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MODERN APPROACHES TO TEACH ENGLISH AS A FOREIGN LANGUAGE FOR WOULD-BE ENGLISH LANUAGE TEACHERS

It is important to consider, modern approaches and methods of teaching English in a high education establishment help students not only learn the language but also feel confident in using it, which is an important preparation for future professional development.

Many researchers in education and linguistics have studied modern methods of teaching foreign languages. S. Krashen is known for his work in the field of linguistics and education, he developed the theory of "Natural Approach" [44], which emphasizes the natural way of learning a language through listening and communication; K. DeMarco and W. Rivers [42] are leading researchers in the field of foreign language teaching methods, contributed to the development of communicative teaching methods and language learning through interaction; L. Filippova [37] examined the peculiarities of using interactive teaching methods in English lessons; L. Artemenko [3]; L. Butova [9]; Z. Hlybina [13]; I. Kliuchkovska [18]; O. Komar [21]; Y. Moiko [25]; P. Westwood [52]; N. Kong [47] and others studied modern methods of teaching foreign languages.

These researchers and many others have been working on the development of modern methods of teaching English and have focused their research on ways to improve the quality of education in basic secondary school. Their research and work

has influenced pedagogical practice and contributed to the improvement of English language teaching methods for the younger generation.

Tus, the choice of teaching instruments is of great importance for effective and successful learning. It is the right choice of the methods that will help students learn the language faster, develop communication skills, understand and analyze text, and create a favorable language environment for learning. The correct choice and application of methods contributes to the development of language competence and readiness for international communication.

It is obvious that today at the time of rapid lifestyle, development techniques and technical devices, the Internet isThe connection on modern lines among the youth. In summary, a teacher can’t ignore this process.

The connection between modern social media, such as Instagram, Twitter, and Facebook, and English language learning is becoming increasingly relevant. This topic is attracting the attention of educators and methodologists so as social media play an important role in the lives of students and can therefore be a powerful tool for improving English language learners' communication skills.

A large number of Ukrainian scholars have studied the use of Internet technologies, in particular, social networks, including: P. Bekh, Y. Mushnikova, S. Nikolaieva, A. Stehaliuk, M. Filatov, O. Shkarbul, O. Shcherbakov and others [24; 36].

The use of social media in English language teaching can make the learning process more interesting and attractive for students. Today, students are well acquainted with these platforms and have experience using them, which can increase their motivation to actively participate in the English language learning process. Secondly, social media allows learners to interact with other learners and teachers from different countries who are native English speakers, which creates a unique opportunity to practice language skills in real-life communication situations. They can exchange messages, comments, photos and videos in English. It develops their ability to express themselves effectively. Thirdly, using social media helps learners immerse themselves in English-speaking culture and learn more about the traditions

and lives of native speakers. They can follow the profiles of famous English-speaking authors, media people, musicians, politicians, etc.That will definately broaden their horizons and deepen their understanding of the English language and cultural aspects.

In addition, the use of social media contributes to the development of students' media literacy. They learn to critically evaluate information, distinguish between true information and fake news, identify arguments that is an extremely important aspect in the modern information world.

Thus, exploring the possibilities of using social media to improve communication skills in English classes at a higher education establishment can make a significant contribution to improving the quality of learning and help students prepare for a successful future in the today's globalized world [31].

To begin with, we indicate foreign language teaching methods which can be viewed from different perspectives: as an academic discipline; as an approach to teaching; as a teaching technology; or as an independent scientific field [5, p. 42].

In general, foreign language teaching methods as a science includes both theoretical aspects and practical activities aimed at training teachers for successful foreign language teaching at a higher education establishment.

Knowledge of theory is extremely important, as foreign language teaching is only effective when it is based on scientific grounds. Would-be teachers should study the theoretical aspects of methodology, including current trends in this field, and develop their professional and methodological skills that will help them work successfully in schools.

Learning a foreign language will not be successful without mastering the theoretical foundations that underlie this science. The main objectives of mastering the methodology of teaching a foreign language in basic secondary school include:

1) explaining the main aspects of the modern theory of foreign language teaching at a higher education establishment and teaching students to use this theoretical knowledge in practical situations

2) in-depth consideration of current trends in foreign language teaching in Ukraine and abroad

3) disclosure of the essence of the components and tools of modern methodology as a science and stimulation of students' creative search during practical at a higher education establishment

4) developing students' professional and methodological skills necessary for successful work in the field of foreign language teaching

5) spreading the interest of would-be teachers in studying specialized scientific and methodological literature, which will become their source for continuous self-improvement and professional competence.

Methodology as a science has its own characteristics that can be shared with other sciences, such as the presence of a theoretical foundation, the possibility of conducting experiments, and the availability of a working field for verifying hypotheses that are scientifically sound. However, it is also distinguished by its unique objects of study, which are determined by the peculiarities of the subject matter and the methods of its mastery.

Methodology as a science is closely related to the concept of the educational process and its main components, which consist of study and research objects. The main components of the learning process include the teacher's activity in the learning process; the students' activity in the learning process; the organization of learning, which includes planning and structuring the learning process.

Thus, foreign language teaching methods is a science that studies the goals, content, methods and teaching methods. The object of English as a foreign language teaching methods is the learning process. The subject comprises the teaching methods themselves. Simultaneously, a teaching method is defined as a form of organizing the educational process that involves the interrelated activities of teachers and students aimed at achieving learning goals [41, p. 96]. There is a relationship between the object and the subject.

There are two main methods of teaching English as a foreign language: general and special. The general methodology studies the regularities and peculiarities of the process of teaching any foreign language in any type of educational institution. A special methodology studies the teaching of only a specific foreign language in a

specific type of educational institution, taking into account the linguistic and speech features of the students' native language and a foreign language [5, p. 44].

Methodological science is constantly evolving and leads to the creation of independent branches of general methodology, such as historical methodology (study of historical concepts of learning), experimental methodology (development of the theory of scientific methodological research), comparative methodology (study of the peculiarities of foreign language teaching in different countries) and the methodology of using technical teaching prompt. In addition to the term "methodology", the term "linguodidactics" is also used in English as a foreign language teaching methods. However, scholars have different points of view on both terms and their content. Some refuse to use the term "methodology" and consider only the term "linguodidactics" to be acceptable. Others emphasize the need for a clear distinction between these terms, while the majority consider them synonymous [5; 12; 17; 27; 40; 41; 42]. In our study, we take the position of those who consider the terms "methodology" and "linguodidactics" interchangeably.

Each science has its own specific study tasks, methods and objects. As a result of a continous research into the process of teaching a foreign language, experts have come to the conclusion that foreign language teaching methods have every characteristic feature that defines any independent science. It has its own study subject, terminology, object, theoretical basis and the possibility of conducting experimental research.

In the methodology of teaching foreign languages, the subject of study is a foreign language, which has a dual role as a final result and the means of learning. As a goal, language learning allows students to understand the language system and be able to use this system in practice and in the research activities, which imply the possession of foreign language communicative competence. As a mean of studying, learning English as a foreign language makes it possible to obtain information from foreign texts and create own texts [27, p. 11].

The goal of human interaction is a mutual understanding. Coordinated activities for communicating people, combined with mutual understanding, are key elements of

quality interaction. However, sometimes it can be difficult to achieve full understanding in the process of speech communication due to social and psychological barriers that exist in the minds of the interlocutors. In intercultural situations, cultural barriers known as "culture shock" may arise [3, p. 7].

