



Gunel Rahil Shamilzada

<https://orcid.org/0000-0003-2550-5657>

PhD student, Azerbaijan State Pedagogical University; Sumgayit State University Pedagogy and Psychology Department, Azerbaijan, gshamilzada@gmail.com

Atıf Künyesi | Citation Info

Shamilzada, G. R. (2024). Modern Methods and Tools For Teaching English. *Akademik Tarih ve Düşünce Dergisi*, 11 (6), 4554-4561.

Modern Methods and Tools For Teaching English

Abstract

The main purpose of the article is to study modern methods and tools in teaching English. The article discusses the impact of various methods and techniques for teaching a foreign language on the overall development of students' knowledge and skills in general educational institutions, the development of visual and visual guidance on topics covered in accordance with the established curriculum, and the effectiveness of the educational environment being created. The use and application of updating tactics reveals more about learners' learning styles, as well as how they acquire and apply new concepts in a variety of ways. These tactics are applicable not only to a certain age group, but to all students wanting to learn a foreign language. In result, the implementation of innovative methods and technologies in English teaching has contributed to improve students' learning experiences across the world. The shift to more participatory, student-centered methodologies, along with the use of technology, has changed the way English is taught and learned.

Keywords: education, interactive tools, learning styles, modern methods, pedagogy, integration

İngilizce Öğretimi İçin Modern Yöntem ve Araçlar

Öz

Makalenin temel amacı, İngilizce öğretiminde modern yöntem ve araçları incelemektir. Makale, yabancı dil öğretimi için çeşitli yöntem ve tekniklerin genel eğitim kurumlarında öğrencilerin bilgi ve becerilerinin genel gelişimi üzerindeki etkisini, belirlenen müfredata uygun olarak işlenen konularda görsel ve görsel rehberliğin gelişimini ve yaratılan eğitim ortamının etkinliğini tartışmaktadır.



Güncelleme taktiklerinin kullanımı ve uygulanması, öğrencilerin öğrenme stillerinin yanı sıra yeni kavramları çeşitli şekillerde nasıl edindikleri ve uyguladıkları hakkında daha fazla bilgi verir. Bu taktikler sadece belirli bir yaş grubuna değil, yabancı dil öğrenmek isteyen tüm öğrencilere uygulanabilir. Sonuç olarak, İngilizce öğretiminde yenilikçi yöntem ve teknolojilerin uygulanması, dünya genelinde öğrencilerin öğrenme deneyimlerinin iyileştirilmesine katkıda bulunmuştur. Teknoloji kullanımıyla birlikte daha katılımcı, öğrenci merkezli metodolojilere geçiş, İngilizcenin öğretilme ve öğrenilme şeklini değiştirmiştir.

***Anahtar Kelimeler:** Eğitim, Interaktif Araçlar, Öğrenme Stilleri, Modern Yöntemler, Pedagoji, Entegrasyon*

Introduction

Nowadays, the learning of foreign languages and the mastery of the worldview in this language are some of the important factors. Changes in our education and relevant standards of content developed in accordance with European standards create a positive basis for the renewal of our education and its integration into the international scientific world. In general, educational institutions, one of the most important conditions for increasing the interest and enthusiasm of students in the subject of a foreign language is the use of various methods, colorful resources, and taking into account the learning methods of students. Thus, the subject teacher should plan in advance the resources required by the classroom and the methods that he will use in accordance with the annual curriculum and find it more appropriate to focus on incorporating initial and basic information into a 45-minute lesson. Since the learning of a foreign language comes from new and important knowledge, in order for this lesson to be interesting and methodologically different from other subjects, the teacher should not avoid innovations. To do this, he should benefit more from various domestic and foreign teaching books, websites, video clips, and games, focusing on the student's correspondence to his or her learning potential in each subject. In the elementary classes, it must first of all provide a wide space for the use of specially selected resources on the topics contained in the syllabus, using a learning and adaptation method. These include colored panels, graphic and wall drawings, motivating posters, carpets, colorful shelves, and the use of hand-drawn wall paintings of favorite main characters from fairy tales or cartoons, more appropriate to create a special interest and love for the subject. As a result of the provision of these tools, students enjoy the visually colorful classroom and materials, as well as discovering with love that language has aesthetic criteria and is different from other subjects. This paper aims to explore the modern methods and tools that are revolutionizing the teaching of English, focusing on their benefits, challenges, and potential for enhancing language learning.

