

## URGENT METHODS AND TECHNIQUES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR WOULD-BE ENGLISH LANGUAGE TEACHERS

### АКТУАЛЬНІ МЕТОДИ ТА ПРИЙОМИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ ДЛЯ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

*The article explains the present instrument for a creative English language pedagogue to provide knowledge to would-be teachers and as an urgent mean to develop education applicants' communicative skills. The author proves the fact it is a teacher's orientation to an individual cooperation model with higher education applicants that works as a main condition for effective formation of communicative competence. The model provides a dialogue communication in an educational process. Correspondingly, these goals are the ones the media social resources are aimed at. The article demonstrates that the methodology of teaching English as a foreign language comprises a foreign language as the subject of study which has a dual role as a final result and the means of learning. As a goal, language learning allows students to understand the language system and be able to use this system in practice and in the research activities, which imply the possession of foreign language communicative competence. It causes many challenges in an educational process because of a low level of communicative skills, the impossibility to get a wide answer from a student including his own evaluation.*

*The main condition for the effective formation of communicative competence is the teacher's focus on a personal model of interaction with students, which includes ensuring dialogic communication in the educational process. It should be noted that while using explanatory and illustrative technologies, the teacher focuses on the transmission of the final content of the educational material. An important feature of such communication should be a human attitude and a cross communication between partners, a desire to share, and mutual understanding. Much depends on the teacher's behavior. He or she must be tolerant, self-confident, cheerful, and able to arouse sympathy and admiration. The voice to pronounce words, phrases and facial expressions is also important. A didactic tone should be avoided. The main pedagogical tools are a smile and an affectionate look.*

*Positive learning motivation is an urgent instrument to teaching English. It is justified as a set of motives that are associated with the satisfaction of cognitive interest. Therefore, to form motivation means not to lay down ready-made motives and goals, but to put the student in such conditions and situations of activity where the desired motives and goals would be formed and developed taking into account the available experience, individuality, and internal aspirations of the student himself.*

*The article confirms the principles of learning to be the initial provisions that define the requirements for the entire learning process and its components (goals, objectives, means, methods, organizational forms). They are the key categories of the teaching methodology and ensure its effectiveness. Learning principles answer the question «How to organize learning?». The main goal of teaching foreign languages is described as to develop students' speech skills, not just to accumulate knowledge, as in most other subjects. Teaching English as a foreign language is*

*based on didactic and methodological principles that reflect its peculiarities.*

*Since, it is the development of a student-student and student-teacher cooperation which is vital to solve the problem. In other words, it is important to create the communicative justified life situations to be personally important for students. It results in the display of both the need for speech activity and in developing opinion and speech arrangement.*

**Key words:** teaching instruments, teaching methods, would-be English teachers, social media, linguistic competence, communicative competence.

*Стаття надає опис сучасним засобам навчання для використання креативним учителем англійської мови для навчання майбутніх учителів як модерний інструмент розвитку освітніх комунікативних навичок у здобувачів освіти. Автор доводить, що саме орієнтація вчителя на особистісну модель взаємодії із здобувачем вищої освіти виконує роль головної умови для ефективного формування комунікативної компетенції. Ця модель включає діалогічну комунікацію в освітньому процесі. Таким чином, це підтверджує головні цілі медіа соціальних ресурсів. Стаття демонструє, що методика навчання англійської як іноземної мови окреслює саме іноземну мову предметом вивчення, яка виконує подвійну роль кінцевого результату та засобу навчання. Будучи ціллю, вивчення мови надає можливість здобувачам освіти опанувати систему мови та використовувати цю систему на практиці та у дослідженні – охоплює комунікативну компетенцію іноземної мови. Це створює багато викликів в освітньому процесі через наявність низького рівня комунікативних навичок, неможливість отримати широкої відповіді від здобувача вищої освіти, включно із його власною оцінкою.*