The first group of barriers that make it difficult to understand and accept culture is related to social restrictions and differences in social status. Psychological factors that affect mutual understanding include psychological incompatibility between interlocutors, shyness, and distrust of other people. Cultural barriers are related to differences in traditions, habits and lifestyles. In the context of teaching aimed at developing learners' qualities of secondary language personalities, it is important to develop skills of both copying the language behavior of native speakers (which includes correct language use) and achieving mutual understanding with them and their culture. To summarize, linguistic and sociocultural competence implies a learner's ability to:

- choose, understand and use linguistic and speech instruments of foreign language communication that have national and cultural specificity including the social and intercultural context;
- acquire knowledge of cultural studies, country studies, linguistics, socio-cultural and intercultural aspects;
- use the acquired knowledge to achieve their goals in foreign language intercultural communication;
- enter into communication relations with representatives of other countries in certain situations.

Generally, language competence to study English as a foreign language, defines a learner's ability to:

- pronounce and emphasize his/her own utterances clearly and correctly, understand the utterances of others;
- use vocabulary accurately and appropriately in their own speech and understand the vocabulary in the speech of others;

- correctly build the grammatical structure of their own statements and recognize the grammar of others;
- recognize and correctly interpret graphic symbols and written messages with correct pronunciation and stress;
- use correct calligraphy and spelling in written expression.

In times of the challenges the education faces today, blended learning as a teaching mechanism to combine different methods, techniques, and approaches to provide quality and comprehensive language learning, is to be considered here. The successful combination of different teaching methods results that focuses on the diversity and integration of different learning aspects, including grammar, vocabulary, reading, writing, and speaking. It may also include the use of modern technologies, interactive resources, and a variety of pedagogical instruments.

The combined methodology of teaching English aims at developing all aspects of students' language competence: listening, reading, writing and speaking. It also allows English instructors to adapt teaching to individual needs and knowledge levels of students. The methodology we have chosen for teaching English contributes to creating a favorable learning environment where students can actively interact with the language and improve their communicative skills.

Let's consider the option of a combined methodology, which may include two methods of teaching English: grammar and translation and communication.

The grammatical-translation method is a traditional method of teaching foreign languages that flourished in Western European countries in the eighteenth and nineteenth centuries, in which the target language is translated into the mother tongue, i.e. grammar teaching and translation exercises were mainly based on learning a foreign language [11, p. 8]. Its essence lies in the fact that when learning a foreign language, one should study the system of its grammatical rules, memorize and use them when translating literary works and sentences from the target language into the native one [43, p. 126]. Previously, the grammar-translation method was undoubtedly considered the only way to teach a foreign language. In a comprehensive

English lesson, teachers took grammar as the basis and translation as the main method of teaching and learning, and the goal was for students to be able to read foreign sample articles and imitate them to write their own. Admittedly, this method had many advantages when it was proposed. For example, translation helps students to understand more deeply the abstract meaning of foreign language words and complex sentence structures; systematic grammatical knowledge develops students' clear grammatical concepts, accurate word understanding and translation ability; intensive reading and recitation of original works develop students' reading and writing skills [35, p. 4].

In the twenty-first century, due to the development of international relations, there appeared a need to revise the structure and content of foreign language teaching methods and implement new teaching models that would contribute to better language acquisition [43, p. 127]. Foreign language learning tends to be instrument-oriented, and people pay more and more attention to the practical use of language learning or improving communication skills. Learners who follow the grammar-translation method have identified certain problems, such as focusing only on written language, although they lack oral expressive ability or even suffer from a long-term misunderstanding of the foreign language, developing a habit of relying too much on translating everything into their native language, hence affecting their ability to communicate in the foreign language.

The communicative method of teaching, established in the Western European community in the early 1970s, is based on interdisciplinary approaches that include modern sociological linguistics, sociological psychology, psychological linguistics, and applied linguistics. It is about teaching, learning, and using language as a communicative tool instead of teaching students a set of grammar rules and fragmented word use. The emphasis here is on the learners as well as the practicality of the language. This method allows learners to practice the language, have more language practice and better communication abilities in a variety of activities. This method has obvious advantages, such as developing learners' abilities and skills to

use the language, emphasizing learners' initiative and applying what they have learned in practice, and encouraging them to think in English [50, p. 31].

Despite all the criticism that the grammatical translation method has received, it has been an indispensable method in teaching English, as well as a necessary step in developing students' communication skills in a non-English-speaking environment. A person cannot communicate successfully before he or she has mastered the rules of the language. Although the application of the communicative method has been widely recognized, this method still faces some practical problems caused by different language systems and learning habits. As a result, it cannot be effectively applied in its entirety and chosen as the main method at the moment. Due to the fact that at the present stage of human development, the above methods are not very effective individually, we have developed a comprehensive model combining the communicative teaching method and the grammar-translation method. Using the advantages of each of these methods, we can form a new integrated model that will be more effective in the process of teaching English [47, p. 76-78].

In general, according to the methodology of teaching a foreign language, comprehensive teaching of listening, speaking, reading, writing and translation is extremely important [10, p. 26]. Usually, listening and speaking are taught separately, while reading, writing and translation are mainly taught through the study of texts. In terms of listening and speaking, students are expected to communicate in class in a foreign language, understand conversations, and make presentations. Obviously, the communicative method helps to achieve the learning goal in listening and speaking practice. In practice, teachers can have students listen to recordings, do exercises and have discussions based on current issues with teacher checking and instruction; they can also analyze some difficult points in the listening material and learn new words and expressions in depth. However, those who are used to the traditional method tend to remain silent. In this regard, we believe that the communicative and grammatical-translation methods should be used in combination as one method. For example, some difficult points at the linguistic level can be explained by the traditional method.

Students' reading, writing and translation skills are mainly trained while studying texts. Teachers are expected to base their teaching on texts to provide students with some information and language knowledge, focusing primarily on translating and understanding texts, and then creating new situations outside of texts to practice communication skills.

A four-stage method is considered to be effective, which includes preparatory reading, listening and responding, text-based communication, and trusted communication in the process of teaching the text, achieving a natural transition and fusion of grammar, translation, and communication learning [10, p. 74]. In the first stage, students are required to preview the text with grammar translation experience, in which they can make sure of some new words, the essence of the text and some questions, and thus spend the next day's class with full preparation. In the second step, the teacher first asks the students to correct their pronunciation and intonation by imitating the recording, and then plays it again for the students to answer questions or make judgments to check their reading. In the third step, the teacher can guide students to communicate in a context related to the text and help them solve some of the problems with keywords, sentences, and comprehension they showed in the previous two steps. When explaining key words and sentences, grammatical translation should be used to deepen students' understanding of the text and improve their ability to use the language correctly and flexibly through correct communication in the text. In the last step, learners' enthusiasm for communication is fully encouraged. Here, communication differes from the one in the previous steps, as teachers should use a variety of advanced teaching methods to create language situations and communication tasks that go beyond the text. Learners can apply what they have learned to real-life communication by continuing to write texts, simulating dialogues, role-plays, discussions, etc., thus achieving the goal of communicative ideas through the language.

Teaching grammar helps students learn the rules of the language and perform better in listening, speaking, reading, and writing. As a result, teachers need to create

real-life situations according to students' daily lives to help them understand and apply grammar correctly in the situations.

Another aspect of achieving higer education applicants English as a foreign language is developing their communicative competence based on the acquisition of a system of knowledge about nature, human, society, culture and mastery of the means of cognitive and practical activity. This problem is especially important in connection with Ukraine's accession to the Bologna Declaration, which promotes social and cultural dialogue in the context of intensive international contacts.

