

CONTEMPORARY METHODS OF LEARNING AND TEACHING FOREIGN LANGUAGES

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Abstract: *in recent years, many foreign language teachers have been concerned about the search for new teaching methods. Many strange methodologists are engaged in the analysis of already existing methods and technologies and their adaptation to modern realities and requirements, and at the same time they are looking for radically new approaches. There are disputes about how the process of learning a foreign language in a modern education should look like. So the article covers the response to that assumption.*

Keywords: *methods, approaches, contemporary, Authentic, online.*

Some teachers advocate the preservation of traditional methods, others want to completely change the whole system. There is a third category of teachers offering to combine new and old forms. But there is no doubt that change is inevitable. This is due to a number of factors like requirements for the ultimate goals of language learning, the psychology of the modern student and, of course, technological changes in the world around us [1].

The current time is a period of intensive development of technologies, primarily computer. This leads to the fact that modern students better perceive and assimilate new information through contact with computer information sources. The use of computer technology in the process of learning a foreign language makes it possible to make this process easier for students and to create a familiar environment for them. It also allows you to diversify the work and make it more interesting for students. Thanks to multimedia resources, the process of learning a foreign language can be brought out of the classroom and made continuous. In some cases, the desire and need to learn a language comes from the use of these resources (communicating online with native speakers, watching programs and films in a foreign language, using various sites requiring knowledge of a foreign language) [1].

Thus, modern schools, colleges and universities are required to revise the approaches that have so far been used to teach foreign languages and search for innovative methods, taking into account the development of science and technology. They are expected to use multimedia and Internet technologies along with new learning models, in order to avoid the previously used model based on the instructor's explanations. In addition, students are encouraged to learn a foreign language using a computer, which will be 40-50% of the total academic load. These dramatic changes echo the idea of the dominant role of the student, to whom computer technology provides access to advanced teaching methods. However, it is necessary to understand that multimedia technologies have certain disadvantages, and also that the use of multimedia requires additional skills and abilities from the teacher. Otherwise, there will be a discrepancy between the effort invested and low results [2].

Teaching a foreign language using computer technology includes:

- *Authentic language material, such as video clips, flash animation, web quest, podcast, news, etc.;*
- *Online environment in which students can communicate with native speakers of a foreign language via e-mail, text computer editors, social networks, voice or video conferences;*
- *Language learning tools (online applications and programs) aimed at studying phonetics, pronunciation, vocabulary, grammar and analysis of sentences. Tools include text-to-speech exercises, speech recognition, interactive and controlled tasks;*
- *Game forms of training.*

There is a wide range of special tools and training tools that offer the use of computer technology for teaching foreign languages [3].

How can computer technology improve the process of learning a foreign language? The processes and results of the use of computer technology depend on how they are used in training. There are two types of computer learning foreign language. The first type assumes that computer technologies complement traditional forms of teaching and learning (including assessment), making them faster, easier, and more efficient. The second type offers innovative ways of teaching and learning, which should improve students' competencies to a greater extent than traditional methods can do.

References

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