*Головна умова для ефективного формування комунікативної компетенції це фокус учителя на особистісній моделі взаємодії із здобувачами освіти, яка включає заохочення до діалогічного мовлення в освітньому процесі. Важливо підкреслити, що застосовуючи ілюстративні інструменти та засоби пояснення, учитель зосереджує увагу на передачі та засвоєнні кінцевої інформації навчального матеріалу. Важливою ознакою такої комунікації постають людські стосунки, взаємо комунікація між партнерами, бажання поділитися досвідом, інформацією та взаєморозуміння. Багато також залежить від поведінки учителя. Він має бути толерантним, самовпевненим, веселим, випромінювати симпатію та захоплення. Значущим має бути і голос, тон, з яким вимовляють слова, вираз обличчя. Варто уникати дидактичного тону. Головні інструменти педагога – посмішка та приязний погляд.*

*Позитивна мотивація навчання розглядається у статті як серйозний засіб навчання англійської мови. Вона обґрунтовується будучи набором мотивів, які асоціюються із*

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задоволенням когнітивного інтересу. Хоча, щоб сформувати мотивацію, не потрібно закладати готові мотиви і цілі, але помістити здобувачів освіти у такі умови та ситуації до дії, де бажані мотиви та цілі будуть реалізовані та сформовані, беручи до уваги досвід, індивідуальність та внутрішні прагнення самого здобувача освіти. Стаття підтверджує ті принципи навчання, які є головними та початковими умовами для визначення вимог до усього освітнього процесу та його компонентів (цілі, завдання, засоби, методи, форми організації освітнього процесу). Їх описують головними категоріями навчальної методики та підкреслюють їх ефективність. Принципи навчання дають відповідь на питання «Як організувати освітній процес, навчання?». Головна ціль навчання англійської мови як іноземної – розвивати мовні навички здобувачів освіти, а не лише

акумулювати знання, як це відбувається при вивченні інших дисциплін. Навчання англійської мови як іноземної базується на дидактичних та методичних принципах, які відображають свої особливості.

Саме тому саме розвиток студент-студент та студент-вчитель взаємодій є надзвичайно важливим у вирішенні питання розвитку мовних навичок майбутніх учителів англійської мови. Іншими словами, дуже важливо створити комунікативно виправдані життєві ситуації, які є особистісно важливі для здобувачів вищої освіти. Це призводить до прояву потреби у мовній активності та розвитку мовної організації під час освітнього процесу.

**Ключові слова:** засоби навчання, методи навчання, майбутні учителі англійської мови, соціальні медіа, мовна компетенція, комунікативна компетенція.

**Problem solving.** The choice of teaching instruments is of great importance for effective and successful learning. It is the right choice of the methods that will help students learn the language faster, develop communication skills, understand and analyze text, and create a favorable language environment for learning. The correct choice and application of methods contributes to the development of language competence and readiness for international communication.

It is obvious that today at the time of rapid lifestyle, development techniques and technical devices, the Internet is the connection on modern lines among the youth. In summary, a teacher can't ignore this process.

The connection between modern social media, such as Instagram, Twitter, and Facebook, and English language learning is becoming increasingly relevant. This topic is attracting the attention of educators and methodologists so as social media play an important role in the lives of students and can therefore be a powerful tool for improving English language learners' communication skills.

The use of social media in English language teaching can make the learning process more interesting and attractive for students. Today, students are well acquainted with these platforms and have experience using them, which can increase their motivation to actively participate in the English language learning process. Secondly, social media allows learners to interact with other learners and teachers from different countries who are native English speakers, which creates a unique opportunity to practice language skills in real-life communication situations. They can exchange messages, comments, photos and videos in English. It develops their ability to express themselves effectively. Thirdly, using social media helps learners immerse themselves in English-speaking culture and learn more about the traditions and lives of native speakers. They can follow the profiles of famous English-speaking authors, media people, musicians, politicians, etc. That will definitely broaden

their horizons and deepen their understanding of the English language and cultural aspects.

In addition, the use of social media contributes to the development of students' media literacy. They learn to critically evaluate information, distinguish between true information and fake news, identify arguments that is an extremely important aspect in the modern information world.

Thus, exploring the possibilities of using social media to improve communication skills in English classes at a higher education establishment can make a significant contribution to improving the quality of learning and help students prepare for a successful future in the today's globalized world [12].

