

The Importance Of Didactics In Teaching A Foreign Language In Textbooks

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Abstract: *This article deals with the ability to know foreign languages, innovative technologies and interactive methods in the learning process, attention to didactic games in English textbooks, the use of innovative methods and recommendations, drawing on the experience of educators in the United States of America, England.*

Keywords: English language, education, innovative technologies, interactive methods, didactic games, English textbook.

INTRODUCTION

Today, knowledge of foreign languages is one of the integral parts of professional education. Due to the high rate of cooperation with foreign partners, specialists in various fields have a high demand for language learning. As you know, interest in the introduction of innovative technologies and interactive methods in the educational process is gaining a wider color. The use of such methods will increase the efficiency and effectiveness of education, increase the motivation of students. If we pay attention to didactic games in English textbooks, they will practically not be found. To organize the educational process and interesting organization, the teacher uses the interactive methods he invented to explain the new topic to students. This, of course, requires a lot of experience and skill from the teacher. However, in order for young cadres to conduct classes with such interactive games, all didactic games must be presented in ready-made textbooks. Unfortunately, we have already noted that there are very few or no such games in the textbooks. This will create a number of difficulties for young teachers who have now completed higher education in the meaningful organization of classes. We know that in the current educational process, the student must be a subject. At the same time, drawing attention to more interactive methods will increase the effectiveness of education.

METHOD

One of the most important requirements for English lessons is to teach students how to think independently. Today, qualified English teachers, drawing on the experience of educators in the United States of America and England, are using the following innovative methods: - "Creative Problem Solving" to apply this method will read the beginning of the story; - Train readers of Merry Riddles. The teaching of English is important, they study and find the answer to words they do not know; - "Quick answers" helps to improve the effectiveness of the lesson - use various games in the classroom to interest students "Warm-up exercises";

- This method "Pantomime" (pantomima) can be used in a lesson where very complex topics should be explained, or when performing written exercises when students get tired;

- The method "Chain of stories" (a chain story) contributes to the development of oral speech of students;

- "Acting characters" can be used in all lesson types. To teach craft, people from professions such as Interpreter, Translator, Writer, Poet can attend classes and communicate with students;

- "Set of gods" (Thinkers meeting) you can "invite" poets and writers such as W. Shakespeare, A. Navoi, R. Burns. At this time, the use of their words in the lesson contributes to the education of young people;

- The "When pictures speak" method is more convenient, helps the teaching of English, the development of oral speech of students, for which it is necessary to use thematic drawings;

- quiz cards are distributed according to the number of students, which allows all students to simultaneously participate in lessons.

This would be useful if these interactive games were included in English textbooks or were developed by teaching aids for individual teachers.

RESULTS

In conclusion, we can say that thanks to the application of innovative methods in English lessons, students develop logical thinking skills, develop speech, and form quick and accurate response skills. Such methods arouse a student's passion for knowledge. The student will strive to read lessons. This makes students active subjects in the educational process. Didactics is a theory of teaching, and in a wider sense, a theory and practical application of teaching and learning. In demarcation from "mathetics" (the science of learning), didactics refers only to the science of teaching. This theory might be contrasted with open learning, also known as experiential learning, in which people can learn by themselves, in an unstructured manner, on topics of interest. The theory of didactic learning methods focuses on the baseline knowledge students possess and seeks to improve upon and convey this information. It also refers to the foundation or starting point in a lesson plan, where the overall goal is knowledge. A teacher or educator functions in this role as an authoritative figure, but also as both a guide and a resource for students. Didactics or the didactic method have different connotations in continental Europe and English-speaking countries. For example in the Anglo-Saxon tradition, the Oxford dictionary defines didactics as a particularly moral instruction. Following that, the didactic method still carries the original meaning of teaching moral contents, and is therefore associated with unfavourable views opposed to the teachings of a true art or science. Didacticism was indeed the cultural origin of the didactic method but refers within its narrow context usually pejoratively to the use of language to a doctrinal end. The interpretation of these opposing views are theorised to be the result of a differential cultural development in the 19th century when Great Britain and its former colonies went through a renewal and increased cultural distancing from continental Europe. It was particularly the later appearance of Romanticism and Aestheticism in the Anglo-Saxon world which offered these negative and limiting views of the didactic method.