1. Main part

The historical analysis of English teaching methods demonstrates a shift from conventional teacher-focused approaches to contemporary student-focused practices. The Grammar Translation Method, Direct Method, Oral Approach, Situational Language Teaching, Audio-Lingual Method, and Communicative Language Teaching are prominent methodologies that have significantly influenced language instruction throughout history (Sandars, 2009). These strategies possess unique principles, benefits, drawbacks, and restrictions, emphasizing the necessity for a comprehensive comprehension of their use in language schools.

2. Literature Review

The incorporation of modern technology in English education is becoming increasingly crucial, especially considering the significant progress made in several industries and occupations. Ensuring the optimization of English language instruction is vital, and it is imperative to ensure that the teacher education industry fully embraces the global technological revolution by incorporating innovative approaches. While the listed benefits are relevant to all individuals, it is critical to recognize that instructors often play a vital role in the deployment of different technologies and instructional methods (Sharipovna, 2023) highlights that the proliferation of contemporary technological instruments has revolutionized language education, creating opportunities for interactive and personalized learning experiences.

Researchers have investigated how various technological aids, such as online language learning platforms, educational applications, and virtual reality simulations, might aid in language acquisition and enhance learning results. Recent research has demonstrated that interactive activities are useful in literary education, particularly in enhancing student participation and knowledge.

As stated by McGarr et al. (2019), collaborative learning approaches are becoming more popular in literary schools because they allow students to analyze diverse points of view and engage in meaningful debate. According to research, collaborative talks promote peer interaction and information exchange, which leads to more active learning and greater comprehension of literature. The utilization of certain materials, such as movies, audio recordings, and digital texts, has evolved into an essential instructional tool in literary education. Garcia et al. (2018) find that multimedia-enhanced teaching increases student engagement, comprehension, and recall for literary content. According to scholars research, the direct method improves students' listening and speaking abilities by immersing them in authentic language situations and encouraging oral communication, whereas the inductive style

of language instruction implicitly imparts grammatical rules, allowing students to deduce language patterns from contextual evidence. According to academics, the inductive style of grammar teaching improves active learning and language acquisition by allowing pupils to study language structures independently.

3. Methodology

The methodological approach described in this article is based on analytical technique. The idea of teaching English within the context of the educational process was discussed. The development of an integrated strategy for improving the country's educational system is a critical field of research. To establish the value of adopting current ways of teaching English, data was collected and compared to materials from different professionals. This inquiry included a review of published scholarly material and pertinent documents. Modern methods and resources have significantly modified the landscape of English language education, emphasizing interactive, student-centered approaches that use technology and new strategies to improve language learning results. This scholarly article examines the teaching methods, compares conventional and current methodology, and demonstrates the practical use of efficient tactics in English language instruction.

4. Modern Methods and Tools For Teaching

Modern teaching strategies include inquiry-based approaches, computer-based learning, role-playing, brainstorming, Synectic, problem-solving, indirect consultation, and scientific excursions. It has been established that these strategies have a considerable influence on learners' academic growth. To increase educational quality, both modern and traditional teaching methods, such as lecture, chalk and talk, and recitation, are still commonly employed. Each technique has advantages: older approaches promote discipline and social learning, whereas newer approaches stress creativity and technology-based learning.

