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MODERN TRENDS IN TEACHING AND LEARNING A FOREIGN LANGUAGE
SUMMARY

The problem of quality foreign language teaching has always been relevant for both secondary and high schools. If earlier the knowledge received at school was enough for a graduate to read and translate with a dictionary text rarely encountered in his professional life, and communication in a foreign language was out of the question, nowadays this amount of knowledge is clearly insufficient.

Today schools and universities have to solve many problems, starting from the lack of material base, which provides quality educational process, to the search and retention of qualified teachers.

One of the solutions to this problem for schools and universities will be the active use of additional means of education. We are talking about the use of multimedia special training programmes for PCs. Of course, their use cannot completely replace lessons, but they can serve as a full-fledged aid for learning English with a teacher. This can improve the quality of learning, involve all students in the learning process, and reduce the time spent on checking homework.

Computer tools make it possible to provide much more information for the same training time, and to make the control of knowledge more profound and objective. A significant advantage of multimedia tools for teaching foreign languages is the possibility, at almost any stage of work with the programme, to choose from several alternatives with subsequent evaluation of the correctness of each step. Such constant self-control is especially important in the process of education.

The paper deals with relevant techniques and tools for effective learning a foreign language and can be useful for those who struggle to achieve better language learning.

Key words: a foreign language, teaching, learning, computer tools, student-centered, integration

Introduction. In modern economic and social conditions, language is a means of communication and plays an important role, because it influences the development of personality and expands its opportunities to take a more prestigious and material place in society. At the same time, it should be emphasised that it is the interrelation of state, public and personal interests in the development of language education that influences the achievement of quality results of foreign language learning. Thus, the essence of language education is reduced to the process, organisation and practice of teaching foreign languages, independent study and replenishment of the language repertoire of the individual, conditioned by adaptation

to the world processes such as globalisation and internationalisation. For implementing all the mentioned above the use of computer programmes contributes to the rapid formation of language skills. Multimedia technologies allow the integrated use of different media: text, graphic images, sound, animation and video clips. The joint use of different types of information channels helps to speed up the memorisation process. An integrated approach to learning foreign languages is realised, i.e. simultaneous teaching of all types of speech activity in their interrelation.

Modern trends in foreign language teaching are an attempt to respond to new challenges and changes in education. At the moment, the topic of information and communication technology (ICT) use is quite demanded and relevant, but it is not sufficiently studied.

Main part. The leading trends in foreign language teaching are:

– student-centred learning. The teacher becomes a fellow learner. This direction is influenced by humanistic pedagogy and psychology with an emphasis on the creative potential of each individual and his ability to change himself. This understanding is undoubtedly influencing the changing roles of teacher and learner in education. One of the most powerful drivers of this trend is the theory of social constructivism. From a social constructivist perspective, learners construct knowledge from their experiences, both positive and negative. Learning is an active social process, which means that learning takes place when people actively participate in social activities [1].

– realisation of the concept of self-directed learning. Learners are seen as individuals who can and should be autonomous, i.e. responsible for their own curriculum. Moreover, self-directed learning helps students to develop reflection, foresight, practicality and freedom of discussion. These aspects help the student in his self-directed education.

– group learning. Such learning consists of a number of concepts and methods to enhance the value of student-student interaction. One common example of group learning in foreign language learning is project work, which allows students to study together for a purpose other than getting high marks on an exam.

– integration with other subjects in the school programme. This means that students use not only their acquired knowledge but also their skills in the curriculum. In practice, students use a foreign language to study subjects such as geography, history or maths that were originally taught in the mother tongue. This type of learning is used in what is known as Content and Language Integrated Learning (CLIL), which involves teaching a curriculum subject through a foreign language.

– personal diversity. This aspect can be understood as the combination of learners in the classroom in terms of their backgrounds, e.g. ethnic, religious, social class and their first language, gender, achievement levels, learning styles, intelligence and learning strategies. Moreover, the boundaries between the process of directed learning and individualised foreign language learning processes are blurred. Foreign language learning no longer represents one teaching method and is only one

tutorial, but the learner is exposed to a range of interactive stimuli and learning methods, such as project-based learning or learning through new information and communication technologies.

– promoting the concept of multiculturalism. It aims to make students more sensitive and open to other nationalities and cultures and, as a consequence, to familiarise them with other cultures, values and beliefs.

– foreign language learning is perceived as a lifelong process. Such a process should already include pre-school learning and extend to learning in later life, but it should also cover a variety of professional and personal needs [3].

