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house crest and the pupil goes to his/her group. Defining the theme depends on how many groups the teacher wants to divide the class into. Different books, cartoons and films can be used to define the themes.

These methods make the lessons more varied, less boring, and awaken interest.

All methods of effective division encourage pupils to work with others, not just those he or she knows. The methods help to create a supportive classroom environment without provoking quarrels between students. The objective division into groups allows students to learn to work with everyone.

Combination of OSS and EDG methods during learning activities for a favorable outcome. If both of these methods are used by the teacher in the classroom, the lesson may become more interesting because of the variety of methods and ways of assessment. During my practice, often were used combined methods by me. For example, at the beginning of a lesson, class was divided into groups using method No. 1 EDG, and then used method No. 2 EDG when it was need to divide students into pairs, and for questioning, was used method No. 1 OSS, so that class not only questioned effectively and saved time but also students got interested.

In conclusion, it is important to summarize. OSS methods are more convenient for students and EDG methods for teachers. There are reasons for this.

By using the OSS methods, students will be able to respond to the board, regardless of what letter the student's surname begins with, whether or not the student has a conflict with the teacher, what their relationship is, and how the teacher treats her or him, receive a fair assessment, without having the subjective opinion of the teacher. These methods encourage students to always come to class prepared, regardless of whether the student has answered before, and to learn all the words.

The use of EDG methods will help teachers to use lesson time efficiently, without the distraction of reading out a division list, explaining, and repeating it. Over time, as pupils become accustomed to the EDG methods, they will have no difficulty navigating their groups quickly. These methods can override the conflicts that may arise because a particular student A wants to work with student B, but he or she is already working with student C, as student A will know that this is a list that has been randomly generated and neither the teacher nor student B and C, have personal interests.

These methods may be said to be new to some schools, as not all schools use them, many teachers prefer to interview or divide into groups the old-fashioned way.

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DIFFERENCE BETWEEN TRADITIONAL AND ALTERNATIVE METHODS IN TEACHING DISCIPLINE "COUNTRY STUDIES"

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Introduction

One of the disciplines that higher education institutions offer to teach foreign languages is called “Country studies”. This is the oldest discipline of geography, which was born in ancient times and was created to satisfy the practical needs of people to learn about different countries. The significance of the “Country studies” discipline in foreign language education has been recognized by many higher educational institutions. The main objectives of “Country studies” are to develop communication and speech skills, to introduce students to traditions, cultural peculiarities, history, geography, and politics of the target country, to shape the personality, and to cultivate respect for foreign cultures and languages [1]. Teaching a foreign language is impossible without instilling its culture in students. Most methodologists give priority to the current state of the theory and practice of foreign language teaching with a strong emphasis on communication, which contributes to the holistic development of personality and the cultivation of spiritual values in students.

The aim of this article is to provide the difference of teaching discipline “Country studies” with traditional and alternative methods. Objectives of the article:

- to identify which methods are traditional and alternative for teaching discipline “Country studies”;
- to suggest alternative methods for teaching the discipline “Country studies” in the higher education institutions;
- to provide the result of an experiment on teaching with traditional and alternative methods of discipline “Country Studies”.

The article shows a comparison of traditional and alternative methods.

Main part

Historically, there have been two functionally different methods: general and private methods. General methodology, as a rule, is devoted to the study of the regularities and characteristics of the process of teaching a foreign language, regardless of the foreign language in question. Thus, the principles of selection of teaching material, the ratio of oral and written speech at different stages of the lesson, etc. will be the same for any of the Western European languages studied in secondary schools in our country. However, the knowledge of general patterns of teaching the foreign language is not enough when the teacher is faced with the specific features of a particular foreign language. Thus, ways of mastering verbal forms. Continuous are specific only for the English language, cumbersome models of word formation, declension of nouns and adjectives - are typical for the German language, and ways of formation of numerals, the use of diacritics, reduction of the article, the presence of the partitive article - in French. Significant differences are observed in phonetics: triphthongs and diphthongs are specific to English, and nasal vowels are specific to French. As experience and practice shows, the teacher needs to develop and implement such techniques, methods and forms of learning, which contributed to the rapid acquisition by students of the relevant specific phenomena in a foreign language. Thus, private methods explores the training of those linguistic and speech phenomena that are specific to a particular foreign language studies.

Main question was which methods are alternative for teaching discipline “Country studies”. One of the experimental groups studied with traditional methods, another one with alternative methods. Traditional methods such as lecture, presentation, practice, production (PPP), direct method. Alternative methods such as expeditionary, storyline and station method.

