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Pedagogical and psychological grounds for the usage of traditional and innovative methods in English language classes (VII-IX grades)

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Scientific Secretary, Professor of
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General description of the Work
Actuality of the topic

The process of teaching foreign language is influenced by several factors. It should be noted the impacts of fields and events such as: country policy, economics, prevailing mood in society and etc.

Relationship between countries often affects on formulation of dependence on the language of these countries, which clearly reflects the school policy of languages. In Georgia, study of foreign language, especially English language teaching methods, has acquired special importance in recent decades and is due to many factors. First of all, it should be noted that the change of political context in the 21st country has resulted, that English language became the language of the daily necessity, education and in general, the language of communication with the outside world in. The number of knowledgeable English people around us is increasing.

In this reality live without a foreign language, work and communication are almost impossible. Consequently, the goals of the English language teaching were changed and became necessary to identify the approaches and methods, which were able to achieve these goals. The research of the efficiency of the methods, their comparative analyzes and the optimal method of searching has a long history. If you look at the basic stages of English Language Methodology, many learning methods have been developed, worked out and published in practice for centuries. Methods appeared, more or less successfully existed and lost. The new and new methods emerged from the old method. The question arises: what supports to create a wide variety range of methods? At different times, the lesson of the foreign language had different objectives and contents, and there was a different way of organizing the educational process.

If the aim of the foreign language lesson about a century ago was to translate grammar rules and classical works, today, it is important to communicate

in the language of study and to appreciate the culture of the study country. Thus, the society is responsible for the creation, origin and development of methods, as a result of the public order, the method is created to solve the tasks they face. In this direction, certain steps taken in Georgian educational space, studies focused on the adaptation of the situation in the field of English language learning and adaptation to the modified requirements are still highly relevant. The actuality of the presented research is due to this factor.

The purpose of the research is:

- Based on analysis of traditional and innovative methods used in English language learning, examining / studying the issues related to the English language teaching in seventh-ninth grades, establishing effective approaches in an attempt to introduce them in a subjective space, taking into account the pedagogical and psychological basis of teaching.

Subject and object of research: Study of the use of pedagogical-psychological bases on the use of traditional and innovative methods in English language lesson (VII-IX grades), identify existing problems and elaborate effective approaches

Research tasks: Let's take to the foreground the research and exploration of pedagogical and psychological basis of usage traditional and innovative methods at the English language lesson, which is related to the improvement of English language teaching in the basic level, to determine the complete objective reality connected to these issues, in particular:

- Pedagogical and psychological grounds for the usage of teaching methods at the English language lesson on the basic level;
- The essence and meaning of the usage of traditional and innovative methods of teaching English language on the basic level;
- Whether the methods declared by teacher in English Language, are in accordance with the methods used in the study process or not;

- In the process of teaching English Language, expose of post-methodological pedagogy, age and psychological characteristics and teachers' methodical competences.
- Introduction and implementation of principles of post-methodology on the basic level in English language teaching;
- On the basic stages in English language teaching, selecting modern methods and effective strategies and implementing them in practice.

Research methodology: During research, Selecting modern methods and effective strategies and implementing them in practice on the basic level in teaching English language was used. As quantitative: Questionnaire, Interview, and Focus Groups, also inquiry: processing and analysis English and Georgian literary sources, Observation of the process of lesson, Comparative, confrontational, evaluative and systematic analytical studies, personal experiments and more.

Theoretical significance of the research is that the dissertation work contributes to the English language and can be said generally in the foreign language teaching methodology, by exposing traditional and modern methods in new setting of the research. By rejecting some of the widely recognized provinces, it makes quite unusual approach to Georgian pedagogic space and offers the introduction of a principle of pragmatism in teaching English language in Georgian school space, which is considered as a major step in the language of teaching.

The practical significance of the research is due to the model developed by us, which is a combination of basic principles of post-methodological pedagogy and concrete learning strategies and activities. The model can be successfully implemented on the basic level of public and private schools and it will be interesting and useful for English teachers.

Scientific innovation of the research: The scientific innovation of the work is that, its first time when in the work in Georgian pedagogic literature characteristic of the post-methodology and basic principles are discussed. It offers suggestions for adapting these principles into Georgian school space and forms of introduction in English language teaching. The thesis represents the first tests to bring these issues into one system and monograph study and fills the gap in this respect.

