THE ROLE OF TEACHING TECHNIQUES AND MODERN TECHNOLOGIES IN THE DEVELOPMENT OF TEACHING FOREIGN LANGUAGES

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Annotation:

This article discusses the role of teaching techniques and modern technologies in teaching foreign languages, methods of teaching language learners in groups, the role of a teacher in the successful organization of a lesson and some problems and shortcomings of the educational process. Describes the effectiveness of using interactive teaching methods for supporting the improvement of English classes.

Key words: *Target language, classroom management, quality of education, interactive methods, modern technology, motivation, educational resources, spreadsheets, information, training, authentic video, animation films, visual support, social process, language skills*

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Introduction. There are different ways in which we can organize our learners in the classroom. For example, learners can work on their own, as a whole class, in pairs, in teams, in groups. Organizing learners into different working patterns is what we mean by grouping learners.

When planning our lessons, we decide which way of grouping learners of interaction patterns to use. The interaction patterns we choose depend on the learners and their learning styles, our own teaching style(s) and preferences, the teaching approach, the learning context, the type of activity, the aim or learning purpose of the activity and the stage in the lesson. There are many different interaction patterns to choose from, whole class (the teacher leads the class and the learners focus on the teachers), individuals open pairs (two learners do a pair work activity in front of class), groups, teams, mingles. Very often, the activity itself suggest a particular interaction pattern.

Here are some examples;

Activity	*Interaction pattern*	*Reason for using interaction pattern*
Brainstorming	1 Groups or pairs: students working with other students. 2 Students to the teacher (feedback).	Reviews and shares students' knowledge of vocabulary and/or structure and the topic or context: develops learning strategies; energizes the students and gets them all involved.
Bingo game	1 Whole class: teacher to the students 2 Students to the teacher	Reviews students' understanding of vocabulary: gives a change of pace; gives the feedback;
Reading and filling in the chart	1 Individuals (students complete the charts on their own) 2 Pair work: students to student 3 Open pairs (checking answers). Student	Calms students down, allows students to practice scanning in their own time; enables students to check their

	to student with the teacher facilitating	work together to give confidence before the class check.
Class survey	1 Mingling activity: students move around the classroom asking questions of other students 2 Groups or pairs (students compare and discuss their answers) 3 Teacher asks different students in the class what they found out (feedback)	Gives students practice in all four skills and in managing their learning; gives opportunities for large amounts of practice; gives a chance of pace; develops learner autonomy; every student in the class active and involved

Methods. Logical and structural analysis, economic-statistical analysis, and mutual comparison methods were used to implement the goals set for this research.

Results. Appropriate learner groupings have a positive effect on class or group dynamics (the relationship between the learners in the class or group) and on the teacher's ability to successfully manage the class and facilitate learning. Whole-class activities, such as mingles, enable all the students to practice the language at the same time. These activities are good for increasing confidences, especially amongst shy or weaker learners. Individual activities give students a chance to work at their own pace and to focus and organize their thoughts. Pair and group activities provide students with opportunities for developing longer turns and fluency through interaction. They also help with confidence building and give students opportunities for practice in a non-threatening environment.

The success of modern technology reinforces teachers and students with good language materials and brings color to the language classroom, and the language becomes more authentic than in previous periods of its teaching. Sure, books are important language learning tools, but new technology has a bigger impact on learners.

Motivation is an important issue in language teaching. It encourages and generates enthusiasm in learning foreign languages. A long period of learning foreign languages and accumulated experience show that if there is no motivation or interest in the subject, no one and nothing can do anything and achieve anything in any field. According to Clifford, the teacher is not the only audience for student presentations. Students are often expected to present their work and receive feedback from their peers and those around them outside of their class. Whether they are using presentation software to accompany a face-to-face presentation or developing materials to post online, the trend is for students to communicate and defend their work in front of a wide audience. This enhances students' understanding that problem-based learning is real work for real audiences. The use of technology to find and present educational problems is an important issue. One of the main challenges for teachers interested in problem-based learning is identifying problems that are appropriate for their students and the topics they need to learn. Problems should be complex enough to support sustained exploration and encourage collaboration, and they should have multiple interrelated parts to develop students' ability to break down problems and organize their solutions.

