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## **MODERN METHODS IN TEACHING FOREIGN LANGUAGES**

The article considers different methods of teaching foreign languages, analyses their role in the formation of language competence of modern students as well as a new role of a teacher in today's foreign language classroom.

**Key words:** teaching methods, communicative competence, communicative method, interactive method.

Today, the study of a foreign language is an integral part of training specialists in various fields and is an important prerequisite of modern life. Learning a foreign language is a very important step and thus, it requires considerable effort. It is also the key to a successful student career. In order to achieve a high level of teaching a foreign language, it is important for the teacher to know the latest teaching methods, special teaching techniques to optimally select an appropriate method according to the level of knowledge, needs and interests of students. Rational and motivated use of teaching methods in foreign language classes requires a creative approach on the part of the teacher, and, as pedagogy is a science and art at the same time, the approach to the choice of teaching methods should be based on the creativity of the teacher.

The purpose of this article is to review current trends in the development of methods of teaching foreign languages.

When selecting modern teaching methods, certain criteria should be taken into account and these methods must correspond to these criteria, namely, they should:

- create an atmosphere in which the student feels free and comfortable, stimulate their interests, develop a desire to use a foreign language in practice;
- encourage the student as a whole, affecting their emotions, feelings, etc;
- stimulate their language, cognitive and creative abilities;
- activate the student, making him/her the main participant in the learning process, the one who actively interacts with other participants;

- create situations in which the teacher is not the central figure, i.e., the student must realize that learning a foreign language is related to his/her personality and interests but not to the teaching aids and techniques used by the teacher;
- teach the student to work with the language independently at the level of his/her physical, intellectual and emotional capabilities – while ensuring the differentiation and individualization of the teaching process;
- use and provide different kinds of work in classroom: individual, pair, group, collective work which stimulate the activity of students, their independence and creativity.

The implementation of the teaching method is carried out through the use of a number of teaching techniques (a set of specific situations that contribute to the achievement of the intermediate goal of a particular method), various approaches and working practices.

The purpose of teaching a foreign language in high school today is giving the students the opportunity to master their communicative competencies that will enable the students to implement their knowledge, skills and abilities of solving different specific communicative tasks in real life situations. A foreign language acts as a means of communication, as an intercourse with representatives of other nations, that is why a cross-cultural approach to teaching and learning within the concept of the "dialogue of cultures" is still so much relevant and important in education in order to form multilingual literacy of students. Therefore, I believe that in a modern university there should be implemented new kinds of work with the text aimed at developing comprehension skills instead of just memorization and thoughtless learning of texts in a foreign language that have no practical value for the future life of students. Students must be taught on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages is and will continue to be one of the leading requirements of employers.

High-quality language training of students is not possible without the use of modern educational technologies. Modern technologies in education include professionally-oriented foreign language learning, project work in teaching, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia systems), distance technologies

in foreign language teaching and learning, use of Internet resources, learning a foreign language in a computer environment (forums, blogs, chats, etc).

At this stage of development of methodical science the communicative method remains the main one in teaching foreign languages. Using this method in learning students acquire communicative competence – the ability to use the language in different specific situations. They learn to communicate in the process of communication itself. Accordingly, all exercises and tasks should be communicatively justified by information deficit, choice and reaction (information gap, choice, feedback). The most important characteristic of the communicative approach is the vast use of authentic materials that are actually employed by native speakers. Speech interaction of students sometimes, though not always, takes place with the participation of a teacher in various forms: pairs, small groups, with the whole group. From the very beginning, students master all four types of speech activity at the supra-phrase and text levels with the limited use of their native language. They are evaluated not only for the correctness and purity of their speech, but also for the fluency of speaking and reading.

To achieve communicative competence, i.e., communicative skills formed on the basis of language knowledge, skills and abilities – a foreign language teacher uses the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching foreign languages based on a humanistic approach are aimed at the development and self-improvement of the individual, at the disclosure of his/her reserve capabilities and creative potential and create the conditions for effective improvement of the educational process in higher education. The main principles of modern methods are: the movement from general to specific, student-centred lessons, purposefulness and meaningfulness of classes, their focus on achieving social interaction and the faith of the teacher in students' success, language integration and language acquisition with the help of knowledge from other fields of science.

The advantages of this method are: students improve their speaking skills, overcome the fear of mistakes and the fear of speaking. The disadvantages of this method are: due attention is not paid to the quality of language, communicative competence quickly reaches its limits.

The essence of interactive learning is mutual learning, a group form of organization of the educational process with the implementation of active group teaching methods to solve didactic tasks. The teacher has the role of consultant, assistant, organizer and source of information. The student and the teacher are equal

subjects of the educational process. Such dialogic learning allows students to think critically, solve complex problems by analyzing circumstances and added information, participate in discussions, make decisions, communicate with people. Working in groups helps to improve communication skills, team spirit and leadership skills of individuals.

The interactive method provides an opportunity to solve communicative and cognitive problems by means of foreign language communication. The category of "interactive learning" can be defined as: a) teacher-student interaction in the process of communication; b) training in order to solve linguistic and communicative problems. Interactive activities include the organization and development of dialogic speech aimed at mutual understanding, interaction, solving problems important to each of the participants in the learning process.

In the process of communication students learn:

- to solve complex problems based on the analysis of circumstances and relevant information;
- to express alternative opinions;
- to make informed decisions;
- to communicate with different people;
- to take part in discussions.

Modern communicative methods offer a wide introduction into the educational process of active non-standard methods and forms of work for better and conscious assimilation of the material. In practice, such forms of work as individual, pair, group and team work proved to be highly efficient.

The most famous forms of pair and group work are:

- inner/outer circles;
- brain-storming;
- jigsaw reading;
- pair interviews;
- presentations, etc.

Thus, the use of interactive forms in foreign language teaching allows to increase the time of language practice of each student at the lesson, to achieve proper mastering of the material by all group members, to solve various educational and development tasks. While using this or that interactive method, the teacher becomes an organizer of independent, educational, cognitive, communicative, creative activities of students.

The use of interactive learning technology in the pedagogical process is a necessary condition for the optimal development of both learners and teachers.

In conclusion, the effectiveness of communicative foreign language teaching in higher education will depend on the desire and ability of teachers to use the positive experience of domestic and foreign scholars and practitioners on the humanistic approach to learning, understanding the need to abandon authoritarian and scholastic methods. Methods of teaching foreign languages, based on a humanistic approach, help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process, the formation of future conscious patriots of their country and tolerant citizens.

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