The hypothesis of the research lays in the fact that if the pedagogical and psychological grounds of the usage of traditional and innovative methods will be thoroughly studied during English language lesson (VII-IX grades) their pedagogical assessment will be objective, Scientific analysis, critical understanding of their dignity and deficiencies, this will facilitate the introduction of innovative pedagogical approaches used in English language teaching, It will help to involve teachers and methods of teaching in the learning process, which ensures high academic level of students in English language.

Approbation and publication of the research: I was publishing the issues discussed in the dissertation as scientific articles. The results of the study were systematically familiarized with Pedagogical Department of Akaki Tsereteli State University and the finished work was reviewed and evaluated by the Department of Pedagogy of Akaki Tsereteli State University.

Research Stages:

- Primary processing of pedagogical literature, compilation of bibliography;
- Learning and processing of materials related to English language teaching;
- Analytical processing of scientific literature, establishment of research tasks and hypotheses;
- Realization of research methods;
- Pedagogical and Didactic analysis of materials accumulated as a result of research;

- Dissertation.

We have the following provisions for protection:

- Pedagogical and psychological grounds for the usage of teaching methods at English language lessons (VII-IX grades);
- Importance of the age and individual peculiarities of pupils at English language classes (VII-IX grades);
- The essence and meaning of traditional and innovative methods at the English language lesson (VII-IX grades);
- Characteristics and basic principles of post-methodology;
- Selection and usage of modern methods and effective strategies on the basic level at English language teaching and introduce in practice.

In the process of theoretical and practical research the following results were obtained:

- It has been established that considering the age and individual peculiarities of pupils has special importance at the English language class (VII-IX grades);
- As a result of the review of traditional and modern methods, it was found that for teachers it is quite difficult to create sharp dividing line between them.
- It has been established that there is no one unique method ,by which to study English language would be perfect;
- It has been established that the success of the teaching process depends on the fact that teachers, who are often passive technicians at present, should become both reflexive practitioners and transformational intellectuals.
- It has been established acceptable principles for the post-methodology, which do not deny modern methods; on the contrary, in many cases they come out and at the same time resonate with the traditional.

- For post-methodology conditions its characteristic: Raise cultural consciousness, ensure social relevance, promote learner autonomy, and maximize learning opportunities.

The volume and structure of the work: The work includes the introduction, three chapters, t general conclusions, used literature and annex. In introduction, the purpose and objectives of selecting the dissertation topic are justified, its actuality, theoretical and practical value are examined, problem is defined, general tasks and methods of research are indicated, basic provisions are established.

Dissertation Brief Summary

Pedagogical and psychological grounds of teaching methods of 1st chapter at English language classes (VII-IX grades) in the first paragraph there are examined some classifications of methods. According to Professor D. Lortkipanidze: "Method of teaching is the way, where the knowledge is given by the teacher to the pupils for acquisition of the program. In our opinion the interpretation of methods of D. Lortkipanidze is entirely concentrated on the practical side of the study process. The term "method" has the same meaning with E. Anthony, who offers the model composed with three components: these are: approach, method and technique.

According to this method the Approach combines views and assumptions about Language Learning and Language teaching. In the method, the author unites the forms of theoretical knowledge in practice, mastering concrete skills, submitting content and teaching. The technique implies concrete tools, instruments that are used by teachers in classroom activities. J. Richards' opinion about the method is different and even broader. In his opinion, the method involves the approach, the design and the technique / procedure. According to Richards, the method is general, it is built on the approach. In the approach the author implies the theoretical foundations of

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the method. The structure is characterized by the typical characteristics of the method, and the technique is considered as a method of activity to accomplish several tasks. According to this model, Methods of Anthony's Classification can be considered as a list of techniques, methods or procedures for the method.

