MODERN METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract

This paper deals with the modern methods and approaches in teaching a foreign language thoroughly. Moreover, this article illustrates how to use new innovative technologies in teaching English. The author's purpose is to show the significant role of some up-to-date methods in teaching English intensively.

Keywords: teaching methods, learner- centered, communicative teaching methods, peer collaboration, interactive, integrative.

Introduction

The needs of our state for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, professionals who speak a foreign language at a professional level, are reflected in the working curricula of universities in the country. Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages.

Modern ways of educating English have enhanced in the last twenty years. Nowadays everything alters, obviously in teaching the English language. As a matter of fact, there is an enormous variability of strategies of teaching foreign languages to language learners.

Today the process of English learning will be more student – centered, but less time consuming. Therefore, we should use the modern methods in teaching a foreign language. The modern teaching methods help to build or develop a productive understanding of basic science and technology. Hence, the elements of contemporary teaching methods include:

1. Learner-centered

One of the essential characteristics of the modern teaching methods in basic science and technology (BST) is it is learner-centred. It focuses on learners while using or applying during classroom and laboratory lectures. The teacher acts only as a guide, and all the learning process involves learners. Learners significantly appear as a dominator in classroom interactions.

2. Task-Based or Activity-based

The teacher or guide of BST organizes activity or task and engages students to learn through this way. Hence it is an activity-based or commission-based. Students are offered or asked to take part in classroom interaction through these interactive activities.

3. Resource-Based

BST teachers should be resourceful. They should collect and distribute all the required study material to the learners for their learning or to understand the topic clearly. The resources can be collected from the school environment or any other place where it is available. Also, a learner can be the source to bring study material or resources from their end.

4. Interactive in Nature

One characteristic defines the modern teaching method as very interactive. The teacher asks the students to form small groups or work as individuals to perform the learning tasks and come up with the desired results. It helps them to gather knowledge from one another. Students learn to work together and a sense of cooperation. It also works in their favour when they step out in the outer world.

5. Integrative in Nature

One of the vital characteristics of modern teaching methods is it is integrative. Teachers link topics of one subject, e.g., social science topics like drug use, domestic violence, safety, pollution, food distribution, crime etc. to other issues and make it integrative. By this, a learner can gain knowledge of more topics studying one.

6. Peer Collaboration

Modern teaching methods not only encourage students by allowing them to present their ideas or initiative by noticing their responses, studying their research, and allowing them to answer during interaction in BST classes but also selects students based on interest, needs, and feelings. Through Instructional activities, students learn to work cooperatively, and they appreciate their competitors' work as well. In the BST curriculum, learner's interests are considered most important, and they are guided towards their goals and careers.

Teaching in language classes concentrates on encouraging the learners thinking and language content, outcomes within learning techniques or approaches. There are significant and complicated student –teacher interactions inside and outside the classroom.

Innovative teaching methods help the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers and the agents of responsibility for change. But whenever the teachers can teach by this method, they are faced with some barriers and requirements.

Teachers are introducing different innovative ideas to explain the content to learners. Also, it is the responsibility of teachers to teach students with suitable and modern methods. It is a teacher who plays a vital part in students' success. So, it becomes the duty of a teacher to take a step towards accepting modern methods of teaching. To provide a sound education, there should be an amalgamation of a skilled teacher and innovative ways of teaching. Modern teaching methods have many advantages.

- Unlike traditional teaching methods, modern teaching methods are more interactive and keep students intact. It maintains the interest of students by animations and videos.
- The visual medium is way better than any other medium to give instructions. It helps to memorize the concept fast and for a more extended period than reading.
- Modern teaching methods are less time-consuming. Teachers take less time to cover the syllabus. Writing on the blackboard is not required.
- Blackboard explanation of content is less explanatory than a representation of videos and animations used in the modern teaching methods.

In order to understand what the basis of modern methods of teaching English is, it is necessary to consider in detail methodological principles which underlie these techniques. The structure of the communicative method includes cognitive, developmental and educational aspects, which are aimed at raising student. Given this and the concept of "communicative", as well as the complexity of learning systems, we can formulate the following methodological principles of communicative methodology:

- The principle of mastering all aspects of foreign language culture through communication. The communicative method was first put forward the proposition that communication should be taught only through communication. In this case, communication can be used as a channel for education, learning and development.

Communication is a social process in which the exchange activity, experience, embodied in the material and spiritual culture. In the communication by the emotional and rational human interaction and influence each other. This communication is essential to proper education.

