USING OF MODERN METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract. Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. A Modern Languages teacher opens young minds to the languages and cultures of other countries around the world. It gives young people the confidence and ability to express themselves in a new way. Because modern teaching methods allow students to explore in-depth and in fascinating ways new topics, students are more likely to discover their true inclinations and develop new interests [1]. It allows for more creativity and self-discovery, as students often challenge themselves.

Key words: interactive methods, individual and control work, main methodology, multimedia learning.

Introduction. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the center of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher. Secondly, in Active methods learners are also active. Their role and activity are equal in the process of interaction. Learners may ask questions; express their ideas with a teacher. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. The dominant methodology in the natural sciences is called the scientific method. It includes steps like observation and the formulation of a hypothesis. Further steps are to test the hypothesis using an experiment, to compare the measurements to the expected results, and to publish the findings.

Materials and methods. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners' activity to getting the aim of the lesson which include interactive exercises and tasks. Below some types of interactive methods are given: Brainstorming. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem-based learning teacher tries to motivate learners to active knowledge through real life problems.
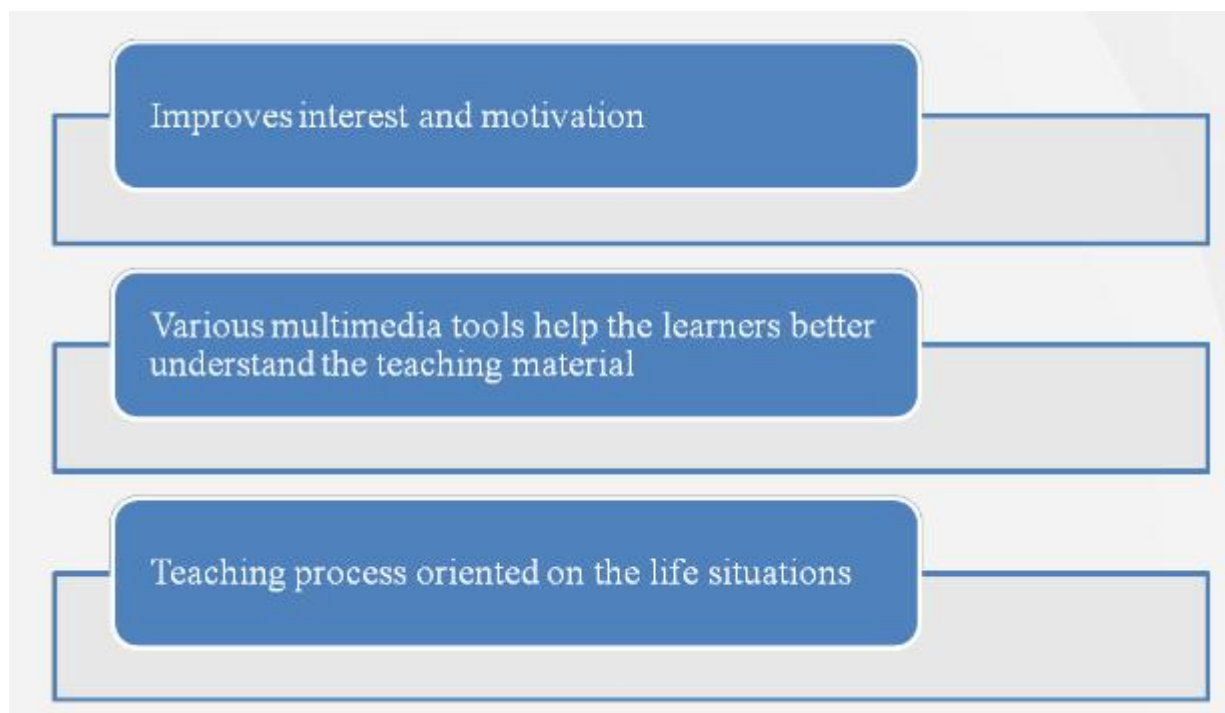
Figure 1. Advantages of using multimedia learning:

An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point, they are likely to confuse the students. One of the primary goals of teaching English as a foreign language is to promote student autonomy by positioning the student at the core of the teaching process. These methods stimulate creative activity of the learners in solving problems and express their ideas freckly. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self-managing is formed and improved. Role playing has not only educational aim, but also has social aims because some life situation is modeled here for teaching. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. Teacher should listen to all utterances and not criticize them. Instead of this he inspires the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

Discussion. This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexicon-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion. Role playing is also one of the activities used in teaching innovative methods. In implementing autonomous learning, teacher's role is critical and play important role applying encouraged autonomous environment to support students to make decisions and take control of their own learning. Teacher should be facilitator and create appropriate atmosphere to encourage students

to be more independent and responsible for their academic achievements. We suggest following strategies for creating true autonomous environment for foreign language teaching. Identifying learner's aim – it is assisting students in comprehending their actual objectives and formulating strategies to allow them to identify the information or feedback they require in order to gain academic success. From the early stage of the learning foreign language, students should know their actual goal and real purpose of studying foreign language. If students struggle to clarify their purpose of learning foreign language, teachers should help them to identify it by asking questions.
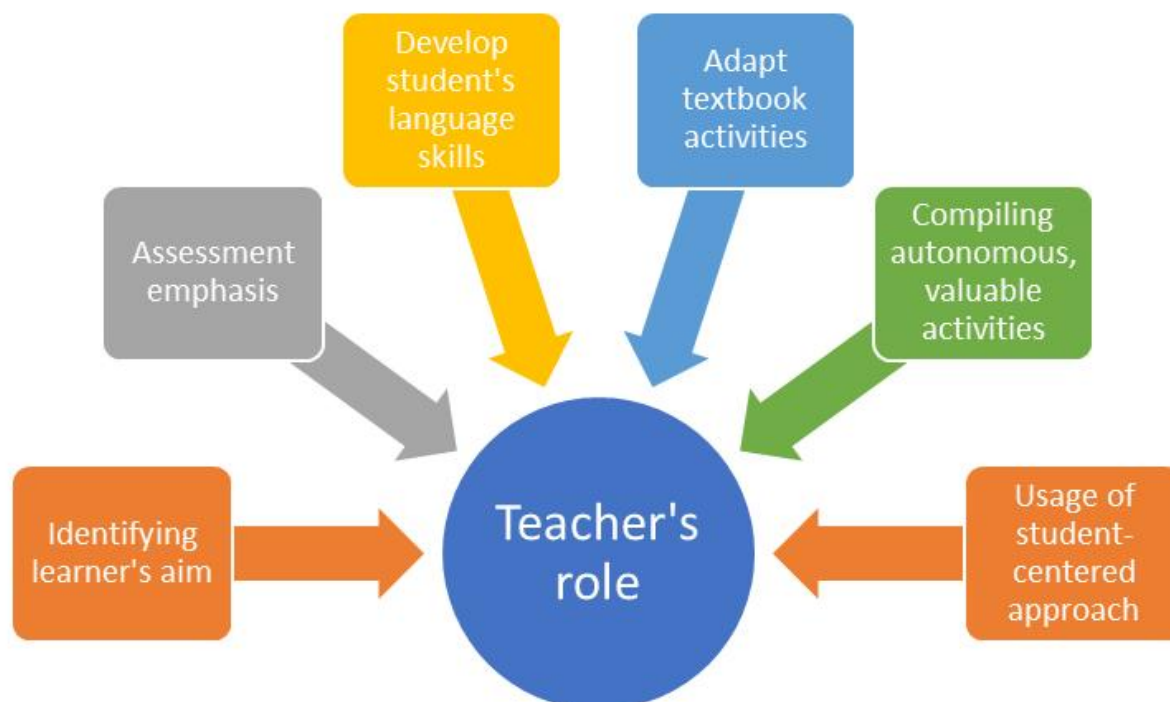

Figure 2. strategies for creating true autonomous environment for foreign language teaching.