The rapid development of information technologies causes great changes in the educational process. A significant amount of new information is constantly appearing, which at the same time places higher demands on the level of education. Therefore, it is necessary to search for new forms, methods and means to convey as much information as possible. Some time ago it seemed that teaching a foreign language required only traditional face-to-face teaching. However, nowadays it turns out that the latest methods supported by modern technology can be used even in language teaching. Thanks to the support of ICT, this teaching has been used in many secondary schools and universities in the last few years and is developing very intensively. Foreign language teaching through e-learning tends to gain popularity more slowly than science or technology teaching. Being in the process of constant modernisation of learning styles, foreign language teachers are looking for new ways to motivate and engage learners in education. In this case, it is reasonable to think about introducing distance learning into the educational process. Distance learning means learning based on interactive interaction between a student, teacher and an interactive source of information resource (e.g. a website or a web page) reflecting all components inherent to the educational process (objectives, content, methods, organisational forms, teaching aids), feasible in the information environment when realising the potential of information and communication technologies (ICT) (immediate feedback between the student and the medium of instruction; computer-based visualisation of learning information).

Distance learning, organised in an information environment, allows students to build independence in performing tasks, develop thinking and creative activity.

Characteristic features of distance learning are:

- flexibility - students usually do not attend regular classes, but study at a convenient time, place and pace;

- modularity - each separate course in a foreign language programme creates a holistic view of a specific subject area;

- cost-effectiveness - global evaluation of the education system shows that distance learning is cheaper than traditional forms; specialised quality control - remotely organised exams, interviews, practical.

Modern ICT allows presenting new material at a higher level. Speaking about learning a foreign language, it is difficult to overestimate the role of ICT. Various learning management systems are widely used in the pedagogical practice of

educational institutions. For example, Moodle, Blackboard have inbuilt tools of editable pages, which are designed for collaboration, sharing and creating online content and are especially useful for students separated by time and place. Teachers can create a variety of products, from virtual libraries and language labs to simple tests in Google Forms.

The use of ICTs, on the one hand, promotes individualisation of learning, as it allows students to learn at their own pace, and on the other hand, it is an effective means of developing students' communicative culture. The latter is of vital importance due to global integration. In order to successfully implement ICT, teachers should have sufficient knowledge and skills to work with it and be ready to use it in preparation for classes [2].

Foreign language teachers are faced with the task of getting students interested in learning the subject from the very first days. The idea of the modern education system is not only to impart knowledge, but also to teach learning. And the standards of the new educational programme help to teach to learn, to master universal learning actions, without which it is impossible to further self-education of an individual throughout his/her professional activity. At present, the following methods of teaching with the use of ICT are used in foreign language classes as part of the educational process: project method, information resource method, didactic (business, role-playing) games [1].

The project method allows to involve each student in active cognitive activity. One of the ways of such independent work is co-operative learning, working with a partner or a group. The use of ICT in this kind of work is much more effective than explanatory-illustrative-reproductive methods.

The information resource method involves students working with electronic publications (reference and popular science magazines). The main advantage of this method is the possibility for a student to repeatedly process educational information at an affordable speed and at a convenient time. Two types of work with information resources are the most widespread: work in class under the guidance of a teacher and independent work to improve and increase their knowledge.

The use of computer programmes, multimedia programmes, interactive whiteboards, presentations, makes it possible to make communication in a foreign language at a high technological level. With the use of innovations and computerisation, classes become effective, informative and accessible to the learner. The Internet has become an integral part of modernity, the younger generation cannot imagine itself without tablets, smartphones, computers and laptops, which are based on the Internet. It is available to almost everyone, facilitates communication and perception of new information. Competent use of online technologies, computer programmes and Internet means allows making foreign language learning accessible and understandable to everyone. Interest in the country of the learnt language, culture and traditions increases. With this interest comes the desire to understand the foreign language mentality, the desire to speak as native speakers. In this case, the quality of education increases, the learning process becomes interesting and effective.

Computer technology and the use of the Internet strengthens self-confidence, confidence in their own talent and strength, which raises the students' self-esteem in their own eyes, increases their authority in the group. And continuous independent work earns the respect of the teacher. The students are motivated to apply the field knowledge in practice, developing their intellectual abilities. The main goal of a modern teacher is to make each student feel a personality, an important link in the learning process, supporting the process of self-development. It is the teacher who forms positive motivation in the student, shows readiness to help and diversify the learning process. The use of computer tools and multimedia is a good means to achieve the main educational goals.

Didactic games are conducted using ICT resources. They can fulfil different educational objectives. Some games help students to develop and improve their control and self-control skills. Others, based on material of varying degrees of complexity, enable a differentiated approach to teaching students with different levels of knowledge. The use of applied games in lessons should be in close connection with the ICT tools used, with the topic of the lesson, with its objectives, but should not be purely entertaining. Didactic game with ICT application is seen as an opportunity for students to test their knowledge and readiness for real life.

