Theoretical and Practical Aspects of Modern Methods of Teaching English at the Ganja State University

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Abstract
The purpose of the research is to identify the key components of the modern methodology of teaching English in the example of Ganja State University in Azerbaijan. Research is significant due to the global importance of English as the primary international language and its role in modernizing education systems worldwide. The main question of the research is to find out the impact of the key components of the modern methodology of teaching English on the formation of the necessary competencies in young specialists. For this purpose, the main tasks were solved: the key requirements for modern methods of teaching English were analyzed, the current state of education in Azerbaijan as a whole was characterized, and the methods for improving the modern educational process were proposed. The main directions of research are predetermined by the lack of theoretical and methodological development of this issue as well as its increasing practical significance. The leading method of studying this issue is the analysis of the most popular and effective methods of teaching English in modern conditions, determining the need for their synthesis in the formation of competent young professionals. Also, ways of further development of the most effective methods were modeled. The study examined foreign experts’ materials to comprehensively assess the significance of learning foreign languages in contemporary settings. It identified vital English teaching methods based on current trends and expert research. These findings hold practical value for improving English instruction at Ganja State University in Azerbaijan.

Keywords: education, interactive learning, learning foreign languages, modern teaching methods, popular linguistic methods, Ganja State University

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Introduction

The relevance of the research is because English is the language of international communication in the modern world and is very popular. Today, the educational system is undergoing a full-scale modernization. Modern education involves the fundamental training of future specialists. The study of foreign languages is an obligatory component of any educational system.

There are many methods of teaching English (Rybchynska, 2023). To understand how the modern model of higher education has been built in Azerbaijan, one should study historical facts. A foreign language was first taught at the beginning of the 20th century in private schools (Safarova, 2014). The opening of six-month courses in Baku in the 40s became the turning point. It was during that period that English began to be taught in the Republic of Azerbaijan, along with French and German. Later, the Institute of Foreign Languages appeared, which played a vital role in the study and teaching of foreign languages. The Institute contributed to the popularization of foreign languages in Azerbaijan.

The issue of teaching the modern young generation the English language is also quite popular in the contemporary scientific community. This issue was studied by such specialists as, for example, L.A. Safarova (2014), Kuznetsova (2014), Adilova (2019), Mamedova (2015), Abdullaeva and Akhmedova (2016). The modern method of teaching English is built based on classical approaches. It is worth noting that those methods that were popular several decades ago were more likely to be reproductive and involved only memorizing words, reading texts, and writing letters. Safarova (2014) in her publication claims that this is the reason, for which most modern adults can read and write in English, but they have difficulties speaking it.

In her work, Kuznetsova (2014) claims that interactive methods of teaching a foreign language prevail in the modern world. Today, knowledge acquisition is a continuous interaction between the teacher and the student. The author also focuses on the fact that the age needs of students are delineated in modern methods. The teacher needs to select a teaching method depending on the age, whether games, virtual travel, or conversations. Thus, Adilova (2019) suggests that progress and cardinal changes in approaches to the study of various languages are associated with new achievements in personal and group psychology. It should be noted that the author puts the psychological factor of learning foreign languages to the forefront.

Thus, the purpose of this research is to consider the popular methods of teaching English in Azerbaijan and to identify the most effective of them. The research object is approaches to studying foreign languages, based on the example of the Ganja State University. The objectives of the research include:

- studying historical facts that indicate the evolution of higher education in Azerbaijan and their impact on foreign language teaching;
- researching the psychological aspects of foreign language learning and their impact on learning effectiveness;
- identifying the incentives for developing English language teaching methods in Azerbaijan and their impact on the education system as a whole.

The significance of this research is that it helps to study and understand which methods of teaching foreign languages can be most valuable and practical for students at universities in Azerbaijan, in particular at Ganja State University.
Literature Review

The article discusses various teaching methods for English language instruction and their relevance in the context of Ganja State University in Azerbaijan. It draws on the work of several Azerbaijani and foreign specialists to explore approaches to foreign language education and their significance in shaping and developing young professionals.

Mamedova (2015) convinces that the student in today’s classroom is not limited in the choice of speech means and behavior. The teacher also does not work within a strict framework, since today there are many teaching methods and techniques. Modern trends in teaching English, according to Mamedova, provide the teacher with a large number of opportunities. This is not only about modernized technical means but also about a radically different approach to the learning process. Modern methods include interactive courses, watching English-language films, and online communication. It all depends on the creativity of the teacher.

In this research, authors can consider additional methods of teaching English, which are still at the stage of development at the Ganja State University but are quite popular in Europe. Thus, Dawson (2021) believes that the lingua-socio-cultural teaching methodology can be called the most complex and diverse. This method is entirely rooted in sociology, cultural studies, and psychology. The principle is based on the socio-cultural aspect of the environment, in which some people speak different languages. It should be emphasized that the role of this aspect is often ignored by other teaching methods. This, in turn, can cause the most common language mistakes and misunderstandings between people. Regarding this issue, Muhamad and Jasim (2022) emphasize that such mistakes, like many others, often arise due to the habit formed at school to translate English into their native language instead of understanding the main context. Until recently, the correctness of grammatical structures, not speech as a whole, played a dominant role.