In second paragraph there are reviewed main stages of development of teaching methodology of English language. The English language teaching method has rich and quite distant traditions. The information about teaching methods is still found in the XVI-XVII centuries. In the 19th century the so-called translation methods were created. Within translation methods two directions are named: Grammatical translation (synthetic) and textual-translate (analytical). Today the grammar-translation method combines both directions and that's why we do not divide them. In the 70s of the 19th century, the "reform period" methods were created, one of the representatives is the "Natural Method". According to the natural method, a foreign language can be studied like a native language. For this it was necessary to create an atmosphere at school, through which the pupil, who was exempted from native language, would be able to establish an intuitive connection with foreign language. In the 50s of the twentieth century, the modern modification of "direct methods" appears on behalf of "neo-mode method" which is divided into two subgroups - reproduction of language (spoken, writing) and reciprocity (listening, reading). In the second half of the twentieth century, modern modification of the direct method appeared, audio-linguistic method. The method was based on the theoretical theory, where teaching was discussed as a form of habit. In the 1970s, appear the methods that are known as humanitarian methods and in whose center stands a learner of the language. Humanistic methods have not become so popular for the broad masses. Today, communication method is considered as a priority one in the study of foreign language, whose main goal is to acquire a foreign language in terms of its practical

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application. Sub-categorization of the communication method is considered as a task-based learning. Two, strong and weak forms of communication approach is named by A. Howatt. The task-based teaching is considered a powerful party of communicative approach. The task-based teaching means, that the task itself is the main driving force of the learning process, and language acquisition appears in the process of task implementation.

The third paragraph focuses on the psychological and pedagogical skills of teaching English language. Traditional teaching methodology has reached its peak in the middle of the twentieth century. According to the traditional methods, the quality and academic knowledge and its direct transfer were important. Teaching was unified and strangled the identification of students' individuality. Psychology involvement became required and necessary in teaching / learning process, as psychology studies the development process. Develop systematic basis of teaching active methods widely started in the second half of the 1960s and in the early 1970s in the study of the problematic teaching of teachers and psychologists. In 1965, during the training process of activation of the research analysis M. Skatkin focuses on innovative teachers' practice and notes at the beginning of his research as a new direction in the Didactics. As professor I. Basiladze notes the concept of "subject matter of content" was introduced in the initial provisions of the theoretical method of teaching, which was developed by academician A. Leontiev. Knowledge in it is recognized as an activity, which is aimed to explore the subjective world. Therefore, it is a subjective activity, "When people come into contact with the things from around world, it gets acquainted with them and becomes rich, as the cognition of the universe (learning and self-learning) as well as practical experience as an impact on it. Active and interactive methods are based on the essence of constructivism theory. Constructivism is a learning philosophy based on the idea that, based on our own experience, we are creating (constructing) the understanding of the world in which we live.

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In paragraph 4 the pedagogical and psychological characteristics of VII-IX grade pupils are given. Based on Professor Sh. Malazonia's perspective, adults of secondary schools are in our target group. According to the author, the period must be called as a transition period, because at this age people leave a childhood and gradually enter into the young man period. The following features are characteristic for teenagers: Abstract thinking, understanding and management of its intellectual processes, logical thinking, hypothetical thinking, speech control and management, perception, memory, attention intellectualization, etc. To develop positive norms of conduct in schoolchildren, teachers can be helped by: Creating environment for development, identification of characteristic changes for teenagers, increasing liability for healthy living, determining character traits for durability and development and etc... In the process of working with adolescents of this period, emphasis should be done on social activities, in which the needs of our pupils are reflected, we have to try to enhance and enrich their social self-consciousness in this period. After that, when they have high social self-consciousness, we will use the effective teaching of the language. It would be nice if we plan to do such outdoor activities as, for example: to attend sports or cultural activities, etc.

The fifth paragraph examines the principle of teaching and their essence and meaning. Professor I. Bibileishvili introduces a principle that is a good teaching principle. According to the author, there are basically two directions in teaching: Teaching on the level of information and training at the level of search. Training at the level of information involves instruction based on the textbook, and the search level is based on free thinking. When the teaching is informative, the student learns the program at the level of concepts. The teacher evaluates the material got from the level of concept by memory level, how well the student remembers the factual material provided by him. The main goal of the teacher is to create an exploration environment in the classroom. During Exploration

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teaching conditions, we should hear from the student such questions as: how, how, why. In the opinion of the author, surprise maximally develops intellectual skills in students. The teacher evaluates the level of knowledge at the level of thinking level. According to the Professor I. Bibileishvili, the didactic idea of the teaching principle of teaching is teaching at the level of exploration. V. I. Zagviazinski offers a relatively new didactic principle, such as the principle of emotional atmosphere of normal motivation and favorability. In authoritative pedagogy was given the advantage of the obligation. The pupil is obliged to fulfill his obligations first of all. Humanistic pedagogy implies cooperation between the teacher and the pupil and the joint creativity. The inner motivations of learning arise, such as: interests, needs, aspiration to study. The author also identifies the principle of combining individual and collective forms. According to V.I Zagviazinksi full individualization of teaching is irrational by several ways. It does not give a student a wide variety of relationships, does not allow joint work and learn to live in the collective. Not only collective forms are appropriate, which often lead to a middle-oriented approach and lose the personality. Continuous search of harmonious combination of these two opposing forms and approaches is under way.

