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**ЭПИДЕМИОЛОГИЯЛЫК ЧЕКТӨӨЛӨРДҮН АЛКАГЫНДА АНГЛИС ТИЛИН  
ОКУТУУНУН ЗАМАНБАП ЫКМАЛАРЫ**

**СОВРЕМЕННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА В  
УСЛОВИЯХ ЭПИДЕМИОЛОГИЧЕСКИХ ОГРАНИЧЕНИЙ**

**MODERN APPROACHES OF TEACHING ENGLISH IN THE CONTEXT OF  
EPIDEMIOLOGICAL CONSTRAINTS**

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**Аннотациясы:** Бул макала эпидемиологиялык чектөөлөрдүн алкагында чет тилин окутуунун заманбап ыкмаларына арналган. Ковид-19 пандемия учурунда дүйнө жүзү боюнча көптөгөн студенттер окуу мүмкүнчүлүгүнөн ажыратылган. Жана бул учурга байланыштуу мугалимдер салттуу окутуу ыкмасынан дистанттык окутууга өтүштү. Макалада Кыргызстандагы жана чет өлкөлөрдөгү заманбап билим берүү процессинде колдонулган онлайн-окутуунун эң популярдуу жана заманбап ыкмалары келтирилген. Ошондой эле билим берүү аянтчаларын, мультимедиа программаларын жана инновациялык технологияларды колдонуу.

**Негизги сөздөр:** онлайн билим берүү, билим берүү платформалары, мультимедиялык программалар, инновациялык технологиялар, аралыктан окутуу, билим берүү жана пандемия.

**Аннотация:** Данная статья посвящена современным подходам к преподаванию иностранному языку в условиях эпидемиологических ограничений. Во время пандемии Ковид-19 многие студенты по всему миру лишились возможности учиться. И в связи с этим, учителя перешли с традиционного метода обучения на дистанционное. В статье представлены наиболее популярные и современные подходы к онлайн-обучению, используемые в современном образовательном процессе в Кыргызстане и за рубежом. А также использование образовательных платформ, мультимедийных программ и инновационных технологий.

**Ключевые слова:** онлайн образование, образовательные платформы, мультимедийные программы, инновационные технологии, дистанционное обучение, образование и пандемия.

**Abstract:** This article is devoted to modern approaches of teaching a foreign language in the context of epidemiological constraints. During the Covid-19 pandemic, many students around the world were deprived of the opportunity to study. Moreover, in this regard, teachers have switched from the traditional method to the distance teaching. This article presents the most popular and modern approaches of online

teaching which used in the modern educational process in Kyrgyzstan and abroad. As well as the use of educational platforms, multimedia programs, and innovative technologies.

**Key words:** online education, educational platforms, multimedia programs, innovative technologies, distance teaching, education and pandemic.

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*If we teach today`s students as we taught yesterday`s, we rob them of tomorrow*  
(John Dewey)

The COVID-19 pandemic has led to the largest disruption in education systems in history, affecting nearly 1.6 billion students in more than 190 countries and all continents. School and other educational closures have affected 94 percent of the global student population, with 99 percent in low- and lower-middle-income countries.

Currently, due to the coronavirus pandemic, the world economy has suffered largely, but we must not forget that the education system of the world powers has also suffered, not being ready to switch from full-time education to full-fledged distance learning. However, the period of distance learning clearly showed that we could act promptly and try to provide students with the maximum possible educational materials for comfortable distance learning. Unlike other developed countries, Kyrgyzstan has slightly more difficult transition to the distance learning system. This is due to the fact that, unlike other world powers, our country adheres to traditional teaching methods, while Europe and the West countries equally balanced between full-time and distance education.

During the transition to distance education, there is a need to introduce innovative teaching methods. The innovative forms of education that are relevant today are aimed at developing general cultural and professional competencies in students. One of these forms of learning can be called interactive techniques that allow you to implement a competency-based approach. In addition, they increase the percentage of assimilation of educational materials, establish feedback information between students and the teacher, and interest and involve inactive students in the work.

Interactive techniques make it possible to achieve real practical results in the development by students of the skills of future professional activities. In addition, they provide space for pedagogical creativity.

As mentioned above, our country switched to distance learning with difficulty, and how a teacher should act so that the quality and level of education does not decline?

Let us take a closer look at programs and educational platforms that can help organize a good distance lesson or class. We will analyze the use of this or that material through the prism of teaching a foreign language.

