

па стану на пачатак 2022/2023 навучальнага года / В.С. Чурко. – Мінск: Установа «Галоўны інфармацыйна-аналітычны цэнтр Міністэрства адукацыі Рэспублікі Беларусь», 2022. – 204 с.

3. Республика Беларусь. Статистический ежегодник, 2022. – Минск, 2022. – 374 с. [Электронный ресурс]. – Режим доступа: <https://www.belstat.gov.by/upload/iblock/da7/2ofsb6kwxniibet4h4icu0kdluuroip08.pdf>. – Дата доступа: 25.08.2024.

4. Образование в Республике Беларусь в 2021 году: буклет. – Минск: Нац. стат. комитет Респ. Беларусь, 2021. – 38 с.

5. Государственная программа «Образование и молодежная политика» на 2021–2025 годы [Электронный ресурс]: утв. Постановлением Совета Министров Респ. Беларусь от 29.01.2021 № 57. – Режим доступа: <https://adu.by/images/2021/02/gos-pr-obrazovanie-molod-politika-2021-2025.pdf>. – Дата доступа: 22.09.2024.

6. Инклюзивное образование [Электронный ресурс] / Официальный сайт ГУО «Несвижский государственный колледж имени Якуба Коласа» – Режим доступа: <https://inkluziv.nesko.by>. – Дата доступа: 25.09.2024.

UDC 81-139

Modern trends in the theory and practice of teaching English

¹ **Mardanova G., master's student,**

² **Makhmudova G. N., professor of department of Economical and financial security**

¹ *National Institute of Pedagogical Skills named after Abdulla Avloni
Tashkent, Republic of Uzbekistan,*

² *Tashkent State University of Economics
Tashkent, Republic of Uzbekistan*

Abstract:

This paper examines the current trends in the theory and practice of teaching English, with a focus on communicative language teaching, task-based learning, the incorporation of technology in the classroom, and the emphasis on learner independence and critical thinking. In this thesis we will learn how these patterns impact the educational environment and

affect the efficiency of language teaching in different situations through a analysis.

Teaching involves mental and social aspects, as well as physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal dimensions. In summary, teaching is a complex task that is influenced by these 12 dimensions and others, and requires their coordinated management to support students' learning. When language teaching in particular is in focus, the complexity is even greater, shaped by teachers' views of the nature of language, of language teaching and learning in general, and by their knowledge of the particular sociocultural setting in which the teaching and learning take place [0]. When new approaches and instructional materials for teaching second and foreign languages are brought in, they are frequently claimed to be founded on the most recent studies in psychology, linguistics, or pedagogy. Many approaches to language teaching have been proposed and implemented. One approach requires students to learn rules of grammar and lists of vocabulary to use in translating literary texts. Another emphasizes the value of having students imitate and practise a set of correct sentences and memorize entire dialogues. Yet another encourages 'natural' communication between students as they engage cooperatively in tasks or projects while using the new language. In some classrooms, the second language is used as the medium to teach subject matter, with the assumption that the language itself will be learned incidentally as students focus on the academic content [2]. The educational method is based on a specific understanding of language or the learning process, often using particular materials and techniques in a specific order. As a result, we can observe the following guidelines:

1. Communicative Language Teaching (CLT)
2. Task-Based Language Teaching (TBLT)
3. The Integration of Technology
4. Learner Autonomy and Critical Thinking
5. Gamification
6. Usage-based learning

You may have noticed that the goal of most of the methods we have looked at so far is for students to learn to communicate in the target language. In the 1970s, though, educators began to question if they were going about meeting the goal in the right way. Some observed that students

could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structure, due to the fact that language was fundamentally social [3].

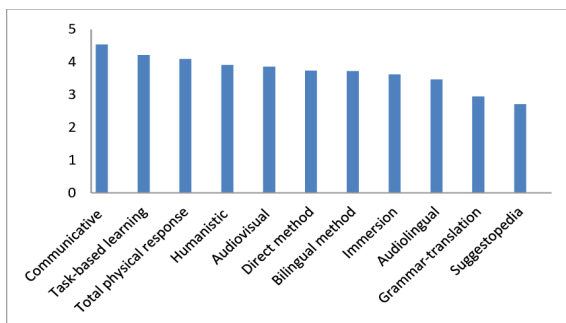


Fig.1 Modern English teaching methods
Communicative Language Learning Method

The emphasis is on effective and fluent communication in real-life situations, with interaction being the main focus for learning a language. Learners are encouraged to use the target language in meaningful contexts, which helps develop both language skills and the ability to communicate effectively. CLT involves activities that encourage genuine communication, such as role-plays, simulations, and group discussions. Modern applications of CLT also include sociolinguistic and pragmatic aspects, enabling learners to understand cultural nuances and use language appropriately in various situations. This reflects the growing recognition of the importance of intercultural competence in language education.

