RESEARCHING OF USING METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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Abstract. *Nowadays, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used.*

Keywords: *modern technologies, teaching practices, roles of teachers, roles of learners.*

Introduction. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. The dominant methodology in the natural sciences is called the scientific method. It includes steps like observation and the formulation of a hypothesis. Further steps are to test the hypothesis using an experiment, to compare the measurements to the expected results, and to publish the findings. A few theorists reject methodology as a discipline in general. For example, some argue that it is useless since methods should be used rather than studied. Others hold that it is harmful because it restricts the freedom and creativity of researchers. Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. The choice of method often matters since the same factual material can lead to different conclusions depending on one's method. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the

importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects.

Teacher-Centered Approach

Direct Instruction
- Formal Authority
- Expert
- Personal Model

Student-Centered Approach

Inquiry-Based Learning
- Facilitator
- Personal Model
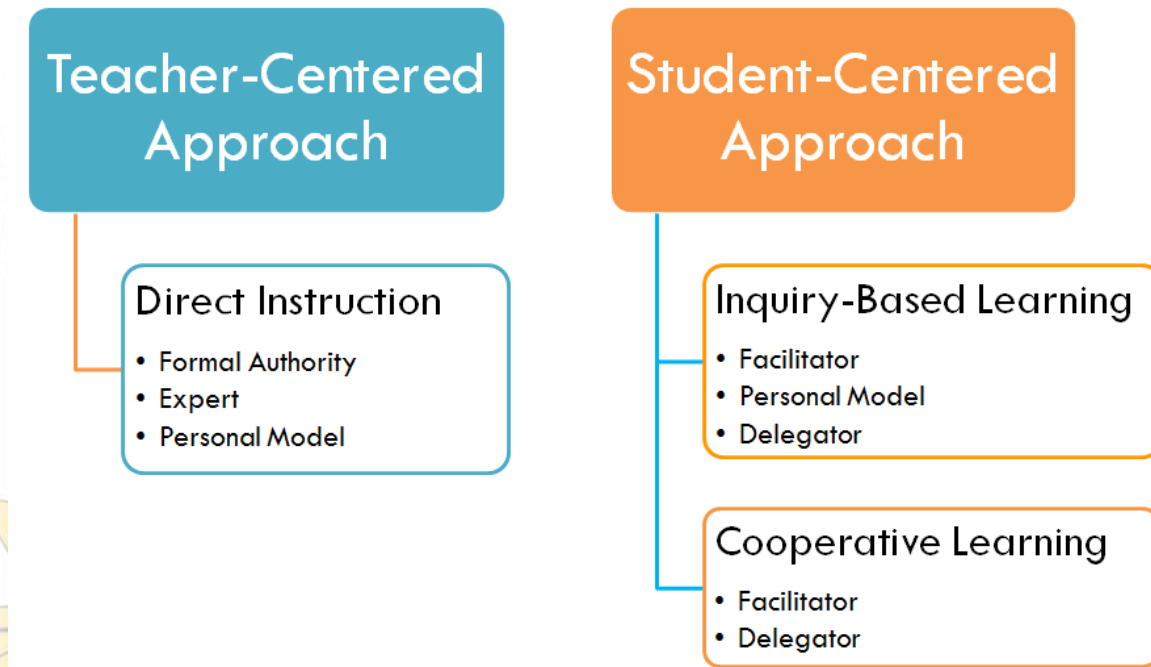- Delegator

Cooperative Learning
- Facilitator
- Delegator

Figure 1. Teaching methodology system

Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills.

Conclusion. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my

experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition.

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