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## **Traditions and Innovations in the Methodology of Teaching Foreign Languages**

The article is devoted to identifying and researching a more effective method of teaching a foreign language, as well as developing motivation for students. Different teaching methods are carried out and the main problems in the organization of training are revealed. The work describes the difficulties that the teacher may face. The article focuses on a creative approach to education and the selection of activities based on the abilities of students.

Key words: motivation; project activities; debates; ESL; gamification.

Today it is not a secret for anyone that foreign languages are a necessary part of our life, they are already included in the list of compulsory educational programs for students. Moreover, all schools study two foreign languages. And here teachers are faced with the problem of how to convey the material to students in the most interesting way and how to motivate them for further learning. That is why, it is important to find ways to make learning more effective and memorable.

The aims of our research are:

1. Tell about ways to increase the motivation of students to learn foreign languages;
2. Provide various forms of conducting classes;
3. Consider the qualities that a teacher must have;

The objectives are the following:

1. Comparison of non-standard teaching methods with traditional ones;
2. Identify external factors that can affect the educational process;

Descriptive method, comparative method, analysis of lexical definitions were chosen as main methods of research.

The theoretical basis of the study was the works of the following researchers: N.V Aksenova [1, 2], E.M. Borichevskaya [3], R. Gamboeva [4], I.M. Gorbacheva [5], E.V. Kombarova [6], N.M. Novikova [7], E.N. Vasilieva [8].

The practical significance of the work lies in the possibility of its further application in the educational process and improving of the quality of preparing students for using foreign languages in everyday life.

When you motivate students, special attention should be paid to search activity, it is that brings a creative character to educational activity.

A bright example is a project activity. Project activities are great for learning languages, as they develop the following skills:

Ability to analyze texts, highlight the main idea, search for information in various sources;

Ability to formulate your thoughts orally and in writing, creating presentations, videos, collages, newspapers;

Teamwork, ability to conduct discussions and assess participants [2];

Develops all the basic skills in language learning: writing, listening, speaking, reading; [6]

The project method fits well into the educational process, since it does not affect the curriculum and develops independence among students, arouses interest in scientific activity, as well as the role of a teacher in this process - student consultation. That is, the teacher only guides, gives hints, but at the same time does not frame.

At the beginning, the direction for the project is chosen and its further implementation, that is, competitions, conferences, etc. Further, the formation of teams takes place. The best option is a grouping of students, who have not worked together before. This will lead to rallying, and they will be able to better know each other's abilities. This is one of the most energy-consuming stages, as there is a division of roles, information search, mutual analysis [5].

After an information has become sufficient, it is prepared for presentation. It is important that the project does not turn into an abstract, otherwise the research and creative nature will disappear. Students need to create a presentation, prepare a speech for a speech, and draw up a list of references. You may need photographs, clippings, drawings, collages, questionnaires, etc.

The advantages of this method over classical language learning are as follows:

Does not affect the content of training, which does not lead to a change in the curriculum;

Teamwork is more fun and challenging at the same time. This allows you to distribute the workload depending on employment, age and level of language proficiency. Thus, each participant is involved in the project;

The ability to use this method in almost any topic [4].

Despite positive aspects of the design method, it also has disadvantages. Firstly, a teacher needs to know the preferences of students well enough for them to really be involved in the process. Indeed, the quality of work directly depends on the degree of interest.

Secondly, such methods are not successful the first time, it is necessary to develop a creative approach, not to be afraid of the difficulties that arise at the stage of preparation. It is important for a teacher to keep in touch with students, continuously evaluate the work done, and, of course, plan of teamwork. However, this method is the most suitable for organizing the educational

process if a teacher wants to motivate students for research activities. In the end, all these skills will come in handy in further work with materials [4].

As proof of the effectiveness of using the design method, we will give an example from our own experience. On the 1st course we were offered to participate in 2 conferences on a foreign language. After we divided into teams, we had the first problem – none of the guys had ever participated in such events with an emphasis on English. But after the preparation of the speech and its rehearsal, this problem disappeared. The most difficult thing for us was the design of the material according to the requirements, checking and rewriting the work several times, designing a list of references and creating a presentation. The task that we set ourselves before the work: to create an informative, but at the same time not boring article with a visual description was achieved. This project gave us an unforgettable experience that we use in the further learning process [3].

To improve the ability to understand and translate texts and speech, the teacher needs to consider the introduction of films and books in other languages. Of course, this form of study is not suitable for students with a low level of language proficiency, however, using titles or books specifically tailored to the class level will not only help you conduct the class in a new and informal way, but also improve your vocabulary. At the end of reading a book or watching a movie, you can arrange a discussion of the characters, their feelings and share your impression of this form of lesson [8].

The gamification is suitable for both schoolchildren and students. After all, regardless of age, everyone loves to be distracted with board and computer games. Games can be both entertaining and instructive. Of course, well-known games «Crocodile», «Alias», «There is a contact» and others are great for communication and practice of spoken English or another language. According to the students, such classes are faster and bring in positive emotions. These games are great for learning new words. After all, students have associations [1, 7, 8].

Of course, learning grammar is an indispensable part of successful language learning. No exam is complete without it. And it is who is the most difficult to assimilate in the learning process. Much depends on the quality of teaching and literature on which the teacher will rely. However, general guidelines are:

1. Use exam-specific textbooks to explain grammar;
2. Take tests and other practical exercises to consolidate the material;

At the end of the studied module, students are invited to write an essay on the topic studied. It is assumed that this type of activity will allow you to study the structure of writing an essay, will allow you to finally consolidate the grammar and check the vocabulary of students by a tutor.

As the level increases, you can move on to such forms of organizing classes as debates and «round tables». It is important for the teacher to warn about such a lesson in advance, as preparation is required. Students are offered a topic for discussion, and then they listen to different opinions, argue or agree, make a verdict. The teacher is required to choose a topic that will most fully satisfy all students. First of all, the topic should be interesting! You should not choose the topic of information technology in classes and groups specialized, for example, in art [2, 5, 7].

In most cases, the assimilation of the material by the students depends on the quality of the teacher's training. Therefore, the teacher should think over the form of the lessons in advance. Sometimes lessons in a playful way or outdoor activities are more effective than standard exercises in a textbook or reading a text «in a chain».

A teacher should not be afraid of non-traditional forms of education; it is important to take into account the wishes of the students themselves. Each student is different. Some find it easier to translate texts, while others find it easier to formulate dialogues. Therefore, the activities should be varied and creative. After all, you can start a lesson, for example, by listening to a text or even a song. And, of course, the holidays should not pass as if they did not exist at all. By Christmas, you can solve crosswords on this topic, watch films on New Year's themes. It all depends on the teacher's imagination [5, p. 62].

Based on this analysis, it can be concluded that motivation is an important, and most importantly, effective part of learning. A teacher needs to understand how to organize creative and project activities in this educational institution, taking into account the age, level of language proficiency and abilities of students. Moreover, one of the prerequisites is adherence to the program and prevention of a deterioration in understanding.

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### **Special Aspects of Translating Military Vocabulary in Warhammer 40,000 – Related Literature**

This article is dedicated to lexical and stylistic aspects of translating Warhammer 40,000 – related literature. The examples of such aspects were taken from translations published on social media. This study resulted in listing main special aspects of translating articles belonging to the universe of Warhammer 40,000 as well as practical recommendations.

Key words: science fiction; the English language; game; neologisms; translations.