The Most Relevant Methods of Modern Foreign Language Teaching

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Abstract

In the civilized world, it is difficult to imagine the average citizen of the world who would not seek to learn one foreign language at least. In the article, the purpose of the study is to reveal the problems of finding new techniques of teaching foreign languages. These techniques must fully meet the ever-changing requirements of the modern educational concept. The study revealed the meaning of such concepts as «pedagogical technology» and «smart education». The widespread use of the smart-education methodology contributes to the effectiveness of language learning programs. On the other hand, the use of information technology helps students adapt more easily to the demands of the outside educational environment. Particular attention is paid to the methods of motivation and the using of information technology in the educational process.The search, selection, evaluation of arguments for the relevance and practical applicability of the research findings are supported by the current literature in the area of pedagogy. The dataset has been obtained through the use of dialectical, logical, comparative, and linguistic methods of research. The study methods make it easier for society to shift from using book resources in language learning to actively embracing the digital possibilities of the linguistic environment. To objectively evaluate the use of the proposed teaching methods, this study considers the characteristics and needs of all participants in the educational process.

Key words: *foreign; language; modern; methodology; pedagogical; technology; smart; information.*

Introduction

Language learning is quite a complex process, with many levels and purposes. This is especially true when learning a language other than your native one. The problematic of finding and mastering new methods of teaching foreign languages has a high social priority. Therefore, the problematic of finding and mastering new methods of teaching foreign languages is characterized by high social significance. The choice of the most correct approaches to mastering this knowledge area must be accompanied by compliance with the requirements of the modern world educational concept.

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A person can be motivated by various factors when deciding to learn a foreign language. For example, a passion for travel, a desire to expand the horizons of knowledge, to improve professional activities, to build a sports career. These are just a few reasons why people seek to learn not only foreign culture, but also foreign languages.

The most common languages in the world community today are English, Chinese, and Arabic. The ability to speak these languages is recognized as a standard of success. A specialist who can speak foreign languages is more in search of a job on the labor market. It is easier for him to find a new high-paying job. This skill is often listed as a prerequisite for managerial positions or for candidates who plan to be employed by prestigious, world-renowned companies. On the other hand, the opportunities for people to learn languages and improve their competencies are increasing day by day.

The possibilities of using different methods of teaching a foreign language in individual countries may vary. And the assessment of the effectiveness of mastering these techniques helps to form an idea of the level of education of the population of a particular state. In addition, the quality and proficiency of foreign languages have become mandatory indicators of the standard of living and well-being of every citizen.

Based on the presented arguments, we can say that the present research is of high value. It confirms the importance of the process of teaching and learning a foreign language using modern technology. There is an opportunity to assess the adequacy of the use of modern methods of teaching a foreign language to each student. In this case the essential attention is paid to the ability of the individual to find, use, assimilate, create and transfer the knowledge obtained.

Despite the high development of issues and the large number of works to identify the most effective and relevant methods of teaching foreign languages, representatives of the scientific community pay close attention to this question. Among the most significant points of view are the works of Alekseeva N.A., Fisunov P.A., Dubskikh A.I., Kisel O.V., Bosik, G.A., Milrud R.P., Maksimova I.R., Nazarova N.B., Mokhova O.L., Yuldasheva Z.F., Aminova Z.R., Surzhenko O.Yu., Sattorova F.E., Schukin A.N., etc. Nevertheless, this field of study contains many contradictions and controversial points. They become the basis for the further development of a comprehensive model for the modernization of common methods of learning foreign languages. The application of this model will expand the opportunities for the use of modern teaching technologies, as well as digital resources.

Research Methods and Design

The research is based on an analysis of international experience in teaching and learning foreign languages. Both the classical approach and innovative educational methods are considered. The fundamental point in the course of the study was to identify the key task of the modern process of language learning. In our opinion, this task is the practical mastery of knowledge and the formation of abilities, which are necessary for the smooth participation of a person in the international communicative process.

When selecting literature, the comprehensive use of traditional technologies and innovative pedagogical methods was taken into consideration. It is modern pedagogical technologies that have gained high importance in recent decades. They contribute to the adequate formation of the basics of interlingual communication in the individual, as well as allow to complement the classical approaches to language teaching.

In the process of research, attention is paid to both advanced language learning methods and traditional approaches. Among the classical concepts of teaching foreign languages experts consider, first of all, the method of grammatical translation. It involves familiarization with the linguistic fundamentals and rules of language in conjunction with the practice of translation. Until now, this model of teaching has been considered the most widespread and widely used all over the world. Followers of the method believe that acquiring the skills of translation from one language to another increases the intellectual capacity of the learner and ensures sustainable development of communication skills (Sattorova, 2021).