The analysis of literature sources made it possible to characterize the psychological and pedagogical conditions for the formation of communicative competence of higher education students. It was taken into account that communication has become especially important for students. It allows not only to assert oneself as a person, but also makes it possible to comprehend social values, perform various social roles, and form social experience. Only by gaining social experience does a person acquire human essence and the quality of individuality, his/her capabilities as an individual increase through interaction with other people, which ensures his/her vital activity [6].

The main condition for the effective of the effective formation of communicative competence is the teacher's focus on a personal model of interaction with students, which includes ensuring dialogic communication in the educational process.

It should be noted that while using explanatory and illustrative technologies, the teacher focuses on the transmission of the final content of the educational material. At the same time, the information specified in the program is presented mainly in the form of a monologue or dialogue. If to skip implementing the latter as an interacting tool, many problems arise in the educational process due to the low level of communication skills, the inability to get a detailed answer from a student with his or her own assessment, and the insufficient level of involvement of students in the range of issues under discussion.

One of the conditions for intensifying the process of forming communicative competence is the need to initially form students' communicative and cognitive need to express or receive an important, necessary and interesting thought.

In other words, in order to solve speech and communication tasks, it is necessary to create communicative, justified life situations that are personally significant for students. As L.V. Shcherba wrote, "… observation of language is an observation of thinking, which makes a person stop at the flow of his/her speech, and therefore, thinking makes him/her dismember it into parts, think about the relationship of these parts, compare them with each other and deepen their understanding" [36].

These tasks not only create the need for speech activity, but also develop thinking and fulfill the function of language development. The need of students to learn about the life, traditions, culture and creativity of their own nation and the country whose language they are learning is equally important.

An important condition is the identification of content elements - topics, means, methods of forming and formulating an opinion. The primary task of the educational process is to arouse the student or provide him or her with semantic content that is developmentally relevant. Interesting, close and meaningful semantic content can satisfy a student's communicative and cognitive need, "embody" it and, accordingly, become an internal motive for his/her speech activity.

One of the conditions for intensifying the process of forming communicative competence is the implementation of a personal-activity approach. This approach involves emphasizing the main goal of learning - speech activity. Coherent teaching of speech activities - listening, reading, writing and speaking - is based on their commonality both in terms of subject content and structural organization.

An important feature of such communication should be a human attitude and a cross communication between partners, a desire to share, and mutual understanding. Much depends on the teacher’s behavior. He or she must be tolerant, self-confident, cheerful, and able to arouse sympathy and admiration. The voice to pronounce words, phrases and facial expressions is also important. A didactic tone should be avoided. The main pedagogical tools are a smile and an affectionate look [6].

For teachers, the list of pedagogical communication skills compiled by S. Romashyna may be of considerable interest [34]. The scientist distinguishes four groups of such skills.

The first one includes the ability to stimulate the student's language and mental activity "authentically and variably": to encourage dialogic expression; to encourage asking questions, answering and expressing opinions; to encourage illustrating the educational material with own examples, etc.

The second group includes the ability to respond "authentically and variably" to a situation: to give a general assessment of different types of student's speech activity; to be able to give logical and reasoned assessments; to correct student's speech actions; to be able to maintain student's interest, desire to speak, etc.

The third group implies the ability to "authentically and variably" monitor students' activities in the classroom, check for understanding the material; keep watch on the correctness of the student's action; supervise the use of learning material, etc.

The fourth group is for the ability to "authentically and variably" create conditions for organizing perceptual speech activities in the classroom, direct students' attention to perceiving and understanding educational information; ensure their readiness to work, evaluate them; organize various forms of language work, provide classroom discussions, etc. The teacher has the ability to be a partner and mentor, guiding verbal communication and correcting its shortcomings. This is a complex pedagogical skill for non-authoritarian, unobtrusive, but interested communication with students.

The characterized psychological and pedagogical conditions for the formation of communicative competence allow students to master a set of skills and abilities of a communicative nature, provide a favorable psychological climate necessary not only for the development of verbal communication abilities of students, but also for the formation of an individual communication style, interaction with other people. The atmosphere of relaxation, mutual respect, sociability, and delicacy reveals the capabilities of the individual and reflects the qualitative side of interpersonal relationships.

Having studied and analyzed the psychological and pedagogical literature, as well as personal experience of teaching, we confirm the conclusion that students' characteristics are also manifested in the emotional sphere: it is more impulsive and less consciously regulated. The main psychological characteristic can be considered a focus on the future, as they are on the verge of social adulthood. Accordingly, he or she has more or less clear life plans and motives corresponding to them.

In terms of mental development, this age does not demonstrate any qualitative neurodevelopment, as the processes of formal intelligence development that began in adolescence are strengthened and improved.

Socialization is one of the most important stages in their development as individuals. Through communication, they gain their social experience, which is very important for the development of their worldview. That is why it is so important to teach not only the ability to speak the language, but also the culture of the country where the language is spoken, which serves as a mean of enriching the spiritual world of the individual.

The formation of a socially active position of a student is realized not only during participation in the social life of the team, it occurs at every moment of their life and study and is determined by the principles of established relationships and the nature of communication.

In a foreign language class (as in other classes), a student's comprehension is active, focused on solving speech and thinking tasks, striving for logical organization and systematization, searching for universal patterns, etc. At this age, understanding the essence and meaning of the actions performed by a high school student becomes more important than mastering individual details and particulars. Accordingly, the forms of work in the classroom that reflect this orientation are the most attractive and productive for older students.

Positive learning motivation is a set of motives that are associated with the satisfaction of cognitive interest. Therefore, to form motivation means not to lay down ready-made motives and goals, but to put the student in such conditions and situations of activity where the desired motives and goals would be formed and

developed taking into account and in the context of the available experience, individuality, and internal aspirations of the student himself.

The conditions for the formation of positive motivation can be as the use of interesting material, giving the activity a positive emotional color, facing the unknown, surprise rather than acquiring knowledge in a ready-made form, achieving results - even if it is a small step forward, but tangible for the student, elements of problematic learning and making a creative atmosphere in the classroom [31].

To continue supporting the idea of the significance of the main aspects to study a foreign language, we confirm the principles of learning to be the initial provisions that define the requirements for the entire learning process and its components (goals, objectives, means, methods, organizational forms). They are the key categories of the teaching methodology and ensure its effectiveness. Learning principles answer the question "How to organize learning?" In the case of teaching foreign languages, they are based on general didactic principles, but have their own specifics, which are determined by the peculiarities of the subject "Foreign Language". The main goal of teaching foreign languages is to develop students' speech skills, not just to accumulate knowledge, as in most other subjects. Teaching a foreign language is based on didactic and methodological principles that reflect its peculiarities [5, p. 110].

The didactic principles of foreign language teaching include the principles of consciousness, clarity, strength, scientificity, activity, educational teaching, systematicity and consistency, consideration of individual characteristics of students, accessibility and feasibility, interdisciplinary coordination, intercultural interaction, etc. [24, p. 39].

The principle of consciousness in foreign language teaching is one of the key provisions of the methodology. This principle includes a purposeful choice of learning material that contributes to the development of students' cognitive abilities. The principle of consciousness is also reflected in the organization of learning, where learning proceeds from awareness of the rules to their automated implementation, from the formation of individual elements of activity to their integration.