Second chapter. The essence and significance of traditional and innovative methods in the first paragraph provides one of the first methods of teaching English- Grammar-Translation Method. The method relies on the linguistic view that "there is the same general grammar of all languages, the lexical concepts are the same in different languages, the language is understood with the thinking, and the concept of the word, the language is treated as a frozen logical category." The method of writing was grammatical accuracy and translation, from the target-language to the native language. The followers of this method considered, that the solid knowledge and ability of grammatical structure, that the language learner was correctly translating every single words, or sentences was enough to use the

language for communication later. The teacher chooses authoritarian style of class management in this type of course, while the rules of the game are determined by the teacher. The lesson is being conducted according to a pre-designed plan. Its main function is to deliver knowledge, and the students are obedient. Level of discipline is very high.

In the second paragraph we consider the features of the audio-linguistic method. The basis of teaching is verbal speech. At the beginning stages of the teaching of foreign language, the authors of the method are refusing to teach reading (Except of reading techniques) with the cue that the reading can be obtained only after learning oral speech. According to them, the basis for learning foreign language is the sound system and structures. The best way to learn the language, is to produce the pattern and to study the sample by repeatedly repeating it. The method is based on Behavioral and Structuralism Theory. Behaviorists believe that the study of scientific psychology should be the behavior of human beings, because only direct behavior is possible. In humans' development learning is crucial. The language learning process is the process of mastering the habit. Speech teaching is not related to the development of thinking, it should be done through mechanical repetition. As for the teaching of structuralism, it draws attention to the three systems in the language: Phonemic (sound), morphology (word processing) and syntax (grammar). According to structuralism, the study of language implies the proper gathering of these basic elements that begin with sound and ends with the suggestion.

In the third paragraph, we talk about humanitarian methods. These four methods are based on the humanistic theory of psychology and that is why they place the number of humanistic methods. Humanism is the trend in philosophy, art and literature, which considers all human values and the human as most important ones. One of the humanistic methods is the total physical response method, which appeared in the 1970s. Its principal founder was the famous

American psychologist James Asher. This is a language teaching method based on speech and function coordination. Our memory is active when it comes to physical activity. The more often the person repeats something with physical actions, the more it becomes deeply in our minds. J. Asher put forward the following provisions: Study of foreign language is very similar to the process of studying the native language of the child. The teenager should start learning the language by listening and responding to it physically, because the brain better remembers what the action is about and then the student will begin to talk naturally. Of course, during the teaching process positive environment has an important role; because the language study process is more effective when it is not related to strong emotions and stress. The method that does not require linguistic reaction from learner's side and is looks like a game, positively affects on children's motivation, reduces stress, strengthens the feeling of self-confidence and creates a positive environment. J. Asher believed that the advantage of the method was that it was based on the understanding learning with the help of listening. J. Asher believed that the usage of comprehension skills leads to the development of language product skills.

One of the humanistic methods is the method "Silent Way", which can be translated into Georgian as a "Silence Way". The origin of the method is related to the famous Egyptian mathematician C. Gattengo The mathematician was often employed on various schemes, and hence he had the idea of using phonetic circuits in the study of language. Often appears the question why the method is called "silence». This name is derived from the role of the teacher. The teacher's function in this case is the most passive and silent during teaching. The founder of the method found that this feature of the teacher is effective in learning the language, because the language learner better understands the language, if he himself finds and creates the language, rather than if teacher gives everything in a ready form. The method draws attention to the learner's autonomy, its active

involvement. The teacher's silence is one of the strongest tools to achieve this goal. The main thing is to develop a self-expression of language learners and to have the power to correct their mistakes.