There is also a direct method of learning a foreign language. It involves a focus on oral communication, active use of the principles of imitation and memorization of language structures. But this method can be characterized as a superficial, because it actively uses patterns and does not provide the formation of fundamental knowledge. In addition, its use partially limits the opportunities for further development and improvement of the level of language skills of students.

In order to break the limitations of the direct method, an audiolinguistic method of learning foreign languages was developed on its basis. It combined the linguistic theory and elements of psychology. Among its main techniques are: repetitive exercises, studying vocabulary in context, consolidating information through the use of visual aids and focusing on pronunciation.

There is another effective method of teaching a foreign language in the scientific literature and deserves attention. Suggestopedia is a method based on situational reinforcement of speech material. It is focused on creating a natural scientific environment and manifestation of activity of students. The emphasis is placed on mobilization of latent personal reserves through relaxation. Trainees should perceive educational material, sitting in comfortable armchairs, listening to pleasant music and being in a relaxed condition as much as possible. G. Lozanov, the author of this method, was of the opinion that a relaxed mind of a student is more susceptible to suggestion and productive learning (Schukin, 2008).

The communicative method of language teaching is very widely used. Its followers involve students in the functional use of language capabilities on a pragmatic level. It implies the formation of fluent reading skills from the sheet and continuous improvement of translation accuracy. Students in non-temporal contexts use the foreign language, which allows this method to go beyond the usual limits of language comprehension (Surzhenko, 2015).

The list of traditional methods of teaching foreign languages is still widely used today. But their use implements formal control over the learning process and unifies knowledge with the help of an evaluation system. In this regard, not so long ago, traditional methods began to be replaced by new pedagogical technologies in education. For example, the intensive formation, filling and systematization of electronic data repository in the form of the Internet opens up completely new opportunities for learning and improving existing skills.

In the international context, the definition of the most relevant methods of teaching a foreign language should have a close relationship with the possibilities of using the unified digital information space. First of all, innovative teaching methods contribute to the orientation of the educational process to meet the requirements of the changing external world. Also, of importance is the achievement of the user's own interests through independent activities. Some conditions must be met: the methods must be characterized by transparency, orderliness, and maximum integration into the existing conditions of the educational environment.

As part of the study of selected sources of literature a cumulative definition of the concept of pedagogical technology is derived. Pedagogical technology is a set of techniques in the field of teaching, which reflect the characteristics and relationship of the processes of pedagogical activity. Quality management of these processes contributes to the achievement of the required teaching and educational indicators and reduces the time required to assimilate information (Alekseeva and Fisunov, 2016).

According to most experts in the field of foreign language teaching, a person-centered approach to the educational process comes first today. And its implementation can be focused on both the teacher and the student. Or it can be a combination of both. More and more often teachers use interactive technologies that welcome the involvement of students in the process of teaching, developing learning assignments, assigning grades.

Considering the current methods of teaching foreign languages, it is necessary to note their active development in the direction of smart-education. Smart-education is a concept aimed at reorganizing the processes, methods and technologies of teaching. This methodology allows learners to achieve high results in accordance with the requirements of the outside world. It enables young people to adapt to an unstable and rapidly changing educational environment. In addition, the use of a single digital repository of learning materials replacing book resources is of great importance here. Digitalization of educational content opens up the prospects of using an analytical search system, constant control over the relevance of stored data, implementation of the most advanced information technologies, and obtaining quality feedback.

Among other things, a prerequisite for the applicability of innovative educational methods is their motivational component. At different levels of foreign language acquisition there may be an insufficient level of interest of the user in the educational process. The student may feel that the desired results are unattainable. This is primarily due to the presence or absence of psychological and intellectual peculiarities of the individual. Often he or she faces difficulties in the process of language acquisition and needs to discover new ways of assimilating information in order to maintain interest in the material being studied.

All these factors allow us to recognize the problem of identifying the most effective methods of teaching foreign languages as one of the key ones in this sphere. The possibility of choosing, further application of teaching methods and achieving the required results of the educational process have a direct dependence on the level of elaboration of this subject.

Results

As a result of the research the most significant methods of teaching foreign languages are identified. Traditional approaches to the educational process are characterized by relevance. Among them we can distinguish the method of grammatical translation, direct method of learning, audiolingual method, sugestopedic and communicative method of language teaching. In addition to classical techniques and educational concepts, new pedagogical technologies are currently gaining popularity. The attention of researchers is attracted by the practical application of smart education. Actively researched the use of digital technology in the study of a foreign language.

Revision of the educational concept in favor of new pedagogical technologies consist in a change of educational focus. This implies the application of person-centered approach to the

interaction between the student and the teacher. A significant role in the study is given to the issue of expanding the scope of smart education as a comprehensive approach to the reorganization of the educational environment. Its existence as an independent methodology is aimed at the conceptual reform of the very process of teaching, learning a foreign language and its further practical application.