Task -Based Language Teaching (TBLT)

Task-based Language Teaching is another example of the “strong version” of the communicative approach, where language is acquired through use. In other words, students acquire the language they need when they need it in order to accomplish the task that has been set before them [4]. Task-Based Language Teaching is becoming increasingly popular as an instructional method that centers on the utilization of meaningful tasks to encourage language acquisition. TBLT promotes the completion of specific objectives using the target language in tasks that simulate real-life

situations, creating a learner-centered environment where students actively participate in their language learning journey. Studies have shown that task-based activities boost motivation and engagement by providing opportunities for meaningful interaction and collaboration. TBLT also adheres to the principles of experiential learning, enabling learners to contemplate their experiences and apply their knowledge in practical situations. By emphasizing tasks over isolated language structures, this approach supports comprehensive language development and prepares learners for genuine communication in real-life scenarios.

The integration of technology

The way language teaching and learning have changed is due to the fast progress of technology. Using digital tools and resources has created new opportunities for language instruction, allowing educators to make interactive and dynamic learning environments. Modern language education now relies on online platforms, language learning apps, and multimedia resources. Some researchers consider the use of technology in teaching environments as the integration of technology in education, while others view it as the sufficiency of technology use. Pierson (1999) considered technology integration as an effective transfer of teachers' technological, pedagogical and content knowledge to their students [5]. Woodbridge (2003) defined technology integration as a teaching strategy [6]. Technology integration is more than just using a strategy, method or technology [7]. The concept of integration is the bringing together of two separate products, systems or tools developed for different purposes, to realize another purpose. However, the more appropriate and systematic this integration is, the more effective and successful the integration will be. The concept of technology integration is basically the effective use of technology in the education system and the benefit of technology in teaching and learning process. ICT tools are highly valued in English teaching and learning for their significant role in shaping the teaching process to engage multiple senses, cater to individual needs, capture attention, aid in memory retention, save time, and represent abstract concepts. Barron, Orwig, Ivers and Lilavois (2001) define the benefits of technology integration as following:

- Encourages students to learn actively, cooperatively based on learning and critical thinking
- Supports various learning styles of students

- Provides individual development and motivation
- Increases teacher-student interaction
- Improves communication skills
- Helps students build cultural bridges.

Careful thought of pedagogical principles and learner needs is necessary for the successful integration of technology. Balancing traditional teaching methods with innovative technological tools is important for educators, ensuring that technology is used to enhance meaningful language interactions rather than replacing them.



Fig.2. Traditional and advanced education resources

Learner autonomy and critical thinking

In effective language education, learner autonomy and critical thinking are highlighted as crucial elements in the modern language classroom. Motivation, self-directedness, and lifelong learning skills are nurtured when learners are motivated to take charge of their own learning. This shift in education is in line with the broader movement towards student-centered approaches, which aim to empower learners to make decisions and establish objectives for their language proficiency. Autonomy according to Scharle and Szabó (2000) is the freedom and ability to manage one's own affairs, which entails the right to make decisions as well [8]. An autonomous person, according to Paul and Elder (2008) [9], is not dependant on others for the direction and control of one's thinking. They assert that it is the self-authorship on one's beliefs, values, and ways of thinking. The basis of learner autonomy, according to Chang (2007) [10], is that the

learner accepts responsibility for his/her learning. Little argues that the pursuit of autonomy in formal educational context is a matter of both learning and learning how to learn. In effective language education, learner autonomy and critical thinking are highlighted as crucial elements in the modern language classroom. Motivation, self-directedness, and life-long learning skills are nurtured when learners are motivated to take charge of their own learning. This shift in education is in line with the broader movement towards student-centered approaches, which aim to empower learners to make decisions and establish objectives for their language proficiency.



Fig.3 Advantages of developing critical thinking

Gamification

Gamification is the application of game-design elements and principles in a non-game context. It is a strategy that motivates and influences people's behavior, including customers, clients, students, target audiences, and employees. For instance, gamification can be utilized in educational applications to enhance student engagement, and in businesses to boost employee performance, foster customer loyalty, and incentivize employees and customers. Effective gamification necessitates comprehension of the target audience, their motivations, and the specific context in which the strategy is implemented. The benefits of gamification are:

- Enhanced Engagement;
- Enhanced Retention of Information;
- Enhanced Collaborative Efforts;
- Enhanced Conversion Rates;

- Establishing a Real-Life Connection;
- Augmented Brand Loyalty;
- One research experiment aimed to determine the true effectiveness of using gamification for learning. The researchers conducted a comparison of three student groups and found that the ones who utilized game-related components for studying human anatomy achieved superior results. The students showed a stronger preference for rankings, badges, teams, and points, leading to a significant enhancement in their learning outcomes.