Representing and communicating such complex problem situations is an important function of technology. Unlike problems that occur in the real world, technology can include graphics, video, animation, and other tools to create problems that can be repeatedly explored. Multimedia views are easier to understand than problems presented as text.

The next step here is to use technology to find educational resources. The second function of technology in problem learning environments is to search for information needed to solve problems or conduct other research. In the past, teachers attempting a problem-based curriculum felt the need to limit problems to those for which they had experience or the local library had resources. Now the World Wide Web brings an endless amount of information on

almost any subject, and students can choose topics based on personal interests, not on the availability of resources.Internet research projects are rapidly gaining popularity. The use of the Internet to collect information for problem solving sometimes resembles a modern version of library research, in which students collect and synthesize information from published reports. Even though the task seems traditional, the characteristics of this new medium require special skills for the learners.

The sheer volume of information allows learners to explore almost any topic, but it also makes it difficult to find exactly the right information among the thousands or even millions of sites that can be found. In addition, the ease of publishing and accessing materials online increases the likelihood that students will encounter inaccurate or biased information. As a result, students must learn new strategies for searching for and evaluating the information they receive. In addition to its function as a source of information, the communication and interaction capabilities of the Internet provide many innovative educational opportunities. Many students cannot find or understand the resources available. Research students can use the Internet to observe and collect data. Using a two-way audio and video link between the school and the university, the scientists guided students to use an electron microscope to examine their samples. Technology has made it possible to collect data from places students would never be able to visit. In recent projects, high school students have explored half of Monterey Bay by learning videos from remote-controlled robots, and high school students have been given time to use the Hubble telescope. Students are also using technology to collect data in their schools and communities. For example, using PDAs equipped with various types of probes, students can monitor water quality at various locations in nearby streams or lakes. By transferring their individual readings to a laptop in the field lab, they can quickly plot their data and compare readings visually.

Analysis. The use of technology to summarize and present results is also important in motivation. In the past, students memorized and used formulas and models created by others to solve problems. Students often used these formulas, especially in the early stages of learning, with little understanding. At the beginning of the 21st century, computer tools provide students with the opportunity to create and test their own models using tools such as spreadsheets or concept maps. This type of learning deepens students' understanding of abstract concepts and allows these concepts to be learned at an earlier age. After students summarize their data and other information, they usually communicate their findings to others. In the past, this meant writing a report for the teacher to read.

Video is a powerful tool to help English learners improve their language skills. They provide the learner with content, context, and language. Video will play a big role for students in the classroom as well as in self-study situations. Children learn better if they are positive about what they are doing and if they are motivated or willing to do it. One way to provide or enhance this motivation is to use a video that is enjoyable and motivating to learn the language. Video presents language not only in context, but also in a way that can influence learners to "grab" their attention in a way that is not possible with static text or audio-only recording.

One of the goals of teaching English to young children is to instill in them the idea that language learning is a happy experience and that video creates an engaging, enjoyable learning environment. The younger language learners are still learning about the world around them. Young children love listening to stories over and over again, and the same goes for videos. By watching the video several times, children can learn absorption and imitation.

Benefits of video/movies, television and other broadcast media:

1. This is a very useful resource as it is natural and authentic.
2. It also prepares students for authentic communication.
3. Students quickly become aware of the richness and complexity of the English language.
4. Students see that English is not only an object of academic interest, but the key to success in their professional lives.

5. English becomes a real means of communication and communication between students.
6. Students demonstrate progress in several skills at the same time.
7. The video can be used at any level of language proficiency for both beginners and advanced students.
8. With careful selection and purposeful planning, this can be very motivating for students.

Video conveys meaning better than other media. The video presents the language in context in a way that the cassette cannot. Students can see who (or what!) is speaking, where the speakers are, what they are doing, etc. All of these visual cues can aid understanding. Video represents a positive use of technology. Teenagers, in particular, have a positive attitude towards television and video. It is seen as "modern" compared to the books. Once the decision has been made to use video in the classroom, one should think about what purpose the video is being used for video role. The way video is used and the materials prepared for use with video will depend on the role the video is to play.