Awareness of the language phenomena to be mastered is carried out through the creation of communication situations where students understand the purpose and features of using these phenomena in practice; providing students with rules and instructions that contribute to the understanding of the form, meaning and function of the phenomenon; highlighting the characteristic features of the phenomenon to form the basis for appropriate actions, etc. The principle of consciousness also involves the conscious mastery of intellectual work skills by students. It promotes sustainability and the possibility of self-control and self-correction. Summarizing, this principle states that learning is more successful when a student understands the essence of what he or she is learning, and not just mechanically repeats new material. In foreign language teaching methods, this means conscious and active work to eliminate interference with the native language and the full use of the experience of speaking in the native language.

The visual methods in foreign language teaching is implemented by creating favorable conditions for sensory perception of the foreign language environment. Visibility is essential for the development of foreign language skills and mastery of language and speech material. There are two types of visibility: auditory and visual. Auditory visibility is important for building language skills because speech is primarily based on sound material, which is then recorded using a written code. Auditory visibility is very closely intertwined with the visual. Visuals can take the form of text, drawings, photographs, diagrams, maps, etc. Some media, such as movies and theater performances, combine both forms of visualization [31, p. 93]. Implementation of visual methods in foreign language teaching contributes to the successful mastery of speech activities in speaking, listening, reading, writing, translation and mediation, as auditory and visual visualization serve as a model of foreign language speech and stimulate students' speech activity.

Definitely, in foreign language teaching it is urgent to consider memory durability issue, since language acquisition requires the accumulation of a large amount of linguistic, speech, and linguistic and sociocultural material. For successful foreign language communication, a certain number of lexical items, phrases,

conversational phrases of speech patterns, and other material should be stored in the learner's memory. In the process of speaking, the necessary speech units are retrieved from memory for their use. Ensuring the memory features and its durability for learning language material can be achieved by using the following methods: enriching the material, using a vivid presentation of new material to create vivid associations, searching for specific associations that become "hooks" in memory, developing thinking and feelings that contribute to memorization, performing numerous exercises, regular repetition of the material stored in the memory, the use of various sensory analyzers (auditory, visual, motive, speech and motor) during the learning of the material, performing creative tasks, systematic control of knowledge of the material and skills of its use [1, p. 10-11].

The principle of scientific teaching indicates that students should receive well-founded knowledge based on modern scientific research [2, p. 17]. As for foreign language teaching, where the study object is not the linguistic science itself but speech activity in a particular language, this principle means that the educational process should be based on modern scientific data of the language communication specific features, patterns of recognition and generation of speech and language contacts.

The principle of activity in foreign language teaching means that learners should be actively involved in the learning process, actively engaged in speech and mental activities to achieve foreign language communicative competence. This principle is very important for the effective organization of learning, since the achievement of foreign language communicative competence is possible only if students are actively involved in the learning process. In the methodology of teaching foreign languages, there are intellectual, linguistic and emotional activities. They create positive conditions for mastering foreign language communicative competence. Intellectual activity helps to solve problematic tasks, which activate students' cognitive processes. Emotional activity is related to the issue of whether students are interested in learning a foreign language. A positive emotional attitude towards the subject is important for

achieving success in learning, as negative emotions can suppress students' activity [15, p. 256].

Undoubtly, teaching English as a foreign language is to be of educative value as well, providing students with the opportunity to improve their individual qaulities, ensuring harmonious and comprehensive social development, enhancing their abilities and stimulating cognitive motives. Particular emphasis is placed on the ability of students to conduct and organize independent personal activities - students act as equal participants together with other students and the teacher. The organization of the learning process is carried out in the way the students may organize their learning activities for mastering a foreign language. Ir stimulates developing positive traits of student’s character, including tolerance, activity, friendliness, collectivism, hard work, and others. It also contributes to the development of volitional qualities [20]. Work with a variety of educational materials helps to foster students' sense of responsibility, respect, kindness, compassion, justice, and develops a culture of communication. Additionally, it promotes the adoption of value orientations, a positive attitude towards a foreign language, the culture of the people who speak the language, and the values that this culture embodies in the modern civilized world.

The principle of systematicity and consistency in a foreign language teaching is implemented in chosing topics, presenting knowledge, sequence of introduction of language, speech and linguistic and sociocultural material, as well as the skills and abilities development. According to this issue, foreign language teaching should move from the easy to the difficult, from the known to the new. It considers both the interconnection of different language aspects and the sequence of skills development and formation [29, p. 190].

Considering the individual characteristics of learners is of essential meaning while teaching English as a foreign language as the attention is to be paid paied to those psychological characteristics of every learner who has a significant impact on the success in mastering a foreign language. To achieve an individual approach of

learning, it is important that the teacher is aware of these characteristics of his/her students and is able to apply individualized teaching methods [16, p. 30].

Accessibility and feasibility in learning proves the material to be presented in accordance with the age and intellectual capabilities of students, and its assimilation not to cause them undue difficulties. Ensuring accessibility includes both the selection of the material itself and the methodology of working with it. The difficulty in teaching a foreign language in a high education establishment involves a selective approach to the teaching material and types of exercises, allowing for the level of students' preparation. The tasks set for students are to be clear and easy to understand to them. Thus, here it is necessary to think about the level of a foreign language acquision, development of special learning skills necessary to perform the exercises.

Feasibility in learning is the correspondence of the learner's readiness to perform exercises of a certain level of difficulty. It involves considering the amount of material introduced and the pace of progress through the curriculum [16, p. 32]. In order to implement the principle of accessibility and feasibility in foreign language lessons, the teacher needs to monitor the process of students' learning constantly; plan lessons awaring of the feasibility of tasks, paying attention to different students' foreign language acquision (high, medium, weak); involve students in cooperative learning, which allows better consideration of their individual characteristics and creates positive conditions for the implementation of this principle; use control tasks to check students' learning; make adjustments to the curriculum depending on the pupils' needs and success.

The principle of interdisciplinary coordination involves coinsiding the topics of different subjects in order to avoid the same information and to form a conscious perception of the connections between subjects and phenomena in the world. In the context of teaching a foreign language, this principle is expressed at the relationship between the language and subject content: the study of different disciplines considers the level of students' proficiency in their native and foreign languages, as well as their professional interests. As a result, optimal conditions are created for the formation of a foreign language communicative competence in the context of professional

communication while studying both general scientific subjects and the language as the instruments for communication in the field of professional activity. Thus, the principle of interdisciplinary coordination involves the interaction of different academic disciplines at the level of both the content and language. It can be argued that the implementation of this principle in the educational process contributes to the creation of the most favorable conditions for the formation of professionally oriented communicative competence within the chosen profile of study by students [4, p. 113].

The principle of intercultural interaction involves organizing the educational process in the way that the teacher allows for the cultural characteristics of students in the context of interaction with native speakers. The implementation of the principle means the development of foreign language communicative competence at the intercultural level. This competence includes the knowledge about the linguistic way of perceiving the world, the ability to describe and express one's attitude to it using the speech tools to the language study, as well as the background knowledge about the life and culture of native speakers. This principle contributes to the acquisition of knowledge about the specific features of the linguistic world picture and the importance of perceiving it in an intercultural context, as well as to expanding the general outlook of students and establishing norms of speech communication in intercultural settings [5, p. 114].

The methodological principles include [5, p. 114] communicative approach, communicatively oriented formation of speech skills, integrated teaching of speech activities and the language aspects, dominant role of exercises, interrelated teaching of language and culture, consideration of the native language and culture, authenticity of teaching materials, development of learners' autonomy, professional orientation of foreign language communication.

