Modern English Teaching Methods

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This article analyzes the possibilities of using modern methods in the process of teaching English. At each stage of the development of society, a certain language played an important role. Knowledge of foreign languages opens new doors for a person to improve himself and expand his worldview. The modern age requires a new approach, new methods of teaching foreign languages. To awaken in the child the desire to learn, to acquire new knowledge and activities, while building the further direction of their own education, is the main goal of the current school. The teacher needs to logically correctly build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words and grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Work experience shows that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

Keywords: innovative methods, innovative technologies, educational process, cooperative learning, ICT, ELT

INTRODUCTION

The new technologies discussed in the article relate to the methodology and materials used in language teaching. The article discusses educational trends, new and existing methods, new teaching designs, modern devices needed for change, and the role of ICT in teaching English. Teaching English has undergone tremendous changes over the years, especially in the last ten years. Previously, pupils and students were burdened with the study and assimilation of material within the framework of lectures with a selection of relevant information from prescribed texts. At present, such alternative approaches as developing communication, technical skills, interpersonal skills, and ICT literacy are becoming increasingly important. The need for successful graduates who can compete in the challenging survival environment of the global market is very much in demand today. Times, fashion, and people's attitudes are changing, but it is discouraging that over the past century, the English language curriculum has hardly changed at all. A lot has changed in people's attitudes, what they perceive as language. Yet rigid curricula and huge curricula continue to threaten pupils and students.

LITERATURE REVIEW AND METHODS

Teachers who practiced the grammar-translation method for the previous decade, relying solely on the blackboard as a suitable tool for conveying communication skills and nuances of the English language, are still teaching. Projectors, another medium for the teacher, are still dominated by the classroom. Such

teachers believed in the sayings of doctrine and practice. Previously, researchers have paid great attention to authentic and meaningful contextualized discourse. They then focused on successful adult second language learning as a parallel process of learning a foreign language. In other words, the teachers presented the lecture's content, and the students listened to it. The learning mode tended to be passive, and the students played a minor role in the learning process. Over time, many teachers and students have found that the traditional classroom lecture approach has limited effectiveness in both teaching and learning. This method remained in practice for an extended period due to its focus on the practical use of the English language. But, nevertheless, this method was ineffective. It took a long time, a good budget, and a small class size for things to start to change. But even that wasn't enough. The problems led to another method called audio-linguistic. Then came the direct method of teaching a foreign language using audiovisual means.

DISCUSSION AND RESULTS

Modern trends in teaching English. The communicative teaching method is more student-centered and takes less time. The quality of teaching is better, and the applied communication of students in English can be effectively cultivated, which means that students' communicative competence will be successfully developed. Ideally, language in education is usually built on such a naturally acquired language ability, which, enriched by literacy, turns into a tool for abstract thinking and acquiring academic knowledge. Teachers use various texts in English for translation, listening, and grammar tests. With the proliferation of tablets and smartphones, the textbook is believed to disappear in a few years.

Aware of the need for transformation: English teachers convene various types of conferences and workshops to create a platform, learn about the upcoming ideologies in the ELT, and improve their professional level. Academic qualifications alone cannot help teachers grow professionally; conversely, they must be equipped with up-to-date materials. There were too many methods of teaching English. World globalization is inseparable from the teaching of English - this is the development of information and communication technologies. New trends in English language teaching, such as an interactive approach, are being developed due to ongoing research.

Web Learning

Web learning is one of the fastest-growing areas. There are thousands of English language web classes that offer to teach of various basic language skills such as learning, speaking, reading, and writing in interactive ways. Some common techniques are as follows: students can correspond with native speakers via email by creating a personal email account (g-mail, yahoo, hotmail, etc.) which is free. Students can mail their homework to teachers and have it reviewed. The teacher can create his blog. A blog is a personal or professional journal, updated frequently for public consumption. Blogs allow you to upload and link files, which are very suitable for use as online personal journals for students. A blog becomes communicative and interactive when members take on multiple roles, as readers/reviewers who respond to other authors' posts and as writer-readers who, returning to their posts, respond to criticisms of their posts. Readers, in turn, can comment on what they read, although blogs can also be hosted in secure environments. Laptops with cameras have audio features and technology tools. Students can communicate with their teachers and friends who are far away.

