



## MODERN METHODS OF TEACHING FOREIGN LANGUAGES

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**Abstract:** *The article deals with the most popular and currently required methods in foreign language teaching. In line with the requirements set at the current stage of development of teaching methods, the main methods aimed at forming a comprehensive secondary language personality are selected. This article discusses the following methods: communicative, project-based, intensive, activity-based and distance learning methods. Each method is effective in its own way, but currently integrating the methods is recognized as the most effective, helping to highlight all the best practices and use them for the benefit of the learners. born. The combination of methods gives better results than the individual methods.*

**Key words:** *foreign languages, methods, communicative method, the project methodology, an active teaching method, intensive methods, Distance education*

Therefore, a modern school is designed to provide a certain level of proficiency in a foreign language, which could allow students to continue studying it during university and postgraduate education. The success of learning largely depends on the methods used by foreign language teachers, on the teacher's ability to conduct and use various modern methods in the classroom.

To date, at the stage of development of methods of teaching foreign languages and cultures, special attention is paid to new trends in the selection and selection of methods focused on the main goal of learning - the formation of the main features of the secondary personality of students. According to Galskova N.D. when choosing teaching methods, one should take into account the criteria according to which the methods used should:

- to provide a comfortable atmosphere in which the student will feel free and relaxed, to arouse interest in the language, to develop the student's desire to apply the knowledge gained in practice, thereby allowing the student to achieve success in mastering the language;

- involve the student's feelings and emotions in the learning process, stimulate his cognitive, speech and creative abilities;

- to create such situations in which the student will understand that learning a foreign language is more related to his personality (his interests) than to the techniques and means used by the teacher;



– to inculcate the student's independent work on the language to the extent of his physical, emotional and intellectual capabilities; therefore, to ensure the individualization and differentiation of the learning process;

– provide for various forms of work in the classroom: individual, work in pairs, groups, fully revealing the creative abilities of students, independent thinking, etc.

At this stage of the development of foreign language teaching methods, communicative-oriented concepts have found the greatest application. The most popular among them are communicative, project-based, intensive, activity-based methods and distance learning methods.

**The communicative method** of teaching English aims to develop the ability to speak spontaneously on a variety of topics. In the classroom, use only the language you are learning. 90% of the class is in English, although the teacher sometimes explains complex nuances in Russian. This technique allows you not only to "reconstruct" the English language, but also to stop translating Russian phrases into English and vice versa. Grammar and vocabulary are learned for communication, not for "showing". Communication methodology is based on a very precise and simple principle of studying grammatical structures. No one studies theory. The teacher explains this or that rule and begins to work it out in practice with the students, bringing their application skills to automation. They do the same with new words: Instead of cramming, just repeat the exercises.

Many modern foreign scientists believe that the learning process is as follows: content side, actual communication, and exclude language form work. For this you have to use a really communicative task that fits the goal. The principle of conscientiousness in learning is underestimated. The cognitive processes characteristic of foreign language acquisition are not taken into account.

The method of communication for the first time made the point that communication should only be taught through communication. In this case, communication can be used as a channel of education, awareness and development. Communication is a social process in which there is exchange of activities, of experiences embodied in material and spiritual culture. In communication, people's emotional and rational interaction and mutual influence are carried out. Communication is the most important condition for a good education. Thus, communication performs learning, cognitive, developmental and educational functions in the communicative teaching method.

Teaching foreign languages is an integral part of general education system, depending on the main trends in the development of this education system. This is most evident in the teaching method.



**Project method** is a general formula in which the art of planning, inventing, creating, implementing and designing, defined as design.

According to Zimny's I.A. opinion and Sakharova T.E. the project methodology is based on a personal-activity approach, which means reorientation of the entire educational process to the formulation and solution of cognitive-communicative and sequential tasks by schoolchildren themselves. This allows us to consider project-based learning as one of the most productive and intensive methods that contributes to achieving high results of training and education of the individual.

"E.S. Porat, Ph.D. in Educational Sciences and renowned researcher in the field of modern technology teaching students, describes the project method as 'a survey, a research activity organized in a particular way by a student, an individual, or a group. It assumes not only the attainment of specific results formalized in the form of specific practical results, but also the organization.' process to achieve this result"

Currently, intensive foreign language teaching is carried out within the framework of developing, newly created and existing methodological systems. The need for this method is due to the variety of specific goals of teaching foreign languages to different groups of students, as well as the variety of learning conditions.