The communicative principle is a key methodological principle aimed at achieving the main goal of teaching a foreign language: to teach students to communicate in a foreign language within the framework of the material they have learned. This principle includes the creation of an educational and methodological model that imitates the real process of communication. This model should reproduce

all the key characteristics of what is being modeled, including the speech actions of both the teacher and the students. In the process of teaching a foreign language, communicative situations should reproduce typical life situations that correspond to a particular sphere of communication [5, p. 164]. Modern methods of teaching foreign languages use this principle not only with a focus on developing students' skills as native speakers of the language, but also on developing their ability to interact with representatives of other cultures and societies at different levels. Thus, the principle of communicative approach to foreign language teaching is aimed at forming learners as multidimensional linguistic personalities who are able to interact effectively and autonomously in intercultural communication. This principle influences the choice of teaching material, the nature of exercises, and teaching methods and techniques.

The principle of communicatively oriented language skills development means that the development of specific language elements (e.g., vocabulary, grammar, phonetics) is closely related to the learner's ability to use language in intercultural communication. This means that the acquired language skills, such as lexical, grammatical, phonetic, etc., should serve as tools for successful intercultural communication [5, p. 167]. It is important to keep in mind that communicative, systematic, language learning through communication and the formation of speech skills do not contradict each other. They are interconnected and complement each other. That is, the formation of speech skills takes place through speech communication and the development of speech skills.

The principle of integrated methods in the aspect of EFL teaching implies in the process of instructing foreign languages, parallel development of speech skills (in speaking, reading, writing, listening) within their sequential and temporal correlation determined by the curriculum on the basis of general language material and through special activities. The implementation of this principle includes the following features: training is aimed at developing speech activity as the main object; development of different types of speech activity occurs simultaneously; training is planned taking into account the sequence in the development of different types of speech activity and areas of communication at each stage of training; training is based

on general language material integrated in the learning process and is divided into receptive (understanding) and productive (own expressive speech) learning; exercises used in the classes, provide both a substantial impact on speech, linguistic skills and include active speaking-oriented tasks. The study of different aspects of the language and types of speech activities to achieve the learner's language competence is possible only in close real life situations for communication. When using an integrated approach to teaching, all types of senses (auditory, visual, motive, speech and motor) are used to facilitate learning, and each type of speech activity is not only the goal of learning itself, but also serves as a tool for the development of other aspects of language and speech activity of the student [5, p. 115-116].

The principle of the dominant role of exercises involves organizing students' learning in the way they successfully develop their foreign language communication skills. This principle is implemented through the performance of various tasks by learners that encourage them to perform speech actions based on certain speech and mental operations. Speaking skills and abilities are formed and developed through the use of these operations in the process of performing exercises. Accordingly, a significant part of the time in a foreign language class should be devoted to practical exercises. For example, according to M. West [51], about 85% of the lesson should be spent on exercises. Thus, stimulating and supporting students' communicative, linguistic and mental activity is possible by organizing their learning activities through exercises in a foreign language environment.

The principle of interrelated language and culture teaching involves the implementation of two approaches. The first approach is to explain and demonstrate the inherent connection between each particular language and the corresponding culture, to understand language as an expression of culture. To implement this approach, all actions with language material, from introducing lexical items and grammatical forms to modeling speech expressions, should be accompanied by a comparison with cultural values. When introducing words or expressions with specific semantics, it is important to show their actual use. From the very beginning, you should emphasize the appearance and functional features of the relevant objects

in a foreign language context. When introducing complex and abstract lexical items, it is useful to explain their meaning not only through dictionary definitions, which often lack a cultural dimension, but also through examples of usage that help to highlight this cultural aspect. When teaching oral communication skills, it is important to study the structures of real oral expressions of a foreign language culture, to identify their dependence on the national system of cultural values [5, p. 169]. The second approach involves similar work with units of the native language. Thus, it is recommended to start the co-study of language and culture with a foreign language, considering the reflection of cultural values in it and recognizing their right to exist.

Comparison of cultural and linguistic phenomena within each language (establishing the cultural aspect of meanings) is a prerequisite for culturally oriented co-teaching and is manifested in the presentation of linguistic phenomena (lexical items, grammatical phenomena, structure of speech acts) in a closed connection with all the cultural values they contain. By comparing the language they are learning with their native language, students develop the ability to better understand their own language and culture, and realize that there are many different approaches to perceiving the world. Therefore, the co-learning of languages and cultures makes the realization of the native language, its peculiarities, which are usually used thoughtlessly, possible only through contrast with the language being learned. This also applies to cultural aspects [5, p. 117-118].Comparison of cultural and linguistic phenomena within each language (establishing the cultural aspect of meanings) is a prerequisite for culturally oriented intercultural learning and is manifested in the presentation of linguistic phenomena (lexical units, grammatical phenomena, structure of speech acts) in a closed connection with all the cultural values embedded in them. By comparing the language they are learning with their native language, students develop the ability to better understand their own language and culture, and realize that there are many different approaches to perceiving the world. Therefore, the co-learning of languages and cultures makes the realization of the native language, its features, which are usually used thoughtlessly, possible only through

contrast with the language being learned. This also applies to cultural aspects. Therefore, the co-learning of languages and cultures makes the realization of the native language, its features that are usually used without thinking possible only through contrast with the language being studied. This also applies to cultural aspects [5, p. 117-118].

Considering the mother tongue and culture approach involves an in-depth comparative analysis of linguistic and cultural phenomena in the mother tongue and the foreign language. This comparison is made in order to anticipate the difficulties that students may encounter when learning a language that is not their mother tongue and to create teaching methods that will help both teachers and students overcome these difficulties. In addition, an approach based on the idea of using the learner's existing experience in the native language and transferring certain skills from the native language to the process of mastering foreign language skills and abilities is important [5, p. 118].

The principle of authenticity of learning materials emphasizes the use of real learning materials in the learning process. Teaching materials are specially selected and methodically organized data that is presented and studied in the process of teaching a foreign language. This information includes texts, sign and mimic language, facts of extra-linguistic behavior, realities of the studied country, etc. It is important to emphasize that an authentic text is an oral or written text created by native speakers that has not been adapted to the needs of learners in terms of their language proficiency [14, p. 109]. Modern foreign language teaching methods seek to develop not only communicative competence but also the ability to cross-cultural interaction. Thus, the language material to be studied should contain a high communicative and cultural value, be typical and widely used in speech.

Developing learners' autonomy is associated with the need to create in them the desire and ability to work independently in learning a foreign language. Learners' autonomy in the context of learning a foreign language means that they are ready and able to take control of their educational activities and take responsibility for their own decisions and their implementation [17, p. 200]. One of the main tasks of the teacher

is to help each student to realize his/her own individual way of language learning. Learner autonomy, both in a specific learning context and in the context of further continuous learning, is a key factor in successful foreign language acquisition. This personal quality is associated with the formation of a student's readiness and habit of working independently on language acquisition, making their own independent decisions and taking responsibility for them, including the learning process. Therefore, the learning process should encourage each student to engage in independent and active learning activities, to consciously evaluate their own experience in speaking and, if necessary, to consciously correct this experience. The achievement of this goal is facilitated by such teaching technologies that provide students with the opportunity to develop the most convenient and effective learning and communication strategies and use them both in class and during independent work on a foreign language. Creative tasks, in which students have to take responsibility for the result and quality of the overall group task, create favorable conditions for the development of independent learning and communication skills in the language they are studying [22, p. 8].