New Generation Devices

This year's Consumer Electronics Show (CES), held in Las Vegas, showed innovative devices designed exclusively for students. These exhibits ranged from 3D printers to smartwatches. New devices meet the requirements of young people, allowing them to study, communicate on social networks, travel, and be mobile. Media streaming devices like Google chrome cast and Rokku make group explorations interactive and presentations amazing. One of the devices can stream media to a smart TV using a dongle. Another device, the e-reader, is a boon for the new generation on the move. The brand new kindle white paper is another invention. Portable Document Scanner is a great app that sorts Flatbet photos and notebooks. Other devices are voice recorders, such as Olympus, which can be used to record all English lectures and playback

at a convenient time. New language programs and curricula for effectively developing students' skills have been developed. A clear description of content in terms of linguistic, sociolinguistic, and pragmatic competence constitutes a language. With the help of descriptor scales, the level of language proficiency of a student is measured. Descriptors consist of a number of can do statements that have received a lot of attention. In the process of teaching and learning, special attention is also paid to the involvement of students and the teacher's empowerment.

The Role of the Modern Teacher

The researchers defined the term "role" as a technical term originally from sociology and refers to the general concept of how an individual should behave. Several methodologies highlight the different roles of the language teacher. In some, the role of the teacher is part of the design, a component of the method. In others, it is a learning facilitator, warden, class teacher, counselor, and sometimes co-communicator with students. For others, the teacher plays the role of controller, organizer, evaluator, promoter, participant, resource, mentor, and observer. The task of modern teaching is communicative language teaching. Experiential learning or learning by doing is the main conceptual framework of TBLT. Task-based language teaching (TBLT), or task-based instruction (TBI), focuses on using authentic language and asking students to complete meaningful tasks using the target language. Such tasks might include visiting a doctor, conducting an interview, or contacting customer service for help. TBLT breaks down the barriers of the traditional class because, in TBLT. The role of the student is changing significantly. The teacher becomes a true mediator, a teacher for exclusively dialogic communication. The role of the teacher is not completely avoided but limited: the teacher must be a guide on the side. The role of the teacher is the lead, independent contributor, analyst, advisor, and group data manager.

Innovative Methods for Assessing the Results of Teaching English

The Common European Framework of Reference for Languages is a practical tool for objectively assessing the foreign language competence of students whose learning process consists of certain stages. As they are mastered, ongoing monitoring is carried out for compliance with educational standards consistent with this language learning stage. This system belongs to the system of international standards, which in the future can provide successful students with opportunities for professional mobility (Warwick, 2021). The indicated principles of the international system for assessing the results of foreign language competence should be reflected in the basic provisions and teaching aids in a foreign language in general educational organizations for conducting intermediate and final certification of students. The formation of communicative competence is one of the areas of control in teaching a language. The process of assessing this competence should be adjusted considering the level of assimilation of the material by the students. To do this, it is necessary to build the assessment process so that language acquisition is not designed to prove existing knowledge but to improve the quality of education. The analysis of scientific literature on the problem of the concept of "competence" reflects the main structural elements of the competence-based approach in the process activities, the main features of which are the application of theoretical knowledge in the framework of human practical activity to achieve high personal and professional results (Kim, 2021). The assessment of knowledge formation is detailed information about the completeness and quality of acquired knowledge acquired depending on the individual characteristics of students. The system of assessing knowledge in a foreign language should be comprehensive and take into account not only theoretical knowledge but also their practical application, as well as the possibility of developing meta-subject results.

CONCLUSION

All over the world, information technology is fundamentally changing the way students, teachers, and staff learn and work. As the demand for technology continues to grow, colleges and universities are providing various services for students, from laundry to online food delivery. Technology is also changing the way we work in the classroom. Tablet PCs, compact computers that allow you to write notes directly

on the screen with a special pen, are replacing the archaic projector. With tablet technology, the teacher can take notes on charts and spreadsheets and send them directly to their students' computers. The traditional method placed great emphasis on the teacher himself and was teacher-centered. Repetitive practice, rote exercise, and memorization were the hallmarks of traditional methods. The quality of teaching depended on how well the teacher taught. Modern trends and methods of ELT assessment aim to transfer information or knowledge into students' minds.

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