To persuade students to appreciate the topic and the instructor who teaches it, it should be more important how the teacher presents himself in the first session and the materials he utilizes in that presentation. Using the pop-up method on the first date can be more interesting and exciting. In this method, the teacher also touches on the main 5–20 nuances about himself and connects the students to a section of reflective questions and answers. At first, teacher divides learners into several groups, leaving on the board a minimum of 5 and a maximum of 20 questions. For example,

1. How old am I?
2. What do you think my weight and height are?

3. What might be my favorite activity?
4. What kind of music do I like?
5. What kind of character am I?
6. Which pets do I have or would I like to keep?

This method allows students from the first meeting to feel comfortable in the group, answer questions, freely express their opinions, and generate direct sympathy for the teacher who teaches the subject. At the first meeting, the positive influence of the teacher on the students is important.

Another method is called "ball," where students gather in the center of the classroom around a circle to give a general idea of themselves. First, the teacher, holding the ball in his hands, throws the ball to one of the students, telling them important information about himself. The pupil holding the ball, in the same order, throws it to another, communicating about himself. These types of techniques seem even more interesting to children, and they inevitably build sentences based on their basic knowledge of English and try to speak. This method also encourages students to awaken passive vocabulary and use it forcibly in sentences.

In the post-academic phase, the initial diagnostic evaluation of students should be considered generally acceptable. There are several methods to study diagnostic knowledge. The most simple and affordable of these methods is the magic bag method or (Magical Box). When using this method, based on the general syllabus, three questions, according to the number of students in the class, relating to each subject passed, are written on the sheets of a fine-cut square and placed in that bag. Students take their questions and answer them in turn. The answer can be mainly written or oral. The time limit can mostly be determined by the class teacher according to the planning of the lesson. When using this method, the general level of knowledge of all students is mainly studied. This method can be used during general repetition. The use of colorful techniques related to themes creates conditions for the lesson to be fun and colorful. If we learn new words suitable for any subject, integrating pronunciation and writing is an important condition. For a more comfortable memorization of new words, you can use the low and high rate of sound or the "write-erase" method on the board with the students. For example, new words are house, apartment, hotel, cottage, building, urban, and countryside.

The teacher prepares slides with pictures corresponding to these words. After constructing from these new words a certain story, the words are compared on the board, distinguishing one from the other in meaning and essence. The new words written on each slide are then written in sequence on the board and pronounced, marked to which part of speech they belong, and

highlighted. The punch in words could be expressed in different ways, depending on the choice of the teacher. After the emphasis is specified in the word, all the children participating in the class individually pronounce it; in case of error, the teacher corrects and repeats; and at the end, each child, together with the teacher several times in the choir, pronounces the same word. As soon as the students have fully mastered the new words, the words written in sequence on the board are removed in order on the part of the teacher, and the students automatically pronounce the removed words in the same sequence. Students do not lose the sequence of words learned, despite the fact that the words are completely removed from the board. This method develops their visual memory and further strengthens their memory. House (noun), apartment (noun), flat (noun), cottage (noun), urban (noun), countryside (noun), _____, _____, flat (noun), cottage (noun), urban (noun), countryside (noun) _____, urban (noun), countryside _____, _____, cottage (noun), urban (noun), countryside (noun).

However, in grammar lessons, the use of resources relevant to the topic gives better results. The result is more effective when the time themes mostly show fragments from stories or films or give a short text or narrative corresponding to that time. During this time, students are consistently monitoring movement and time and can easily perform the approximate tasks set in accordance with the module. For example, the teacher tries to understand the meaning, mainly by putting in the foreground how to correct it, while he explains the past time on the board. During this time, one can ask about issues of agreement by writing a sentence to convey the right thought.

*Johnny played football yesterday in the yard.

*Johnny played football yesterday.

*Yesterday we played football in the yard.

*I played football yesterday.

*Does he play football right now?

*Did he play yesterday?

*Does he play football on the street?

