



## MODERN APPROACHS IN TEACHING ENGLISH

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**Abstract:** *in this article learning foreign languages is connected with the accumulation of diverse information, and it develops a culture of mental work. The learning process promotes the development of important personality traits. Individual abilities will be improved during the lessons.*

**Key words:** *english language, teaching modern aproachs, function, developed.*

Language also influences to cognitive functions, forming intellection logics, it promotes the development of cognitive functions of mind, educates various methods of memorizing.

English has become a language that people worldwide want to learn and speak fluently. The English language is global; and globalization is also reflected in the worldwide use of English language. As a result, English plays a vital role in many areas: education, science, technology, politics, and trade. The concept of foreign language teaching in non-linguistic institutions aimed at the formation and development of professional foreign language communicative competence and foreign language is an integral component of the modern training specialist of any profile. Knowing foreign language is one of the indicators of educational level of the modern specialist.

Nowadays the globalization process is observed in the world– the appearance of hybrid world culture, the mixture of national traditions strengthening the cooperation between the nations. It is emerged in the unification and solidarity of the very different aspects of the people’s life activities their perception of the world and outlook, policy and economics, social life and manufacture, science and education, culture and art, religion and the language, sports. It is apparent that in the 21st century, the trend of globalization is leading to closer relationships between countries. Of all the different languages, English is an international language.

It is widely used in communication between people and countries. The English language has spread and developed globally, which is a fact that cannot be ignored.

While there are many ways for educators to tailor classroom instruction and support toward English language learners, Dr. Schneider recommends starting with the following five tips.

1. Focus on academic language, literacy and vocabulary



Reading, writing and vocabulary exercises are essential building blocks for developing language fluency, but it is only part of what is needed. Students who appear fully fluent in English may nonetheless struggle to express themselves effectively in academic settings, as they lack the words and phrases needed to connect their ideas and discuss them with others.

Dr. Schneider emphasizes the importance of teaching students how to talk about what they know. This is called “academic language,” and while some learners adopt this naturally over time, many students — native English speakers included — need reinforcement to develop this skill. She points out that, If we teach our students the content but never provide them with the language scaffolding that they need to share about it, it’s like we’re giving them the bricks but we’re not giving them the mortar to hold it all together.

This extra help could come in the form of semi-structured small group discussions, adding visuals to a lesson, having students keep a journal and providing instruction in their native language, when possible.

#### 2. Link background knowledge and culture to learning

Numerous studies show that students perform better when their home culture and background knowledge are incorporated into the academic environment. When children and their families are represented and respected in the classroom, they are much more likely to be engaged and successful.

Allowing students to express themselves in a safe environment and learn from one another is also a wonderful social-emotional learning opportunity that benefits the entire class, especially students of color

#### 3. Increase comprehensible input and language output

English language learners learn both through the language they encounter (input) and the language they produce (output). Students should also be given ample opportunities to produce language, and they should receive direct feedback to increase their comprehension and improve their language skills.

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