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MODERN METHODS FOR IMPROVING LANGUAGE PROFICIENCY

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Abstract. *This article describes to provide foreign language teachers with a brief overview of the interactive methods used at different stages of language skills development, especially the various tools aimed at developing students 'cognitive skills.*

Key words*: pronunciation, communicative trend, grammatical, supplementar*

Discussions on a range of subjects in this class are among the most productive sessions. By expanding their vocabulary in a particular field, discussions on professionally related issues help students communicate in the job in the future. After reading a text or article about their future work, the teacher should have a discussion with the class. By formulating questions, presenting intriguing, unique concepts, addressing contentious subjects, and assisting in the resolution of conflicts, the instructor guides and supports the conversation.

Brainstorming is a very effective discussion type that engages all students in the classroom. The teacher announces the topic, the purpose of the discussion, the rules for the participants, and the evaluation criteria for the ideas. Experts and secretaries are then elected or appointed. For example, the teacher said to the students of the Faculty of Economics: "Dear ladies and gentlemen! Our company's sales performance is not as good as last year. What could we do to attract customers? ". Each student produces ideas written by secretaries.

The basic rule for both the teacher and the student is that criticism is forbidden. All ideas should be accepted at this stage. The teacher encourages student participation. Students can refine the ideas of their groupmates. They may even give up their thoughts and cling to another. Each student talks several times, but very

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briefly - in a minute. In the next stage of the activity, all the ideas are evaluated grouped and the most suitable ones are selected. To replicate a range of ideas, teachers can use the following methods: step brainstorming, brain writing, online brainstorming (brain networking), rolestorming, Crawford's Slip Written approach, and more.

Role-playing is one of the most popular techniques among foreigner language teachers. It has a great motivating factor and helps to energize the class. It is suitable for students of any age group or language level. Every student has a role to play; he fell into a situation that required communication. If a student is usually shy or doesn't want to talk, pretending to be someone else, he or she will participate with enthusiasm. Business play is a type of role-playing game with similar rules and procedures, but the difference is that students are involved in activities related to their future professional lives. Students have business functions, relationships, as they actually exist. Business games are an effective tool both for language learning and for teaching to work in higher education in the future.

Our university students are usually very eager to participate in business games because they are more mature and aspire to a future career. For example, we can describe the "Start a Business" business game. Students are offered the roles of managers in their company (top manager, sales manager, finance manager, HR manager, etc.). The president of the company is elected. The group is tasked with starting a business in any field; it can be a manufacturing or sales, service or advertising business. The discussion begins. Once students reach an agreement, they create a company name and logo. Each department then receives an assignment from the president or the chief executive officer (CEO), which is done after the lesson.

Subsequent meetings can be devoted to creating a business plan, conducting market research, and preparing an advertisement for your product or service. This interactive technique combines business game with discussion, work and project. The use of role-playing games in general and business games in particular, increases the motivation of students with knowledge and communication skills in a foreign language for cognitive activities. This creates a positive psychological environment in the classroom. By creating problem situations, the teacher ensures that the material corresponds to the current level of knowledge and intellectual capacity of the group,

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reflects the real state of professional activity is related to the topic of future work, the text read, the grammar learned.

In performing these tasks, students can understand the information presented in the text and activate lexical and grammatical materials. Professional presentation of students at universities is becoming an increasingly common type of educational activity. Through presentation, the material is conveyed in the most efficient way due to its appearance and presentation.

The material presented is diverse and consists of text and picture slides, various visual images with oral explanations, film and audio fragments. Multimedia presentation is an innovative method of teaching foreign languages. In the preparatory phase, students need to do a lot of research, explore different sources of information, which helps to develop creativity and an individual approach to learning.

The preparation phase includes topic selection, data retrieval, data processing, and placement of materials in the presentation. The next step is to provide a presentation that needs to be carefully planned. The group can then have a discussion based on the presentation data. Finally, the teacher can ask students to write an essay for ideas. Case is a situation described in the form of a story that needs to be resolved. Typically, this event begins with a description of the most important facts about the relevant organization or institution, such as the historical data on its development and a description of the present situation.

The aim of the case study methodology is to form students 'problem-oriented thinking and skills to make management decisions based on recommendations based on analysis of complex real situations, identification of problems and opportunities, analysis of alternatives and finding the best of them. To review a case, students are divided into groups (team or consulting group) of four to five students. The leader of the group is elected.

As a result of the discussion, a report will be prepared and presented by the group. This stage is aimed at acquiring oratory skills in addition to those mentioned above. The next stage is a discussion involving all the students in the group. They should ask questions, providing their own comments and showing the most successful discoveries in the study of the situation. Finally, the teacher provides general comments and recommendations.

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The role of modern technologies in language learning and teaching is invaluable. The use of technology is useful in all aspects of learning a foreign language (reading, writing, listening and speaking). For example, to listen and understand, of course, this process is impossible without a computer, player, CD. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in the educational process is the ability of students to know and use information and communication technologies.

- The method of "speaking pictures" is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures;

- Test cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time[155].

It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time, therefore the approach to the choice of teaching methods should be based on the creativity of the teacher "[1].

The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. What do scientists invest in the concept of "method"? The teaching methods are "ordered ways of the activity of the teacher and students, aimed at the effective development of the obligations of the educational tasks". The teaching method is "an instrument of a teacher's activity for the fulfillment of a leading function - learning" The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Teaching techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a specific method." Unfortunately, foreign language teachers often use time-tested standard teaching methods in teaching practice.

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[155] S.Martinelli, M.Tailor, Intercultural Learning, Strasbourg, Council of Europe and European Commission, 2000.

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Sometimes the process of language teaching, sadly, continues to be a "somewhat modernized version" of the grammar-translation method.

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