**Analysis of the recent researches and publications.** It is important to consider, modern approaches and methods of teaching English in a high education establishment help students not only learn the language but also feel confident in using it, which is an important preparation for future professional development.

Many researchers in education and linguistics have studied modern methods of teaching foreign languages. S. Krashen is known for his work in the field of linguistics and education, he developed the theory of "Natural Approach" [18], which emphasizes the natural way of learning a language through listening and communication; K. DeMarco and W. Rivers [16] are leading researchers in the field of foreign language teaching methods, contributed to the development of communicative teaching methods and language learning through interaction; L. Filippova [15] examined the peculiarities of using interactive teaching methods in English lessons; L. Artemenko [1]; L. Butova [3]; Z. Hlybina [6]; I. Kliuchkovska [7]; O. Komar [8]; Y. Moiko [10]; P. Westwood [21]; N. Kong [19] and others studied modern methods of teaching foreign languages. A large number of Ukrainian scholars have studied the use of Internet technologies, in particular, social networks, including: P. Bekh, Y. Mushnikova, S. Nikolaieva, A. Stehaliuk, M. Filatov, O. Shkarbul, O. Shcherbakov and others [9; 14].

What hasn't been solved within the issue mentioned include the main instruments to be studied and provided in teaching would-be English language teachers.

**The aim** includes searching for and describing urgent techniques and methods to teaching English as a foreign language for would-be English language teachers.

**The main material.** To begin with, we indicate foreign language teaching methods which can be viewed from different perspectives: as an academic discipline; as an approach to teaching; as a teaching technology; or as an independent scientific field [2, p. 42].

In general, foreign language teaching methods as a science includes both theoretical aspects and practical activities aimed at training teachers for successful foreign language teaching at a higher education establishment.

Knowledge of theory is extremely important, as foreign language teaching is only effective when it is based on scientific grounds. Would-be teachers should study the theoretical aspects of methodology, including current trends in this field, and develop their professional and methodological skills that will help them work successfully in schools.

Learning a foreign language will not be successful without mastering the theoretical foundations that underlie this science. The main objectives of mastering the methodology of teaching a foreign language in basic secondary school include:

- 1) explaining the main aspects of the modern theory of foreign language teaching at a higher education establishment and teaching students to use this theoretical knowledge in practical situations;
- 2) in-depth consideration of current trends in foreign language teaching in Ukraine and abroad;
- 3) disclosure of the essence of the components and tools of modern methodology as a science and stimulation of students' creative search during practical at a higher education establishment;
- 4) developing students' professional and methodological skills necessary for successful work in the field of foreign language teaching;
- 5) spreading the interest of would-be teachers in studying specialized scientific and methodological literature, which will become their source for continuous self-improvement and professional competence.

In the methodology of teaching foreign languages, the subject of study is a foreign language, which has a dual role as a final result and the means of learning. As a goal, language learning allows students to understand the language system and be able to use this system in practice and in the research activities, which imply the possession of foreign language communicative competence. As a mean of studying, learning English as a foreign language makes it possible to obtain information from foreign texts and create own texts [11, p. 11].

The goal of human interaction is a mutual understanding. Coordinated activities for communicating people, combined with mutual understanding, are key elements of quality interaction. However, sometimes it can be difficult to achieve full understanding in the process of speech communication due to social and psychological barriers that exist in the minds of the interlocutors. In intercultural situations, cultural barriers known as "culture shock" may arise [1, p. 7].

The first group of barriers that make it difficult to understand and accept culture is related to social restrictions and differences in social status. Psychological factors that affect mutual understanding include psychological incompatibility between interlocutors, shyness, and distrust of other people. Cultural barriers are related to differences in traditions, habits and lifestyles. In the context of teaching aimed at developing learners' qualities of secondary language personalities, it is important to develop skills of both copying the language behavior of native speakers (which includes correct language use) and achieving mutual understanding with them and their culture. To summarize, linguistic and sociocultural competence implies a learner's ability to:

- choose, understand and use linguistic and speech instruments of foreign language communication that have national and cultural specificity including the social and intercultural context;
- acquire knowledge of cultural studies, country studies, linguistics, socio-cultural and intercultural aspects;
- use the acquired knowledge to achieve their goals in foreign language intercultural communication;
- enter into communication relations with representatives of other countries in certain situations.

