify the most effective methods and forms of educational work on the real-life examples presented with seven assignments.

**RESEARCH RESULTS.** Modern communicative methodology offers a wide introduction into the educational process of active non-standard methods and forms of work for better conscious assimilation of material. In practice, the following forms of work proved to be quite effective: individual, pair, group and team work. The realization of this idea is impossible without the development and implementation of appropriate learning technologies. School should not be preparation for life, school should be life. This can be achieved through an innovative approach, creating an interactive environment. The word interactive (translated from English inter - "mutual", act - "act") means interaction. An interactive method is a way of interacting with students through conversation, dialogue [4].

Interactive learning is learning in the mode of dialogue, during which the participants of the pedagogical process interact with the aim of mutual understanding, joint solution of educational tasks, development of personal qualities of students [6].

To achieve communicative competence – communicative skills formed on the basis of language knowledge, skills and abilities - I use the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching foreign languages, which are based on an innovative approach, are aimed at the development and self-improvement of the individual, the disclosure of its reserve capabilities and creative potential [7].

The main principles of modern methods are: movement from whole to separate, student-centered, purposeful and meaningful classes, their focus on achieving social interaction in the presence of the teacher's faith in the success of their students, language integration and learning through other sciences [5].

Modern communicative methods offer a wide introduction into the educational process of active non-standard methods and forms of work for better conscious assimilation of the material. In practice, the following forms of work proved to be quite effective: individual, pair, group and team work. Modern technologies include the technology of cooperation, which I actively implement in the educational process. The main idea is to create conditions for active joint activities of students in different learning situations. The children are divided into groups of 3-4 people, given one task, and discuss the role of each. Each student is responsible not only for the result of their work, but also for the result of the whole group. Therefore, weak students seek to find out from the strong what they do not understand, and strong - so that the weak to understand the task. And the whole class will benefit from this, because together they eliminate gaps in knowledge [5].

In the twentieth century, English teachers, recognizing the ineffectiveness of the grammar and translation method, began to invent fundamentally new ways to learn English. The 70s of the last century were marked by a large number of experimental methods.

One of them is the method of physical response (*total-physical response*). According to the rules of this method, the student in the early stages (which is several months) says absolutely nothing. Initially, the student receives a certain amount of knowledge, which is stored in his passive vocabulary. At first, reading and listening to English, the student does not speak [2].

The second stage is a physical response, the student answers questions or tasks in English. Only then can you start talking. The idea of this method is that starting to speak, the student already feels comfortable and confident in the language environment. However, as practice has shown, it is very difficult for a person to hear a word that he has never uttered himself, so it is important to develop different language skills at the same time: reading, listening, speaking.

In order to master the skill of communication in English as soon as possible, it is necessary to study it not as a list of rules or a set of words, but as a system of communicative acts. Saying goodbye to a teacher, asking to open a window on a bus, expressing your indignation at work, declaring love by the sea - all these are communicative acts that we can perform with enough tools. This means that

you should stop learning the rules and start collecting communication tools in your arsenal [4].

The approach that provides the most effective learning of English is called communicative. Following this approach, experts in linguistics and pedagogy argue that language is not a set of words and grammatical formulas, but rather a way to think and represent the world. Effective learning of English is possible only if the student not only tries to communicate in English, but also to look at the world in English. This seems like a difficult task, but you will not feel this complexity, the consciousness itself is rebuilt to think on the other hand, if your teacher uses the right technique [3; 7].

*In the frame of our research we have outlined main rules of communicative approach:*

- During the lesson a large number of different types of work are used: individual, pair, group, collective, quick questions, conversation-discussion. To be most effective in learning English, different types of work must change frequently to adapt the student to the different types of English communication in life.

- The principle of "Fluency rather than accuracy" is to speak freely, not without mistakes. The teacher must understand and explain to students what needs to be said first and then spoken correctly. A free atmosphere in which it is not scary to speak is the only opportunity to learn English effectively.

- The role of a teacher is far from a university lecturer and even a school English teacher. A teacher who works in the right way to learn English effectively is a facilitator who helps to speak, not just speak English well.

- The lessons use the task-based language learning (TBLL) technique. This rule will especially appeal to those who stubbornly claim to love mathematics, and therefore it is difficult for him to learn English. Contrary to popular belief, the mathematical composition of the mind in no way interferes with the effective study of English, and even vice versa, if your teacher is well versed in TBLL. With this approach, an English lesson is similar to a math lesson: we have a task (a specific communicative task) and language tools that we have. All you need is to use the tools in the right order, adding them to the equation [6; 7].

