

<https://doi.org/10.62837/2024.9.104>

**LALANZAR MURADLI**  
**Azerbaijan State Oil And Industry University**  
[lalazar27@hotmail.com](mailto:lalazar27@hotmail.com)

## **MODERN METHODS AND TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATION INSTITUTIONS**

### **SUMMARY**

Due to the economic, political, and cultural processes taking place in the world, it is becoming more and more important to introduce the principles of communication in foreign language education in a specialized system of higher education.

The article is dedicated to the issues of using modern technologies of teaching foreign languages in higher education. The problem of intensification of teaching foreign languages is considered, modern methods and technologies of teaching are characterized, methodological recommendations on the use of various methods and technologies are offered depending on the purpose, content and stage of teaching a foreign language at a university.

**Key words:** method, technology, foreign language, communicative, approach

The needs of our country for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, specialists with a professional command of a foreign language are reflected in the working curricula of the country's universities.

Today foreign language is not just a part of culture of a certain nation, but it is also a guarantee of success, future successful career of students. Achieving a high level of foreign language proficiency is impossible without fundamental language training in higher education. In most universities of the country students master at least two foreign languages.

It is important for a teacher to know the latest methods of teaching a foreign language, special teaching techniques and methods in order to optimally select one or another teaching method in accordance with the level of knowledge, needs, interests of students. After all, teaching methods are not simple 'algorithmic units', their rational and motivated use in foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time, so the approach to the choice of teaching methods should be based on the creativity of the teacher". [2, 159-160]

The purpose of this article is to review the current trends in the development of foreign language teaching methods in higher education. What do scientists put into

the concept of ‘method’? Teaching methods are “ordered ways of teacher’s and students’ activity aimed at the effective development of the obligations of teaching and learning tasks”. The method of teaching acts as ‘an instrument of teacher’s activity to fulfil the guiding function - learning’. [2, 150]

Realization of the teaching method is carried out through the use of a number of teaching methods, different approaches and working techniques. ‘Teaching techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a particular method.’ [1, 320]

Unfortunately, in teaching practice, foreign language teachers often apply time-tested standard teaching methods. Sometimes the language teaching process, however unfortunate, continues to be a ‘somewhat modernized version’ of the grammar-translation method. The requirements for a foreign language lesson change with time, and the latest teaching methods are developed.

At the present stage of development of science in Azerbaijan, we can definitely say that the times when the ability to translate adapted, non-authentic texts from a foreign language and vice versa was sufficient proof of language mastery have already passed.

Today, the educational process in Azerbaijani higher education institutions is being reformed in accordance with the European requirements to the quality of education: informatization of the educational space, integration processes in modern domestic education, establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and study on master’s programs abroad.

In the conditions of reforming higher education, the educational technologies of teaching foreign languages should also change. Language education itself is also being gradually modernized through the introduction of the modular rating system of foreign language teaching, interdisciplinary integration, democratization and economization of education brings to life the innovation components of foreign language teaching.

All this puts new requirements to teaching and foreign language teacher in universities.

The aim of foreign language teaching in higher education at the present stage is the acquisition by students of communicative competences, which will allow them to realize their knowledge, abilities, skills to solve specific communicative tasks in real life situations. Foreign language acts as a means of communication, communication with representatives of other nations, so in education continues to develop and further cultural or intercultural approach in teaching in the framework of the concept of ‘dialogue of cultures’, in order to form multilingual literacy students.

So, in my opinion, there should be no place in a modern university for such processes as rote learning, thoughtless memorization of texts in a foreign language, which have no practical value for students' future life activity. Students should be prepared on the basis of high-quality modern authentic teaching material to consciously use a foreign language in their future life and work. After all, a good knowledge of foreign languages is now and will continue to be one of the leading requirements of employers.

In this regard, it is the responsibility of higher education institutions to provide students with a quality complex of language knowledge, skills, abilities, skills, it requires, first of all, from the educational institution to systematically create conditions for professional development of its teaching staff, to provide the institution with appropriate material and technical base.

Qualitative language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally oriented foreign language teaching, employment in training, application of information and telecommunication technologies, work with computer programs for foreign languages (multimedia system), distance technologies in foreign language teaching, creation of presentations in PowerPoint program, use of Internet resources, foreign language teaching in computer environment (forums, blogs, e-mail), the latest test technologies (creation of a bank of diagnostics), the latest methods of foreign language teaching (creation of a database of foreign language teaching methods).

