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MODERN METHODS OF TEACHING ENGLISH

Abstract: This article discusses the most effective methods of teaching a foreign language and their use in the educational process. There are different approaches to teaching English, the main thing is to choose the methods that would suit you and your students. Each teacher chooses their own method of teaching English.

Key words: communicative culture, information technologies, project method, multimedia programs, communicative competencies.

Language: English

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Introduction

The emergence of new information technologies associated with the development of computer tools and telecommunications networks has made it possible to create a qualitatively new information and educational environment as a basis for the development and improvement of the education system. The use of information technologies opens up new opportunities in teaching a foreign language, since modern training programs, the use of the Internet have advantages over traditional teaching methods, activate the potential of knowledge, skills, and communicative competencies of the student. Students have the opportunity to participate in competitions, Olympiads, quizzes, tests conducted on the Internet, take part in video conferences, receive information on a problem of interest, news, articles from newspapers and magazines, etc. One of the most effective ways to use a computer is to use multimedia presentations. The teacher uses an interactive whiteboard in the lesson, attracting the attention of the entire group of students.

Multimedia programs have unlimited possibilities, which makes it possible to present any type of activity in the form of animation or images. In foreign language lessons, educational presentations, all kinds of information objects are most often used: lexical, grammatical material, texts, dictionaries. The most accessible way to use information technologies in foreign language lessons is to use cognitive and

educational programs. Programs are most often made in the form of a game, which allows students to easily and quickly learn new material, consolidate previously learned. The thematic illustrated dictionary Learn English Euro talk Interactive has a huge potential in learning vocabulary. This program allows you to train vocabulary on nine different topics. Among the exercises, special attention is paid to the practically necessary forms: the perception of foreign speech by ear, speaking and memory development [2].

The effectiveness of the use of information and communication technologies in the field of foreign language teaching depends on the chosen methodology, methods and forms of their application. It is very important how well the teacher knows the methodology of working with computer technologies, what resources are used in teaching activities. Communicative method: To create a communicative environment in the classroom, it is important to maintain high activity of each student. Even if the children are silent, they can be busy with mental work: to think about their answer, to comprehend the statements of the interlocutors. It is not easy to create such an environment. It is important for the teacher to gather the attention of all those present with the task of extracting and using information from the dialogue or monologue of students, and commenting on the response of friends. It is very important to encourage each student's answers for perseverance, ingenuity,

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and extraordinary thinking. Project method: One of the ways to activate students in the process of learning foreign languages is the project method. An educational project is a complex of search, research, graphic and other types of work performed by students independently for the purpose of practical or theoretical solution of a problem.

Types of projects that students can use:

- role - playing games, dramatizations (holidays, music programs, performances, etc.);
- research (country studies, generalization of scientific knowledge, historical, etc.);
- multimedia presentations, educational projects;
- creative (essays, translation, quizzes, crosswords, etc.

Creative tasks motivate students, create a foundation for cooperation, communication of all participants of the educational process. In order to maintain the interest of students in a foreign language during its study, methodological techniques are used that activate the speech-thinking activity of schoolchildren. Each lesson - communication in a foreign language, knowledge of the life of the country and the people of the languages being studied. Students especially like the work of composing and solving crosswords on regional topics, designing exhibitions, stands, drawings, and essays. Non-traditional forms of lessons have a positive impact on the relationship between the teacher and the student, create an atmosphere of cooperation and creativity, and contribute to the achievement of common goals.

The technology of problem-based learning involves the independent solution of cognitive and creative tasks through critical rethinking and multiplication of knowledge and skills; and allows you to realize the conditions for the formation of students' cognitive universal actions: creating an atmosphere of co-creation in communication, including the emotional sphere of the child, personal interest of the student, joint search for truth, self-assessment, self-correction, self-sufficiency. One of the ways to activate students in the process of learning foreign languages is the design (project method), when the student independently plans, creates, protects his project, i.e. actively participates in the process of communicative activity. An educational project is a complex of search, research, calculation, graphic and other types of work performed by students independently for the purpose of practical or theoretical solution of a significant problem. The main objectives of the project methodology are:

1) self-expression and self-improvement of students, increasing the motivation of learning, the formation of cognitive interest;

2) the implementation in practice of the acquired skills and abilities, the development of speech, the ability to competently and argumentatively present the material under study, conduct debatable polemics;

3) demonstrate the level of culture, education, social maturity. Types of projects:

1) role-playing games, dramatizations, dramatizations (fairy tales, TV shows, holidays, musical performances, etc.)