*Methods and techniques within the communicative approach.*

*Contextual method.* In this method, new words are studied in context. This means that students must understand what a word means based on a general understanding of the whole text. This method is more effective than translations, because it maximally activates mental activity and builds connections between the word in English and the concept in the human mind. Such connections are much stronger than simply memorizing the translation of the word in the native language [2].

*The integrative method* involves the effective study of English, integrated into knowledge from other areas. Consideration of language within one narrow topic cannot be productive. When studying English, students should receive additional information on various topics: culture, sociology, history, cooking, astronomy, pets, travel. The full list does not fit in one article. The main thing to understand: English is not a separate sign system from everything, it is a way of transmitting a picture of the world, which means that effective learning of English cannot be carried out without effective knowledge of the world as a whole. This method not only provides many topics for reflection and conversation in the classroom, but also turns memorizing new vocabulary or new grammatical time into an exciting process, rather than boring memorization [4].

*Role play.* This method assumes that a student gets a role (for example, a salesperson in a store) and interacts with another student who has been given a role (for example, a buyer). Of course, in this case, students receive supporting materials: a list of words and phrases, grammatical structures that they can use. But the effectiveness of this method of learning English is that students do not just repeat words and phrases, but in a real communicative situation (albeit simulated) choose the right language tools and use them correctly on their own. With this method, the teacher observes, prompts, but does not deprive students of the opportunity to try to compose and say the right sentence [5].

*The Antemdescription* method is another form of English language learning that is known as Alias outside of English lessons. In this game you need to describe the word or phrase indicated on the card, without using the root of the word. This method is useful for at least three reasons. First: a person learns to explain words, not translate them, and if he can not remember the word at the right

time in real life, he will be able to explain it - and communication will still happen. The second reason: words are learned directly in the process of communicating in English [2].

*Chainstory* is a game that not only promotes the effective learning of English, but also shows the imagination and individuality of students. The essence of the game is the collective compilation of history: each student in turn composes a sentence, a continuation of the previous one. This exercise works both on activating vocabulary and on training grammatical structures [5].

*The method of interval repetitions.* This technique is used to better memorize new words and concepts. You must repeat the material learned at regular intervals. For example, if you are learning new words, you should repeat them several times during one lesson, then repeat the next day. Then again in a few days and finally consolidate the material in a week. If you are learning the words yourself, you will need to keep track of the amount of time you need. But if you use a vocational school, probably the program is already designed to learn words by the method of interval repetition [2].

*Mueller's method.* This technique is considered highly effective because it affects the conscious and unconscious. The main processes here are the ability to overtrain and the presence of holographic memory. To activate them, you need to take a flat body position, relax and reassure yourself that you are already fluent in English. It is believed that if done correctly, you can easily speak English [4].

*Express Method of Ilona Davydova.* The main tool of this method are audio tracks, which are sewn special sounds that affect the student's subconscious. That is, there is basic teaching material and to it are added sound signals that cannot be heard by the human ear. Such a "25th frame". This method is popular due to the lack of "cramming" and the ability to practice in any everyday environment. However, the effectiveness of this technique remains questionable [6].

*Pimsler's method.* One of the most popular methods for self-study. With a certain frequency, the student repeats the material given by the speaker, and is sometimes involved in dialogue. The purpose of the method is to master spoken English. Grammar is studied through repeated repetitions of various standard phrases, which are eventually used automatically [3].

*Methods of Dmitry Petrov.* The course consists of 16 video lessons, which explain the structure and grammar of the English language. Also teach how to build a sentence through a series of templates. After some training, you will need to use them automatically [4].

*Elijah Frank's Method.* At the heart of this technique is the process of reading in the original, as the main way to replenish vocabulary. The text is specially prepared: divided into parts, each of which contains a literal Russian translation. The advantage of this technique is that there is no need to look for a translation of unfamiliar words, as their translation is provided as close as possible to the original, which should help avoid distortion of comprehension of the text [4].

During different types of work, students face the problem of replenishing knowledge, vocabulary or communication skills, so they intensify their activities and in the process of communication try to solve these issues. This has a positive effect on the development of students' thinking and attention, interests them and encourages cooperation.

Therefore, all exercises and tasks must be communicatively justified by information deficit, choice and reaction, such as information gap, choice, feedback. To implement them, students will need additional information, will make some effort to achieve it and thus will be able to better and more effectively organize their activities.

The most effective assignments of the interactive learning are going to be exposed below.