At this stage of development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods.

*Communicative method*

*Learning objective:* to acquire communicative competence.

*Instructional content:* texts should show conflicts that encourage the student to express his/her own opinion. Learning is not managed through grammar, but is directed by communicative intents. The student is placed at the center of learning.

*Language plane:* dominance of linguistic production over linguistic correctness, so mistakes are made. Language becomes a means of communication.

*Exercises:* communicative exercises. Students learn 'communication in the process of communication itself. Consequently, all exercises and tasks should be communicatively justified deficit of information, choice and reaction'. [3, 303]

*Advantages of the method:* students improve their oral skills; fear of mistakes is overcome.

*Disadvantages of the method:* the quality of language is not given due attention; communicative competence reaches its limits rather quickly.

*Constructivist method*

*Instructional goal:* the method is based on active learning of students. The teacher's task is not to teach, but to facilitate the learning process. The lesson is action-orientated.

*Instructional content:* the students' proximity to reality, students are encouraged to construct their own knowledge (e.g. through project work).

*Language plane:* as wide as possible.

*Exercises:* language production is at the center of learning.

*Advantages of the method:* preparing students real life situations.

*Disadvantages of the method:* at the present stage have not yet manifested themselves clearly enough.

Project-based learning is an example of the constructivist method.

Methodology distinguishes between traditional and alternative teaching methods.

Under the term alternative methods, a number of different approaches, techniques, methods of language transmission are grouped together. There are such alternative methods as Total Physical Response method, Suggestive method, Silent method, Group method.

Innovative teaching methods include: computer-assisted learning (CAL), storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-play method, case study method (working on problem situations, students consider the problem, analyze the situation, present their ideas and options for solving the problem during the discussion).

#### *Storyline method*

This method is based on combining planned learning meanings - e.g. Shops - Goods - Sales - with students' interests and ideas. By receiving 'impulses' from the teacher (so-called key questions), students contribute to the creation of the story.

This method dispenses with textbooks. It is about creative planning, selecting hypotheses, experiencing, systematizing and presenting the work. The designed story also contains elements from drama and role play. The teacher only sets the scope of the action and presents the individual episodes. The students pose their own questions and find their own answers.

#### *Project-based learning*

Organizing a lesson as a project. Characteristics of the project method:

- Action orientation
- Teamwork
- Self-organisation of students
- Situational orientation, correlation with real life
- Interdisciplinarity (interdisciplinary projects)
- Integrity - the project is seen as a whole
- Product-oriented, result-oriented

Traditionally, the following main phases of a project are distinguished:

1. Initiation - invention of the idea for the project
2. Start of the project
3. Carrying out the project
4. Presentation of the project results
5. Evaluation (reflection) of the project

#### *Station-based learning method*

A teaching technique in which students work on learning material that is organized in stations (students are given work plans with compulsory and selective tasks). In station-based learning, students have the opportunity to choose the time allocation, the sequence of tasks and the social form used (individual work, pair work, group work).

Thus, when using this method, students learn to plan their time, learn to self-assess, analyze their own learning success, plan and carry out the stages of work. The work on stations allows differentiation according to students' abilities, interests, and the degree of complexity of the task.

#### *Simulation method*

Especially in teaching a foreign language to students of economic specialties of universities can be successfully used the method of simulations. In cybernetics this term is used for modelling and imitation of reality.

In training we are talking about various simulation business games, which give students the opportunity to practice their skills, apply knowledge in order to solve this or that problem in the so-called 'safe environment', which imitates real situations, for example, in business, in the work in the company.

Simulation gives students the opportunity to try themselves in a certain role - manager, president of the company, gives the opportunity to explore the system of work of the enterprise. The participants of the game are set certain tasks - to achieve an increase in the company's profit, to conclude a contract, to sell the company's shares favorably, and so on.

Simulations are characterized by a high degree of interest of participants, quite immersed in the game, embodied in their role, cheer for the result of the work, because of the team spirit, speed of decision-making depends on the overall result of the game.