However, a video sequence workflow may include more than one of these roles. Students can watch the video to find out information about, for example, a famous person. The same lesson may also include listening activities so that students can extract relevant information. This can be used to develop vocabulary about "life".

When choosing videos, consider the following factors:

Sound and picture quality:

Audio quality is especially important as language learners benefit little from a video they cannot hear. Another important factor is the availability related print materials that can be used to develop activities that support and expand the language used in the video.

Video support extension:

When considering visual support, care should be taken to select material in which the soundtrack and pictures "converge". McWilliam, for example, cites research showing that if there is a mismatch between visual and auditory messages, then viewers (especially children) will ignore the language context.

Completeness:

Tomalin "The perfect video clip... tells the full story or section of the story." This idea of fullness is important for young learners whose primary motivation for watching videos is enjoyment.

Length:

The length of the clip is important, it should not be too long, perhaps from 30 seconds to 10 minutes, depending on the purpose of the training.

Content compliance:

The content should be suitable for young learners. How the video was rated; "Universal", "Parental guidance", for age "13" or "18"? Is the video suitable for viewing in all cultures?

Language content:

When using video to represent language, an important factor to consider is the language elements (specific grammatical structures, language features, or colloquial expressions) presented on stage.

According to many teachers, students seem to become more interested in language learning when it comes to videos, especially genuine videos. Feature films capture students' attention with dazzling Hollywood effects, and since they are not intended for educational purposes, they reflect the authentic use of the target language. However, due to the authenticity of the language, teachers tend to restrict the use of feature films in intermediate and advanced classrooms. Some instructors prefer to work with video clips rather than the whole movie.

An authentic feature film brings enhanced context and interesting content to the classroom. When using a film, the oral skills course and other skills courses may be combined through the use of common themes, features, and/or grammar presented in the film. Although listening classes in oral skills textbooks may have a common theme, they are unlikely to contain much intriguing content at an elementary level. Also, text actions, unlike movies, are often disabled.

The use of film, however, provides a rich context through which students can improve

understanding and practice listening and speaking, noting that the extended context, interesting content, rich visual imagery, and often exaggerated film actions and gestures provide students with a multi-sensory experience. an entrance that is close to what they would find in real life communication. Such visual input engages and motivates students, and through the film's many contextual cues, helps students understand the language used in the film.

Discussion. Instead of learning English in order to learn it, our students should learn English in order to master it. If language is "an active social process through which the real is created", and if we create our own authenticity through social interactions, through the use of language, then a huge burden falls on the teacher. Once students gain confidence through understanding and enjoying an authentic film, they may feel ready to watch other films at their leisure. The more we emphasize learning strategies related to listening and speaking, the more likely students are to apply them as they transition to an authentic language.

Another way of focusing on пew language is through Test-teach-test. In this, the teacher first gives learners a task that requires them to use target language. If this activity shows that the students don't know how to use the target language, the teacher will then present the new language, then give the students another task to practice the new language. II the first task shows that the students already know the target language sufficiently well, the teacher will move on to something else.

You can see that all the presentation techniques contextualize target language i.e. they put the language in a context which shows its meaning. The context can be provided by building a situation, using a listening or reading text, doing a task, using realia, mime (using the body and no words to convey meaning). Explanations, visuals or a combination of these. When learners learn target language they need to know what it means. Contextualising aims to help learners to notice and understand meaning. While all the techniques focus on the meaning of the target language they may not all focus so much on its form. For example, PPP and guided discovery focus on form and meaning, whereas task-based presentations focus more on meaning.

Teachers` different beliefs about how language learning takes place, the role of form and meaning in language learning, their preferred approach(es) to language teaching and the age and needs of their students will decide how much they pefer focus on form.