The easiest and least expensive way to teach any subject is through lectures. Except for the blackboard, it hardly ever necessitates the use of scientific instruments, experiments, or aids materials. The lecture method is a teacher-controlled and information-centered approach in which the teacher serves as a role resource in the classroom. Advantage of lecture method: It is economical with regard to time; it helps in developing the habit of concentration among the students; it helps in achieving even high order cognitive objectives (i.e) application, analysis, synthesis; lecture method presents the subject matter in a systematic way; it develops good audience habits; through this method, new subject matter can easily be introduced; it enables linkage between previous knowledge with a new one. Disadvantages of lecture method: since this is a teacher-centered method so it provides very little scope for student activity; student plays a passive role in this method; individual differences are not taken into consideration; it can not be used for achieving

psycho motor objectives. In this approach, the student merely listens passively while the teacher speaks exclusively.

Presentation, practice, production (PPP) in English teaching is a three-step lesson plan and teaching approach that helps the student learn, understand and practice. The two first phases can be considered beneficial at a psycholinguistic level. The presentation stage allows students to pay attention to and notice specific linguistic features. Advantages: easy for learners to remain focused; contributes to internalising structures in long-term memory; it scaffolds the learning process into smaller chunks – (expose learners to the target structure, gives them controlled practice and then free practice); the teacher and the learners can easily see the progress. Disadvantages: it is a teacher-centred method and teacher talking time might be too long; it is more focused on accuracy than on fluency except in the very last stage; students may get bored and unwilling to participate.

The direct method of teaching. The method of teaching foreign languages that emerged from the natural method. Mukumbek M.M (2022) points out such advantages: due to the application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt; psychologically it is a sound method as it proceeds from the concrete to the abstract. This method can be usefully employed from the lowest to the highest class. Disadvantages: this method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral-aural sense like ears and tongue. The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing. Since this method, grammar is closely bound up with the reader, the difficulty is experienced in providing readers of such kind. (p.124)

Alternative methods.

Expeditionary method. Mukumbek M.M (2022) gives an explanation of the expeditionary method: reaching out to real language environment. Gaining its momentum as a top-notch learner friendly model, expeditionary learning takes both teachers and students outside of the traditional classroom walls (p.122). Students learn by conducting “learning expeditions” rather than by sitting in a classroom being taught one subject at a time. This method works on developing the character as well as the intellect of students. The advantages of the XXI century are internet and apps. With the help of apps Google Earth and Google Art and Culture lessons were held in the classroom. These apps made students feel like they were in those places. Also students engaged to make own tour of certain places and contributed to the development of the country overview app. The method showed the learners’ communication skills and knowledge of information about certain places. Disadvantage of the method is considered a decentralized process as students can access any data and information and can submit assignments and projects on the same online platform so faculties cannot access it using the traditional modes.

Storyline method.

According to S. Harkness, teaching using “Storyline” is very effective and interesting. She also believed that the method can significantly increase the level of development of speech and grammar. The idea of creating the “Storyline” method is as follows: to inspire students to study through the prism of the outside world, expressing their inner world and creativity. The task of the teacher is to teach students to think and solve problems creatively and they need to build classes in such a way that they inspire students to work actively, while developing creativity and mental activity.

There are four basic elements in Storyline established by S. Bell:

- Place of learning process in a detailed time zone and sequence;
- Characters are used in the process;
- An event or events is/are selected to be worked on;
- These provide real problems to the students for solving [2].

Practical implementation of the Storyline technique in learning Country studies indicates that it is really valuable for amplifying all types of language activities due to creation of friendly environment in studied language, development of students’ mental activity in foreign language. The

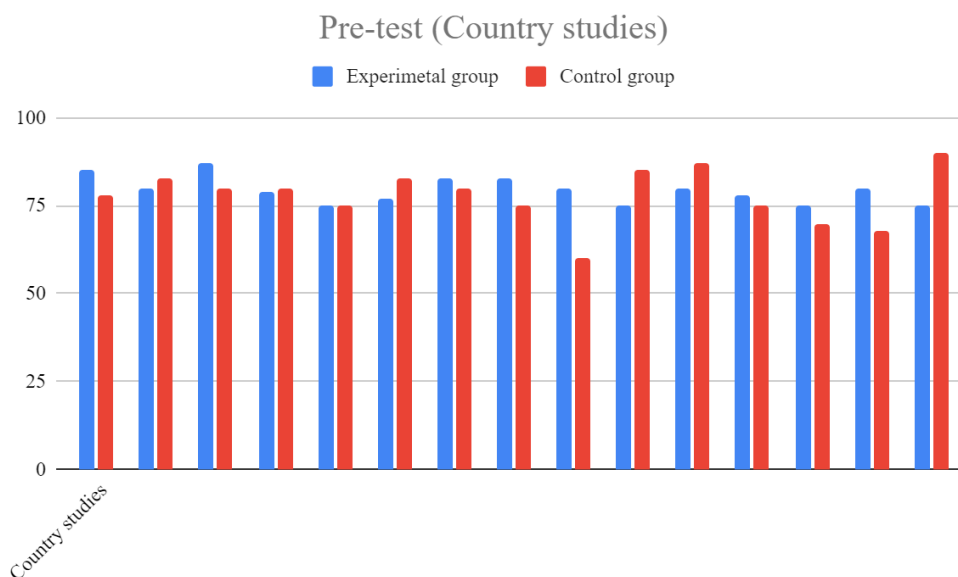
students were interested in the method of creating storylines for creating stories and continuing unread stories by British, American and Australian writers. This method improved learners' writing, reading and critical thinking skills. With the help of the chat application, "an online storyline" was carried out. All students were involved in the task.

