

MODERN METHODS AND TECHNIQUES IN TEACHING FOREIGN LANGUAGE

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Annotation. *This article explores modern methods and techniques used in teaching foreign languages. It highlights innovative approaches such as communicative language teaching, task-based learning, digital technologies, and interactive methods that enhance students' motivation and language competence. The study emphasizes the importance of learner-centered instruction and the integration of multimedia tools in developing speaking, listening, reading, and writing skills. Additionally, the article discusses the role of teachers in adapting these methods to meet diverse learners' needs in a globalized world.*

Keywords: *foreign language teaching, modern methods, communicative approach, task-based learning, digital technologies, interactive learning, language skills*

Аннотация. *В данной статье рассматриваются современные методы и технологии обучения иностранным языкам. Особое внимание уделяется таким подходам, как коммуникативное обучение, обучение на основе заданий, использование цифровых технологий и интерактивных методов, способствующих повышению мотивации и языковой компетенции учащихся. Подчеркивается важность ориентированного на учащегося обучения и интеграции мультимедийных средств для развития навыков говорения, аудирования, чтения и письма. Также рассматривается роль преподавателя в адаптации методов к потребностям обучающихся в условиях глобализации.*

Ключевые слова: *обучение иностранным языкам, современные методы, коммуникативный подход, обучение на основе заданий, цифровые технологии, интерактивное обучение, языковые навыки*

Annotatsiya. *Ushbu maqolada xorijiy tillarni o'qitishning zamonaviy metod va texnologiyalari ko'rib chiqiladi. Unda kommunikativ yondashuv, vazifaga asoslangan ta'lim, raqamli texnologiyalar va interaktiv usullar kabi innovatsion metodlarning o'quvchilar motivatsiyasi va til kompetensiyasini oshirishdagi ahamiyati yoritilgan. Shuningdek, o'quvchiga yo'naltirilgan ta'limning ahamiyati hamda tinglash, gapirish, o'qish va yozish ko'nikmalarini rivojlantirishda multimedia vositalaridan foydalanish masalalari tahlil qilingan. Maqolada o'qituvchining zamonaviy metodlarni o'quvchilar ehtiyojiga moslashtirishdagi roli ham ochib berilgan.*

Kalit so'zlar: *xorijiy til o'qitish, zamonaviy metodlar, kommunikativ yondashuv, vazifaga asoslangan ta'lim, raqamli texnologiyalar, interaktiv ta'lim, til ko'nikmalari*

In recent years, the market of educational technologies becomes full of offers of the most diverse methods of learning English, the question “What is the method you teach?” becomes more and more important, which indicates an increase of consumption culture of knowledge products. Puzzled applicant, pupil or businessman (but also student) are increasingly solidified before the bookshelves from the linguistic literature and media aids and thoughtfully looks a long list of advertisements. One of the selection criteria – price, but the main... “English for two weeks”, “communicative method of teaching English”, “Effective rapid method” in the end. So many new and unknown! This gives rise to doubts about the results. Can you trust the latest technology? Or give preference to well established “brand” – such as the “bonk”, “Eckersley” or the “Headway”, gradually passing into the category of methodological classics?¹¹²

Today, the best known techniques are: basic technique, the classical approach to the study of language, lingvosotsiocultural approach, communicative approach, intensive technique, emotional and meaningful method of test preparation. In my view, you can use all of the above techniques together, rather mixing. To reach any heights producing its own method of teaching a foreign language should be studied for a long time known and most efficient method.

For example, the fundamental technique. It's really the oldest and most traditional method. That Lyceum students were taught Latin and Greek, while the French soaked course, together with strong suggestions of governesses and communication with maman and papan. The classical method as no other fits the description of "plan to seize the fortress": code phonetics, visual image syntax,

vocabulary required ... The student clearly understands that in order to be Sir Serenity, monsieur Chivalry or Herr Sanity, he should: a) be prepared to spend 2-3 years, b) be patient (begins with the basics), c) must remember what is in his native, the great and mighty may be expressed to be, supplement, and that it generally is - syntax ...