Thus, communication serves as teaching, learning and development and education in communicative teaching methodology.

The process of learning foreign language communication is a model of the real process of dialogue on key parameters: motivation, focus, information communication process, innovation, situational features, character interaction and communicating system of speech means. This is what creates the learning environment, adequate real that ensures the successful mastery of skills and their use in real communication.

Some interconnected aspects of learning a foreign language culture.

The complex nature of foreign language culture manifests itself in the unity and the relationship of its educational, cognitive, educational and developmental aspects. Each of these aspects, in a practical sense, is equal. But the true mastery of one is possible only when adequate mastery of others.

In this regard, any type of work, any exercise in the learning process, integrates all four aspects of foreign language culture and evaluated depending on the availability of these data points.

- The systems principle in the organization of foreign language teaching.

This principle means that the communicative learning system is constructed by the reverse: first scheduled final product (target), then determined the tasks that can lead to this result. This takes place within the course, each year, the cycle of lessons and one lesson and applies to all aspects. This approach provides a systematic training, with all its qualities: integrity, hierarchy, unity of purpose.

Systematic study builds on the students' mastery of the laws of each of its aspects. All training in the organizational plan is built on the basis of the rules of cyclicity and concentricity. Cyclicity manifested in the fact that a certain amount of material absorbed within the cycle of lessons, each of which includes a certain number of lessons. Any cycle of stages based on the development of a skill and ability in each type of speech activity.

Systemic organization of the learning process also involves the acquisition of language study, that is, includes various levels of the educational process:

1) the level of education levels (elementary, junior, middle and senior),

2) the level of study periods, which are defined in step

3) the level of stages (stage of formation of lexical, grammatical skills, stage in the development of skills, skills development stage),

4) the level of learning stages, which are defined within the steps and sub-stages (stage substitution, transformation, reproduction, combining).

Each level has its own characteristics, which is determined by psycho-pedagogical characteristics of the students.

Thus, the situation has not only acted in the role of the so-called speech situation, but also in the broader status - the situation of training activities.

- The principle of individualization in learning foreign language.

In the communicative approach the student is perceived as a personality.

Each student as an individual has certain abilities, both general and partial nature. Communicative learning is aimed at identifying their original level and further their development. To that end, use special tools to detect abilities - special tests for Development - Exercises and legs.

When organizing joint activities the student will develop personal qualities necessary for effective cooperation.

The joint activity is organized so that students are aware that each of them depends on the success of the common cause. The combination of communication and other activities can bring learning to the real communication that takes place not only for communication but also serves other activities occurring simultaneously.

For a more productive mastery of students in all aspects of foreign language provides for a system means (memos and special exercises) for the formation of students' skills and abilities for the formation of the ability to learn, which is subjective individualization.

It is important to note that the more autonomy a student takes, the more effective will assimilate. Therefore, this method pays great attention to the development of independent thinking, in particular, in discussing the problems.

And, finally, autonomy, related to the control. In the communicative teaching used such a strategy, which plans to control the transformation of a mutual control of self-control. In order to do this as a hidden control, and conscious possession of the students' knowledge of objects and control criteria and their application are used.

- The principle of functionality in foreign language teaching.

This principle assumes that every student should understand that it can give not only practical language skills, but also to use the knowledge gained in cognitive and emerging dimension.

This principle is also what is going on mastering functions of speech activities as a means of communication that is understood and assimilated the functions that are performed in the process of human communication: reading, writing, speaking, and listening.

According to the principle of functionality, the object of learning is not verbal means alone, and the functions performed in a language.

On the basis of creating a functional model of speech means that should be studied in foreign language courses: are selected certain speech means different levels of expression for each of the speech functions. Depending on the purpose for the expression each function can be offered and the maximum and minimum number of means of expression. Of course, here is connected and non-verbal means of expression.

We proceed to the following method of teaching English language. This is an intensive method.

- The principle of collective interaction, which is leading in the method of activation, the most famousin the intensive method. This principle relates the objectives of training and education, describes the means,methods and conditions of the educational process. To the educational process, which was based on thisprinciple, characterized by the fact that students interact with others, broadening their knowledge, improvetheir skills.
- The principle of learner- centered communication is no less important. It is based on the impact of communication, his character and style for the implementation of rehabilitation and educational purposes. In conversation, each is both impact and exposed. Especially important place here is the knowledge of otherpeople, which is a prerequisite of human communication.

Conclusion

It is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined.

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