The humanistic method is Suggestopedia. The founder of the existing method is Bulgarian educator and psychiatrist George Lozanov. J. Lozanov developed this method based on the idea of "suggest logy", which implies the impact of the human mind, even in an inactive state. He believes that people in a relaxed state can gain enormous information. In his opinion, a person studies the best when his mind is completely free from suspense. One of the characteristic and qualitative features of the method is the usage of emphasized texts during teaching, music and pupils active participation in songs and games. J. Lozanov believed that, as a result of observation, teaching with music background was 25-times increasing the quality of teaching, than other methods. Music has a positive impact on the mental, possibilities of a human. Its purpose is to give the student a physical-mental relaxation.

One of the humanistic methods is Community language Learning. The author is an American scholar and psychologist C.A. Curran. In the course of teaching, the teacher is represented as an adviser, and his pupil is a client who gets the role of an interpreter with a teacher's help and translates various thematic proposals, or lexical units. There is no syllabus or any specific manual in the process of teaching that defines the content of the lesson. A decisive role is assigned to the student himself. He defines talk topics that are based on real life issues. The main task of the teacher is to create a friendly and calm atmosphere in the teaching process.

In the sixth paragraph we consider the communicative method that has emerged from the beginning of the XX century, from sixties. Its main objective is to formulate communicative competence, or communicative skills. It describes not only a combination of grammar, lexical and phonological rules but as a means

of expression. According to the language teaching communication method, more advantages are given to importance rather than form and to free speech than the right speech. S. Krashen theories and provisions were transformed into turning point in the study of language in the 1980s. According to S. Krashen, there are two independent systems in the process of language representation, through which we develop our linguistic skills: Conscious acquaintance and natural acquaintance. The main task of the natural acquaintance of the language is to interact in the language of study, which implies not on the concentration of the acronym, but the communication. Natural acquaintance of the language is an intuitive, subconscious process, which is unreasonably carried out by the learner, the consciousness of the language means the formalities are ineffective. In this sense, the learning is concept or conceptualization. Instead of learning the language, the student learns abstract, conceptual model of language. Compared to conscious acquaintance of the language, S. Krashen prefers to use the language naturally. S. Krashen asserts that the language we naturally get is always available in spontaneous speech, but the language that we have deliberately taught with grammatical or lexical units, is unavailable for us in spontaneous, gained speech.

In the Fifth paragraph we discuss the teaching based on the task. Method creator is a well known Indian American mathematician N. S Prabu. In the opinion of the author, the students learn the language better when they focus their attention not on linguistic, but on non-linguistic, life-related issues and problems. The main feature of the task is the following: The task is to assemble the type of exercises in which the language learner works in the target language. The purpose may be aimed either by themselves or by the teacher; the task may be done individually or in groups. We can give him a form of competition or group work; the result may be something specific (report or presentation) or something intangible (agreement or problem solving); It includes the language of communication in which language learning focuses attention on the language and

not the form. The task should be authentic and closer to real-life, living-or-life experience of language learners; the learner should take a variety of diverse activities, where they are required to choose, negotiate, when and how to study.

In the sixth paragraph we have reviewed the information on the post method conditions. In recent decades the issue has been raised in a different way. The emphasis was made not on the approval of any of the methods or the creation of a new perfect method, but on the general principles, whatever should be based on the teaching of languages in the modern world. The famous Indian linguist B. Kumavardivelu calls this condition as "postmodern situation". The author generally names three factors in order to determine the post-methodology conditions: First and foremost, he is looking for a path similar to the existing methods and not the alternative method itself; the second factor is -teachers' autonomy; Third direction - pragmatism based on principles. The author offers three types of teachers as a result of accumulated experience: Teacher as Passive Technician, Teacher as Reflective Practitioner, and Teacher as Transformative Intellectual. The main principle for passive technician is the existence of empirical knowledge. The main focus of the teacher is to transmit actual knowledge, which implies a list of facts and rules. The second category of teachers is reflective practitioner, which has the following characteristics:

- Researches and attempts to solve those dilemmas that arise in classroom practice;
- Have the ability to evaluate and examine those needs and values that he teaches;
- Is attentive towards the institutional context;
- Participates in development of syllabus and conducting school affairs;
- Takes responsibility for their own professional development.

