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## MODERN METHODS OF TEACHING A FOREIGN LANGUAGE

**Abstract:** This article discusses several modern methods for the effectiveness of the English lesson, as well as for the development of a new topic without barriers.

**Key words:** Method, interactive methods, result, approach, case, portfolio.

**Language:** English

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### Introduction

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The changing realities of the modern world require the same changes in educational systems. Therefore, the topic of innovation becomes important for the entire education system and foreign language teaching in particular. Unfortunately, the educational system at this stage takes a “catching up position” in relation to the economy, engineering, technology, although education should predict the future activities of a specialist and prepare him for this activity [1].

Modern methods of teaching foreign languages offer us a wide range of teaching concepts, methods and technologies - both traditional and innovative. Curriculum developers and educators prefer one method or another depending on the learning objectives, student population, duration and intensity of the training course, and other conditions. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has increased significantly, which should be taken into account when teaching a language. The specificity of a foreign language is that we do not teach the basics of science, but skills and abilities, and this requires sufficient speech practice. The purpose of language teaching is not only to acquaint students with the system of a foreign language, but, above all, to teach them how to use the language as a means of

communication. Consequently, both the entire structure of the classes and the methods used must correspond to the real situation of communication, and training must take place in the conditions of interaction between students.

The means of achieving subject and meta-subject results, as well as personal results of students, are educational technologies. The teacher's work system to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: communicative learning technology, technology for understanding the communicative meaning of the text, game technologies, learning technologies in collaboration, project technologies, and others.

The most important trends in the development of modern society, associated with the processes of globalization and informatization, are directly reflected in the educational process in general and in the field of foreign language education in particular. At the moment, there is a need to further develop the issue of introducing modern Internet technologies into the educational process, especially in the field of higher professional education. There is a need to develop a specially organized work with information. Today there are a large number of Internet resources. They contain material that could potentially be used for educational purposes. One of the modern technologies that allows organizing the cognitive activity of students in a special way in the context of a constantly growing amount of information and the

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emergence of accessible online learning resources is the technology of web quests.

Developed in 1995 by Professor Bernie Dodge, Professor of Educational Technology at the University of San Diego (USA), WebQuest is a learning method in which students of various levels take part in a specific task that uses pre-prepared Internet resources [2].

According to B. Dodge, the structure of a web quest should be presented as follows: - introduction - a description of the main roles of the participants or a quest scenario, a preliminary work plan, an overview of the entire quest; - task - the formulation of the problematic task, the form of presentation of the final result; - resources - list of information resources; - work plan - a description of the work procedure that must be performed by each participant of the web quest when completing the task independently (stages); - assessment - description of the criteria and parameters for evaluating the web quest; - conclusion - a section that summarizes the experience that participants will gain when working on a web quest.

M. Luzon, who studies the use of web quests as a means of teaching English to students of military specialties, argues that the use of web quest technology expands the possibilities of using linguistic knowledge and skills [3]. It promotes effective communication in the professional field, prepares students for lifelong learning and autonomous learning, helps students become multiliterate and teach them how to process semantic constructions so that they can understand and create the full variety of texts that exist today, including electronic ones.

Another highly effective teaching method is the use of the educational "Portfolio" in the learning process at an educational institution, because it is a means of increasing the level of independence of students in educational activities and their professional and personal self-development [4]. During its compilation, a phased documented fixation of the student's achievements takes place. The student is given the opportunity to demonstrate not only language skills, but also communication skills, self-reflection. During learning 10, the student is fixed both on the process and on the product of labor; high creative and cognitive activity of the student is required: he learns to present the result of his work; the student performs a new role for him in relation to himself and his partners in learning - the role of an evaluating teacher; the motivation for learning increases, because the student feels like a real participant in the educational process, whose interests are not indifferent to both the teacher and classmates.

Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, the simulation method can be successfully applied. In cybernetics, this term is used to model and simulate reality. In training, we are

talking about various simulation business games that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment", which simulates real situations, for example, in business, in work in a company. The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve an increase in the company's profit, to conclude an agreement, to profitably sell the company's shares, and the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and the speed of decision-making. Thanks to the simulation, the skill of strategic planning of students is formed, the ability to work in a team, negotiate, and convince a business partner develops. Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, cards. Role play method. The role-playing game is an active teaching method, a means of developing the student's communication skills. The role-playing game is connected with the interests of students, it is a means of emotional interest, motivation of educational activities. Role-playing is an active way of teaching practical knowledge of a foreign language. The role-playing game helps to overcome the language barriers of students, significantly increases the volume of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. So, for example, you can use the role-playing game "At the interview", where students take on the role of employer and employee. From all of the above, it should be concluded that today it is important for a teacher to constantly improve their knowledge about the methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice, and keep up with the times [5].

Of great interest and effective results is the method of working with Internet resources:

1. "List of links" ("Hotlist"): a list of annotated Internet resources on the topic under study.

2. "Multimedia Scrapbook" - studying a collection of multimedia links (photos, maps, stories, facts, quotes, audio clips, video fragments), selecting the necessary resource and creating your own collection of multimedia materials.

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3. "Treasure Hunt" - the search for information that allows you to answer questions of a specific nature on the topic under study; implies the presence of problematic issues on the content of sites and the final task.

4. "Collection of examples" ("Subject Sampler") - students explore a collection of links selected by the teacher, including questions based on the content of sites, and express their attitude towards it; this is a more complex activity than "treasure hunt", which has a personality-oriented character.

5. "WebQuest" - a project that uses a selection of Internet sites as the beginning of a comprehensive activity of exploring different points of view on solving a problem, group cooperation and a final project of choice, sometimes integrating a role-playing game. Thus, the use of a variety of innovative methods of teaching foreign languages has a number of advantages that help teach students to actively acquire new knowledge, develop their creative and

organizational skills, and give a powerful incentive to learn the language. Innovative technologies make it possible to perfectly combine theory with practice, form knowledge on the subject, professional skills and abilities [6].

The current state of teaching foreign languages can be characterized as a state of struggle between traditional teaching and innovation. Of course, the predominance of one type of learning leads to an extreme. If traditions prevail over the new, then there will be stagnation, stagnation of science and practice, and if in the pursuit of innovation we forget traditions, then science will have nothing to rely on. Therefore, an optimal ratio of traditions and innovations is needed in order to move pedagogical science towards progress and development based on experience. We need technologies that would be effective and contribute to the progressive development of pedagogical science and would prepare students for future professional activities.

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