Generally, language competence to study English as a foreign language, defines a learner's ability to:

- pronounce and emphasize his/her own utterances clearly and correctly, understand the utterances of others;
- use vocabulary accurately and appropriately in their own speech and understand the vocabulary in the speech of others;
- correctly build the grammatical structure of their own statements and recognize the grammar of others;
- recognize and correctly interpret graphic symbols and written messages with correct pronunciation and stress;
- use correct calligraphy and spelling in written expression.

In times of the challenges the education faces today, blended learning as a teaching mechanism to combine different methods, techniques, and approaches to provide quality and comprehensive language learning, is to be considered here. The successful combination of different teaching methods results that focuses on the diversity and integration of different learning aspects, including grammar,

vocabulary, reading, writing, and speaking. It may also include the use of modern technologies, interactive resources, and a variety of pedagogical instruments.

The combined methodology of teaching English aims at developing all aspects of students' language competence: listening, reading, writing and speaking. It also allows English instructors to adapt teaching to individual needs and knowledge levels of students. The methodology we have chosen for teaching English contributes to creating a favorable learning environment where students can actively interact with the language and improve their communicative skills.

Let's consider the option of a combined methodology, which may include two methods of teaching English: grammar and translation and communication.

The grammatical-translation method is a traditional method of teaching foreign languages that flourished in Western European countries in the eighteenth and nineteenth centuries, in which the target language is translated into the mother tongue, i.e. grammar teaching and translation exercises were mainly based on learning a foreign language [5, p. 8]. Its essence lies in the fact that when learning a foreign language, one should study the system of its grammatical rules, memorize and use them when translating literary works and sentences from the target language into the native one [17, p. 126]. Previously, the grammar-translation method was undoubtedly considered the only way to teach a foreign language. In a comprehensive English lesson, teachers took grammar as the basis and translation as the main method of teaching and learning, and the goal was for students to be able to read foreign sample articles and imitate them to write their own. Admittedly, this method had many advantages when it was proposed. For example, translation helps students to understand more deeply the abstract meaning of foreign language words and complex sentence structures; systematic grammatical knowledge develops students' clear grammatical concepts, accurate word understanding and translation ability; intensive reading and recitation of original works develop students' reading and writing skills [13, p. 4].

In the twenty-first century, due to the development of international relations, there appeared a need to revise the structure and content of foreign language teaching methods and implement new teaching models that would contribute to better language acquisition [17, p. 127]. Foreign language learning tends to be instrument-oriented, and people pay more and more attention to the practical use of language learning or improving communication skills. Learners who follow the grammar-translation method have identified certain problems, such as focusing only on written language, although they lack oral expressive ability or even suffer from a long-term misunderstanding of the foreign language, developing a habit of relying too much on translating everything into their native

language, hence affecting their ability to communicate in the foreign language.

The communicative method of teaching, established in the Western European community in the early 1970s, is based on interdisciplinary approaches that include modern sociological linguistics, sociological psychology, psychological linguistics, and applied linguistics. It is about teaching, learning, and using language as a communicative tool instead of teaching students a set of grammar rules and fragmented word use. The emphasis here is on the learners as well as the practicality of the language. This method allows learners to practice the language, have more language practice and better communication abilities in a variety of activities. This method has obvious advantages, such as developing learners' abilities and skills to use the language, emphasizing learners' initiative and applying what they have learned in practice, and encouraging them to think in English [20, p. 31].

Despite all the criticism that the grammatical translation method has received, it has been an indispensable method in teaching English, as well as a necessary step in developing students' communication skills in a non-English-speaking environment. A person cannot communicate successfully before he or she has mastered the rules of the language. Although the application of the communicative method has been widely recognized, this method still faces some practical problems caused by different language systems and learning habits. As a result, it cannot be effectively applied in its entirety and chosen as the main method at the moment. Due to the fact that at the present stage of human development, the above methods are not very effective individually, we have developed a comprehensive model combining the communicative teaching method and the grammar-translation method. Using the advantages of each of these methods, we can form a new integrated model that will be more effective in the process of teaching English [19, p. 76–78].