As for teachers, as transformational intellectuals, they give pupils not only knowledge and develop their social skills, as well give the learners such skills that

will have their function in the community to assess the critical evaluation of the facts that can evaluate and analyze the events. One of the signs that characterize the post-methodology as shown above is the principle of pragmatism. The author distinguishes principle pragmatism from eclecticism. It's not enough to remove and combine different techniques from different methods, because all these things have a chaotic look in the subjective system. It was transformed into degraded, unsteady, unprincipled pedagogy. B. Kummaravadivelu offers the characteristic, eclecticism, based on the principle of pragmatism of the post-methodology. He offers the leading principles of language teaching, which are based on historical, theoretical, empirical characteristics of the learning and teaching process. The author offers ten principle / macro strategy:

1. Maximize learning opportunities-This macro strategy provides the teacher's teaching as a creative process, the process in which the teacher keeps balancing between the role of the manager and the mediator between teachings. This principle provides for the creation of an optimal learning environment by the teacher. It is important to draw dividing line between teaching and learning. Placing them on one plane is a big mistake; they are two different elements in the learning process. The main condition of this principle is to create a learning environment that will facilitate learning. The teaching manager should be not only a teacher but also a pupil. They should have the right to equal management in educational space. So every strategy, every step of the lesson, all resources should serve for the teaching.

2. Minimize perceptual mismatches-This macro strategy emphasizes the existence of potential incompatibility between the teacher's intentions and interpretations of the learner. The absence between the teacher's and student's perceptions causes cognitive, linguistic, cultural and other circumstances, which ultimately prevents the success of the educational process.

3. Facilitate negotiated interaction- This macro strategy facilitates classroom interaction with pupil-pupil, pupil-teacher, in which the language

learner initiated to solve various issues and in which there is a need to agree on the overall importance. This principle implies the maximum involvement of the student in the study process. The existing strategy is directly related to interactive teaching and its typical specimens are group work, couples or triads.

4. Promote learner autonomy- This macro strategy is one of the important principles. It helps the learner to learn how to learn. The main task of teachers is to teach pupils not only the language but also to teach them how to learn and master the existing material, teach strategies, techniques, ways that make it easier for them to general language, or how to master the elements of certain language. They should take some responsibility for the learning process.

5. Foster language awareness- This macro strategy attempts to focus pupils' attention on the formal and functional peculiarities of the language in the study of foreign language. The principle is really overwhelming in Georgian reality and most emphasis is on the formal side of the language rather than its functional part. It should be considered as an influence of traditional, grammatical translation.

6. Activate intuitive heuristics- This macro strategy is designed to provide rich textual data to enable the learner to master basic grammatical and communicative features. This principle is the same as inductive teaching, which means imparting student's knowledge by indirect and not direct manner, because studies show that self-disciplined training is more effective and is a long-term memorandum rather than a doctrinal exercise.

7. Contextualize linguistic input- This macro strategy emphasizes the most important - language contextualization. The usage of language is unimaginable without contexts and, therefore, the language teaching is unimaginable without considering and using its context. Any explanation of the teacher, example, or the other should be in context and not outside. Semantic, paradigmatic, syntactic use of language should be used in such activities as: Problematic tasks, role playing games, situational tasks and other linguistic, extracurricular situational contexts.

8. Integrate linguistic input- This macro strategy implies a holistic linked language skills. This strategy involves the integration of four traditional skills (speech, writing) and recipes (reading, reading) skills, the teacher should be focused on the development of all these four skills and not separately.

9. Ensure social relevance- This macro strategy emphasize the need for teachers to be sensitive to the social, political, economic and educational environment in which the exercise takes place.

10. Raise cultural consciousness- This macro strategy implies that the language learner should be as a language trainer. Encourage them to enter into classroom activities that are culturally linked to the target language. It is impossible to teach language without culture, without considering its traditions.

The first paragraph of the third chapter describes the stages and goals of our empirical study. At the first stage of our research, we aimed to find the attitude of Basic English language teachers to methods. Which methods are familiar with them and which of them they prefer the advantage of language teaching? They were loyal to only one method or were using other methods too, what kind of views and attitudes they have about their language teaching, which strategies and activities do they prefer? On the basis of the received data we wanted to find out, how the compliance of methods and strategies declared by the teacher was accurate with the methods and activities that are actually applied. At the second stage of the research, our task was to develop a model of specific strategies and activities and make the initial conclusions based on his pilot. The participants of the research were Teachers of English language (VII-IX grades) from 3 cities of Kutaisi, Tskaltubo and Khoni public schools. In total 45 teachers were interviewed. The first step was to prepare questionnaires and deliver them at schools.

