
GUIDELINES FOR USING NEW METHODS IN TEACHING A FOREIGN LANGUAGE

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Annotation: *This article summarizes information on the use of new methods in teaching a foreign language, and highlights ideas for teaching a foreign language using modern and innovative methods that are convenient for learners.*

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Currently, Communicative Language Teaching — CLT, as a communicative approach to language teaching in foreign language education, is one of the most effective and widely used methodological directions. This approach was formed in the second half of the 20th century in order to overcome the limitations of traditional grammar-translation and audio-lingual methods. The main goal of the communicative approach is to form in students the skills of using the language freely and meaningfully in real life situations. Consequently, in this approach, the language learning process is based not on memorizing grammatical rules, but on the formation of knowledge and skills through communication.

At the heart of the communicative language teaching approach is the concept of "communicative competence". This concept refers to the ability of students to use language tools correctly, as well as to use them appropriately in a social situation. That is, in addition to knowing the language, the student must also understand how, when and for what purpose to use it. Therefore, the CLT approach pays special attention to the integrated development of all types of speech activity - listening, speaking, reading and writing.

One of the main principles of this approach is student orientation. In the communicative method, the student is considered the central subject of the educational process. The teacher, on the other hand, plays the role of a guide and organizer, not a knowledge provider. During the lesson, students are encouraged to actively participate, express their own opinions and engage in dialogue. For this, pair and group work, role-playing games, assignments based on problem situations and discussions are widely used. These methods increase students' speech activity and prepare them for real communicative situations.

Another important principle of the communicative language teaching approach is the use of authentic materials. The use of real-life materials such as newspaper articles, audio and video recordings, and conversation texts during the lesson increases students' interest in the

language. This allows them to learn the language in a close-to-natural environment. Students also learn new words and phrases in context, which strengthens their speaking competence.

The attitude towards errors in the CLT approach is also unique. Unlike traditional methods, in the communicative method, errors are considered a natural part of the learning process. The teacher allows the student to communicate freely without interrupting him/her. This increases students' self-confidence and encourages them not to be afraid of using the language. Later, through a general analysis of errors, correct speech forms can be reinforced⁷⁸.

In modern education, the communicative approach is used in combination with innovative technologies. With the help of multimedia tools, online platforms and interactive programs, students have the opportunity to learn the language independently. For example, talking with native speakers of a foreign language through a virtual communication environment or completing online project work further develops communicative competence. Such activities increase students' readiness to use the language in real life.

At the same time, the communicative approach also serves to develop intercultural competence. In the process of learning a foreign language, students get acquainted with the culture, traditions and values of other peoples. This broadens their worldview, helps to form such qualities as tolerance and mutual respect. As a result, students are formed as individuals who can communicate effectively in a global society⁷⁹.

The communicative approach to language teaching is of great importance in increasing the effectiveness of foreign language education. This approach serves to develop students' speech skills, strengthen their ability to think independently, and teach them to use language as a means of practical communication. Therefore, the widespread use of communicative methods in the modern education system is considered one of the main directions of foreign language teaching.

Task-Based Language Teaching and learner-centered instruction

Task-Based Language Teaching (TBLT) is one of the important directions of modern foreign language teaching methodology, which is based on learning a language in the process of performing real communicative tasks. This approach was formed as a logical continuation of the concept of communicative language teaching, in which the practical activity of students takes a central place. According to the TBLT method, language learning occurs naturally in the process of performing specific tasks, not through the separate mastering of grammatical rules. Therefore, language tools in the lesson are considered not as a goal, but as a means of performing communicative tasks.

⁷⁸ Lightbown, P. M., & Spada, N. *How Languages are Learned*. Oxford: Oxford University Press, 2013. pp. 137–152.

⁷⁹ Lightbown, P. M., & Spada, N. *How Languages are Learned*. Oxford: Oxford University Press, 2013. pp. 137–152.

The concept of “task” is a key element of this methodology. A task is understood as the performance of tasks by students that are close to real-life situations. For example, activities such as booking a hotel room, making a travel plan, conducting an interview, or finding a solution to a problem situation can be used as tasks. Such tasks allow students to use the language meaningfully and purposefully, increase their speech activity and strengthen the need for communication.

One of the important aspects of the Task-Based approach is its basis in the principle of student-centered education. Learner-centered instruction, that is, in student-centered education, the needs, interests and individual characteristics of students are taken into account. In this case, the teacher acts more as an organizer and consultant than as a traditional educator. Students, as active participants, complete tasks independently or in collaboration. This process increases students' responsibility, forms self-management and independent learning skills.

In the task-based language teaching method, a lesson is usually organized in three stages: preparation for the task (pre-task), task execution (task cycle) and analysis of the result (post-task). At the preparatory stage, the teacher introduces students to the content of the task, reminds them of the necessary lexical and grammatical units. At the main stage, students engage in free communication by completing the task. At the final stage, the results of the work performed are discussed, errors are analyzed, and language units are reinforced. This system helps to connect students' knowledge with practical activities⁸⁰.

Another important aspect of the learner-centered approach is the organization of differentiated learning. Since each student has a different level of knowledge, learning speed, and abilities, it is necessary to adapt the tasks. Group work, pair work, and project activities develop students' skills in working together. This also has a positive effect on the formation of social competence.