*Assignment #1 "Vocabulary Quiz "Personality&Relationships" (complete the sentences with the missing words. The first and the last letters of the words have been given).*

1. It feels good to know you have a f \_\_\_l friend who will stand by you in difficult situations.  
2. Being o\_\_\_e may be good when you have to overcome difficulties, but it becomes a problem when a compromise is necessary. 3 I try to be c\_\_\_e, to pay attention to other people's feelings and wishes. 4 If you want to have a useful discussion, it's important to start with an u\_\_\_d attitude, not with a fixed opinion of your opponent's ideas. She has an incredibly s\_\_\_p mind; she will spot a logical mistake in any argument [1].

*Assignment #2 “Language in Focus “Future in the Past” (Transform the second sentence so that it means the same as the first. Use no more than five words in each gap, including the words in CAPITALS).*

1. I was going to get really angry in another moment, but my friend’s joke defused the situation. VERGE. I was \_\_\_ very angry, but my friend’s joke defused the situation. 2. It was Hannah’s job to inform everyone and she forgot about it. SUPPOSED. Hannah \_\_\_ everyone and she forgot about it. 3. We were on the point of leaving when my phone rang. ABOUT. We \_\_\_ when my phone rang. 4. Everyone hoped the important guest was going to arrive soon. WOULD. Everyone hoped \_\_\_ soon. 5. I knew exactly who I was going to talk to in the next three hours. TALKING. I knew exactly who I \_\_\_ in the next three hours [4].

*Assignment #3 “Grammar Quiz “Perfect and Continuous Aspect” (complete the sentences with the correct continuous, perfect or perfect continuous forms of the verbs in brackets).* 1. I’m going through a hard time and right now I \_\_\_\_\_ (find) it difficult to communicate with people. 2. My friend and I met when we \_\_\_ (take part) in a holiday art course. 3. This time tomorrow I \_\_\_\_\_ (get) ready to go out to a party that I’m really looking forward to. 4. She \_\_\_ (prepare) for the dance competition for a long time, and then at the last moment she had to give it up. 5. I hope by the time I’m thirty I \_\_\_ (discover) what I want to do in life. 6. At the end of this month I \_ (play) with the band for a whole year. 7. I don’t know what’s happened to Claire; she used to be very easy-going, but now she \_\_\_\_\_ (become) so stubborn and difficult that it’s not easy working with her [6].

*Assignment #4 “Collocations Quiz “Honey is Money” (complete the collocations with the correct variant & provide extensive explanations for them).*

1 We’re a cooperative. We don’t slave away / on for beekeepers. 2 We’re the biggest local employer. Every summer we take / appoint on a thousand new workers. 3 Unlike our competition from New Zealand, we’re never snowed / showered under around Christmas. 4 Every worker is offered a permanent / constant contract. 5 Among numerous lavish perks / tips, you get free flights and a jar of mint honey. 6 You will work on provision / commission. The more you gather, the more you earn. 7 Expect to be asked to make / do overtime but no night shifts. 8 We only offer paid / payable internships. Everyone deserves fair pay. 9 Gain experience to break / launch into the highly competitive honey market. 10 Even such seemingly enviable / menial tasks as cleaning cells are fun with us. 11 Why not attend a free honey-tasting course to leap- / jump-start your career? 12 We’re the first company to produce mint honey. And we made a mint / mine out of it. 13 Last year alone we made / raised a profit of one million euros. 14 You make good honey so you make good money. No one works for a peanut / pittance. 15 We promise a monthly bonus and other financial incentives / supplements [1].

*Assignment #5 “Speaking Quiz “Let’s Talk about Communication” (complete the statements below & provide extensive your personal opinions for them).* 1. Authorities in some countries are really coming down hard on \_\_\_ and have already closed a lot of torrent websites. 2. Advertisers want their ads to \_\_\_ nowadays to reach wider and wider audiences. 3. More and more people are relying on \_\_\_ to get money for projects. 4. Did you hear about the \_\_\_ in the town centre yesterday? All of a sudden lots of people started running around singing and hugging people. 5. There are some effective spam filters now if you’re getting too much. 6. I’ve got over 200 \_\_\_ on Twitter now. How many have you got? 7. I’ve given up reading the comments sections on \_\_\_ news articles. There’s always too much trolling and sometimes it turns really nasty [4].