In the second paragraph, we analyze the results. The first question of the A-paragraph which methods were familiar with them these answers are as

follows: The most recognizable method for them was the communication and grammar-translation method. They received similar results; the least recognizable method to our teachers was the method of physical reaction.
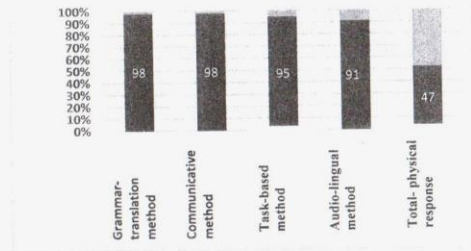
According to the second question of the paragraph A, which method was used at the English language lessons was as follows:
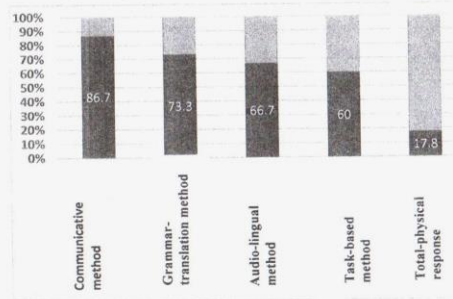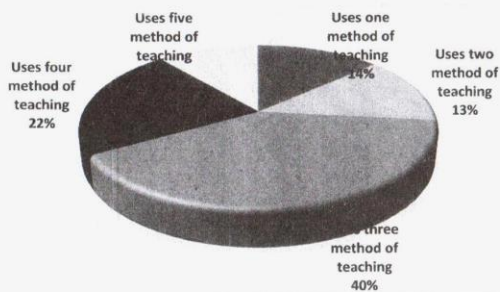
A. ccording to the second question of the A-paragraph, how many methods were used in the teaching of language learning from English language teachers. Only 14% of teachers use one - communicative method of teaching. 13% of teachers use two methods. These methods are communicative and audiolingual methods. The three most widely used methods are communicative, task-based learning and grammar-translation methods. Teachers use four methods, use all methods except physical response method. The method most commonly used by teachers is the method of communicative teaching, And the least the physical response method.

B. The following 22 queries under paragraph B were posted as follows: After looking at the questionnaire it is easy to notice that all the strategies that are characteristic for traditional methods are used by the highest percentage of teachersBut if you compare the strategies that are typical to the communication method, they do not have the unequivocal support from the teachers, Teachers do not support such a high percentage like using traditional methods.

C. - The four provisions of the paragraph are based on the knowledge of the language / knowledge, the majority of the teachers have chosen the following provisions " For English language it is important that the learner is able to use the appropriate phrases and expressions of the situation" This provision defines the essence of modern methods, We are pleased to see that in this paragraph he teachers and the relevant provisions were converged.

D. The same has repeated in the D-Paragraph Regulation "The teacher will most likely help pupils to give them the best possible means to find out the rules, find new information and share ideas with each other40% of the interviewed teachers gave the first place. This provision, as in the previous case, is a characteristic of the modern method.

E. From the proposed activities in the e-paragraph,the ,from interviewed teachers (58,7%) selected the activities that are characteristic of traditional methods.

Based on the results of the literature review and research results, the second phase of research and intervention was planned. Focus group of four teachers was created, the meeting was held where the group introduced the basic principles of post-methodology. According to the results, we got identification of the respective activities of each principle and developed a joint model "PM + Activity" for interventions. This model applies to the objectives and goals of the National Curriculum. Below is a model for a table.

Principle	Relevant activity
4. Ability of teaching maximization	1.Imagine, create, present 2."Visitor Map"
2.Different nonconformities	3. Brainstorming 2. "I know, I want to know, what I learned"
5. Supporting interaction oriented approach	1. Learning Menu
6. Promotion of learning autonomy	1. Observation 2. Self-assessment questionnaire 3. Interview
7. Raising awareness	---------------------------------
8. Intuitive heuristics to activate	---------------------------------
9. Contextualization of linguistic information	4. Troubleshooting 5. Role Games 6. Situational task
10. Integration of language data / information	---------------------------------
11. Social importance of the provision	3. "Find a person who ..." 4. Learn more about each other ...
12. Cultural awareness raising	5. "White Friday" 6. Excursion 7. Guest 8. Visit to the museum; Theater; In the gallery;

The intervention was planned using the model developed by the focus group. Held 12 lessons (one teacher conducted 3 lessons) Using a model developed in all classes of base cycle. At the same time, the workshops were held, where the reflection of the lessons was discussed and planning the lessons on the basis of experience sharing. The aim of this stage was to evaluate the model,testing and

refinement its efficiency, Identify disadvantages and promoting the in-depth understanding of the model.