2) research (country studies, generalization of scientific knowledge, historical, environmental, etc.)

3) creative (essays, translation, scripts, wall newspapers, etc.)

4) multimedia presentations. What sources of information are usually used in the preparation of the project? a) Books; b) Periodicals; c) Internet; d) Teacher; e) Other Project method helps to develop language and intellectual abilities, a steady interest in learning a language, the need for self-education. Ultimately, it is expected to achieve communicative competence, i.e., a certain level of language, regional, socio-cultural knowledge, communication skills and speech skills that allow for foreign language communication. The implementation of project and research methods in practice leads to a change in the position of the teacher. From a carrier of ready-made knowledge, it turns into an organizer of cognitive activity, as shown in the diagram. From an authoritative source of information, the teacher becomes a participant in the research, creative cognitive process, mentor, consultant, organizer of independent activity of students. Analyzing the application of the project method in a modern school, I believe that this is one of the most powerful motivators for learning foreign languages, the most creative type of activity, since all students are involved in the work on the project, regardless of their abilities and level of language training.

They apply in practice the acquired knowledge and the formed speech skills and abilities, creatively rethinking and multiplying. In addition, the problematic nature and variety of forms and types of this technology presupposes the presence of intersubject connections, which allows the student to give a vivid idea of the world in which he lives, about the relationship of phenomena and objects, about mutual assistance, about the diversity of material and artistic culture. The main emphasis is on the development of imaginative thinking, on the understanding of cause-and-effect relationships and the logic of events, on self-realization and self-expression not only of students, but also of teachers. The project methodology requires careful preparation, professional skills, and erudition from the teacher. One of the main conditions for the effectiveness of educational activities is an atmosphere of goodwill, mutual understanding, trust, creativity, and encouragement of cognitive activity of schoolchildren. In the modern sense, an educational project is an integrated didactic means of development, training and education, which allows you to develop and develop specific skills and abilities:

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1) problematization,
2) planning,
3) introspection and reflection,
4) presentation,
5) research work. The use of the project methodology is one of the components of the humanization of the educational process, since students with different levels of language training participate in the work in accordance with their capabilities. In my opinion, along with group projects, it is necessary to apply individual tasks, especially when preparing final lessons – this is a unique opportunity for truly communicative teaching of a foreign language. Such lessons relieve overstrain and fatigue of students, dramatically increase cognitive interest, develop students' imagination, thinking, speech, memory, and can be conducted on almost any topic within the program material. With the help of the project methodology, the following tasks are solved: - the students' horizons are expanded, - lexical and grammatical material is fixed - and the teacher creates a methodological piggy bank on various topics with presentations and video projects.

Thus, the project method allows us to implement not only educational tasks, but also socio-cultural, educational, humanization and humanitarization tasks of the educational process. The results are obvious: this technique makes it possible to study the topic more deeply, develop the creative abilities of students, teaches communication, the ability to use grammatical structures, and the fear of conducting a conversation in a foreign language disappears. In addition, project technology is effective and exciting for teachers, as it helps to open up as a creative person who participates in research work on an equal basis with his students. Of course, the project is not a panacea for all problems, but it is a step forward in teaching a foreign

language. Information and communication technologies are a powerful tool for teaching, monitoring and managing the educational process, as it is the most important parameter of the modern socio-cultural system. Internet resources are a familiar and convenient means of getting acquainted with the culture of other countries and peoples, communicating, obtaining information, and an inexhaustible source of the educational process. That is why the systematic approach to the reform of methods of teaching a foreign language using new information technologies is based on the concept of information and learning environment, which is considered in close connection with the system of developing learning. The information and learning environment is a set of conditions that not only allow you to form and develop language knowledge, skills and abilities, but also contribute to the development of the student's personality.

The educational situation is designed in such an environment as a dynamic, computer - mediated process of subjective-subjective interaction of all participants in the educational process. The student, as becomes more and more active, deep and comprehensive in the process of independent learning activities for the acquisition of a foreign language, turns from a passive object of the teacher's influence into a full-fledged participant in the educational process. The pedagogical relevance of the system of language knowledge and skills formed in the information and training environment consists in the fact that the student should be offered for assimilation exactly such a system of knowledge that he needs at this stage of his development, which subsequently makes it possible to solve problems of increasing complexity.

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