On the fundamental method seriously rely language schools. Interpreter is never sure about their knowledge of a foreign language, he understands the unpredictability of emerging speech situations. Catching up on the classical method, the students not only operate a wide variety of lexical layer, but also learn to see the world through the eyes of “native speaker”.²

To the list of least efficient can turn a classical approach to the study of a foreign language. At the heart of the classical approach is the understanding of language as a real and proper means of communication, which means that all components of language - spoken and written language, listening, etc. – student need to develop systematically and harmoniously. Classical technique makes the language end in itself, but this is not a drawback. This integrated approach is designed, first and foremost, to ensure that students develop the ability to understand and create it. The method involves training with Russian teachers, but such way of teaching (though not quite “trendy”) can not be less effective:

¹²Magazine “Foreigner”, 2003 <http://enative.narod.ru/theory/methods/prepod.htm>

the teacher who is not a native speaker, has the ability to analyze and compare two language systems, to compare designs, better communicate information, explain the grammar rules prevent errors. Craze for foreign languages specialists - a temporary phenomenon, because the Western world has appreciated the priority bilingual (possession two languages). The greatest value in the modern world are teachers able to think in terms of the two cultures and explain to students the relevant body of knowledge.

One of the most serious and comprehensive methods of learning a foreign language - lingvosociocultural, involving an appeal to such a component, as a social and cultural environment. Proponents firmly believe that language loses life¹³ when teachers and students aim to acquire a “lifeless” lexical and grammatical¹⁴ forms. Someone said that “a person - it is a product of culture.” Language - as well. And it convincingly confirm our language mistakes. The student may use any English grammatically correct expression of The Queen and Her relatives, but the British could hardly understand what they mean The Royal Family; or, for example, such a phrase as “hero - is the spokesman of the author’s ideas” were translated as “The hero is the loudspeaker of the author (“loudspeaker of the author”), which ideally wanted to be used as “mouthpiece”. Such oddities are common. Turn to the more subtle matter: for example, if our compatriot, superficially know the language, the difference between the expressions Don’t you want to go? and Would you like to go? not very large, it is principled for the British, because the first he perceives as not the best tone. Familiar to our business communication What issues are you interested in? often translated as “What problems are you interested in?”³, without matter that the English word “problems” has negative meaning. Correct question will be heard as: “What issues are you interested in?”

The first line in the popularity rating methods actively keeps the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique is excellently “works” in the U.S. and Europe.

Communicative approach, as follows already from the title, is directed to the possibility of communication. Of the 4 “pillars” on which rests all language trainings (reading, writing, speaking and listening comprehension) and attention is paid to the last two. You will not hear in the classroom particularly complex syntax or serious vocabulary. Speaking of any literate person is quite different from writing. Try to follow your speech during the day: Do you use a lot of long sentences? Structures in the subjunctive mood? Unfortunately, the epistolary genre rooted in the past, and if our descendants will judge us only by e-mail and other “monuments” network literature, their opinion is unlikely to be flattering ...

Particularly popular technique takes intensive training in English. It helps all those for whom the phrase “time - money” and “money - time” equivalent. Study English intensively allows to get a high degree of template - This consists of a cliché by 25%. Memorizing and

¹³ Learning language/ English/ Fundamental method. <http://www.college-training.ru/lang/english/74>

¹⁴ Methods of teaching English <http://www.native-english.ru/articles/prepod>

practicing a certain range of “fixed expressions”, you basically can explain and understand the conversation. Intensive method aims to create “an expressive verbal behavior” and therefore often has the character of the language.

Listed below are brief summaries of some of the more popular second language teaching methods of the last half century.

Language teaching methodologies

The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Grammar-translation

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension.

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools. [Click here](#) for many links to information about bilingual/immersion programs.

Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

(This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.)

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.⁴

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¹⁵ For a more detailed analysis of the different methods, see *Approaches and Methods in Language Teaching* Richards, J. and Rodgers, T (1987). CUP Cambridge.