For the reading of stories and texts on the subject of a foreign language to be liked by the students, a special "reading area" should be created in the room and provided with comfortable conditions for the students to read stories, articles, and books containing different traditions. For this purpose, part of the class should be built specifically for books and texts, and students should use the "circle time" method. During this time, the students sit on a carpet in a round drawer, and the teacher sits in the center and reads the text or story to them with

special gestures, mimics, or reads one of the students. The main purpose of the use of the method ("circle time") is to arouse students' interest in the book and deeply instill their reading skills. You can visualize characters in the story and text using toys or certain images. During this time, depending on the established conditions, students are both resting and motivated. You can put the characters from this story on stage using the role model method or give the students homework by changing the ending of the story to their liking. The main goal is to instill in children love and enthusiasm for language learning. Each teacher in the subject should be able to use their knowledge and skills widely. Another method is that when stories are big, they are broken down into short pieces, and students are given time to study in the classroom. During the specified time, students read the text, learn and find new words, and make the necessary notes. When the time limit expires, all the students are placed in the middle of the classroom, the music is placed in the background, and when the music stops, the person standing in front of them tells each other the short content of the story they have read. These students develop the ability to speak in a foreign language, which helps them easily and quickly learn the general content of a story that they do not know. This strategy stimulates curiosity and improves reading abilities. Visualizing characters and adopting role models can also help pupils stay motivated. Another way is to break down long stories into little chunks, allowing pupils to study in class. When the time restriction is reached, music is played and students share the story's brief substance, enhancing their ability to communicate in a foreign language.

Conclusion

The use of inventive methods in foreign language instruction boosts student and learner motivation; they play a significant part in exchanging information, debating the issue, and employing the most current knowledge. The conventional approach of teaching focuses on explaining, assigning, and checking, and student-teacher contact is indirect rather than direct. During the interactive approach, the instructor connects directly with the learners who becomes the primary functional figure and has the opportunity to demonstrate their abilities. At this point, the student can more easily overcome language obstacles, and the shyness of speaking in a foreign language fades with time. As a consequence, during the class, there is also a chance to practice real-life circumstances. The research's findings indicate that a blend of classical and modern interactive teaching techniques is being employed for current teaching approaches, emphasizing the need of adapting training to each student's particular needs and learning styles. By integrating learning and adaptation methodologies, instructors may ensure that each student is challenged and supported on their language acquisition path. This tailored approach is

especially beneficial for students with diverse backgrounds and learning styles, since it allows them to progress at their own pace and develop their language skills in ways that are essential to them. Finally, the implementation of innovative methods and technologies in English teaching has contributed to improve students' learning experiences across the world. The shift to more participatory, student-centered methodologies, along with the use of technology, has changed the way English is taught and learned. This shift may be observed in the increased use of films, pictures, written texts, and audiovisuals as teaching materials, demonstrating a higher appreciation for the significance of different instructional tools in aiding language acquisition. Furthermore, the preference for teaching strategies that fulfill the needs of students and function efficiently with few resources illustrates the adaptability and effectiveness of contemporary approaches in a range of educational situations. To sum up, it is clear that, while modern approaches and technology have significantly improved English language instruction, there is still need for more innovation and investment in teacher training and resources. Future research should look into how to decrease class times and provide widespread access to high-quality teacher training programs. By addressing these issues, educators may increase the efficacy of English language teaching, thereby benefiting students and preparing them for success in a worldwide society.

References

- Garcia-Garcia, A., Orts-Escolano, S., Oprea, S., Villena-Martinez, V., Martinez-Gonzalez, P., & Garcia-Rodriguez, J. (2018, September). A survey on deep learning techniques for image and video semantic segmentation. *Applied Soft Computing*, 70, 41–65.
- McGarr, O., McCormack, O., & Comerford, J. (2019, February 18). Peer-supported collaborative inquiry in teacher education: exploring the influence of peer discussions on pre-service teachers' levels of critical reflection. *Irish Educational Studies*, 38 (2), 245–261.
- Sandars, J. (2009). Developing competences for learning in the age of the internet. *Education for Primary Care*, 20 (5), 340-342.
- Sharipovna, D. J. (2023). Modern English Teaching Methods. *Journal of Higher Education Theory and Practice*, 23(14), 182-185.