Thanks to simulations, students' strategic planning skill is formed, the ability to work in a team, to negotiate, to persuade a business partner is developed. Simulations for organizing students' knowledge, preparing them for the need to make fast and motivated business decisions in their future activities.

There are computer simulations, where participants work with a computer program, manage an imaginary company and desktop simulations, where participants, companies, enterprises 'exist' in the form of chips, cards.

#### *Role play method*

Role-playing is an active method of teaching, a means of development of communicative abilities of the student. Role play is connected with the interests of students, is a means of emotional interest, motivation of learning activity. Role play is an active way of teaching practical foreign language skills. Role-playing helps to overcome language barriers of students, significantly increases the volume of their speech practice. It is learning in action.

There is a large number of forms, types of role-playing at foreign language lessons. For example, it is possible to use a role-playing game 'At a job interview', where students take on the role of an employer and an employee.

From all of the above, it should be concluded that it is important for teachers today to constantly improve their knowledge of foreign language teaching methods, to introduce the latest educational concepts into their teaching practice, to keep up with the times.

### **REFERENCES:**

1. Volkova N.P. Pedagogy: Textbook. - M, 2007. - 616 p.
2. Kuzminsky A.I., Omelyanenko V.L. Pedagogy: Textbook. - M, 2008. - 447 p.
3. Methods of Teaching Foreign Languages in Secondary Educational Institutions: Textbook/M, 1999. - 320 p.
4. Mirzatullaevna, A. R., Jabbarovich, E. U., Shuhratovna, M. G., Erikovna, N. F., & Majlimovna, P. M. (2019). Use of modern multimedia technologies in classes of extranjeros languages. Religion. Journal of Social Sciences and Humanities, 4(18), 80-85.
5. Mirzatullaevna, A. R., Jabbarovich, E. U., Shuhratovna, M. G., Erikovna, N. F., & Majlimovna, P. M. (2019). Using modern multimedia technologies in foreign language lessons. Religación: Revista de Ciencias Sociales y Humanidades, 4(18), 80-84.
6. Mirzatullaevna, A. R., Jabbarovich, E. U., Shuhratovna, M. G., Erikovna, N. F., & Majlimovna, P. M. (2019). Use of modern multimedia technologies in classes of extranjeros languages.

**МУРАДЛЫ Л.Д.**

### **СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ**

### **ИНОСТРАННОМУ ЯЗЫКУ В ВУЗЕ**

### **РЕЗЮМЕ**

В связи с экономическими, политическими и культурными процессами, происходящими в мире, становится все более важным внедрение принципов общения в иноязычное образование в специализированной системе высшего образования.

Статья посвящена вопросам использования современных технологий обучения иностранному языку в условиях высшей школы. Рассматривается

проблема интенсификации обучения иностранным языкам, характеризуются современные методы и технологии обучения, предлагаются методические рекомендации по использованию различных методов и технологий в зависимости от цели, содержания и этапа обучения иностранному языку в вузе.

**Ключевые слова:** метод, технология, иностранный язык, коммуникативный, подход.

**MURADLI L.D.**

## **ALİ TƏHSİL MÜƏSSISƏLƏRİNDƏ XARİCİ DİLİN TƏDRİSİNDƏ MÜASİR TEXNOLOGİYALARIN İSTİFADƏSİ XÜLASƏ**

Dünyada baş verən iqtisadi, siyasi və mədəni proseslərlə əlaqədar olaraq ixtisaslaşdırılmış ali təhsil sistemində xarici dil təhsilinə ünsiyyət prinsiplərinin tətbiqi getdikcə aktuallaşır.

Məqalə ali təhsil müəssisələrində xarici dilin tədrisində müasir texnologiyalardan istifadəyə həsr edilmişdir. Xarici dillərin tədrisinin intensivləşdirilməsi problemi nəzərdən keçirilir, tədrisin müasir metod və texnologiyaları səciyyələndirilir, xarici dilin tədrisinin məqsədi, məzmunu və mərhələsindən asılı olaraq müxtəlif metod və texnologiyalardan istifadəyə dair metodiki tövsiyələr verilir.

**Açar sözlər:** metod, texnologiya, xarici dil, kommunikativ, yanaşma.

**Filologiya üzrə fəlsəfə doktoru, dosent Lalə Məsimova tərəfindən çapa tövsiyə olunmuşdur.**