Ukraine is actively implementing a new education system that is focused on compliance with European educational standards. This process is accompanied by significant changes in both theoretical and practical aspects of the organization of the educational process. Accordingly, the modern education system requires the search for new approaches and methods of teaching English in basic secondary school that would fully ensure the quality of foreign language training for students of basic secondary education. The scientific articles of many researchers [1; 3; 7; 82; 18; 21; 23; 25; 27; 33; 37] address the issues of introducing new approaches in the educational process in general and in teaching foreign languages in particular. The researchers consider ways and methods of using various methods and technologies for teaching foreign languages in basic secondary school and formulate general conceptual principles for organizing the educational process in foreign language classes. Some aspects of teaching foreign languages with the help of innovative communication technologies are studied in the works of V. Bondarenko [7]; L.V.

Burkova [8]; I.V. Burkova [8]; I.M. Kliuchkovska [18]; S.G. Kramarenko [22]; M.O. Kushnirov [23]; Y.R. Moiko [25] and others.

To sum up, the main principles and approaches to teaching a foreign language:

- rejection of outdated methods and adherence to European standards of language education;

- minimiziation of the mother tongue use in communication, emphasis on interactivity and variety of tasks in the classroom;

- application of a competency-based approach focused on the development of reading, listening, writing and speaking skills;

- maximum attention to each student and their involvement in the language learning process;

- establishment of clear criteria for assessing language proficiency;

- change of the teacher role in favor of partnership pedagogy;

- an activity-oriented approach aimed at learning material that reflects the real life situations and needs of language users to the maximum extent possible;

- wide use of multimedia resources, audio and video materials, and the Internet to create a language environment for students;

- organization of students' project work and implementation of non-standard and creative tasks;

- involvement of students in cultural and educational events held in foreign languages outside of the class.

The rapid development of modern society requires students to learn material quickly, especially a foreign language. Today, mastering at least one foreign language is becoming an essential requirement for a specialist in any field. Therefore, it is necessary to pay attention to the efficiency and quality of the foreign language learning process. The most effective methods of learning languages are interactive methods.

The term "interactive" means that people work together and influence each other. This situation involves a dialogue or conversation. Therefore, these methods focus on the interaction between students and teacher, as well as between students. It

requires an active role of students in the learning process [46]. The purpose of interactive learning is to create special conditions that will allow to involve all students in the educational process, in which participants can understand and realize everything that is happening, influence each other and contribute by establishing friendly and mutual relations, a supportive attitude [32, p. 7].

Today are role-playing games, brainstorming, case study, presentation and communicative methods are considered among the most popular methods in EFL teaching. They develop communicative skills, logical thinking, and various types of intellectual activity, such as analysis, synthesis, comparison, and generalization [33, p. 30]. These learner-centered methods are suitable for more active involvement of students in the acquisition of knowledge and skills [52, p. 9].

It is well known that role-playing games are often the backbone of the English language learning process. Role-playing makes it possible to develop skills that are difficult to acquire in a regular classroom setting. Role-playing can take place in two ways: according to a script and without a script [28, p. 14]. This is a good idea for warming up. If the role-play is scripted, students are divided into pairs/groups and work out thematic situations taking on different roles. If the role-play is not scripted, students are given a specific role and have to use whatever knowledge they have to talk to their partners [30, p. 131].

One more inmportant aspect in EFL teaching involves a social network on the Internet known as an interactive multi-user website that is an automated social environment that allows you to communicate with other users united by common interests, fill it with various content yourself (whether text or media files), and view the materials of other users [39, p. 161].

In the second decade of the twenty-first century, social networks on the Internet have already become firmly entrenched in people's everyday lives and have become an integral part of them. New opportunities are opening up for the use of social networks not only in everyday communication, but also in education (distance or self-study), work, business and other areas of life.

In addition to providing an exceptional opportunity to obtain information directly from media sources, social networks allow you to practice your communication skills in the process of communicating with representatives of the culture of the target language. This makes it possible not only to improve your command of the foreign language, both in general and in certain aspects of it, but also to broaden and deepen your country knowledge about traditions, customs and even history, i.e. the culture of the country, which is extremely important for the development of foreign language communicative competence.

With the development of social media, such types of social media as educational and scientific social media have begun to appear, i.e., those aimed at users who want to learn. For example, Facebook has long been recognized as one of the most popular learning and development tools (software). As of May 1, 2023, it contained 2.98 billion of active users monthly [45] which are 37.2 % of the planet total inhabitants today. In Ukraine the general amount of the site visitors comprised 13.7 million (as of the beginning of 2023) to compare with the Instagram users of 11.6 million. Therefore, these data are lower by 2 and 4 mln of the same 2022 period accordingly. [49]. The reasons lie in the opportunities provided by the social network - allows university professors to create courses for students, and companies can create a closed corporate network of employees on the Facebook platform, etc. [48].

It has also been noticed that foreign language learners especially like to use the Internet in their learning process: it saves time and financial costs of traveling to language courses or tutors, and allows them to learn languages in a more comfortable atmosphere and at a more convenient time.

Currently, there are several specialized language social networks on the Internet, such as Italki, GoSpeaky, Mylanguageexchange, and others. Users registering on these sites provide information about their identity, the language they are learning or want to learn, the languages they are proficient in, and the languages they can help other users of the network learn. Thus, a user learns a foreign language by interacting with another user who is a native speaker of that language, and in return, if desired, teaching him or her his or her native language.

Speaking skills can also be successfully developed through social networks such as Twitter, Facebook, Instagram, My Space. Most often, communication happens in such a way that people use a language website, such as Italki, to find a suitable interlocutor who is ready to help them learn a language, then they exchange contacts and continue communication on Skype or Zoom using video calls. Through live communication, language learners feel the result of their efforts, which significantly increases their motivation to learn.

After studying and analyzing the structures, functions and features of social networks that exist on the Internet today, we consider it necessary to note below their linguistic and didactic advantages in the English language classroom:

- the ability to communicate with a large number of people, including many native speakers;
- multimedia, i.e. the use of audio, video and text materials in English in one environment (on one resource). Multimedia is a set of computer technologies that simultaneously uses several information environments: text, graphics, video, photography, animation, sound effects [38, p. 84];
- the presence of a ready-made communication program, with a ready-made detailed interface;
- the possibility of instant exchange of relevant information, instant feedback from students to the teacher;
- a high level of interaction that allows for minimal interruption of the learning process beyond class time;
- development of independent work skills;
- the opportunity to feel like an active agent of the educational process (real subject-subject relations not in theory, but in practice);
- a sense of freedom and relaxation, an environment in which language learners are not afraid to make mistakes, which creates conditions for communication as close to real life as possible, which, in turn, contributes to the formation of skills and development of abilities to use English as a main tool for communication in a multicultural, electronic space.

The teacher should be interested in the profiles of native speakers with the appropriate level of education in social networks because they (native speakers) have certain behavioral and speech patterns, which is very important for using social networking materials for teaching purposes, because they are a model for students.

The didactic purpose of this activity in the English classroom is to create an atmosphere of less formal and relaxed communication or a form of work that helps to show more activity and independence; outside the classroom, it is to ensure the continuity of the educational process and instant feedback from students to the teacher while learning the language.

It is widely known that users have the ability to post information on social networks on their own. Since at the current stage of development of search engines (Google, Bing, Yahoo!) access to almost any information via the Internet is not limited, it is often difficult, and sometimes impossible, to determine the authorship of the materials posted there. Unfortunately, there are no guarantees of the accuracy and relevance of information posted on social networks. This fact necessitates the creation of recommendations for the selection and use of social media materials.

