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# TOPICAL ISSUES OF THE APPLICATION OF INNOVATIVE METHODS IN THE ENGLISH LESSON AT THE TEXTILE INSTITUTE AS A TOOL FOR EFFECTIVE LANGUAGE LEARNING

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**ANNOTATION**

***In this article is presented some innovational methods that meet criteria of being well-defined, implemental and linked to gains in student outcomes. Here given decisions in teacher approach while they may have value more as a prompt to critical questioning than a checklist of desirable behaviors.***

**KEY WORDS:** ***outcomes, assessment, behavior, 'great teaching', approach, practice, modeling, problem solving process.***

# АКТУАЛЬНЫЕ ВОПРОСЫ ПРИМИНЕНИЕ ИННОВАЦИОННЫХ МЕТОДОВ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА В ТЕКСТИЛЬНОМ ИНСТИТУТЕ КАК ИНСТРУМЕНТ ЭФФЕКТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ

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**Аннотация**

*В статье представлены некоторые инновационные методы, которые служат для определения критериев в результате обучения студента. Приведены некоторые решения в подходах обучения, которые могут выступать ценной информацией в определении критического анализа, больше чем ожидаемого поведения учителя.*

***Ключевые слова:*** *результаты, оценка, поведение, 'великое обучение', подход, практика, моделирование, процесс решения проблемы.*

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## DISCUSSION

We define effective learning as that which leads to improved student achievement, using outcomes that are relevant to their future success. Defining effective training is not easy. Our research continually returns to this critical point: student performance is the yardstick by which teaching quality should be judged. Ultimately, in order to judge whether teaching is effective and credible, it must be compared with the progress made by the students.

Currently, at our Textile Institute, English teachers use a number of frameworks to describe the basic elements of effective teaching. The problem is that these attributes are defined so broadly that they can be open to wide and varied interpretations, regardless of whether the classroom is of high quality. It is important to understand these limitations when assessing teaching quality.

A formative teacher evaluation system based on continuous assessment and feedback rather than high stakes test should include a range of measures from different sources using a variety of methods. The key to appropriately careful and critical use of different methods is to compare them with each other. One source of evidence may point the way forward, but when corroborated by another independent source, it begins to become a reliable guide. The measures currently available can provide useful information, but there is a lot of noise around a weak signal, so we must be careful not to overestimate. If we were to use the best classroom observation ratings, for example, to define teachers as "above" or "below" average and compare this to their impact on student learning, we would do it right about 60% of the time, compared to 50% we would have been obtained by simply tossing a coin. Therefore, these judgments must be approached with great caution.

There are a number of sources of evidence about the skills, knowledge, behaviors, qualities and competences required to be an excellent teacher. A key feature of the current review is that we try to limit our attention to well-defined, operationalisable behaviors, skills or knowledge that have been found to be related, with at least some justification for a causal relationship, to measureable, enhanced student outcomes. Following Rosenshine (2010, 2012) and Muijs et al (2014), these sources of evidence include:

- Evidence from educational effectiveness research about teacher behaviors associated with learning gains.
- Evidence from intervention studies about what can be changed, and its effect on outcomes.
- Evidence and theory from cognitive science about learning: how our brains acquire, make sense of and use information.

There are two key requirements for the inclusion of a teaching approach as 'great teaching' in this review:

- There must be a clear, well-specified and implementable intervention associated with promoting the approach. It has to be something we can change. For example, the knowledge that 'great teachers have high expectations' is of no use to us unless we have a strategy for encouraging teachers to raise their expectations.
- There must be some evidence linking the approach with enhanced student outcomes. There is not necessarily any assumption that such outcomes should be limited to academic attainment: whatever is valued in education should count.

One of the features of research on effective practices is that there are a number of reviews available with quite different claims about what characteristics of teacher practice are associated with improved outcomes.

In this article we present two examples of teacher approaches, classroom practices and skills that meet our criteria of being well-defined, implementable and linked to gains in student outcomes. We have sought to include here some practices that are counterintuitive, or that challenge the accepted orthodoxy about what is effective teaching, on the grounds that these examples may have value more as a prompt to critical questioning rather than a checklist of desirable behaviors. Teachers may need to have clear understanding of why, when and how each of these practices can be effective, and exactly what it means to demonstrate them in a way that is optimal to promote students' learning.