*Assignment #6 “Reading Quiz “Gapped Text” (put the text parts in the logical order).* “HUNGER FOR POWER. If you think that politics is boring, you haven’t watched House of Cards, an American political drama. It is directed by David Fincher, who is known for Seven and Fight Club, among others. The series is a remake of the 1990s British political miniseries and has become a great success, receiving many awards for excellent acting and directing. Viewers around the world seem to appreciate the fact that it presents the reality of political life as many people suspect it to be: a cruel world of empty promises and corruption, with no place for idealism. This TV series is set in the capital of the USA and tells the story of Francis Underwood (Kevin Spacey), a fictional Democratic

congressman. Kevin Spacey plays the role of a ruthless politician who wants to take revenge on the people that have betrayed him, including the President of the United States himself. He is very cynical and uses a young political reporter to reveal his rivals' dark secrets to the press. His power-hungry wife is no angel either. They both stop at nothing to reach their goals and destroy their enemies." [4]

*Assignment #7 "Dialogue Role-play" (perform the following dialogue in front of others adding five more questions on your own).*

LISA: Hi Tom. How was your holiday in Australia?

TOM: It was really good, thanks ... except for the day I nearly died.

LISA: What happened?

TOM: I was doing some climbing. At first the sun was shining and I was enjoying myself. But all of a sudden the weather changed. It became really foggy and I couldn't see the path.

LISA: Oh dear, that sounds frightening.

TOM: I was pretty worried. I continued for a while, but finally I realised I was lost.

LISA: What did you do?

TOM: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.

LISA: Oh no, what a nightmare!

TOM: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again [4].

**CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH.** We can say with confidence that no method of learning a foreign language can be effective in single use. Only the right combination according to the level of knowledge of English by students and their specific goals can give really good results. For example, in one lesson, integrating knowledge of geography and English, students play Alias with words on the topic of travel, then the teacher offers a role-playing game "Conversation on a plane", and a new grammar topic is considered by contextual method, when analyzing authentic text from the site about flights.

Analyzing the above material, it can be concluded that the use of interactive forms and methods in the implementation of personal oriented approach and teaching English languages make it possible to practically increase the number conversational practice in the classroom, are interesting for students, help to learn the material and use it in further lessons, perform didactic and various developmental functions. Thus, the teacher becomes a mentor of independent educational and creative student activities. Having many advantages, it should also keep in mind the disadvantages: with frequent use, the perception of interactive games becomes mechanical, loses creative interest, therefore it is necessary to diversify games and combine interactive teaching methods with traditional ones.

Summarizing the above, it should be added that work in this direction is quite effective in teaching English to students.

However, whatever methods are used, it is important, as scientists say, to increase effectiveness of higher education to create such psychological and pedagogical conditions when the student can take an active personal position and fully express themselves as a subject of educational activity.

Future prospects of our research will be grounded on the development of modern methods with the application of technology, that is also changing the classroom experience. We can make out that the information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

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## СУЧАСНІ АКТИВНІ МЕТОДИ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ: ТЕОРЕТИЧНИЙ ОГЛЯД І ПРАКТИЧНІ ЗАВДАННЯ

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**Анотація.** Найважливішою метою освіти є підвищення якості викладання. Існує кілька сучасних методів навчання, які можна використовувати у навчальному процесі. Ці методи орієнтовані на активну роботу студентів. У нашому дослідженні ми вивчали теоретичні та практичні засади деяких із цих методів. Ефективність, мотивація та проблеми цих методів були детально описані та проаналізовані у статті. У нашому дослідженні було досліджено декілька інтерактивних методів навчання. Ми дійшли висновку, що: інтерактивні методи навчання можуть допомогти вчити англійську мову для через розуміння; необхідно змінити роль і становище вчителя в аудиторії; викладач англійської мови у 21 столітті повинен бути керівником навчального процесу; викладач має бути експертом не лише з англійської мови, а й із педагогічної науки; традиційні методи навчання неефективні; метою розвитку ініціативи та мотивації у студентів є застосування нових методів, заснованих на конструктивістській теорії навчання. Результати дослідження засвідчили, що процес навчання та викладання є більш ефективним, коли студенти можуть самостійно здобувати знання з англійської мови.

Нами був описаний метод фізичної відповіді (загальна фізична відповідь). В рамках нашого дослідження ми окреслили основні риси та правила комунікативного підходу. Також були представлені методи та прийоми в рамках комунікативного підходу.

Новизна статті, присвячена актуальній проблемі, пов'язаній із впровадженням сучасної методології у навчальний процес, характеризується описом деяких методів, таких як: контекстний метод, інтегративний метод, рольова гра, ланцюгова історія, метод інтервальних повторів, Метод Мюллера, експрес-метод Ілони Давидової, метод Пімслера, методи Дмитра Петрова, метод Іллі Франка. Більше того, практичне значення дослідження підтверджується групою із семи творчих завдань, які можна активно використовувати у навчальному процесі вивчення англійської мови на різні теми.

**Ключові слова:** викладання англійської мови; сучасні методи; інтерактивне навчання; мозкова діяльність; комунікативний підхід; рольові ігри; нові завдання.