At the end of the dissertation there are general conclusions:

- During English language teaching process essential methods should be correctly chosen through which students will be taught with knowledge skills; Determine the location, subject, teaching objectives and tasks of using the method;
- The diversity of methods selection is determined by the fact that language teaching is multidimensional and complex; in which there is the total chain of involved methods, or activities;
- Depends on teacher's mastership how efficiently he will use the methods under one concept to make the desired result;
- There is not any defined answers to which method of teaching English language should be given priority. There is no theoretical or experimental empirical evidence to prove the absolute effect of any one method.
- Every method has its own periods of ups and downsThere are methods that have survived during the time and have not lost their sensitivity, but there are methods that can only be used in narrow circles of language learners.
- Usage of Active, Innovative Methods in the teaching process is a necessary condition for preparing highly qualified specialists and provides positive results. They allow students to develop knowledge and skills through active learning-cognitive activities.
- Based on the subject of the study, the teacher should focus on such social activities, in which the needs of the students' lives will be reflected, **like "Find a person who ..." "Learn more about each other", etc.**
- Correct understanding of didactic principles , their in-depth knowledge and consideration plays a decisive role in the process of teaching as a teacher's

professional advancement, as well as increasing the academic performance of the student.

- It was confirmed that the teacher, as a passive technician, fully trusted to school administration and the Ministry of Education, who is waiting for directives to act unwittingly and properly, will not be able to adapt to the new reality and introduce the latest approaches to teaching methods. The teacher should become a reflexive practitioner who plans, creates and researches his practice.

- Teachers, who are often passive technicians nowadays, must step by step and become as reflexive practitioners, also transformational intellectuals. They should systematically study their practices and reflex itself. Their goal should not just only the target language, as it is in most cases. The teacher will be a teacher of English language or other subject, has a great mission – they have to transform and rise a healthy thinking citizen, who at the same time owns foreign language at appropriate level.

  - Kumaravadivelu's term about post-methodology conditions clearly reflects the condition of the day. We should share his main pathos, that today, there is not time for unconditional obedience of methods, either its traditional or innovative, but to start searching for ways that will replace the methods, will make teaching more practical, the teacher will increase the autonomy and make the diversity process of teaching. No need to be treated in the framework of the methods, on the contrary, we should open frames, boundaries, and combine everything to achieve good results.

  - Combination of methods and techniques characteristic to them should not be according to random sampling principle, but should be deeply thought out nd be based on what Kumaravadivelu calls "principle pragmatism".

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- Based on research, 86.7% of surveyed teachers use the communication teaching method, but the same study has shown that about 90% of teachers use those strategies that are traditional, in particular, which method is characteristic for the grammar-translation. Consequently, they can not appreciate their practices realistically and the traditional practice of teaching is unjustifiably named with the recommended, current, name of the "fashionable" method (in this case the communication approach).

- The difference between the declared method of teacher and the actual strategies and activities that are used, proves that the new method, such as the promotion of communication approach and the trainings are not enough to change the practice. We should find other ways, which will allow teachers to analyze their own practical needs in depth and make an informed choice for the best combination of existing and novelty.

The main scientific results of the dissertation are published in the following publications:

1. Grammar-translation method and its peculiarities. Periodical International Scientific Journal "Intellect" by Georgian Science and Society Development Foundation. 2015 year №3(53). pg22-24.

2. Didactic principles of English language teaching. Periodical International Scientific Journal "Intellect" by Georgian Science and Society Development Foundation. 2016 year №2(55).pg.17-19.

3. Theoretical-practical basis of the audio-linguistic methods. Periodical International Scientific Journal "Intellect" by Georgian Science and Society Development Foundation, №1(57), Tbilisi, 2017 year. pg.32-34.

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4. Communicative method - Stephen Krashen. Periodical International Scientific Journal "Intellect" by Georgian Science and Society Development Foundation, №2(58), Tbilisi, 2017 year. pg. 38-40.

5. Post-Methodological Era. Periodical International Scientific Journal "Intellect" by Georgian Science and Society Development Foundation, №2(58), Tbilisi, 2017 year. pg.34-37.