It should be noted that without an appropriate textbook, methodical instructions for the teacher, workbook, textbook, control materials, Internet resources for independent work, instructions for preparing presentations and messages on the subjects studied, control tasks in electronic form, technical support (language laboratory, computer classrooms, multimedia equipment) effective formation of key skills and abilities of students at foreign language lessons is impossible today.

Conclusion. Thus, the main modern trends in foreign language teaching are learner-centredness, the concept of self-directed learning, group learning, integration with other academic subjects, the concept of multiculturalism and lifelong language learning. The main advantages of using ICT are flexibility, modularity, cost-effectiveness.

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АЙСЕЛЬ ЮСУБОВА
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

РЕЗЮМЕ

Проблема качественного преподавания иностранных языков всегда была актуальна как для средней, так и для старшей школы. Если раньше знаний, полученных в школе, было достаточно для того, чтобы выпускник мог прочитать и перевести со словарем редко встречающийся в его профессиональной деятельности текст, а об общении на иностранном языке не могло быть и речи, то сегодня этого объема знаний явно недостаточно.

Сегодня школам и вузам приходится решать множество проблем, начиная от отсутствия материальной базы, обеспечивающей качественный образовательный процесс, и заканчивая поиском и удержанием квалифицированных преподавателей.

Одним из решений этой проблемы для школ и вузов станет активное использование дополнительных средств обучения. Речь идет об использовании мультимедийных специальных обучающих программ для ПК. Конечно, их использование не может полностью заменить уроки, но они могут служить полноценным пособием для изучения английского языка с преподавателем. Это позволяет повысить качество обучения, вовлечь всех учеников в учебный процесс и сократить время на проверку домашних заданий.

Компьютерные средства позволяют предоставить гораздо больше информации за то же учебное время, а также сделать контроль знаний более глубоким и объективным. Существенным преимуществом мультимедийных средств обучения иностранным языкам является возможность практически на любом этапе работы с программой выбирать из нескольких альтернатив с последующей оценкой правильности каждого шага. Такой постоянный самоконтроль особенно важен в процессе обучения.

Статья посвящена актуальным методикам и инструментам для эффективного изучения иностранного языка и может быть полезна тем, кто стремится к лучшему усвоению языка.

Ключевые слова: иностранный язык, преподавание, обучение, компьютерные инструменты, студентоцентрированность, интеграция

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XÜLASƏ

Xarici dillərin keyfiyyətli tədrisi problemi həm orta, həm də ali məktəblər üçün həmişə aktual olmuşdur. Əgər əvvəllər məktəbdə əldə etdiyi biliklər məzunun peşə fəaliyyətində nadir hallarda rast gəlinən mətni lüğətlə oxuyub tərcümə edə bilməsi üçün kifayət edirdisə, xarici dildə ünsiyyətdən söhbət gedə bilməzdisə, bu gün bu həcmdə biliklər kifayət deyil.

Bu gün məktəblər və universitetlər yüksək keyfiyyətli tədris prosesini təmin edən maddi-texniki bazanın olmamasından tutmuş, ixtisaslı müəllimlərin formalaşmasına qədər bir çox problemləri həll etməli olur.

Məktəblər və universitetlər üçün bu problemin həlli yollarından biri də əlavə tədris vəsaitlərindən aktiv istifadə olacaqdır. Söhbət fərdi kompüterlər üçün multimedia xüsusi təlim proqramlarının istifadəsindən gedir. Əlbəttə ki, onların istifadəsi dərsləri tamamilə əvəz edə bilməz, lakin onlar ingilis dilini müəllimlə öyrənmək üçün tam bir vasitə kimi xidmət edə bilər. Bu, təlimin keyfiyyətini yüksəltməyə, bütün tələbələri təlim prosesinə cəlb etməyə və ev tapşırıqlarını yoxlamağa sərf olunan vaxtı azaltmağa imkan verir.

Kompüter alətləri eyni vaxtda daha çox məlumat verməyə imkan verir, həmçinin biliyə nəzarəti daha dərin və obyektiv edir. Xarici dilləri öyrətmək üçün multimedia vasitələrinin əhəmiyyətli üstünlüyü proqramla işləməyin demək olar ki, istənilən mərhələsində bir neçə alternativ arasından seçim etmək, sonra hər bir addımın düzgünlüyünü qiymətləndirmək imkanıdır. Bu cür daimi özünə nəzarət təlim prosesi zamanı xüsusilə vacibdir.

Məqalə xarici dilin effektiv öyrənilməsi üçün müasir üsul və vasitələrə həsr olunub və xarici dili daha effektiv öyrənənlər üçün faydalı ola bilər.

Açar sözlər: xarici dil, tədris, öyrənmə, kompüter alətləri və vasitələri, tələbə mərkəzlilik, inteqrasiya

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