Quality education is closely linked to continue research. Continue research is one of the main requirements for teachers today. Every curious teacher needs to show and bring something new to their classroom. Every teacher should understand that the meaning of L. Tolstoy’s words: “… the more the teacher himself reads, the more he thinks about each lesson and compares it with the student’s performance, the easier it is for the student to learn”. In teaching a student, the teacher understands that there is no such thing as an incompetent student, that the ability to recognize the individual qualities of students is limited, and he feels that he will be the gardener of the younger generation. Therefore, the future generation understands that it depends on the teacher. The main goal of the educational program is to update the content of education, as well as introduce a criteria-based assessment system and increase the efficiency of using teaching methods and various tools. Essentially, the revamped education system is a competency and quality-oriented program. The importance of updated education lies in critical thinking, research, experimentation, use of ICT, communication, working individually, in pairs, in groups, functional literacy, creativity, in creating a harmonious and suitable educational environment to enable the use and exploitation of the learner’s personality. Effective teaching methods necessary for its effective implementation (collaborative learning, simulation, assessment system, effective assessment strategies).

Today there are many methods used in teaching language subjects. However, the course of the lesson will directly depend on the teacher’s deep knowledge of the subject and his ability to combine practice accordingly. The teacher tries veru hard to arouse the child’s interest in the subject. Some methods may not be suitable for conveying the topic of the lesson to the student.

Teaching English, like teaching other languages, develops four skills: speaking, listening, reading and writing. The system of teaching language subjects is focused on these four skills. If a child develops four language skills at the same time, it means that the child’s language has increased. If a child achieves a low level in one skill, different teaching methods can be used.

To effectively solve problems at each stage of the lesson, active methods should be used. Let’s briefly look at each stage of the lesson and corresponding active teaching methods. Most methods are universal and can be used not only in English lessons, but also in classes in other subjects.

Active teaching methods are divided into methods of starting a lesson, clarifying goals, expectations, presenting educational material, resting, summing up. Each of these methods allows you to effectively solve specific problems of a certain period of the lesson.

Before starting English lesson, it is better to create a positive atmosphere (beginning of the lesson, introduction). It is important to create positive mood from the beginning of the lesson; the following active methods will help with us.

The beginning of the lesson is very important depending on the mood and mood of the child at the beginning of the lesson. His work and success depend on this.

Method “Greet with elbows” – greet as many members of the group as possible by saying your name in English and touching your elbows.

Method “A flurry of compliments” – students write on a piece of paper the compliment they want to hear from their loved ones in the allotted time (1-1,5minutes). Compliments should be a completely sentences. After writing, students should fold these pages and throw them at each other like snowballs. Then the teacher invites students to open the “snowball” one by one and read them. All students can read the compliments in turn.

Method “Tangerine” – the tangerine slide will be displayed. Students are interested in seeing the pictures on the slides and reading the sentences, and they try to actively participate in the lesson.

Method “Mood” – work with vocabulary through game. To make emoticons of different moods. Give the children emoticons and read the words written on the board according to the mood of the emoticon in their hands.

Method “Who are you?” – to develop speaking skills. Equipment: many different small objects or images. Allows students to talk about themselves, which can also be considered a speaking exercise. Many different little things or pictures should be collected in advance and put in a box. Each student must choose three things and say what they have to do with these things. For example: One student received a toy dog, a ball and sunglasses. He can say the following about himself: My favorite season is summer. Because in summer I can play with my dog, with ball and I have two sunglasses.

Students take turns choosing objects or pictures and talking about themselves. This exercise can be done, for example, by asking students to talk about their mood or plans for the future, or to write sentences related to this topic.

Method “Flying proverbs” – learn English proverbs and idioms. Equipment: pieces of paper with proverbs or idioms written in two papers. Students are given cards with proverbs written on them so that one gets the beginning of the word and the other the end. Children must form teams and match the parts of the proverbs. This method allows you to develop vocabulary and pronunciation, and also helps you learn English proverbs and idioms.

There are several ways to successfully and comfortably enter the topic of the lesson. All of them contribute to the development of logical and spatial thinking, analytical abilities and serve the development of the emotional sphere.

