

INNOVATIVE METHODS IN TEACHING A FOREIGN LANGUAGE

The status of a foreign language today, as never before, tends to grow constantly. In the global community, a foreign language, one or another, is increasingly becoming a means of intercultural communication. This undoubtedly determines the main strategic directions for improving the content, goals, methods, techniques, and means of teaching a foreign language.

The relevance of the chosen topic is due to the importance of studying the issue of the transition from traditional, outdated methods of teaching foreign languages to new ones, which is required by the rapid development of new ones needed for the rapid growth of twenty-first-century society.

Foreign language teaching methodology is a science that studies the goals, content methods, and means of teaching, as well as ways of learning and education on the material of a foreign language [4, p. 201]. In the methodology of teaching foreign languages, there are two functionally different methods: general and special. The general methodology deals with the study of patterns and features of the teaching process of any foreign language, while the unique methodology studies the process of teaching a particular foreign language in a specific type of educational institution taking into account the linguistic and speech features of the native language.

One of the oldest language learning methods is the grammar-translation method, which, according to George Yule [4, p. 189], originated in the traditional teaching of Latin. As the name suggests, the method focuses on understanding and translating grammatical rules. The method is based on understanding and translating grammatical rules into the first language [2, p. 8]. In the Middle Ages, language learning was often identified as learning to

translate. Although teaching grammar and translation is a very long tradition in language teaching, it was only in the 18th century that they began to be used as a systematic teaching method. Ulrika Tornberg [3, p. 35] lists five main characteristics of the method:

The first language is used in the classroom.

A deductive approach, where grammatical rules are first explained and then practiced through translation exercises.

Through translations of literary texts, learners' comprehension is controlled.

For grammatical analysis, used mainly texts.

Learners translate isolated sentences between the target and the first language.

Yule [4, p. 189] writes that this method can often result in learners knowing a lot about the language they are learning but not learning how it is used in everyday communication. Thus, if learners are confronted with a native speaker of the first language, they are learning and trying to communicate with them even if they would get good grades. Tornberg expresses this problem well, «Knowing comprehension does not automatically mean knowing usage» [3, p. 36]. Furthermore, Tornberg suggests that the language is taught through translation exercises in the classroom. The language taught in the classroom is often not idiomatic and natural, which can also lead to a deterioration in communication skills. On the other hand, this method also has positive features for language learning, as the comparison with the native language is very helpful in understanding the structure of a foreign language. New information is absorbed faster and assimilated easier than existing knowledge.

According to Krashen and Terrell [2, p. 13], World War II influenced the development of the audiolingual method in the United States. When American troops were abroad, it became apparent that their linguistic competencies in various European languages, among others, were too weak. Therefore, the army began to offer language programs to its soldiers, which proved so successful that

the audiolingual method was primarily based on the practices of these language programs. One of the methods of teaching language programs that the audiolingual process was drill exercises. On the one hand, students listen to dialogues in the target language and memorize them. On the other hand, they give examples of sentences, demonstrating the most important syntactic and morphological structures. Thornberg [3, p. 45] adds that in the audiolingual method, language is practiced primarily through utterance structures, to the detriment of the meaning of what is said. In the audiolingual method, language is practiced mainly through utterance structures rather than the meaning of what is displayed. This means that structures do not play a communicative role in this method. And therefore, it becomes unimportant what the learner says. What the learner says is essential as long as it is correctly phrased. However, Krashen and Terrell [2, p. 14] state that the meaning of the utterance will be centered later when the structures of the language are correctly utilized on a subconscious level.

Today's highly developed society requires more and more growth in every and more significant change in any sphere of human activity. And the educational system is no exception. The primary vector of the modern development of the education system in Ukraine is determined by the general the education system in Ukraine is determined by the general direction of the national school to entering the pan-European and global educational space, harmonizing national and international standards of higher education in the context of the Bologna process. According to the National Doctrine of Education Development, the main directions for updating the content of the educational system are Priority of human values, personal orientation, ensuring proper quality based on the latest achievements in science, culture, and social practice, as well as introducing information pedagogical technologies [5, p. 25]. All these aspects are the absolute basis of teaching foreign languages and national disciplines in schools and higher education institutions.

Another example of a world-famous information portal is an American

non-profit foundation known for its annual conferences – TED. Its website is a repository of speeches by successful and influential people from all over the world. They speak openly about education, science, business, and technology, telling stories of their lives or life stories that inspire and motivate people to move forward.

Speaking of introducing innovations into the educational process, it is impossible not to mention the existence of progressive exchange projects with foreigners, which make a significant motivational contribution to learning foreign languages students and high school students. From the point of view of learning foreign languages, participation in an international exchange program is an extraordinary chance for a pupil or student to master the desired language in a very short time to master the desired language, develop previously acquired language skills to the highest level, learn all the subtleties of the language and understand the peculiarities of its grammar.

Thus, today, the educational process of high school students and students are enriched and diversified by implementing many innovative methods that contribute to a better perception and learning of a foreign language. Therefore, the use of innovative pedagogical technologies is of great importance for the optimization of the educational process in both secondary and higher education institutions.

REFERENCES

1. Blair R. W. Innovative approaches to language teaching // New York: Newbury House. 5. Celce – Hurcia, H., ed, 1991. 378 p.
2. Krashen, S. D. & Terrell, T. The Natural Approach: Language Acquisition in the Classroom. Oxford/San Fransisco: Pergamon Press/Alemaný Press, 1983.
3. Tornberg, U. Language didactics (5th ed.). Malmö: Gleerups, 2015.
4. Yule, G. The Study of Language (4. Aufl.). New York: Cambridge University Press, 2010. 340 p.