

Studies have shown that they are more likely to remember those things that they learned in the course of an active action and that they have more opportunities to apply them in their lives, especially when a conflict or dispute arises.

This topic remains relevant, because: firstly, maintaining interest in students in learning a foreign language can be difficult work. To interest students, you must use interactive teaching methods and tools, such as role-playing games and simulations. Secondly, in learning a language it is not enough to have only grammatical and lexical skills, it is necessary to consolidate them in practice, to be able to use them in real life. The role-playing game helps students to imagine situations close to real ones and to form speaking skills. Thirdly, it's no secret that many students suffer from a language barrier (Klippel, 1999).

This is a serious problem that can be eliminated by immersion in the culture of the country, the language being studied, using gaming and simulation technology. During the role-playing game, students feel the ease of the situation, forget about the fear of making a mistake, and begin to take steps towards the teacher. Great opportunities for the integration of cognitive and emotional, and, therefore, the activation of foreign language communication in the lesson, give problematic questions through a role-playing game when the student realizes the contradiction in any situation and the lack of knowledge, i.e., is in a psychological state, known in psychology as “cognitive imbalance”, this encourages him to improve his knowledge.

Conclusion. The main task that now faces the teacher of a foreign language is the intensification of the learning process. The intensification of the learning process can be carried out by improving teaching aids, methodological processes, technical means, and computer technology (Crookall, 1998).

One of the ways to intensify the learning process is a role-playing game, which by its nature, contributes to the emergence of a motive in the learning process and helps to achieve sustainable skills, which is the main mechanism in the process of teaching students to communicate in a foreign language.

The independent work of students as a participant in a role-playing game, which is distinguished by a wide variety, contributes to the development of oral professional communication skills and skills to work with unfamiliar professional-oriented text.

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CURRENT TRENDS IN TEACHING ENGLISH

Key words: modern techniques, teaching English, methodologies.

Introduction. Some methodologists call the 21st-century “Postmethods Era”: most of the techniques in the English teaching methodology have already been tried out, and it's difficult to come up with a new one. But teachers are people who are constantly searching for effective methods of teaching, which is why branches of already known methods appear. They help improve student learning as well as academic performance.

Methodology. When it comes to general trends in modern methods, the main ones can be distinguished:

- an individual approach to students (the method adapts to the student, and not vice versa, need analysis);
- a more active role of students (student-centered lessons);
- use of online resources in training (training videos, web exercises and tests, online learning platforms);
- frequent use of game tasks (edutainment);

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- globalization and the ability to use networking for the practice of oral and written speech (social networks, communication platforms, online language exchange);
- implementation of creative tasks using technologies (web collages, projects, web quests, recording audio, and video monologues);
- choosing authentic materials for discussion, reading, and viewing.

Although the communicative approach is relevant, there are modifications, new approaches in the methodology. Below are the most popular ones:

1). Task-based learning. The approach appeared in the late 80s but gained popularity in the mid-2000s. The theoretical foundations were laid by Skehan (1998), Ellis (2003), Willis (2007) who distinguished the main principles of this approach:

- TBL – a branch of the communicative method in which students perform authentic tasks;
- using materials and exercises that students perform in everyday life;
- the main thing is to solve the task (rent a car, conduct an interview) using the language structures that are in everyday life of the student;
- the assignment includes: Task> Planning> Report. Students are sure to talk about how they completed the task and what results they achieved. For example, they make a presentation for the entire class – this is one of the differences from the traditional PPP (presentation, practice, production) method.
- globalization and the ability to use networking for the practice of oral and written speech (social networks, communication platforms, online language exchange);
- implementation of creative tasks using technologies (web collages, projects, web quests, recording audio, and video monologues);
- choosing authentic materials for discussion, reading, and viewing.

2). CLIL (Content and Language Integrated Learning), known since 1994, but has gained popularity since mid-2000. The term was coined by Marsh (2012) who described the main principles of this method:

- other subjects are taught through English, i.e. students learn not only the language but also the content. They gain knowledge and learn the language;
- the content should be accessible for comprehension and be accompanied by visual supports (illustrations, graphs, diagrams);
- all types of speech activity are integrated, but the language does not adapt depending on the level.

The main problem of this method is the lack of material and qualified teachers.

3). Dogme language teaching. It appeared in 2001. Theoretical foundations were laid by Thornburry and Meddings (2009), who outlined its basic principles:

- “freedom” from textbooks and lesson plans: the key language structures are not prepared in advance by the teacher, but “pop up” in the educational process. In this case, the lesson can be completely unpredictable for the teacher;
- content is created by students (dialogs, audio, and video recordings);
- everything that happens in the lesson, including materials, is directly related to the life of students.

The disadvantages of the method are:

- requires the teacher flexibility, ability to quickly switch and a lot of experience;
- not suitable for preparing for specialized courses, such as exams, and for use at elementary levels.

4). Flipped classroom. It appeared in 2007. Its founders are Bergman and Sams (2014) who defined basic principles of this method:

- the task is given to students to study before the lesson (for example, a video lecture on grammar). In the lesson, time is not spent on analyzing the theory; all attention is paid to the discussion and productive practice;
- students study at their own pace and come prepared for the lesson;
- thanks to the independent work of students, teachers manage to cover more material.

There are some disadvantages to this method. It is suitable for motivated students above the intermediate level. It is a teaching in the style of a lecture, while students receive information

passively. They are not involved in the analysis of the topic; guided discovery is not used here (“Current Trends in Teaching English”, n.d., para. 5).

Results and discussion. One of the principles of Task-based learning was introduced into the work. Creative assignments were introduced. Students 1 time per semester presented for the whole group a presentation with the stages of an individual assignment. This made it possible for the student to better learn the material being studied, improve communication skills in English (the presentation is defended in English; students ask questions that arose during the presentation).

There was no opportunity to put into practice the CLIL (Content and Language Integrated Learning) method. But students were offered literature in English from various subjects that they study. Also, teachers of other subjects give literature in English, and this makes it possible to study terms and concepts in different directions. But as a practice has shown, students do not always read literature in English, so studying English in different fields of study is problematic. And the main problem of this method is the lack of material and qualified teachers.

The Dogme ELT method has not been introduced into practice, as students must work on certain topics, depending on the direction of training.

The flipped classroom method has helped to better study the theory. This whole theory before the lesson is studied by the student independently. This makes it possible to attach more time to practice and consider the theory to which questions arose. The main problem that arose when using this method was students' reluctance to study theory on their own.

Conclusion. This article listed only some common methods and approaches in the modern methodology of teaching English. They are not always suitable in their pure form: you can periodically apply some elements in the lessons, for example, conduct one lesson per month in the style of Dogme ELT, CLIL, or Flipped classroom.

All methods except Dogme ELT were put into practice. The best method was Task-based learning. Learning productivity has become higher; students are well absorbing the material they are studying.

The use of various methods in training gives a much better result than the study of dry theory. Students are passionate about the material studied, and it is interesting for them to learn the topic being studied. Since an interesting presentation is used, everything that is studied is transferred to the life model as much as possible.

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CHECKLIST AS A TRANSLATION ASSESSMENT TOOL

Key words: self-assessment, translation quality assessment, translation process assessment, checklist.

Introduction. Rapid changes and transformations taking place in the globalised translation industry have caused an extremely high demand for proficient and skilled translators and