As training conditions, they consider the network of training hours, their number, the number of people participating in training groups, etc.

**Intensive foreign language teaching** means a special learning system aimed at the rapid achievement of the goals necessary to use the language (e.g. communication with native speakers, educational and working processes application of knowledge in ). individual or team.

The most famous of these at the moment is the method of activating the reserves of individuals and groups G.A. Kitagorodskaya. The activation method most clearly and completely reflects the concept of intensive foreign language learning.

The basics of intensive speech instruction for adults were developed by L. Sh. Gegechkori developed at the University of Tbilisi. This method uses elements of suggestion, it is characterized by a consistent alternation in the study of speech cycles (speech training) and inter-cyclical training phases (language training). . The introduction of an alternating period is a feature of training compared to other intensive methods. Alternating periods are used to teach language tools, which are the basis for training communication skills.

When choosing a method, you need to consider several features: psychology of students, age, foreign language level, learning purpose. With an active teaching method, the main element of the student's work will be problem solving, i.e. the



development of activities, especially new types of activities: education - research, research - design, creation, etc. In this case, real knowledge will be the result of performing tasks organized into a fast and efficient system. In parallel with the development of activities, students will be able to forge their own value system, supported by society. From a passive consumer of knowledge, the student becomes an active subject of educational activity. The operational aspect of learning content in the learning activity model is shown in that, learning content is an activity related to problem solving and communication activities as mastering a standard. social norms, speech activity and nonverbal forms of self-expression, i.e. the learning process is:

- 1)interaction,
- 2)solutions to communication tasks (problems).

**The individual activity approach** means that the center of learning is the personality, its motivations, goals, needs, and the conditions for the personality to self-perceive is the activity that shapes the experience and ensures the development. individual development. As L. S. Vygotsky writes, "this process must be based on individual student activity. In terms of content, learning activities are an indispensable part of students' lives. Content of learning activities, defined as the solving of learning problems through learning activities, refers to the teacher's project. Student project is a living activity, i.e. motivation, opportunity, choice situation, do-it-yourself and self-discovery.

**Distance education** has gradually expanded the range of technologies used. Its main principle is the direct interaction of the student with the teacher. Distance education technology mainly focuses on making lessons easy to understand and convenient for students, taking place almost in the form of video conferencing over the Internet. Simultaneous transmission of video images, audio, slides and graphic information, tones from teacher to student and vice versa creates the effect of a full-time lesson and allows you to achieve the desired results . But to say that distance learning and distance learning are the same is definitely wrong. Distance learning is sending homework in the mail (it doesn't matter which one: envelopes, or by e-mail, self-help manuals, cassettes. During distance learning, students are in constant contact with the teacher, and sometimes with other students.

In recent years, universities in many countries have paid attention that telecommunications computer technologies can be used for distance education purposes, including in foreign language lessons.

In distance education, students are in constant contact with teachers, and sometimes even with other students. Usually, electronic textbooks are used in



distance education. The importances are their portability, the availability of communication with the development of computer networks and the constant updating of information materials. In addition, there is continuous knowledge control in the form of computerized tests.

With the help of distance learning, an individual approach is successfully implemented, which takes into account the student's abilities, the student's intellectual abilities and helps to eliminate psychological difficulties in learning. master the teaching materials.

Nowadays, modern information technology offers endless possibilities to solve the problem of distance education, because it can store, process and deliver information at any distance, with any volume and content.

Under such conditions, the organization of the method and the material of distance education is very necessary in the organization of the distance education system. At the same time, not only the selection of assimilated content is taken into account but also the structural organization of the teaching material. For practical application of these methods, it would be better to integrate several methods, combining their best sides, in relation to a particular group of students.

It should be noted that when choosing a teaching method, it is necessary not only to take into account one's own interests, but first of all to pay attention to age, ability, interests and psychological characteristics of the student. By focusing on them, it is much easier to choose the most effective and acceptable method.

Currently, no method is universal, as the effectiveness of a particular method depends on many factors. At the current stage of method development, methods are being integrated. We can state that the formation of a complex method has begun, integrating the best elements of different methods.

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