When considering social media material as an effective teaching tool in a foreign language classroom, a teacher should pay great attention to the quality and content of this material. The careful selection of the material that the teacher is going to use in the classroom should never be neglected. To avoid exposing students to inappropriate information or fake news, the material must be well researched, processed and checked by the teacher for accuracy and relevance. To achieve the best result, you need to study as many sources as possible. In addition, the teacher should be able to answer students' questions that may arise while working with the material in class. To this end, it is recommended to take a responsible approach to the use of certain information for working with students in the process of teaching English.

To begin with, let's define the principles of building tasks using social media materials that a teacher deems necessary to include in a foreign language lesson. These can be texts, images, audio and video materials. Texts and audio materials should be selected taking into account the fact that they contain only those expressive

means and structures that the class is already familiar with, and the materials should be based on the already formed lexical and grammatical skills.

The choice of content should take into account both the age of the students, their level of ability, and their interests, thus realizing the principle of accessibility in learning. These should be topics that are accessible to their understanding, i.e., appropriate to their age and psychological characteristics, and at the same time, able to interest them, motivate them to further personal development and maintain a strong interest in learning English. A high school student will want to express his or her opinion or discuss a topic only if he or she has something to say. This means that the topics should be relevant to students, which will arouse their keen interest and willingness to communicate. To achieve this goal, it is also advisable to use emotional texts which will resonate with students [26, p. 62].

In addition to relevance, the material should be informative so that students have the opportunity to get acquainted with the socio-cultural features of the target language country, to master modern information about the country (or the world) and compare it with the realities of their home country. This is important for the formation of socio-cultural competence, which is a sub-competence of foreign language communicative competence, which is recognized as a main goal of foreign language teaching. Hereby, according to the latest research by methodologists, the social order of the information society of the twenty-first century is aimed at educating the generation of "mobile and digital natives".

An important criterion (perhaps the most important for a foreign language lesson) involves the selected materials to be the product of real communication, not an adapted text for language learning: they should contain the language tools that are inherent in the speakers of the foreign language at the current stage of social development. This means that excerpts from news articles, comments from social media users, and their opinions on topics should, in our opinion, be of the greatest interest to teachers as lesson material.

Thus, to summarize the above, and being developed in the course of theoretical analysis of social media materials, we present the criteria for selecting social media

materials for use in teaching oral communication for would-be English lanuage teachers:

- relevance (by subject) to the age and psychological and pedagogical features of students;
- language level should correspond to the level of language proficiency of students/level of language and speech skills and abilities;
- correspondence to the students interests;
- materials should be informative and of educational and developmental value;
- preserving the naturalness and authenticity of textual materials without adapting them for teaching a foreign language.

Speaking about the use of social media in the educational process, it is important to point out that despite the fact that communication and information exchange between teachers and their students outside of class time via social media on the Internet facilitates tasks and helps the work process, there are a number of disadvantages and risks associated with this:

- students have access to personal information about their teacher to be an invasion of privacy. The teacher controls the nature and amount of information about himself/herself that i published in the profile;
- the use of gadgets in the classroom (namely, it is with the help of gadgets, not personal computers, that work with social networks in the classroom and outside the classroom is most convenient) leads to a decrease in student concentration, which carries disruption of the educational process.

Accordingly, teachers should consider the possibility of unforeseen difficulties when working with exercises based on materials from social media and do their best to prevent them.

Despite the fact that the main and most important material on social network (e. g., Instagram) is users' photos or videos, the didactic and methodological potential of using its materials for teaching a foreign language is enormous. This network allows not only to communicate with native speakers, but also to use its materials for a fragment of a lesson, to conduct mini-lessons outside of class, while providing instant

feedback from students to the teacher, which allows for the principle of continuity of the educational process and the development of students' independence.

Users who post their content on Instagram also have the opportunity to specify the location and add a description below the material. A user account can be of two types: public and private. Of course, to use different materials, it is more rational to use open, i.e. public profiles.

The use of materials from a social network is appropriate for the development of monologue (or dialogic, if the description of visual materials turns into a discussion among students) through reproductive speech exercises. For example, a teacher, choosing one or more Instagram user accounts, shows the photos posted by this user on a computer, projector or in the form of a handout and asks students to make assumptions about the person's lifestyle, interests and even profession. Students should be given a few minutes to think about their statements. At the end of the exercise, the teacher tells the students what the case really is, who this person is by profession, etc., thus revealing the facts he or she knows about the user. It should be emphasized that this task can also be organized for students on the principle of "True/False", because it promotes the development communicative activities, through the expression of their own statement, and logical (cognitive), through the creation of a hypothesis, the search for cause and effect relationships.

In August 2016, the developers of the social network Instagram, in the process of searching for the newest and most convenient ways for their users to share information, released an innovation - Instagram Stories, which allows to publish information for only 24 hours with the ability to control the number of users who can see it. In April 2019, another update was released that provides conducting a quiz or survey with multiple-choice answers or giving a detailed answer to a question.

Today, many educators around the world are actively using Instagram's features to:

- revision of what was learned in class through mini-quizzes;
- teaching some aspects of the English language;
- expanding students' country knowledge;

- additional language practice, practicing skills and abilities outside of class;
- maintaining students' intrinsic motivation to learn English.

The Instagram Stories feature allows you to tailor an exercise to a topic relevant to the classroom in the best way possible, to be done outside of class as an extracurricular activity. Here we mean using the social network itself, not its materials. The essence of this function is that the user can post any content that will be automatically deleted in 24 hours, one post or several at once, and the post itself will always be kept at the top of the news feed, so students won't miss it. As mentioned above, teachers can use it to conduct short surveys, quizzes, and multiple-choice tasks. Another very convenient thing about this feature in terms of using it for exercises is the ability of the user to see how many enjoyers (here, students) have viewed the post containing the exercise.

The function described above allows to publish a short video with sound, a photo with text, a survey with multiple-choice or open-ended answers, text with various selections, a short audio recording for a listening task.

Additionally to the above didactic features of Instagram, teachers can use it to communicate with students outside of class. For example, to post reminders about upcoming independent work with vocabulary that students need to revise, as well as to share various interesting facts about a particular topic or about the country and language in general. This kind of activity will help to establish a favorable, trusting relationship between students and teachers, which is very important for a favorable psychological climate in the school community and, in general, for the successful implementation of the educational process.

As for the other social network Twitter, using its posts in English classes can be an interesting and useful experience for students. It allows them to practice reading, comprehending, analyzing, and discussing real English texts that are short, concise, and relevant messages.

Among the main reasons for using Twitter, we highlight:

- uthentic materials – Twitter is a platform where users post their thoughts and messages in raeal time, making English posts authentic, with vivid language that learners can encounter in everyday life;
- short tweets (posts) which are usually limited in characters – it makes them more accessible to students;
- a variety of topics – on Twitter, you one may find posts on the topics of news, sports, technology, culture, art, etc.; this allows to bring diversity and relevance to the learning process;
- discussions and debates – Twitter posts are often a subject of discussion and debate on social media. To use such posts in English classes can stimulate students' interest in discussing and expressing their opinions;
- vocabulary development – reading a variety of posts helps students expand their vocabulary and learn new expressions and idioms of live language;
- learning the style of writing – since tweets are limited in characters, authors often use abbreviations, acronyms and other features of the language of social media.