DISCUSSION

On the other hand, in continental Europe those moralising aspects of didactics were removed earlier by cultural representatives of the age of enlightenment, such as Voltaire, Rousseau, and later specifically related to teaching by Johann Heinrich Pestalozzi. The consequences of these cultural differences then created two main didactic traditions: The Anglo-Saxon tradition of curriculum studies on one side and the Continental and North European tradition of didactics on the other. Still today, the science of didactics carries much less weight in much of the English-speaking world. With the advent of globalisation at the beginning of the 20th century, however, the arguments for such relative philosophical aspects in the methods of teaching started to diminish somewhat. It is therefore possible to categorise didactics and pedagogy as a general analytic theory on three levels: a theoretical or research level (denoting a field of study)• a practical level (summaries of curricular activities)• a discursive level (implying a frame of reference for professional dialogs)• Didactic method provides students with the required theoretical knowledge. It is an effective method used to teach students who are unable to organize their work and depend on the teachers for instructions. It is also used to teach basic skills of reading and writing. The teacher or the literate is the source of knowledge and the knowledge is transmitted to the students through didactic method. Functions of didactic method cognitive function: to understand and learn basic concepts• formative-educative function: to develop skills, behavior, abilities, etc.• instrumental function: to achieve educational objectives• normative function: helps to achieve productive learning, attain required results,• etc. Method of teaching In didactic method of teaching, the teacher gives instructions to the students and the students are mostly passive listeners. It is a teacher-centered method of teaching and is content-oriented. Neither the content nor the knowledge of the teacher are questioned. The process of teaching involves the teacher who gives instructions, commands, delivers content, and provides necessary information. The pupil activity involves listening and memorization of the content. In the modern education system, lecture method which is one of the most commonly used methods is a form of didactic teaching. Limitations Though the didactic method has been given importance in several schools, it does not satisfy the needs and interests of all students. It can be tedious for students to listen to the possible lectures. There is minimum interaction between the students and the teachers. Learning which also involves motivating the students to develop an interest towards the subject may not be satisfied through this teaching method. It may be a monologue process and experience of the students may not have a significant role in learning. .

CONCLUSION

Consequently, proposed an empiric decalogue called: "ten words for the didactic", it refers to ten didactic strategies for the teachers to guide the students into cultural diversity and rights in order to have the benefit of equal learning opportunities. Regarding the decalogue, a summary of the sequential order is going to be provided for a better understanding of each one of the concepts suggested by Frabonni, and considered, by the authors when writing the didactic strategies. The didactic strategies must:

1. Have vertical sequence and horizontal coherence.
2. Be attractive, innovative, and diverse.
3. Answer to students' likes, needs, and abilities.

4. Show situations where students deal with real life issues.
5. Be flexible enough to be adapted or modified according to different settings and circumstances.
6. Have correspondence with objectives, cognitive matters, procedures, and students' level.
7. Specify the name of the strategy, skills to be developed, category, materials, and suggestion based on previous experience.
8. Activities should not extend more than 30 minutes. General recommendations for the teachers to implement a didactic strategy
9. Be confident when you are in front of the class.
10. Assume the teacher's role, leave behind your student's role.
11. Be 15 to 20 minutes before the class starts.
12. Make sure you have all the materials needed you come to the classroom.
13. Give oral instructions to pupils first.
14. Do not allow students to start any task before you are completely sure they all know exactly what to do and what you expect from them while carrying out the task.
15. Ask some students to explain the activity once again to their classmates in order to check their comprehension before they start.
16. Once you are completely sure they know what to do, let them move and organize for the activity.
17. If students' attention spam diminishes change the activity immediately.
18. If students do not behave as expected during the activity and they start making a lot of noise, take control of this or stop the activity.
19. Remind students the importance of good behavior while performing the activity, as a way of having a pleasant atmosphere during the learning process.
20. Identify students' multiple intelligences or learning styles (by means of a diagnostic instrument) in order to use the appropriate strategy.

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