The expected impact of this study is, above all, to streamline the knowledge and skills accumulated in the field of foreign language teaching. In addition, the prerequisites for the transition to digital educational opportunities should be identified, provided that the positive experience of past years is preserved. This will ensure the achievement of educational goals at the lowest cost and fulfill the condition of coordination of subjects of education self-regulated.

The result is to strengthen the theoretical foundation and practical support in terms of the development of the most relevant educational technologies. It is planned to reduce disparities in the level of competence among potential participants in the educational process. In turn, this will lead to positive social changes both in education and in related areas of social activity. Moreover, the accessibility of the educational environment is expected to increase both for residents of large cities and for those who live in remote areas of the globe with Internet access. Reducing language barriers and increasing the general level of well-being of the population are expected.

As individual effects of the implementation of the latest pedagogical technologies are expected to increase the interest and desire of participants in the learning process, the disclosure of their intellectual and creative capabilities. It is assumed that each learner should reach an awareness of his/her possibility of international communication and expression of thought in another language. This, in turn, will lead to the independent solution of communicative tasks.

The social significance of this study is to identify significant changes in current trends in foreign language teaching. They are reflected in various aspects of the learning process. In particular, there has been a shift from book-based sources of knowledge acquisition to digital ones. Currently, the line of educational tools is complemented by new technologies, which actively use the Internet space. The use of Internet content, online communication via video calls with native speakers, and other ways contributes to the improvement of speech skills. It is very important to be able to share knowledge through the use of advanced technology between a teacher and a student, who can be located in absolutely different parts of the world. The predominant use of these resources creates favorable prerequisites for the formation of the so-called educational Smart environment.

Discussion

In modern world and in the international educational environment there are active transformational phenomena. In particular, the spread of the COVID-19 pandemic has provoked the development of digitalization processes and their ubiquity. Currently, information technology is penetrating into all spheres of society, including the area of teaching foreign languages.

When considering the possibility of using the actual methods of teaching foreign languages, including the use of information technology, special attention is paid to a wide range of Internet resources. The possibilities of their use nowadays can be considered limitless. Their use helps students to solve the following problems:

independent search for information in accordance with the goals of the educational process; expanding the scope of knowledge by incorporating new areas of scientific data into the content of the educational program; use of accumulated knowledge of past years, exchange of best practices of forming the system of linguistics of an individual; unhindered enrichment of the vocabulary with new linguistic units; development of reading skills through the use of materials of different levels of complexity; improvement of listening skills with the use of educational audio files posted in the Internet space; study of the culture of the people - a native speaker of a foreign language; direct communication with a representative of the studied language culture in real time; the possibility of multiple repetition and consolidation of the material through the use of a recording of the lesson (Schukin, 2008; Sharrad & Faravani, 2021).

Traditional approaches to learning a foreign language are still widespread, but they do not always meet the growing demands on the quality of education. In this connection, smart-education methods, person-centered approach to the learning process, and the use of new pedagogical technologies are gaining popularity. The possibilities of their application create objective prerequisites for continuous improvement of the quality of information resources involved in the teaching process. It should be noted that the quality of the educational materials placed and available for use in the Internet space should be constantly monitored. Moreover, they can constitute a single integrated system together with other elements of the educational process.

Conclusion

To summarize the research, we can say that the issue of updating modern methods of teaching foreign languages attracts increased attention of the scientific community. This direction has a high potential for development. The main promising areas should be the use of digital technologies and the spread of educational smart environment. Their use is designed to increase the availability and quality of scientific materials, based on the best practices of traditional approaches to foreign language teaching.

As a constructive proposal is the possibility of combining classical techniques with the greatest effectiveness, and build on them a new educational concept. In this case, the use of digital technology and smart-education resources create almost limitless opportunities for learning and improving the language skills of each student. The educational process, on the one hand, becomes simpler and more accessible. On the other hand, users need help in navigating the limitless flow of information and the many sources of knowledge offered.

So, it is almost impossible to imagine today's educational process without the use of innovative pedagogical technologies. Their firmly established in the modern system of education allows you to create interesting and memorable content. They are aimed at increasing the motivational component of the learning process and the acquisition of knowledge on an independent basis. The conditions of the outside world and the individual requirements of students change the role of the teacher in the learning process. The key task becomes the empowerment of learners and stimulation of their educational activity. As a result, each individual gets the opportunity to determine his or her own learning perspectives and personal needs. Awareness of motivation and prerequisites for learning a foreign language also acquire an independent basis. All this inevitably leads to increased interest in the learning process and bright results in the formation of interlingual communicative skills.

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