Usage-based learning

Approaches based on language usage emphasize learning language through participating in interpersonal communication and cognitive processes. These approaches view language as a significant achievement of our social and cognitive abilities, serving as a link between society and cognition. According to usage-based approaches, language acquisition can occur through language use, utilizing social skills and generalizations from interaction events. These approaches investigate how language learning is shaped by language experience. As a result, usage-based approaches rely on input and experiences, emphasizing the frequency of language use as an integral aspect of language learning, influencing language production, comprehension, and grammatical patterns. Although successful in demonstrating how first language acquisition is influenced by input, it remains unclear how these approaches can be effectively applied to second language learning. According to the Bybee (2002,2010,2013) usage-based concept include:

- rich memory (remembering of utterances and storage of detailed information from experience)
- categorization of experience (search for attributes that can be used to distinguish exemplars from non-exemplars)
- associative learning (matching form with the corresponding meaning)
- comparison • pattern finding
- generalization of conceptals, schema and prototypes from exemplars
- automatization (practicing until using structures may proceed without much effort)
- entrenchment or routinization

- chunking (the formation of sequential units through repetition or practice)
- schematization (the process of abstraction from instances or exemplars)
- analogy (establishing likeness between the new and the old structures or mapping of an existing structural pattern onto a novel instance)
- imitation, as well as attention, perception and memory

Conclusion

The field of language instruction is constantly changing, influenced by progress in research, technology, and societal requirements. Contemporary developments like communicative language teaching, task-based learning, the incorporation of technology, learner independence, and cultural awareness indicate a move towards more comprehensive and efficient language education. As language instructors adopt these developments, they are better prepared to ready learners for the intricacies of communication in an interconnected world. By promoting linguistic proficiency, critical thinking, and cultural awareness, modern language instruction enables learners to navigate diverse situations and interact meaningfully with others, molding them into global citizens. The ongoing exploration of groundbreaking practices and theories will unquestionably continue to enhance the field of language education, guaranteeing its significance and efficacy in the years ahead.

List of sources used

1. Adamson, B. 2004. ‘Fashions in language teaching methodology’ in A. Davies and C. Elder (eds.). *The Handbook of Applied Linguistics*: 604–22. Malden, MA: Blackwell.
2. Lightbown and Spada 2013. “How languages are learned”
3. Halliday, M. A. K. 1973. *Explorations in the Functions of Language*. London: Edward Arnold.
4. *Techniques and Principles in Language Teaching* 3rd edition
5. Pierson, M. 1999. “Technology practice as a function of pedagogical expertise.” Arizona State University
6. Woodbridge, J.L.2003.. “Technology Integration as a Teaching Strategy.” Walden University,

7. Gunuc, S. 2016 Student engagement at universities. Ankara: Nobel,.
8. Scharle, A., & Szabó, A. (2000). Learner autonomy. A guide to developing learner responsibility. Cambridge: Cambridge University Press.
9. Paul, R., & Elder, L. (2008). Defining critical thinking.
10. Chang, Y. L. (2007). The influence of group process on learners' autonomous beliefs and behaviors. System, 35 (3), 322–337.

УДК 330

Роль инвестиционной привлекательности в современном развитии предприятий

Матрашилова В. В., член СНИЛ «Иноватика», студент
Белорусский государственный экономический университет
г. Минск, Республика Беларусь
Научный руководитель: м. э. н. Довыдова О. Г.

Аннотация:

В работе рассмотрены распространенные подходы оценки инвестиционной привлекательности. Обоснована значимость данного процесса. Доказана необходимость его проведения.

Инвестиционный капитал является важной составляющей предприятий, независимо от их размера и сферы деятельности. Привлеченный капитал является ресурсом, который позволяет предприятиям модернизировать производство, внедрять новые технологии, а также повышать уровень конкурентоспособности. Получение такого капитала становится предпосылкой, стимулирующей предприятия развиваться.

Формирование инвестиционной привлекательности является важным процессом для каждого предприятия, т. к. инвестиционная привлекательность предприятия и уровень его развития тесно связаны. Инвестиционно привлекательные предприятия являются более прогрессивными и быстрее привлекают инвестиции для своего развития, нежели другие.

Тем не менее, не все предприятия способны привлекать инвестиции. Чтобы заинтересовать инвестирующее лицо в размещении