Introductory activities are different from presentation techniques. They are the activities a teacher uses to introduce a lesson or teaching topic, or sometimes to introduce new students to one another. If you look back at the PPP and TBL lessons on pages 90-1 you will see that they, too, include introductory activities Step 1 in the PPP lesson provide a lead-in to the topic, and steps 2 and 3 a lead-in for language needed for the lesson`s main aim. In the TBL lesson, steps 1and 2 are lead-ins.

The introductory stage of a lesson helps students to settle into the lesson and focus on its content. There are two kinds of introducory acivities: warmers and lead-ins. Warmers are often used to raise students` energy levels or to make them feel comfortable before the main learning of the lesson starts. They are not always connected to the topic of the lesson: for example, they could be a quiz, game or pairwork activity.

Lead-ins introduce the content of the lesson. Their aim is to focus and motivate students and make a link between the topic of the lesson and the students own lives (personalisation), For example, If students are going to read a text about the internet, rather than giving them the text immediately, we could do one or more lead-in activitie such as discussing with students how often they use the intenet, what they use it for,what their favourite websites are, etc. Or if in another lesson they are going to listen to a conversation about favourite television programmas, the the lead-in activities might be making a list of their favourite television progammes and dicussing them with a partner. These activities will probably involve pre-teaching (teaching language before students meet it in a text) key vocabulary for the texts and comprehension tasks that follow.

Conclusions. In some classes students don't know one another at the beginning of term, or new students often join the class. In this situation teachers sometines do another kind of introductory activity called an lce-breaker. The aim of ice-breakers is for students to get to know one another so that they all feel comfortable

with each other in the class. Examples of ice-breakers are doing a mingling survey (learners find out information from others by asking questions or using questionnaires) about the class's interests and hobbies. Another is asking students to work in groups to find out what they have in common,e.g. favourite TV programmes, favourite website, favourite colour.

These particular bands cover a wide range of ability. When working with a particular class it may be more useful for the teacher to work with a narrower range. The bands cloud be used in a formal assessment of speaking or to help a teacher carry out informal assessment. Informal assessment is sometimes used to assess students behavior, attitudes or leaner characteristics rather than their language abilities. In this case the assessment criteria might be e.g. motivation, degree of participation in group work, type of learning style, etc.

Key concepts and the language teaching classroom are:

- Assessment can affect what we teach, how we teach and our learners' motivation for learning. It is very important for tests to have a good influence on teaching and learning.
- Some assessment tasks are easy to write, e.g. essay titles, or mark, e.g. categorizing tasks. But we need to check if they reflect what we have taught. It is not a good idea to use a particular testing task just because it is easy to use or easy to mark. For example, for administrative reasons, it is often difficult to assess learners' speaking, so speaking is often not assessed, and as a result learners may start thinking that speaking isn't important. Speaking skills can sometimes be more easily assessed informally than formally.
- To really reflect the level of learners' learning, the content and tasks included in progress and summative tests should reflect the content and tasks in our teaching, this may mean that our tests include a mixture of objective and subjective tasks.
- Assessment needs to be fair. This means that progress and summative test should only test what has been taught and that they should be reliable and accurate in their marking. Using bands to help us mark subjective tasks helps achieve this.
- Feedback to learners on what they got right or wrong, their strengths and weaknesses, and what they can do to improve, is very important. Through feedback, assessment helps learning.
- Informal assessment is often much more suitable for assessing young learners than formal assessment. This is because young learners' ways of thinking and learning are based on experiencing and communicating, and also because teachers of young learners are often interested in finding out more about their learners' attitudes, motivation and behaviors.
- If in your school, several classes follow the same syllabus or coursebook and do the same subjective / partly subjective test it is useful for the teachers to use the same assessment criteria or bands. It may be useful to agree what mark you would give to some samples of students' writing before marking starts. Even then, there may be disagreements amongst teachers. At this point, it's useful to discuss exactly what the bands mean. This process helps marking become fairer and more reliable.
- Working with assessment criteria and bands helps the teacher grade all students against the same level of achievement. This can help the teacher and the students know more about their real level of ability than if the teacher just ranks the students according to their grades.

In short, the use of the latest technologies and the use of interactive methods are important in improving the quality of education and providing high quality education to students.

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