Method “Associations” – to get used to visual thinking and memorization. This method allows you to use imaginative thinking and memory. The first student takes a card from the teacher and says what associations this word calls. The card is passed along the chain until it is returned to the teacher. Each student has the opportunity to quickly express their thoughts. This method can be used depending on the topic of the lesson. Give students words related to the topic and tell them what associations they have with them.

Method “Guess the theme” – first, students are divided into several small groups. They are given several riddles. The answer to each riddle relates to one topic. For example: In one group it was sunny, in the second group it was cloudy, in the third group it was raining. Lesson theme: “Weather”.

Method “Chessboard” – to identify students’ expectations and concerns. Equipment: square sheet of paper and chessboard. Using a chessboard layout, students put black leaflets with their hopes and fears onto an open area. This method is very good at the starting of the new lesson. Having determined the name of the theme, students can plan their work in the lesson. White squares show what students know, and black squares show what they wish they knew or didn’t know. At the end of the lesson, the work during the ‘Reflection’ period is summed up.

Method “Green tree – Yellow tree” – to identify students’ expectations and concerns. Materials: green and yellow stickers or paper. It is necessary to draw a schematically tree on the board in advance; Prepare the green and yellow leaves. Each student receives two sheets of paper: green and yellow. Students write in green what they expect from the lesson, and in yellow what they are afraid of. Students save their papers until the end of class. At the end of the lesson, students glue leaves to the tree: green for fulfilled hopes or yellow for fulfilled fears. If there are more green leaves on the tree, the goal of the lesson has been achieved. If the tree turns yellow, it means that mistakes were made during the lesson.

Method “Builder” – to teach students to work with text in a simple form, with interesting tasks. The teacher should divide the students into three groups. Description: The method consists of several parts: 1. Compose the text: Students must find the order of the text divided into 4 parts. 2. Ask questions: one question should be asked for each part of the text. 3. Find the answer: ask the prepared questions to the next group and check the correctness of their answers. 4. Describe the text in one sentence.

Game “Sun! Stone! Fence!” – the game is aimed at developing students’ attention and speed of movement. Game conditions: students are divided into groups. “Sun!”, “Stone!”, “Fence!” orders are issued. It is necessary to constantly change the order of pronunciation of words. Students must respond to each word with a movement. If “Sun!”when the word is spoken, they open their palms, point with their fingers, and raise their arms. “Stone!” they raise their hands with clenched fists. “Fence!” when speaking, they open their palms and raise their arms, but the fingers should touch each other tightly. The speed of the game should be gradually increased. The winner will be the team that makes no mistakes.

Game “Remember” – students sitting in a row look at each other and say what their name is, what color their eyes are, what clothes they have, what shoes they have, what color skirt they have, if it’s a girl, do they have earrings in their ears, etc. this game helps children get to know each other better and regulate their relationships. Students’ ability to remember and control improves.

Game “Rainbow”. In one minute, the child is asked to quickly name five objects of different colors in order. For example: watermelon (red), lemon (yellow), sky (blue), leaf (green), soil (brown). Whoever does not find the name of the item by color is eliminated from the game.

Game “Kaleidoscope” – students sit in a semicircle, the leader stands in the middle. Each student will name their favorite colors (clothes, subjects, dishes, hobbies etc). Then the leader closes his eyes. Players change places. The leader must say in order who likes what color(clothes, subjects, dishes, hobbies etc). this game trains attention and memory.

Method “Antivirus” – the teacher reads 20-30 words. For example: subject, sit, desk, bread, computer, beautiful, red, table, grandfather, slow, chalk, small, run, green, … . students must listen to the teacher and remember only nouns (adjectives, verbs, etc). They write down what they remember in a notebook.

Method “The sun shines…” – memorize vocabulary through game. Children sit on a chair in a circle. Description: The sun shines … for children white clothes (for children wearing socks, for girls, for boys, for children who likes volleyball, etc). Children need to be replaced with different tasks. With each change of location, one seat is reduced. The last child is the winner!