For most teachers and instructors, the two main programs, *ZOOM* and *Skype*, turned out to be the best way to connect with students. Both programs have a number of advantages:

- the common advantage of both programs is the ability to safely conduct a video conference, which means that a third-part of user cannot connect to you if you do not want to;
- the second advantage of both programs is screen sharing, if in *Skype* the screen is displayed in full and when switching from one file to another, conference listeners will see all the content, then in *ZOOM* there is a function of selecting a separate area of the screen, and when switching to another file, students will see old screen sharing. Thus, the teacher and the teacher can open the test task on screen sharing in parallel with the keys that will be visible only to him.

With an intermediate level of language proficiency and an intermediate advanced level, there is such a platform as *SpeakPipe*, it allows the teacher not only to control speaking, but also to implement it without wasting lesson and class time, since this platform is aimed at recording and downloading speech. With this option, the teacher and instructor can ask students to prepare a message on a topic, then listen to it and comment on the grades at the beginning of the next online lesson.

In addition, *ISLCollective* will be a good help for working with listening – here teachers can find

ready-made materials sorted by levels of language proficiency from beginner level to advanced users who want to improve their level of language proficiency.

The *6 Minutes English* format offers watching a video and, as a test of understanding the information heard, answer questions, add sentences, agree or deny a statement.

For the development of reading, you can use *Breaking News English*, this platform contains the most relevant news with a certain level of language proficiency, this form is suitable for an intermediate level of language proficiency, as well as intermediate and advanced levels; students read the news article and answer questions after reading.

Learning Apps, Wordwall, Jeopardy labs, Quizizz are all great options for practicing vocabulary and grammar.

*Learning Apps* is an interactive whiteboard with words arranged in a chaotic order. This platform can be used to consolidate lexical material, for example, to correlate an English word and its translation, to find synonyms or antonyms, a more complex task already with elements of grammar will be a task to find the continuation of a sentence.

*Wordwall* is a platform with interactive tasks that allows you to enter, consolidate and work out grammatical and lexical material, the most effective templates for this are "Quiz" or "Missing word", students must choose the correct answer from the proposed ones with a time limit of 30 seconds.

*Quizizz* contains a list of quiz-s by topic, with which you can check how students learned a particular material. The teacher and the trainer need to enter a topic and choose the most suitable option for the job. If the teacher and the teacher do not like any of the proposed options, the platform will offer to create your own.

Finally yet importantly is the *Jeopardy* labs platform, which is a categorized game. You can divide students into groups using a connecting platform (ZOOM will perfectly cope with such a task), or conventionally (verbally dividing students into groups), each group chooses a category and the number of points that will be awarded for the correct answer (the higher the number, the more difficult the question).

Separately, there is a big importance such a platform as *Kahoot* for practicing phrasal verbs or controlling verbs with a preposition. The tasks here represent an answer to a question and four possible answers to it, of great interest is the implementation of work on this platform: the teacher and the teacher must open a screen demonstration with the answer options, and the students give an answer using their mobile phones or laptops (tablets).

With about the same functionality, there is a full-fledged *Castle Quiz* mobile application, with which you can arrange a competition where each student will represent himself individually.

The most difficult form of work for most students is still writing. This is due to the fact that it is arduous for students to express their thoughts in a foreign language. A model of writing a letter, essay is needed, textbooks often provide a situation and a link to the read text, but this approach is not enough. The teacher must remember that it is necessary to completely disassemble the structure of such a task; during the period of distance learning, a simple use of the interactive whiteboard built into ZOOM, Interactive whiteboard, where the teacher can paint the main theses, clichés, introductory words, can help. For a visual option, you can use IELTS Writing, where, having chosen the form of written work, the student will be shown an example of how it should look, and each paragraph is painted, so it will be almost impossible to break the structure.

Communication with native speakers plays an essential role in mastering students in a foreign language. Participation in international educational projects allows for communication in a foreign language with peers of foreign countries, native speakers language. International Project Sites: European School Network (<http://www.eun.org>), I \* EARN (<http://iearn.org>), KIDLINK ([www.kidlink.org](http://www.kidlink.org)). Using the capabilities of the site for voice communication ([www.voxopop.com](http://www.voxopop.com)) the teacher can arrange students for voice communication by educational topics online within the distance course, increasing the most volume of speech communication in a foreign language.

Therefore, we examined the entire range of materials through the prism of distant learning. Nevertheless, we have to admit the fact that after working online several months, teachers and especially students got used to the use of interactive tasks, interesting videos.

It can be concluded that there will always be necessity of all these technologies in teaching. Not only in the case of the resumption of quarantine, the use of such platforms will always be relevant, we live in the era of computer technology, and this motivates and interests our students.

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