Human Tableau or Class Modeling – Groups create living scenes which relate to the classroom concepts or discussions.

I'm fortunate to watch a large number of lessons – being taught by brilliant teachers. There are many things that they all do well, but one thing they all have in common is that they are great at modeling. Now it seems fairly obvious that if you want to teach somebody a new skill, you need to break the skill down into the key 'bits' and then show them very carefully how to do it – you can't just expect it to happen by diffusion. In my mind, this is what class modeling is. It's also becoming increasingly obvious to me that it is a key teaching skill that needs to be thought through and planned carefully, if effective learning is going to happen. It's also key in the development of independence.

If students are going to be able to work with growing independence, it needs to have been preceeded with high quality teacher explanation and modelling.

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I've seen some brilliant examples of this: In English, when teachers are modeling how to produce a piece of creative writing from a visual stimulus.

Educational modeling can be defined as giving students a demonstration or example of a process or product that is representative of the skill or content they are expected to perform themselves. It's more than just giving a visual representation of content; rather, a model is a product or process students can imitate to develop their own skills and understanding.

There are numerous benefits for providing students with examples to supplement our raw instruction. First, models help students see what it is that they're supposed to produce. We could abstractly explain to students how to perform a certain task, like write a paragraph, but when we give them an actual sample paragraph, they can literally "See for themselves" what their own product should look like. When we combine the general explanation of a task with a concrete model of what their process or product should look like, we give students a direct image of their targeted outcome. It makes for easy guidance and comparison, as students can orchestrate their work to emulate the model and ask themselves, "Does mine match the example or do I need to make improvements?"

Also, Human Tableau or Class Modeling can help students see the relevance of the tasks we ask them to do. It might be difficult for students to understand before doing something what the point is. Just ask the Karate Kid when he was frustrated painting Mr. Miagi's fence. But a clear demonstration of what the outcome looks like will help students see how the individual tasks they're performing contribute to their growing set of skills and knowledge.

Build From Restricted Components – Provide limited resources and either literally or figuratively dump them on the table, asking students in groups to construct a solution using only these things. If possible, provide red herrings, and ask students to construct a solution using the minimum amount of items possible.

The techniques listed below have multiple benefits:

- The activities provide practice with the material.
- The activities require students to become attentive and engaged, which are two prerequisites for effective learning.
- As the instructor, you can easily and quickly assess if students have really mastered the material.

Not all techniques listed here1 will have universal appeal, with factors such as your teaching style, learning objectives and personality influencing which choices may be right for you.

1. Picture Prompt – Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the "answer" until they have explored all options first.

2. Think Break – Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem solving process even when discussion isn't feasible. Having students write something down helps assure that they will in fact work on the problem.

3. Empty Outlines – Distribute a partially completed outline of today's lecture and ask students to fill it in. Useful at start or at end of class.

4. Polar Opposites – Ask the class to examine two written-out versions of a theory, where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles.

5. Word of the Day – Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Challenge students to do the same in their interactive activities.

6. Recall, Summarize, Question, Connect, and Comment – This method of starting each session has five steps to reinforce the previous session's material: recall it, summarize it, phrase a remaining question, connect it to the class as a whole, and comment on that class session.

7. Focused Listing – List several ideas related to the main focus point. Helpful for starting new topics.

8. Tournament – Divide the class into at least two groups and announce a competition for most points on a practice test. Let them study a topic together and then give that quiz, tallying points. After each round, let them study the next topic before quizzing again. The points should be carried over from round to round. The student impulse for competition will focus their engagement onto the material itself.

So far we have reviewed the evidence about what great teaching looks like, and how it can be safely identified. This evidence is important for teachers to understand, but it is in some ways just a preamble to the crucial question of how that understanding can be used to improve students' learning.

Before we can do that, we must first clarify some validity issues that arise out of any attempt to 'measure' teaching quality. Then we consider relevant evidence about how feedback about teaching quality can be used most effectively, and how this relates to the broader issue of teachers' professional development.

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