MODERN METHODS OF TEACHING ENGLISH AT SCHOOL

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Abstract. *Currently, there are many methods for teaching foreign languages in schools. Each approach has its own characteristics—some are more popular and in demand, while others are used less frequently. This article explores the main teaching methods used to help students learn English.*

In today's world, the English language is extremely popular. It has become the global language of communication and is spoken and studied worldwide. At present, there is a wide variety of teaching methods available for English instruction. Moreover, new methods are constantly being developed, allowing teachers to choose the most suitable approach for their specific context.

One of the oldest approaches is the classical, or traditional, method. The main goal of this method is not just to study the language, but to understand the deeper principles and structure of how it works. The classical method primarily focuses on building a strong foundation in grammar. Many schools still prefer this approach. Its simplified model includes learning grammar rules, applying them in practice, and reinforcing knowledge through exercises. However, its main disadvantage is the lack of speaking practice. This shortcoming can be addressed by combining the classical method with modern communicative techniques.

Keywords: *English language teaching, teaching methods, classical method, grammar-based learning, foreign language education, communicative approach, school education, language learning strategies.*

Аннотация. *В настоящее время существует множество методик преподавания иностранных языков в школах. Каждая методика имеет свои особенности: одни более популярны и востребованы, другие — менее. В статье рассматриваются основные методики обучения английскому языку учащихся. Английский язык сегодня является языком международного общения и широко распространён во всём мире. Одной из старейших методик является классическая, направленная на формирование грамматической базы языка. Несмотря на свою эффективность, классическая методика имеет недостаток — ограниченный опыт*

разговорной речи, который можно компенсировать с помощью коммуникативных методов обучения.

Ключевые слова. *преподавание английского языка, методики обучения, классическая методика, грамматическое обучение, обучение иностранным языкам, коммуникативный подход, школьное образование, стратегии изучения языка.*

Annotatsiya. *Hozirgi kunda maktablarda xorijiy tillarni o'qitish uchun ko'plab usullar mavjud. Har bir usulning o'ziga xos jihatlari bor: bazilari keng tarqalgan va talabchan, boshqalari esa kamroq qo'llaniladi. Maqolada o'quvchilarga ingliz tilini o'rgatishda asosiy usullar muhokama qilinadi. Ingliz tili bugungi kunda xalqaro muloqot tili sifatida keng tarqalgan va dunyo bo'ylab ommalashgan. Eng qadimiy usullardan biri bo'lgan klassik usul tilning grammatik asosini shakllantirishga qaratilgan. Bu usul samarador bo'lganiga qaramay, suhbat ko'nikmalarini yetarlicha rivojlantirmaydi, bu esa kommunikativ usullar yordamida to'ldirilishi mumkin.*

Kalit so'zlar. *ingliz tilini o'qitish, o'qitish usullari, klassik usul, grammatik o'qitish, xorijiy tillarni o'rganish, kommunikativ yondashuv, maktab ta'limi, til o'rganish strategiyalari.*

Introduction

With the development of technology and changes in learners, it is important to continuously adapt teaching methods to current requirements and needs. In the modern school system, one of the most important tasks is improving the level of English language proficiency. Mastering a foreign language today not only provides access to good jobs both within the country and abroad but also contributes to the development of international relations, studying at foreign universities, and professional growth in the chosen field.

However, unfortunately, most school programs, except for specialized linguistic schools, provide only 1-2 English lessons per week. This is clearly insufficient to ensure an adequate level of language proficiency when using traditional methods and forms of work in lessons. It is necessary to develop and use new approaches and technologies that promote increasing students' motivation for learning activities and, consequently, their level of language proficiency.

The use of modern teaching methods helps better acquire language skills, improve communicative abilities, and successfully apply them in real-life situations. Therefore, studying the effectiveness of modern methods of teaching English in secondary schools is of great importance for the education and development of students.

To achieve the set goal, it is necessary to solve the following tasks: to study modern methods of teaching English; to examine the advantages and disadvantages of these methods; to create educational material using one of the methods; to analyze the effectiveness of this educational material.

The object of the study is the process of teaching English in secondary school.

The subject of the study is modern methods of teaching English in secondary school.

