Aннотация: В этой статье обсуждаются инновационные формы обучения на уроках английского языка как средства повышения эффективности обучения.

**Ключевые слова:** язык, английский язык, инновационный метод, эффективность обучения

Innovative forms of education are characterized by a high communicative ability and active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, effectively develop communicative competence skills. This contributes to adaptation to modern social conditions, because society needs people who can quickly find their bearings in the modern world, are independent and proactive, who achieve success in their activities. At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of the individual. This is one of the main tasks of the modern educational process.

Educational activity in a technical school requires the use of specific technologies that provide a solution to this problem. These are innovative forms of education: role play, project method, ICT, critical thinking technology, multidimensional didactic technology. Technology that stimulates the interests of students and develops the desire to learn is associated with the implementation of various kinds of projects. The use of this
technology makes it possible to envisage all possible forms of work in a group: individual, group, collective, which stimulate the independence and creativity of children. Techniques of critical thinking technology in English lessons teach students how to organize their activities, the ability to think, competent and meaningful reading, the ability to cooperate, etc. In the lesson, it is possible to use both mini-projects, designed for one lesson or part of it, and large projects that require a long time to complete them.

Projects can be individual and group. In the 1st year, the following project tasks were used:

1. Section 1. "Description of people", the children are offered project topics: for example, an oral description of the appearance of their classmates, their character, profession and their hobbies (for example, "I about myself" (my name, names of my parents, sisters, brothers; address; my age; birthday; my appearance; my interests)

2. Section 2. “Description of the area.” The guys make a postcard describing their hometown (name; geographical location; monuments; my favorite places.)

3. Section 7. “Cultural and national traditions, local history, customs and holidays of Great Britain.” During the lesson on the topic “Travel to London,” a situation was proposed: students won a ticket to London, want to learn more about the sights of the capital. Some of the children will live in an English family. They fly to London by plane. The type of the project is mixed, as it has signs of research, creative and role-playing projects.

The work on the project was carried out in several stages. In the first lesson, the children were offered a situation and a discussion of the main content of the future project was organized. As a result of the discussion, problems were selected, areas of work were identified, and a project plan was drawn up. Working materials were prepared for the implementation of the project: a layout of a map of London, photographs and ‘slide-presentations’ of London sights, a
draft of the London Sightseeing Guide, layouts of shop windows and cafes, and the necessary props were prepared. At the initial stage of the lesson, repetition and etiquette clichés are organized (“In the store”, “In the cafe”, “Asking for directions”, etc.). After fixing the speech material, each group presented their message. The guys from group # 1 staged boarding a plane. The “stewardess” made the landing, welcoming the passengers, asked them to show their ticket, get into the aircraft cabin, and served them during the flight. The guys who got the role of passengers asked to drink water, juice, tea, listen to music, ordered lunch. The guys of group No. 2, upon arrival at the hotel, were sent to an English family for further accommodation. This group conducted a role-playing game “Visiting the Smith Family”, using etiquette speech clichés, dialogue questioning, and monologic statements. The members of group # 3 went to the store, and group # 4 went to have dinner in a cafe. All participants in these stages of the lesson approached the task very responsibly, especially the “weak” students. In the evening, most of the participants went to see the sights of London. Using speech clichés united in the group “Asking the Way”, they asked a local resident how to get to a given attraction. Listening to the explanations of a local resident, they drew their way on the map, walked along the layout of the map of central London to the desired object. The confirmation of the correctness of the task was the appearance on the interactive board of a slide with the image of the desired attraction. All stages of the lesson were accompanied by a PowerPoint presentation, prepared by the joint efforts of the students and the teacher. The main objectives of such classes are practical, teacher-modeled tasks that activate listening and speaking skills.

At the end of the lesson, the results were summed up:

What did the students learn in terms of language? (They know how to buy something in a store, place an order in a cafe, ask for directions.)

How has their communication activity changed? (They may interact with each other and collectively politely thank, ask, offer, refuse, etc.)
What is the project's contribution to the overall development of the student? (He can play a role, speak expressively and emotionally.)

What universal actions did the guys master? (They can independently search for the information they need.)

I use the following techniques in the classroom: “True and False Statements”, “Confused logical chains”, “Key terms”. In the teaching materials of the author VG Timofeev “Up & up” for grades 10-11 there are enough similar tasks, so I try to use something new. For example: match the elements (beginning and end of a sentence) to each other and pair them. The techniques of this technology give the student the opportunity to express their point of view on the topic under study freely, without fear of making mistakes and being corrected, to record all statements: since any of them will be important for further work. Interactive teaching methods are especially effective when learning the grammatical aspect of the English language. Let us consider in detail several interactive learning technologies that I widely use in the classroom. For example, the technology of working in pairs or triplets, both permanent and rotary (replaceable). Group work is also not new and is well known to everyone. I often use rotational small groups in my lessons. For example, within the framework of the 1st course topic “Country Studies. Great Britain ”, for several years now I have been practicing work according to the following scheme:

Stage 1 - an advance assignment, collecting information according to a specific plan about one of the four parts of the United Kingdom (ideally working with a multiple of four students, I had 12). The selection of the part is done by drawing lots.

Stage 2 - work in small groups Scotland, Wales, Northern Ireland, England. The guys share the information they have found, systematize it.

Stage 3 - Small group work United Kingdom. Each student brings information about his part to the entire team of the group.
Stage 4 - we compare the completed tables, supplement the material, exchange opinions, prepare mini-stories about the United Kingdom.

In an effort to improve the process of teaching foreign languages, I conduct classes using a PC. Various multimedia games help expand vocabulary, introduce you to English grammar, teach you to understand speech by ear, and write correctly. Computer programs combine color graphics, video films, music. I use such programs as “Euro Talk”, “Learn to Speak English”. The fragmentary use of these programs allows to increase the motivation and interest of children in the subject. I use it when studying topics: “Numbers”, “Shops and purchases”, etc. These programs also provide for the control of knowledge on each topic. The guys are happy to work at the computer. Projects with Power Point presentation are carried out on almost every topic. I also use the technology of multidimensional didactic instruments (DMI), the author of which is Valeriy Emmanuilovich Steinberg, Doctor of Pedagogy. The working tools of this technology are logical-semantic models. The children really like to independently acquire knowledge on the topic of the lesson. The models are multifunctional, because I use them at various stages of training: at the initial acquaintance with new material, at its consolidation, at the generalization and systematization of knowledge, their correction and control.

**Literature:**