Station method.

In the station teaching model of instruction, students and content are divided into three or more groups. The teacher creates tasks based on the one content and divides them into stations. Students rotate between all of the stations while doing the tasks. Smaller group size inevitably means that students get more individual attention. Additionally, the teacher can plan the lesson based on their own instructional strengths. However, implementing station teaching has its challenges as well. It requires a great amount of planning, and timing is critical so it may be hard to coordinate perfectly. Teacher must also consider that some students may not be able to manage themselves appropriately in independent stations, so strong classroom management is key. Station teaching can be used frequently as long as it is planned well based on teacher strengths and implements a wide variety of differentiated activities. The main pro of this method is giving learners the freedom of choice when performing a task. The teacher encourages students to make a collective and individual choice of the type of task, the form of its implementation. The challenging part is that the teacher has to control the groups to do their own task and control the time of work.

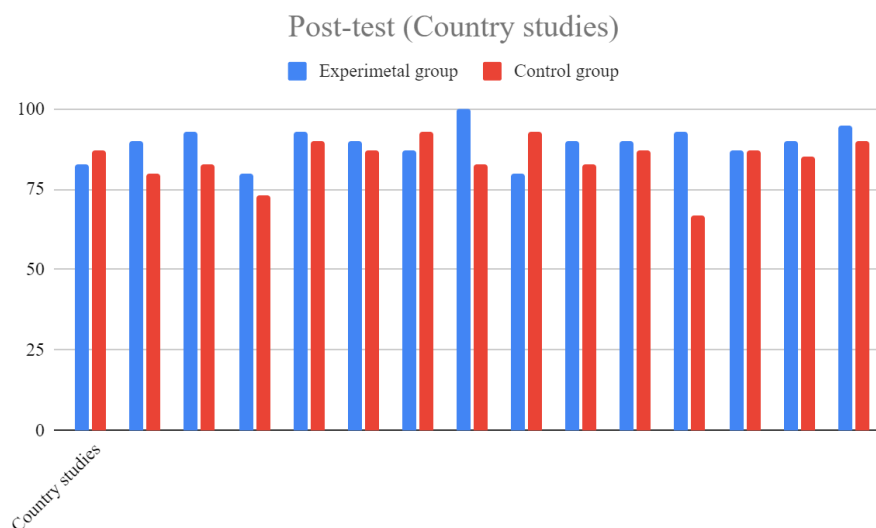
Main question was: which methods are effective? Before and after the experiment, pre- and post-tests were taken. The diagrams below show the results of each group's experiment.

Table 1. The results of each group: experimental and control in the pre-test in the discipline "Country Studies"



The average percentage of the pre-test: control group 78, experimental group 79. Knowledge of the both groups were same. The difficulties lay in the years, personalities and specific events that took place in America and the United Kingdom.

Table 2. The results of each group: experimental and control in the post-test in the discipline "Country Studies".



The average percentage of the test: control group 84,5, experimental group 89,4. Experimental group showed better results.

Conclusion

In summary, the experiment yielded its results. Alternative methods can be used in everyday teaching methods. The use of such methods increased the interest of students and their activity in the discipline “Country Studies”. The work also cited the advantages and disadvantages of using alternative methods, such as expedition, storyline, and station method. It should be noted however that, students’ background knowledge, academic performance and learning abilities need to be taken into consideration for the selection of the most suitable teaching method and combination of teaching applications. It should also be mentioned that learning a foreign language is largely determined by the motivation of the students of higher education establishments with specific training conditions.

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THE VALUE OF USING NEWSPAPER ARTICLES AS SUPPLEMENTARY LANGUAGE TEACHING MATERIAL IN MASTERING STUDENT’S READING SKILLS