However, the content of Twitter posts can be varied, and some posts may contain foul language or content that is not suitable for educational purposes. Teachers should be careful when selecting materials and preview the content to ensure that it is proper for students level and age and does not contain inappropriate content.

Speaking about the didactic and methodological possibilities of this social network, it is more suitable than others for speech and conditional speech exercises, for example, it allows to agree, disagree, or refute a statement posted on Twitter.

However, it is important to note that the content of Twitter posts can be varied, and some posts may contain foul language or content that is not suitable for educational purposes. Teachers should be careful when selecting materials and preview the content to ensure that it is appropriate for the level and age of students and does not contain inappropriate content.

In our opinion, one reproductive exercise aimed at developing monologue speaking skills can be the "Hashtag" exercise. In the classroom, the teacher gives

instructions: using a specific hashtag, find the latest information posted on Twitter. Using dictionaries (if necessary), students collect the information and present it orally to the class. The main thing is to make sure that the statement is clear and concise. When preparing such an exercise, the teacher should carefully study the material on the topic published on the given network to avoid students using incorrect or outdated information.

Here we need to mention one common problem among high educational establishment students, which concerns the difficulties that foreign language learners have in listening to foreign language speech, caused by insufficient practice in speaking in the foreign language classroom. We believe that the use of social media materials in the foreign language classroom will be effective in solving this or similar problems for a number of reasons:

- videos from online communication services will help students get used to and be prepared for the natural pace of speech, combined with the pronunciation of native speakers;
- working with and discussing news articles and recordings made in informal styles will help students learn to recognize the difference between formal and informal styles of speech;
- some materials will help students to understand that it is not always necessary to express our thoughts in the way we express them in written language to understand a statement, that intonation and facial expressions can fill in an incomplete sentence, etc;
- students can engage in a real-time dialogue with both native speakers and language learners.

The social network makes it possible to develop the tasks (on the sample of “Restaurant” topic):

- creative thinking, as students have to come up with a name for their restaurant and create a menu with a variety of dishes; it stimulates their creativity and ability to come up with new ideas;

- speaking – students have to describe their project and tell about the name of their restaurant and the list of dishes on the menu. They have to practice their speaking skills using different vocabulary and expressions;
- use of new words and expressions, where students have to work with new vocabulary related to the restaurant industry and use it in their project;
- ability to organize and structure information – students have to organize their ideas for a restaurant name and menu in a logical sequence, following the task instructions;
- interaction and discussion – students can present their projects in front of the class, share their ideas, and listen to other suggestions;
- persuasion and argumentation – students have to invite their classmates to choose the best restaurant among the presented ones and to argue their choice;
- self-assessment – students can evaluate their work and tell why they think their restaurant is the best.

The exercise may be provided to watch the videos, work in pairs and do the tasks below, when student A. gives his partner advice on what they should do when there is a fire and student B gives his partner advice on what students should do when there is an earthquake.

This activity is accompanied by video tweets with safety tips for natural disasters. It helps to develop different speaking skills:

- giving advice and instructions – students are asked to give advice to their partners about what to do in the event of a fire or earthquake; it stimulates their ability to express advice and instructions;
- use of emergency vocabulary – students should use fire and earthquake-related vocabulary and phrases to convey their advice;
- spontaneous expression – requires students to react quickly and express their thoughts without prior preparation, which helps to develop their spontaneous language skills;

- interaction and communication – students have to communicate with each other, exchanging advice and instructions, which develops their communication skills.

In other words, the tasks encourages students to actively engage in communication, give advice and instructions, use specialized vocabulary, and develop spontaneous speech and critical thinking. It keeps the lesson interactive and helps students learn how to act in real-life emergency situations.

Using Facebook in the English language classroom can be a useful tool for developing students' speaking skills, provided that careful planning and content control are in place. Among the ways to use the site to develop oral communication are the following:

- discussion of posts and topics – the teacher can choose interesting posts in English taken from official pages, news and entertainment sources, or create his or her own page with educational content; students can comment on posts, express their opinions, discuss issues, and answer questions posed by the teacher;
- creating dialogues and role-playing games – students can be given roles to play, for example, by simulating dialogues between friends, colleagues, or acquaintances on Facebook; it helps to practice real-life communication situations in English;
- presentations and discussions – teachers can ask students to create and present their ideas, opinions, or research on Facebook, which helps to develop public speaking skills and self-confidence;
- reading and analyzing articles – a teacher can provide students with links to articles or blogs in English that are then discussed and analyzed in class, helping students improve their reading comprehension and expressing their opinions in English;
- games and quizzes – can be created on Facebook related to the learning material; it makes the lesson more interactive and interesting, and encourages students to take an active part in the lesson.

When using social media in the English language classroom, safety and content control must be ensured. Teachers should be prepared to discuss the importance of networking culture, ethics, and social media norms so that students understand how to interact appropriately and responsibly in the online environment.

The social network Facebook allows users to create thematic groups. They can be of open (for all users) and closed (for those approved by the administrator of the user group) type. The teacher needs to create the group, announce it in the classroom and provide the URL. With it, oral monologue skills and abilities can be developed using several groups of tasks that differ in the type of work performed.

We believe that all exercises can be divided into the following groups:

- description of the image (discriminative);
- expressing one's own opinion or finding a solution to a problem (discussive);
- a situational statement (situational).

These tasks are definetly mostly aimed at developing written language skills, but due to the fact that social networks themselves are constantly evolving and increasing their functionality, these tasks can also be adapted to the development of oral communication [31].

Thus, the use of modern approaches and methods in English language lessons plays an important role in the learning process. The combined use of technology and innovation in teaching can make the learning process more interesting and effective. Modern approaches to teaching English can improve all types of students' speech activities, help them understand the cultural characteristics of English-speaking countries and increase their motivation to learn English. Therefore, the paper proposes criteria and aspects that should be taken into account when choosing modern methods for EFL lessons, namely: considering the purpose and objectives of learning, needs and interests of students; focusing the learning process on communicative skills; involving students in active participation in the learning process; using modern technologies; professional development of teachers; ensuring the possibility of using the language in real contexts; matching assessment methods; the possibility of using a combination of different methods.

Thus, modern methods of foreign language teaching provide a practical approach to language learning, where students can apply their knowledge in real-life situations and communicate with English-speaking interlocutors. The use of the latest approaches to foreign language teaching makes the learning process more exciting and useful for today's global community.

The combined methodology of teaching English involves a combination of different methods, techniques and approaches to ensure high-quality and comprehensive language learning. In the course of our research, we have developed a comprehensive methodology for teaching English, which includes two basic methods - grammar-translation and communicative. In our opinion, the combination of the two proposed teaching methods forms a methodology that focuses on the diversity and integration of various aspects of learning, including grammar, vocabulary, reading, writing and speaking skills. It also involves the use of modern technologies, interactive resources, and a variety of pedagogical techniques.

When implementing social media materials in foreign language classes, teachers should select materials taking into account relevance, political correctness, socio-cultural informativeness and accessibility for students.

Having analyzed the age peculiarities of the students, studied the didactic and methodological potential of using social media materials in scientific developments on the topic of teaching EFL, we can conclude that the use of social media materials can be an effective tool in teaching, because they are a source of a significant amount of relevant information, authentic texts, audio and video materials, as well as an example of the use of their knowledge in foreign language classes. Additionally, social networks provide an opportunity for students to apply the knowledge they acquire in a foreign language classroom in real life. Based on the principle of novelty in the educational process, the teacher will be able to observe an increase in the natural (intrinsic) motivation of the students to learn a foreign language.

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