Method “Warped text ” – to confirm students’ knowledge of the material covered (this method, can also be used when checking homework). Materials: pre-prepared texts on the topic of the lesson. Students are recommended to restore the correct order of the semantic parts of the deformed text.

Method “Tic-tac-toe” – to develop vocabulary, grammar and translation skills. First of all, you need to draw a table with + cells on the board. The students are divided into two groups. One group is “Crosses”, the other is “Toes”. According to the table, 9 English sentences are needed depending on the theme. For example: one student from the “Crosses” group must choose one of the given sentences and translate it. If the student translates correctly, he marks a cross in the table on the board. Next in line are the students from the “Toes” group. Thus a queue continues. But if the student who is eliminated cannot translate the sentence, he cannot mark his group’s sign on the board, and the turn, as usual, goes to the second team. The game continues until three identical symbols appear horizontally/vertically/diagonally. The winning team will be awarded points.

Method “GIOW” – in conclusion you can use this method, in which students answer in series: ‘Good….’, ‘Interesting…’, ‘Obstacles(difficulties)…’, ‘What I’ve learnt from this lesson…’ .

Method “Computer” – to summarize the lesson. Equipment: a picture depicting a computer and its equipment (can be hung on the board). In this method, each student is given four stickers of different colors. Students write what they saw, learned, understood and felt. All these statements are then written down on a symbolic computer on the board. On the monitor – what I saw, on the keyboard – what I learned, on the system unit – what I understood, on the mouse – what I felt.

Method “One word” – students choose 3 words from the 12 words given to them to describe the current situation in the classroom (impatience, anger, joy, indifference, contentment, inspiration, boredom, distraction, calm, confidence, disbelief, pleasure). The teacher can replace these words with other words.

“Kahoot” – the teacher prepares the tasks in advance. This game can be used to conclude the new lesson.

Method “Five fingers” – 1st finger is the main problem. What was the most successful/unsuccessful thing in today’s lesson? 2nd finger – association. How did I work, who did I help? 3rd finger –reflection. What did I learn today? 4th finger – honesty. Did you like the lesson? Why?(not) 5th – mood. How did I feel during the lesson?

It should be noted that when preparing an English lesson, the teacher must not only choose the most effective method of studying a particular theme, but also combine several methods of solving problems, which is undoubtedly important for a better understanding of the material.

Most often, when using ALM (Active Learning Methods) in practice, a teacher is faced with the following problems: carrying out activities takes a lot of time, intensive teacher training is required; often there are problems associated with the inhibition of students, limited/too large number of students.

In addition, even active learning methods sometimes cannot overcome the student’s reluctance to participate in the learning process. To some students, active methods seem like something that disrupts the usual understanding of the learning process and, accordingly, causes some internal discomfort. Despite listening to different opinions, the speaker psychologically dominates the group; the speech may be dominated by the opinion of one person, and accordingly, group work may not take place. This may be why group work using active methods is not productive for some students. If the teacher does not properly master interactive methods, then the learning process can turn into ordinary anarchy.

On the other hand, if the teacher is not afraid of the necessary additional preparation and goes beyond the traditional boundaries of the lesson, he will see the advantages of all the considered methods of active learning technology. Proper use of these methods significantly increases the developmental effect of learning, creates an atmosphere of intensive research, and brings a lot of positive emotions and impressions to students and teachers.

The teacher’s role in an ALM English lesson is limited to directing students’ activities to achieve lesson objectives, since active approaches and interactive tasks are exercises that students complete. The teacher is only the developer and implementer of these methods.

Thus, active learning of an English language is aimed at prioritizing student activity in the educational process. According to the current education system, it creates conditions for the student’s independent search and learning with minimal influence from the teacher. In addition to teaching and learning, using interesting methods in the learning process not only builds the above skills in students, but also helps to make each lesson interesting, the student to love the subject and master it well.

As experience shows, *the non-standard* is especially memorable! Active methods allow you to dilute boring and familiar lessons and make them interesting and educational. Active methods and new modern technologies make it possible to prepare a graduate with the necessary set of modern knowledge, skills and qualities that allow them to feel confident in life independently, quickly adapt to new situations and find optimal solutions to complex problems.

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