REVIEW OF MODERN METHODS OF TEACHING ENGLISH

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Annotation: The hypothesis of the study suggests that the use of target and project methods in teaching foreign languages can make the most of the language resources of students, allowing them to diversify their own learning. With the advent of information technology and related devices, the role of the teacher has changed significantly.

Keywords: higher education, foreign languages, teaching methods, target method, project method, motivation, efficiency.

INTRODUCTION

Youth mobility is a phenomenon that has probably always existed, but has come to the fore in the 21st century. Young people are interested in the world as a whole and are ready to travel and expand their horizons. The first reason for youth mobility is naturally the desire for adventure, the desire to see new cities and countries and acquire new experiences. Without knowledge of foreign languages, this is quite problematic[1].

MATERIALS AND METHODS

Currently, domestic education follows the principle of variability - it provides teachers of foreign languages with the opportunity to independently choose teaching methods, use innovative teaching models, author's courses, interactive methods aimed at developing the student's personality, his effective social adaptation, "implantation" in a foreign language culture.

Among the many new pedagogical technologies, the following are used more often than others: cooperative learning; project method; multi-level training; individual and differentiated approach to learning.

Task-based learning. With this method of teaching foreign languages, the central direction of the lesson is the task itself, and not the grammatical point or lexical area, and the goal is not to "learn the structure", but to "complete the task". Of course, in order to successfully complete the task, students must use the necessary language tools and convey their ideas. Therefore, the language becomes a communication tool, the purpose of which is to help in the successful completion of the task. There is usually no "correct answer" to achieve the outcome of a task.

RESULTS AND DISCUSSION

It is possible to use targeted learning in two ways: integrate it into an existing curriculum (or use it to replace the curriculum as a whole) and apply it as an "additional" to traditional classroom activities[2].

The tasks of the target method of teaching foreign languages are divided into three stages.

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[1] Zimnyaya I.A. Psychological aspects of teaching speaking in a foreign language. - M., 2011. - 222 p.
[2] Kolker Ya.M. Practical method of teaching a foreign language. - M., 2010.

Stage 1: preliminary task. The teacher introduces the topic and introduces students to situations / lexical areas / texts (reading and listening). This draws students' attention to the topic. The trainer offers lexical material that may be useful. Then the teacher explains what the task is and sets them up for activity.

Stage 2: Students complete the task in pairs or groups. They can then present their findings to the rest of the group. At this stage, the mistakes are not important, the teacher provides support and monitors all the lexical and grammatical aspects of the utterance. Students are focused on communication, perhaps at the expense of language accuracy, but this will be addressed in the next step.

Stage 3: the teacher works on the specific language items that appeared in the previous stage (during the monitoring stage, the teacher notes common language mistakes and students' special learning needs). Students reflect on the language tools needed to complete the task. This is an opportunity to focus on linguistic accuracy and make sure they are able to solve any problems and overcome any doubts. Whatever the task, it must always have a logical conclusion, focused on the "class-language", which naturally follows from the task, and not vice versa.

Project based learning. This method takes student-centeredness to a higher level. It shares many aspects of targeted learning, but is even more ambitious. While targeted learning puts the task at the forefront only in the lesson, project-based learning often puts the task in the center of attention for the entire duration of the training or for the academic year[3].

It is used as the basis for a whole year's work, or it can be devoted to a certain amount of time along with the curriculum. It is allowed to use project-based learning only for short-term, or "intensive" courses.

In the project and targeted teaching of foreign languages, elements of a creative approach were also involved, representing creativity as one of the many innate skills and abilities that every person and every language learner has. This approach focuses on the idea that we can all use our inherent potential to be creative under certain conditions; that we all abound in different forms and levels of creativity, and that the task of the teacher is to stimulate creativity in students.

CONCLUSION

Foreign language teachers have three advantages that can help stimulate student creativity[4]:

First, language is creative by nature. We can express or convey a thought in a variety of forms. In addition, anyone who has expressed a thought or message can elicit many different reactions. Every sentence, phrase, or word we speak or write is created in a unique moment of communication and can be recreated, reworded, paraphrased, or altered for purpose orally and in writing;

– secondly, language classes are not limited to any specialized subject or knowledge. Therefore, language teachers can build their classes around sports, management, law or philosophy and still focus on the language. In a practical session,

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[3] Passov E.I. Communicative method of teaching foreign language speaking. - M., 2015. - 208 p.

[4] Borisova I.I., Livanova E.Yu. Interactive forms and methods of teaching in higher education: Proc. allowance. – N. Novgorod: Nizhny Novgorod State University. N.I. Lobachevsky (NNSU), 2011. - 65 p.

students and teachers can easily establish a relationship in which they share their individual knowledge and experience;

Thirdly, language classes can easily involve students in creative situations. By creative situations, we mean situations that are close to reality, in which students do not just use well-known and proven elements and apply them almost automatically to achieve one correct solution to a problem. In creative situations, students must provide one or more answers to a series of interrelated questions. They don't know what steps can be taken to solve the problem. They cannot know for sure whether a problem has one solution, a wide range of possible solutions, or whether it has any solution at all. Students simply do not face clear-cut situations that can only lead to "success-failure" or "right-wrong" decisions, they face problem situations that do not have unambiguous solutions. Sometimes even the setting of a situation or instructions may require a certain level of interpretation. Since the use of language is a form of communication that can be used in almost any situation, authenticity or a real life situation can be created much more easily than in other areas of training.

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