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MODERN METHODS OF TEACHING ENGLISH LANGUAGE

The article discusses the main modern methods of teaching English. Their main advantages and disadvantages are determined.

Key words: *teaching English, new trends, reforms, changes, methods of teaching, Communicative method, Task based learning, CLIL, Dogme ELT.*

У статті розглянуто сучасні методики викладання англійської мови. Визначено їх основні переваги та недоліки.

Ключові слова: *викладання англійської мови, , новації, реформи, зміни, методи навчання, комунікативна методика, Task based learning, CLIL, Dogme ELT.*

Introduction. English is one of the most widespread and important languages in the world. It is used for international communication, education, science, business, culture and entertainment. Learning English opens up new opportunities and perspectives for people of different age groups, professions and interests. However, learning English also presents many challenges for teachers and students, related to different levels, styles, learning needs and goals.

The modern educational paradigm requires English language teachers to constantly improve their qualifications, research new trends, adapt to changing conditions, and use effective and innovative teaching methods. The implementation of this idea is impossible without the development and implementation of appropriate learning technologies. In this article, we will consider some of the most popular and modern methods of teaching English, their features, advantages and disadvantages.

Basic presentation. Communicative technique. Communicative Language Teaching (CLT) is one of the most widespread and recognized approaches to teaching English. Its main idea is that language is a means of communication, not just a set of rules and words. Therefore, language learning should be focused on the development

of speaking skills that allow students to communicate effectively in different situations and contexts. The communicative technique involves:

- use of the target language as the main means of learning and interaction in class;
- use of authentic materials, audio and video recordings, texts, etc. to reproduce real conditions and achieve the effect of real communication;
- involvement of students in the learning process, taking into account their interests, needs, level, style and learning goals;
- the use of various activities, such as dialogues, role-plays, interviews, debates, problem solving, etc., which contribute to the development of all communication skills: listening, speaking, reading and writing;
- work in pairs, groups or individually, providing students with the opportunity to express their thoughts, ideas, feelings and experiences;
- creating a creative, motivating and positive learning environment that encourages students to experiment and make mistakes;
- playing the role of organizer, facilitator, consultant and partner of the teacher who supports, guides, corrects and evaluates the students.

The advantages of the communicative technique are that it:

- promotes the development of students' free and confident speech;
- makes language learning interesting, diverse and meaningful;
- meets modern educational standards and requirements;
- forms students' communicative competence, which includes not only linguistic, but also sociocultural, strategic, discursive and other aspects of speech.

The disadvantages of the communicative method are that it:

- requires a high level of preparation, creativity and flexibility from the teacher;
- can be difficult to apply in conditions of large groups, limited time, insufficient resources, etc.;
- may cause resistance or dissatisfaction among students who are used to traditional teaching methods focused on grammar, translation, testing, etc.

However, most of the techniques in the methodology of teaching English have already been tested, and it is difficult to come up with something new, but thanks to the constant search for effective methods, branches of already known methods appear.

For example, Task-based learning is worthy of attention - a branch of the communicative method in which students perform authentic tasks. The classes use materials and exercises the students perform in everyday life. After completing the task, the teacher discusses with the students the language they used. For example, students can plan a trip, do a project, prepare a presentation, etc. This approach contributes to the development of communicative competence, motivation and autonomy of students.

One of the main principles is the possibility of using Networking for the practice of oral and written communication (social networks, online language exchange), the implementation of creative tasks (web collages, projects, web quests, recordings of audio and video monologues).

Recently, more and more universities offer English-language professional study programs to students.

So, it is worth noting the next method that will come in handy. Content and Language Integrated Learning (CLIL) is a method of teaching English, which involves the simultaneous study of the subject and the language. It is a technique that promotes bilingual education by combining language and content. This method is usually used to teach English to adults.

The basic idea behind CLIL is that students learn a language by using it to teach a subject, such as economics, management, history, geography, science, etc. Thus, students develop their speaking skills and also enrich their knowledge in various fields. CLIL also takes into account the cultural and intercultural aspect of language learning, as students are exposed to different traditions, values and attitudes related to the language and the subject.

The advantages of CLIL are that it:

- increases students' motivation and interest, as they learn the language in a context that interests them;

- makes language learning more meaningful, practical and realistic;
- develops critical thinking, creativity and cooperation of students;
- improves the level of language proficiency, as well as expands students' vocabulary and grammatical knowledge;
- forms language and cultural awareness and tolerance in students.

The disadvantages of CLIL are that it:

- requires the teacher to be highly qualified, trained and adaptable to different levels, styles and needs of students;
- it can be difficult to organize, coordinate and evaluate the educational process;
- can cause difficulties in understanding and expressing the thoughts of students who do not speak the language well enough;
- can lead to a reduction in the quality of subject or language learning if proper balance and support is not provided.

Dogme language teaching (Dogme ELT) is interesting in our opinion - it is a method of teaching English, which rejects the use of textbooks and other materials, and focuses on spoken communication between students and the teacher. This technique is based on the idea that language learning should be focused on students, their interests, needs and goals.

The main principles of Dogme ELT are as follows:

- language learning occurs through real communication, not through learning rules, words and structures;
- students create their own content that interests them, instead of using ready-made texts, audio and video recordings, etc.;
- the teacher acts as a facilitator who supports, guides, corrects and evaluates students rather than dictating what to do;
- students and the teacher collaborate, discuss, share thoughts, ideas, feelings and experiences;
- students and the teacher use critical thinking, creativity and reflection to learn the language.

The advantages of Dogme ELT are that it:

- makes language learning more interesting, varied and meaningful;
- develops students' free and creative speech;
- corresponds to individual characteristics, interests, needs and goals of students;
- forms language and cultural awareness and tolerance in students.

The disadvantages of Dogme ELT are that it:

- requires a high level of training, creativity and flexibility from the teacher;
- can be difficult to organize, coordinate and evaluate the educational process;
- may cause resistance or dissatisfaction among students who are used to

traditional learning methods focused on textbooks, tests, assessments, etc.

Flipped classroom is a method of learning English, which assumes that students familiarize themselves with new material at home, and in class perform practical tasks that contribute to the consolidation and application of knowledge. Students study at a pace convenient for them and come to class prepared. This approach allows classroom time to be used for active learning, collaboration, and higher-order thinking. Flipped classroom is a type of blended learning that combines online and offline formats.

Of course, these methods are not always used in their pure form. Some of them are not suitable for preparing for specialized courses, such as exams, and use for entry levels, or conversely can be applied to motivated students at an above-intermediate level. But there is an opportunity to periodically apply some elements, for example, to conduct one lesson per month in the style of Dogme ELT, CLIL or Flipped classroom.

Conclusions. The main innovations in approaches to teaching English in Ukraine, based on European experience, are the departure from the post-Soviet methodology; a competent approach to learning foreign languages, development of competences in all four types of speech activity (reading, listening, writing and speaking); minimization of the use of the native language in the communication process, interactivity of learning, dynamism and variety of tasks in the class; maximum involvement of each student in the language learning process; an activity-oriented approach, which determines the learning of material that is as close as possible to real life situations and user needs; tasks for the development of critical thinking; active use of multimedia tools, audio and video materials, the Internet to create a speech

environment for students, use of modern devices for searching and processing information; organization of students' project work, application of non-standard and creative tasks; promoting lifelong learning and self-development.

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