

## NEW TRENDS OF TEACHING ENGLISH AS FOREIGN LANGUAGE

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### ABSTRACT:

**The article discusses new trends of teaching English as foreign language. It also deals with Modern pedagogical technologies which are not only the use of technical teaching aids or computers, it is the identification of principles and the development of methods for optimizing the educational process that increase educational efficiency.**

**Keywords: Theory and methods, the skills and abilities, health-saving technology, an electronic interactive simulator**

### INTRODUCTION:

The education of the 21st century implies the development of universal educational activities, the mastery of key competencies that form the basis for self-development and continuous education, the development of communication qualities and information skills of the individual. Among the many academic disciplines, the subject "foreign language" occupies a special place. In the course of studying foreign languages, students do not acquire knowledge of the basics of science, but form the skills and abilities to use a foreign language as a means of communication, a means of obtaining new and useful information.

The task of the teacher is to arouse interest in learning activities, to achieve students' manifestation of activity in studying the material. Therefore, the teacher often faces questions about how to simultaneously ensure the effectiveness and fascination of the lesson.

Keeping students interested in learning is currently very difficult. The complexity of the teacher's work is to develop in each student a craving for knowledge, to motivate not only to receive ready-made information and knowledge, but also to develop independently, learn on their own, look for solutions, analyze and draw conclusions. And to achieve these goals in our time is impossible without the use of modern learning technologies. This is due to a large and rapid leap in the development of information and communication technologies and, as a result, the modernization of the education system. In our digital age, we cannot do without digital learning [1, 24]. The introduction and application of new information and communication methods and teaching methods undoubtedly contribute to increasing motivation and independent activity in learning. At the moment, the Internet provides exceptional opportunities for learning a foreign language, since it provides the possibility of live communication in the target language, provides access to all sorts of authentic materials and a huge amount of educational resources [2, p. 7]. So, based on the principle of self-sufficiency in obtaining knowledge, I built a lesson on the topic "Grammar: tenses of the Present Perfect group". The methodological purpose of the lesson was to show the use of learning technology in cooperation at the stage of development of communicative competence, the training of grammatical skills using electronic simulators.

## 1. Theory and Methods of Teaching Foreign Languages and Cultures

The main task of the lesson was to motivate the cognitive activity of students, taking into account their capabilities, personal interest, and the practical significance of the results of the work. It became possible to achieve the set goal and objectives of the lesson by applying the basic principles of the system-activity approach to teaching in the lesson [4, p. 43], the inclusion of interactive methods and techniques in the structure and content of the lesson stimulated the cognitive motivation of students and contributed to the achievement of the planned results. ' and 'problem posing'. The use of technology for the development of critical thinking ("brainstorming", posing a problematic question) at the stage of determining the topic, purpose and effective methods of work in the lesson to achieve good results contributed to the acquisition of individual experience of students by activating the learning process and a non-standard approach to completing tasks. To do this, at the beginning of the lesson, the students were given homework for the next lesson and asked questions: could they complete it immediately without prior preparation and what kind of material they need to learn to complete this assignment. After jointly determining the topic of the lesson, students determine the purpose of the lesson and what tasks they set for themselves in the lesson. Everything is written down in a notebook and voiced orally.

Further, in order to repeat and consolidate the grammatical material, namely in the lesson, it was necessary to learn the construction formula and the cases of using Present Perfect, Present Perfect Continuous, and the difference in the use of have been, gone to and have been in, there was further motivation for active work - staging problematic issue and division into groups. The students determined for themselves an

effective way of working in the lesson based on the tasks and were divided into three groups. Each group drew out a card with a task for repetition and practice. To update knowledge and explain new material, the technology of learning in collaboration was used - independent study and training of the grammatical rule, discussion in the team and explanation of this rule for other members of the subgroup. The students, having divided into groups and received tasks, proceed to their implementation using laptops and an educational presentation with hyperlinks to theoretical and practical material.

Each group studies, discusses and performs the training exercises together. The use of the teaching method in cooperation ("we are in a group") in the lesson made it possible to motivate the cognitive activity of students, taking into account their capabilities, personal interest, practical significance of the results of work, and also contributed to team building and the development of the ability to work in a team, where the achievements of each are important for the common result. The next stage of the lesson is the primary consolidation of knowledge with external pronunciation - work with reference slides. At the end of the work, students from each group verbally provide the material they studied for other groups based on a slide, "listeners" write down information briefly in a notebook and answer their questions or the questions of the teacher.

It is obligatory to conduct a physical minute at the lesson - the use of an element of health-saving technology [4, 42] helps to create a comfortable atmosphere in the lesson and increase the activity of performing subsequent tasks. After the rest, there is a development of the skill of applying grammatical knowledge in practice - practical work, the use of learning technology in cooperation (mutual assistance and verification when compiling one's own assignments).

Students put into practice the knowledge they have gained on their own by completing tasks using the free online service Learning Apps, which allows you to interactively practice grammar skills. Tasks are performed in a group with joint discussion and mutual verification. The use of ICT tools (laptops, presentation and work with electronic simulators) at the stage of familiarization, training and consolidation of grammatical material made it possible to develop the skills of independent work of each member of the group in constant interaction with other members of the same group and the class as a whole. This also made it possible to shift the emphasis from various types of reproductive exercises to active mental activity of students in the course of compiling their own tasks in an electronic interactive simulator. At the stage of consolidation of skills, students create their own tasks using the Learning Apps service, the service allows you to conveniently and easily create electronic interactive exercises for practicing grammar material according to the proposed template, and invites any participant from another group to complete their task. At the end of the lesson, independent work is carried out to test the knowledge gained and the result of the work - the test task in the "My Test" program individually and receive an assessment for the lesson. The use of the "My Test" electronic simulator for the final testing and obtaining a grade for the lesson made it possible to exclude the subjectivity of the teacher's assessment and objectively showed the result of mastering the lesson material.

Summing up the lesson, we conduct a reflection - students compare the goals and objectives set with the result of the lesson and assess whether the knowledge gained is sufficient to complete their homework. The use of ICT technologies undoubtedly contributes to a more productive and conscious study of

foreign languages. The activity of the teacher in such lessons changes, he is not a "translator" of knowledge, but organizes activities together with students. The teacher must build a lesson so that the knowledge of children is the result of their own searches, it is necessary to organize these searches, manage students, develop their cognitive activity, show them the criteria for assessment and self-assessment, monitor the real growth of everyone's knowledge, create an atmosphere of cooperation and a good psychological climate.

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