Assessment emphasis – using a combination of peer and self-assessment to monitor constantly the student learning progress. It is important to track learning progress in teaching foreign language, as there will be a chance to improve weak points during the process rather than after finishing the course. As mentioned in the article reflection is the key element in implementing autonomous language learning, it can be achieved by continues self-evaluation, peer-assessment and continuous assessment with thorough feedback. When students able to find out their own and peer's errors and learn how to correct them, they are considered autonomous language learners. Develop student's language skills – enhance the development of students' language skills. When applying autonomous language learning teachers may focus on studying independently and working collaboratively but it should be always kept in mind that primary purpose of the teaching foreign language is improving student's language skills. It should not be denied that at the end of the course students are tested how well they learned foreign language rather that how well they work autonomously. In other words, teachers should not underestimate importance of language skills while applying autonomous language learning. Adapt textbook activities – Adapt ready-made textbook materials to encourage students' critical thinking and give them freedom to create activities themselves and motivate to make decisions independently. Many recent textbook activities designed to trigger student's critical thinking skill and language skill at the same time. However, in many cases

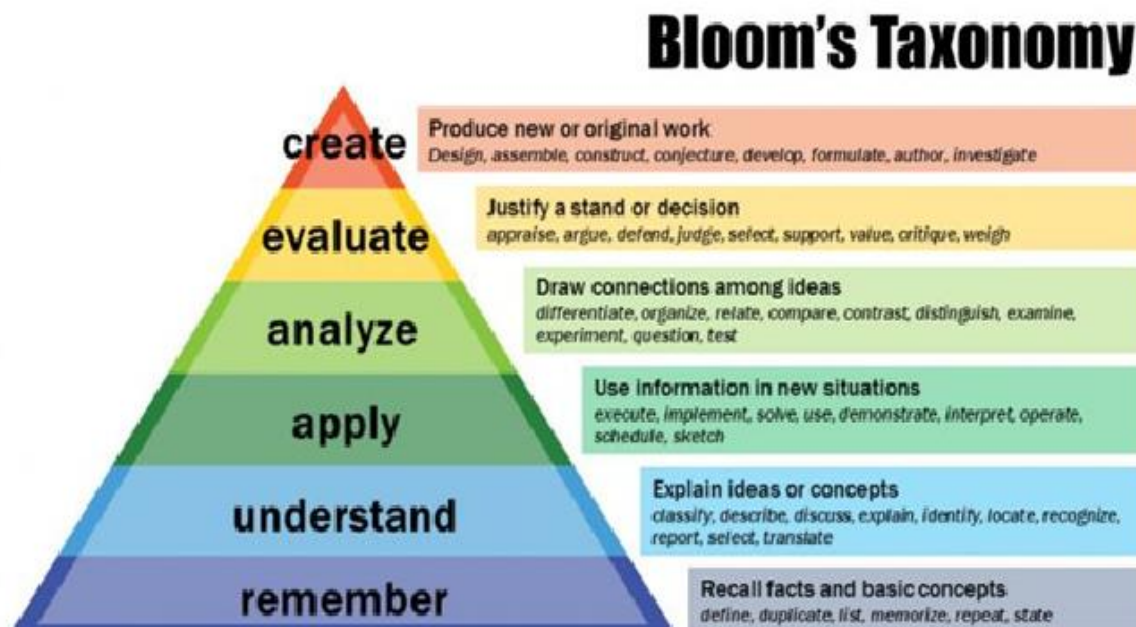ready-made activities for only remembering or understanding of the content in learning foreign language.

Figure 3. Bloom's taxonomy

To adapt materials, students should apply learned knowledge and use given information in a new situation. By reflecting their own learning process or during self-evaluation or peer-assessment, students are expected to acquire analyzing and evaluating skills. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. To reach the top of the taxonomy to produce new and original work, students should learn how to create activities themselves. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. By doing these stages, future foreign language teachers learn how to adapt activities as well as develop assessment skills. Following example can be given to encourage students to create, analyze and evaluate materials. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work.

Conclusion. As the last word, it can be said that autonomous learning plays an essential role in teaching foreign languages. Usage of autonomous learning encourages teachers to create materials themselves that contribute to students reaching upper levels of Bloom's taxonomy. For students, autonomous language learning is essential with the features of active participation in the learning process. As a result, students become more involved in their studies and the error-correction process. Instead of doing ready-made activities to create questions themselves, students are encouraged to learn deeply and actively engage in the learning process.

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