THE NEW METHODS OF TEACHING ENGLISH

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Abstract: This article examines modern methods of teaching a foreign language aimed at increasing students' engagement and the effectiveness of material acquisition. Special attention is paid to the role of language in modern society, as well as to teaching approaches that take into account the individual characteristics of different types of learners. Ways of explaining educational material in an accessible and understandable form are proposed. In addition, practical classroom applications based on contemporary pedagogical theories are provided.

Keywords: teaching, learning styles (visual, auditory, kinesthetic), modern teaching methods, student motivation, individual approach, educational process.

Introduction

The study of foreign languages in the modern world plays an important role and opens up broad opportunities for a person to achieve personal and professional goals. Proficiency in the English language, which is recognized as an international means of communication, allows access to information, education, and various resources. In everyday life, knowledge of a language also has practical significance. For example, many products, including cosmetic products, are accompanied by instructions and ingredients in English. Insufficient understanding of this information may lead to incorrect use of the product and undesirable consequences. One such situation was connected with the use of a facial cream. A product intended for oily skin was used by a person with dry skin, which led to undesirable side effects such as redness and rashes.

Discussion

This example clearly demonstrates that knowledge of a language not only contributes to expanding opportunities but also ensures more conscious and safe behavior in everyday life. Similar real-life examples are emphasized by David Crystal, who highlights the global importance of English as a tool for communication and access to information. Teaching a foreign language also requires the application of effective methods and approaches. For successful teaching, it is necessary for the teacher to take into account a number of important factors, in particular, the peculiarities of students' perception of information. It is customary to distinguish the following types of learners: visual, auditory, kinesthetic, and tactile learners.

Methods

This classification is supported by scholars such as Howard Gardner, who argued that learners possess different types of intelligences and therefore require differentiated teaching strategies. Practical example: For visual learners, a teacher may use infographics, mind maps, or short videos explaining grammar (e.g., a chart showing verb tenses). For auditory learners, listening tasks such as podcasts or dialogues can be used, followed by discussion. For kinesthetic learners, role-playing activities or movement-based tasks (e.g., acting out verbs like "run," "open," "write") can significantly improve retention. As noted in modern pedagogical studies, the choice of teaching methods should be based on the individual characteristics of students. In this regard, a number of methods aimed at increasing the effectiveness of material acquisition are distinguished. Scholars such as Jeremy Harmer and Jack C. Richards emphasize the importance of adapting teaching

strategies to learner needs and classroom context. The communicative method is one of the most popular teaching methods, the essence of which lies in teaching through real communication (dialogues, discussions, role plays). This approach is strongly associated with Dell Hymes, who introduced the concept of communicative competence. Practical example:

Students are given a real-life situation: "You are at the airport and your luggage is lost." They work in pairs where one is a passenger and the other is an airport officer. They must solve the problem using English. There was one important nuance when I implemented this teaching method in 8th grades: not all students were involved in the lesson, since among them there were introverts who did not participate in the lessons at all. Therefore, we decided to find a new method to teach children while involving everyone. Project-based learning is a method that we implemented. It is a method in which students complete projects both independently and collectively. This method aligns with the ideas of John Dewey, who believed that learning occurs through experience and active participation. We adopted this method when I started teaching 9th grade students. Surprisingly, the result was very impressive; almost all students were involved in the lessons, since this task was focused on developing independence and critical thinking skills. Practical example: Students create a project titled "My Dream Country." They research culture, language, traditions, and present their findings in English. Each group produces a poster or digital presentation and presents it to the class.

However, mobile learning is a teaching method that uses mobile devices to access educational resources. This approach is supported by modern digital learning researchers such as Michael Sharples. We would try to implement this teaching method into the educational process, since its advantages play a very important role: flexibility and accessibility, the opportunity to study materials anywhere and at any time, as well as reducing educational costs. Practical example: Students use mobile apps like vocabulary trainers or quiz platforms. A teacher creates weekly quizzes that students complete at home. Students record short speaking tasks on their phones and submit them online.

Gamification is another innovative method that introduces elements of play into the learning process, and the use of game elements and quests as homework increases engagement and interest in learning the language. This method is widely discussed by Karl Kapp. Practical example: Students earn points or badges for completing grammar tasks. A classroom leaderboard motivates participation.

Teachers design "language quests," such as solving a mystery using English clues. Intensive English language teaching is used when accelerated preparation is required. This is the case when the learner is limited in time during which it is necessary to improve their level of knowledge. The intensive methodology is based on the use of suggestion, which allows bypassing or removing various psychological barriers in learners. This approach is linked to Georgi Lozanov.

Conclusion

The inclusion of emotional factors in foreign language learning significantly activates the process of mastering language material. Other specific features of this methodology include the active use of role-playing games, high and immediate learning effectiveness, and the presentation and acquisition of a large number of speech, lexical, and grammatical units. In conclusion, it should be noted that modern methods of teaching English play an important role in improving the effectiveness of learning. The use of such approaches as mobile learning, virtual reality, as well as consideration of students' individual characteristics, contributes to better acquisition of material

and increased motivation. Furthermore, as emphasized by Lev Vygotsky, learning is most effective when it occurs through interaction and social collaboration, which is reflected in many of the methods discussed above.

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