In modern educational conditions, the Task-Based approach is used in combination with innovative technologies. With the help of online platforms, virtual communication environments and digital resources, students have the opportunity to independently perform various communicative tasks. For example, conducting a discussion via video conference or creating an online project helps students use the language in real-life situations. This further strengthens their communicative competence.

Task-based language teaching and learner-centered learning serve as an important methodological basis for improving the effectiveness of foreign language teaching. This approach develops students' speech activity, forms the ability to think independently and solve

⁸⁰ Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2014. pp. 153–174.

problems. As a result, the language learning process is organized more meaningfully and effectively, and students are prepared for real communicative situations.

Content and Language Integrated Learning is one of the innovative approaches widely used in modern foreign language education. Based on this methodology, students learn a foreign language not as a separate subject, but in an integrated manner with the content of other subjects. That is, the process of language acquisition is carried out in a natural and purposeful manner through the teaching of history, geography, biology or other academic subjects in a foreign language. The Content and Language Integrated Learning approach is distinguished by the fact that it is aimed at developing language and content at the same time.

The main goal of the Content and Language Integrated Learning methodology is to develop students' language competence, as well as expand their knowledge of the subject. This approach allows students to use the language in real communicative situations, because during the lesson they actively use language tools by studying a specific topic. As a result, the language learning process is not artificial, but based on natural need. This increases students' speech activity and increases interest in the language being studied.

The Content and Language Integrated Learning approach is based on the “4C” model. This model includes the elements of Content, Communication, Cognition and Culture. While the Content component is aimed at developing students' knowledge of a particular subject, Communication refers to learning and using language effectively. Cognition involves developing students' critical and creative thinking skills. Culture serves to develop understanding of different cultures and intercultural competence. This model shows that the Content and Language Integrated Learning methodology is a comprehensive and systematic approach. The use of the Content and Language Integrated Learning approach in foreign language teaching is an important factor in increasing student motivation⁸¹. Students learn a language not only by learning grammatical rules, but also through interesting and practical content. For example, learning about countries in a foreign language in a geography lesson or mastering new terms in the process of studying biology topics makes language learning more effective. This approach helps students understand knowledge more deeply and remember it for a long time.

The Content and Language Integrated Learning methodology also serves to develop students' higher-level thinking. During the lesson, tasks such as analyzing, comparing, and finding solutions to problem situations have a positive effect on students' cognitive development. At the same time, group and project-based work strengthens students' collaborative skills and helps to form social competence.

⁸¹ Coyle, D., Hood, P., & Marsh, D. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press, 2010. pp. 41–57.

In the modern education system, the Content and Language Integrated Learning approach is used in harmony with information and communication technologies. With the help of multimedia tools, interactive platforms and online resources, students have the opportunity to work with authentic materials on various subjects. This helps to learn the language in a real context and develops students' independent learning skills.

However, in order to effectively use the Content and Language Integrated Learning methodology, a high level of professional training is required from the teacher. The teacher must have a deep knowledge not only of the language, but also of the content of the subject being taught. It is also important to properly plan the lesson process, select appropriate teaching materials and take into account the language level of students. These factors ensure the successful implementation of the Content and Language Integrated Learning approach⁸².

Content and Language Integrated Learning is an innovative approach that serves to increase the effectiveness of foreign language education. This methodology is of great importance in the joint development of language and subject knowledge, the formation of students' communicative and cognitive competencies, and the preparation of them for active participation in a global society. In modern foreign language teaching, the use of interactive and collaborative methods is of great importance in developing students' speaking skills. These methods ensure the active participation of students in the lesson process, encourage them to think independently, engage in dialogue and apply their knowledge in practice. Interactive methods enhance communication and cooperation between students, making the language learning process more effective and interesting.

Among interactive teaching methods, role-playing games, discussions, questions and answers, project work and assignments based on problem situations occupy a special place. Role-playing games allow students to model real-life situations. For example, activities such as shopping in a store, talking to a guest or conducting an interview develop students' speaking and listening comprehension skills. Discussion and debate activities form students' skills in substantiating their opinions, presenting arguments and speaking freely.

Collaborative learning methods help students develop their collaborative skills. Group assignments, pair work, and project work help students exchange ideas, learn from each other, and strengthen their social competence. In the process of such activities, students use language tools in a natural way, which leads to the faster development of speech skills. Another important aspect of interactive methods is to increase student motivation. Lessons based on active participation arouse students' interest in learning a language and strengthen their self-confidence. Especially when students have the opportunity to freely express their opinions,

⁸² Nunan, D. *Task-Based Language Teaching*. Cambridge: Cambridge University Press, 2004. pp. 1–16.

they are not afraid of communication and try to actively use the language without being afraid of making mistakes. This contributes to the effective formation of communicative competence⁸³.

In modern educational environments, interactive and collaborative methods are being used in conjunction with information and communication technologies. For example, online forums, virtual group project work, video conferencing, and interactive platforms allow students to practice language outside of class. Such activities help students use language in a real communicative environment and develop students' independent learning skills.

The role of the teacher is important in the effective use of interactive and collaborative methods. The teacher must plan the lesson correctly, adapt the tasks to the students' level of knowledge, and create a positive psychological environment. At the same time, observing the activities of students, giving them the necessary guidance, and evaluating the results are also important tasks of the teacher⁸⁴.

Interactive and collaborative methods are effective tools for developing foreign language skills. These methods increase students' verbal activity, develop the ability to think independently and work in a team, and serve to organize the language learning process more meaningfully and effectively. As a result, students become ready to use a foreign language freely in real-life situations.

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