Research methods:
- study of modern methods of teaching English;
- development of exercises and lesson plans using one of the modern methods of teaching English in secondary school;
- analysis of the effectiveness of the chosen method based on the results of surveys and testing.

With the continuous advancement of technology and changes in the educational field, modern methods of teaching English have become increasingly diverse and effective. Technological innovations and psychological research have led to the development of new approaches that help students acquire English more efficiently and engagingly.

One of the modern methods of teaching English is the use of mobile applications and online platforms. These resources provide students with access to learning materials anytime and anywhere, promoting continuous learning. Through interactive exercises, games, and tests, students can improve their English skills while staying motivated and interested in the learning process.

Another contemporary approach is blended learning, which combines traditional teaching methods with the use of technology. This method allows students to benefit from both face-to-face interaction with the teacher and online resources, enriching their overall learning experience.

The gamification approach to English language learning is also becoming increasingly popular among students. Various educational games and applications not only help students enhance their language skills but also develop critical thinking, logic, and creativity.

It is important to note that modern methods of teaching English also include contextual learning, which emphasizes using language in real-life situations. This approach helps students better understand language structures and apply them in everyday communication.

Modern methods of teaching English open new opportunities for learners. They make the learning process more engaging, accessible, and effective, promoting a deeper mastery of knowledge and skills. These methods also reflect the educational system's alignment with contemporary demands and students' needs. In teaching practice, there are other approaches to classifying teaching methods based on the level of learner awareness: passive, active, interactive, heuristic, and others.

The passive method is a form of interaction where the teacher is the main actor and manager of the lesson, while students take on the role of passive listeners, following the teacher's directives. Teacher-student communication in passive lessons occurs through surveys, independent work, tests, and so forth. From the perspective of modern pedagogical technologies and effective knowledge acquisition, the passive method is considered the least effective. However, it has some advantages, such as relatively easy lesson preparation for the teacher and the ability to cover a larger amount of material within limited lesson time. Due to these benefits, many teachers prefer the passive method over others. It should be noted that in some cases, this approach can be effective in the hands of an experienced

educator, especially when students have clear goals aimed at thorough subject mastery. The lecture is the most common form of the passive lesson, widely used in universities where adult learners with clear academic goals study deeply.

The active method involves interaction between teacher and students where both participate equally during the lesson. Unlike passive lessons, where the teacher is the sole manager, here both teacher and students share control. While passive methods imply an authoritarian style of interaction, active methods typically involve a more democratic style. Although active and interactive methods are often equated, they have distinct differences.

The interactive method (from "inter" meaning mutual and "act" meaning to do) emphasizes interaction, conversation, and dialogue not only between teacher and students but also among students themselves. In interactive lessons, student activity dominates the learning process. The teacher's role is to guide students towards lesson objectives, often through interactive exercises and assignments designed to introduce new material. Unlike traditional exercises that reinforce previously learned content, interactive tasks primarily focus on acquiring new knowledge.

All these teaching methods can be categorized into three groups: individual, group, and frontal.

Individual methods are active, with students managing their learning process independently. They search for information, segment it into coherent blocks, and proceed at their own pace, often using computers.

Group methods involve students working collaboratively—analyzing situations, engaging in discussions, brainstorming, and completing projects. These methods epitomize "interactivity" as they involve the exchange of messages resulting in the creation of new learning information. This information may be objectively new (created for the first time) or subjectively new (unknown to students but familiar to the teacher).

Effectiveness of Modern Methods of Teaching English in Secondary School

To evaluate the effectiveness of modern methods of teaching English in secondary schools, it is useful to analyze each methodology individually and highlight its strengths and weaknesses.

Communicative-oriented methods focus primarily on teaching communication skills and mastery of spoken language. A key characteristic of the communicative approach is that the goal of learning is not only to acquire the foreign language but also to understand the culture associated with that language. This includes cognitive, educational, developmental, and upbringing aspects—familiarizing students not only with the language's grammatical system but also with its cultural context. Moreover, it satisfies learners' personal intellectual interests in various spheres of their activities, which provides additional motivation for learning the foreign language.