In general, according to the methodology of teaching a foreign language, comprehensive teaching of listening, speaking, reading, writing and translation is extremely important [4, p. 26]. Usually, listening and speaking are taught separately, while reading, writing and translation are mainly taught through the study of texts. In terms of listening and speaking, students are expected to communicate in class in a foreign language, understand conversations, and make presentations. Obviously, the communicative method helps to achieve the learning goal in listening and speaking practice. In practice, teachers can have students listen to recordings, do exercises and have discussions based on current issues with teacher checking and instruction; they can also analyze some difficult points in the listening material and learn new words and expressions in depth. However, those who are used to the traditional method tend



to remain silent. In this regard, we believe that the communicative and grammatical-translation methods should be used in combination as one method. For example, some difficult points at the linguistic level can be explained by the traditional method.

Students' reading, writing and translation skills are mainly trained while studying texts. Teachers are expected to base their teaching on texts to provide students with some information and language knowledge, focusing primarily on translating and understanding texts, and then creating new situations outside of texts to practice communication skills.

A four-stage method is considered to be effective, which includes preparatory reading, listening and responding, text-based communication, and trusted communication in the process of teaching the text, achieving a natural transition and fusion of grammar, translation, and communication learning [4, p. 74]. In the first stage, students are required to preview the text with grammar translation experience, in which they can make sure of some new words, the essence of the text and some questions, and thus spend the next day's class with full preparation. In the second step, the teacher first asks the students to correct their pronunciation and intonation by imitating the recording, and then plays it again for the students to answer questions or make judgments to check their reading. In the third step, the teacher can guide students to communicate in a context related to the text and help them solve some of the problems with keywords, sentences, and comprehension they showed in the previous two steps. When explaining key words and sentences, grammatical translation should be used to deepen students' understanding of the text and improve their ability to use the language correctly and flexibly through correct communication in the text. In the last step, learners' enthusiasm for communication is fully encouraged. Here, communication differs from the one in the previous steps, as teachers should use a variety of advanced teaching methods to create language situations and communication tasks that go beyond the text. Learners can apply what they have learned to real-life communication by continuing to write texts, simulating dialogues, role-plays, discussions, etc., thus achieving the goal of communicative ideas through the language.

**Conclusions and perspectives of further exploration of this direction.** The use of modern approaches and methods in English language lessons plays an important role in the learning process. The combined use of technology and innovation in teaching can make the learning process more interesting and effective. Modern approaches to teaching English can improve all types of students' speech activities, help them understand the cultural characteristics of English-speaking countries and increase their motivation to learn English. Therefore, the paper proposes criteria and aspects that should be taken

into account when choosing modern methods for EFL lessons, namely: considering the purpose and objectives of learning, needs and interests of students; focusing the learning process on communicative skills; involving students in active participation in the learning process; using modern technologies; professional development of teachers; ensuring the possibility of using the language in real contexts; matching assessment methods; the possibility of using a combination of different methods.

Thus, modern methods of foreign language teaching provide a practical approach to language learning, where students can apply their knowledge in real-life situations and communicate with English-speaking interlocutors. The use of the latest approaches to foreign language teaching makes the learning process more exciting and useful for today's global community.

The combined methodology of teaching English involves a combination of different methods, techniques and approaches to ensure high-quality and comprehensive language learning. In the course of our research, we have developed a comprehensive methodology for teaching English, which includes two basic methods - grammar-translation and communicative. In our opinion, the combination of the two proposed teaching methods forms a methodology that focuses on the diversity and integration of various aspects of learning, including grammar, vocabulary, reading, writing and speaking skills. It also involves the use of modern technologies, interactive resources, and a variety of pedagogical techniques.

Since, the whole field of diverse forms, methods and teaching techniques to teaching English as a foreign language for would-be English language teachers need further investigation. At the time being, not only of native but undoubtedly global changes, when traditional teaching system within direct teacher-students cooperation demands detailed analysis and adaptation, perspectives of the further research are justified and identified as proved and indisputable.

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