Next, consider the project-based method, which emphasizes intellectual and emotional engagement with the learning topics. Its distinctive feature is the increasing complexity and specificity of the themes used. From the beginning, learners participate in meaningful and

complex communication without the simplifications and primitives typical of textbooks for beginners. Another important aspect is the organization of communicative and cognitive activity in the form of projects -independent tasks carried out by students, where speech communication is embedded in the intellectual and emotional context of another activity. The novelty of this approach lies in giving learners the opportunity to construct the content of their communication from the very first lesson. Texts are few and are reproduced through the process of working on projects proposed by the learners themselves. Each project corresponds to a specific theme, divided into subtopics, each ending with a project task. Importantly, learners have the chance to express their thoughts and plans, which helps create a solid linguistic foundation.

Now, let's examine the intensive method and its distinguishing features. This approach is based on the psychological concept of "suggestion" (suggestopedia). The use of suggestion allows the teacher to bypass or remove various psychological barriers for students by conducting lessons that focus on psychological factors and emotional impact, combined with logical forms of teaching. The teacher also incorporates various forms of art—music, painting, elements of theater—to create an emotional atmosphere. Suggestopedia relies heavily on the theory of different functions of the brain's two hemispheres. Incorporating emotional factors into learning significantly activates the process of assimilation, opening new perspectives in foreign language teaching methodology. The entire lesson environment is organized to evoke positive emotions, which serve both as a stimulus to maintain interest and as a support for intellectual activity, ensuring effective memorization and language skill development.

A further distinctive feature of the intensive method is the active use of role-playing games. The essence of intensive learning lies in maintaining all socio-psychological processes of communication during educational interaction. Role-playing communication is simultaneously a game, a learning activity, and a speech activity. From the students' perspective, role-playing is a playful or natural form of communication where motivation lies outside the content of the activity. From the teacher's perspective, it is an organizational form of the educational process.

The Use of Information and Communication Technologies in Teaching English

One of the leading technologies in organizing the educational process both during lessons and extracurricular activities is information and communication technology (ICT). The application of ICT at all stages of a lesson allows teachers to optimize the educational process and efficiently use lesson time.

When introducing new material, teachers often utilize computer presentations created with Microsoft PowerPoint, videos from platforms such as www.youtube.com, educational films, video clips, excerpts from animated and feature films, as well as electronic supplements to teaching materials. During the consolidation of vocabulary, summarizing, and review phases, interactive exercises are employed. For assessment, interactive tests are

used, and when students present their projects, computer presentations serve as a valuable tool.

Based on this approach, a set of exercises was developed using modern teaching methods. The exercise complex on the topic of "Present Simple" was designed to effectively consolidate students' theoretical knowledge and assess their understanding. Interactive tasks were integrated into the development process to make the learning experience more engaging and enjoyable. These exercises were adapted to the level of secondary school students and focused on developing skills in using the Present Simple tense in both spoken and written communication. This approach not only facilitates the acquisition of new material but also promotes its active practical application, thereby enhancing deeper learning.

All exercises were created using the virtual board Miro, an unlimited online whiteboard and a virtual analogue of the traditional classroom board. With Miro, teachers can visually demonstrate concepts to students, organize project and team work, visualize processes, conduct brainstorming sessions, and deliver interactive and stimulating lessons. However, it is important to note that the use of Miro requires the presence of an interactive whiteboard in the classroom.

An interactive whiteboard is a touch-sensitive display panel connected to a computer or projector. The computer screen is projected onto the board, and the user can interact with all computer programs, make edits, highlight text sections with color, and leave comments. Control is possible using either a special stylus or a regular finger.

The integration of the virtual board Miro and interactive whiteboards into classroom activities significantly enriches the learning process, making it more engaging and stimulating for students by providing access to modern and innovative teaching methods.

Conclusion

In conclusion, the integration of modern methods and information and communication technologies in teaching English significantly enhances the learning experience in secondary schools. Utilizing tools such as interactive exercises, virtual boards like Miro, and interactive whiteboards creates a dynamic and engaging classroom environment that fosters both theoretical understanding and practical language skills. Modern approaches, including communicative, project-based, and intensive methods, cater to diverse learning needs and promote deeper language acquisition by combining motivation, interaction, and emotional engagement. The use of ICT optimizes lesson time and makes learning more accessible and enjoyable, ultimately contributing to improved student outcomes. Therefore, embracing these innovative teaching technologies and methodologies is essential for developing effective English language proficiency among students in today's educational landscape.

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