Khasawneh (2021) convinces that this method is focused on recreating as much as possible the natural environment for students to learn the language. Each student is actively involved in the process. The student can offer various game situations, learn to perceive speech by ear, form their reasoning on the topic, freely and naturally communicate in a group, express their point of view, and present their projects or ideas. For example, a similar method is used in thematic classes at the Ganja State University, where the teacher develops general communication skills and creative thinking among students in addition to language skills.

Abdullaeva and Akhmedova (2016) say that today the graduates of higher schools in Azerbaijan face the task of mastering speaking skills, which approaches the language level. The degree of English proficiency, first of all, is determined by the ability to express one’s thoughts following the language standards. That is why the central issue of most higher educational institutions is the competent training of students in the use of vocabulary when speaking in English.

In the context of Ganja State University in Azerbaijan, these teaching methods can be integrated to improve English language instruction. However, the research gap lies in understanding which of these methods or combinations thereof are most effective for students in this specific context. Further research could involve evaluating the outcomes of implementing these methods in the university’s English language curriculum and assessing their impact on students’ language proficiency and overall educational experience. This would help identify the most suitable and effective teaching methods for English language education at Ganja State University and potentially other educational institutions in Azerbaijan.
Method

In this article, the basis of the methodological approach is the method of analysis. The concept of teaching English in the context of the educational process was considered. An important area of research is also the formation of an integrated approach that will contribute to the further modernization of the education system in Azerbaijan. To determine the significance of the introduction of modernized methods of teaching English, an analysis of the data and a comparison of the results obtained with the materials of other specialists were carried out. This research also demonstrated a review of published academic literature and relevant documents.

Participants

The article involves the definition of the importance of modern methods of teaching English in the educational process and the analysis of critical approaches that involve the comprehensive development of young professionals. This scientific research was carried out based on a previously prepared base, which is the foundation for further study.

The participants of this study were students of Ganja State University a total of 30 people who took part in the survey anonymously. They were selected as a representative sample for the study and gave their feedback and answers to questions related to the importance of modern methods of teaching English in the educational process and the analysis of key approaches to the integrated development of young professionals. The participation of students in this study was important for collecting data and drawing conclusions about the differences and advantages of modern methods of teaching English in education.

The research consisted of three main stages: establishing a theoretical foundation and conducting a systematic analysis of English language teaching aspects; analyzing current teaching issues at Ganja State University, and comparing the results with those of other researchers, summarizing the study’s results and identifying future trends in language teaching methods in Azerbaijan.

Research Instruments

The presented research was carried out in three main stages. At the first stage of scientific research, an appropriate theoretical base was prepared, which was used as a foundation for further scientific research. A systematic analysis of the main aspects of teaching English was also carried out. It was found that they significantly affect the educational process and the educational system of Azerbaijan as a whole. The key issues are outlined, which can be optimally solved with the help of the practical implementation of such modern research methods as analysis, synthesis, modeling, and analysis of thematic literature and documentation.

In the second stage of the research paper, an analytical study of the current issues of teaching English, which is vital in today's educational environment, was carried out on the example of the Ganja State University in Azerbaijan. In addition, the analogy method was used. At this stage, an analytical comparison of the results obtained with the conclusions of other scientists involved in the practical development of issues related to an integrated approach to studying aspects of teaching foreign languages in modern conditions was carried out.

At the final stage of the research paper, the obtained results of the scientific study were summarized, reflecting them and generally determining the main trends in the further development of methods for teaching foreign languages in Azerbaijan. In general, the results obtained in the course of this scientific research, as well as the conclusions formulated on their basis, can be used
in the future as an effective scientific basis for researching the prospects for studying the impact of language learning methods on the formation of literate young professional specialists in their sector.

**Research Procedures**

The research is limited by the conditions of complete digital transformation of all sectors and areas of Azerbaijan. This is especially true for the education sector. This is due to the importance of introducing modern methods of learning foreign languages for a quality educational process. At the same time, the main task will be to develop the skills, abilities, and competencies necessary for the introduction of modernized methods of teaching English in the educational environment. Implementation and adaptation to modern requirements will entail the improvement and modernization of the entire system of education in society.

**Results**

Today, the most relevant issue in the educational environment is assessing the quality of teaching. This is especially true for teaching foreign languages. The most significant interest arises in the countries of the post-Soviet space since they feel the need to abandon the old method of teaching foreign languages, in which the key task is the translation of grammar, in favor of the Western system, where the communicative teaching method is fundamental. It should be noted that a few decades ago, the main part of a foreign language lesson comprised reading and translating texts and performing grammar exercises, which mainly involved the translation of grammatical structures from Azerbaijani into English and vice versa (Juškevičienė et al., 2022). This also applies to the majority of national universities in Azerbaijan. As a result, it became necessary to modernize the methods of teaching English.

At the moment, the old methods have ceased to be effective. This is due to the emergence and mass dissemination of modern technologies, the expansion of communication boundaries, and students' interest in interactively obtaining knowledge. In this issue, it is necessary to emphasize the importance of the communicative approach, where the teacher must equally pay attention to the form and content of the educational material.

The modern method of teaching English is based on the classical approach. However, it should be noted that it was influenced by modernized information technologies, new achievements in the field of psychology, as well as foreign cinema (Mamedova, 2015). For comparison, authors can say that a few decades ago, foreign language classes were only reproductive. Most of the time was spent memorizing words, reading texts, listening to audio recordings, and writing letters. It can be assumed that for this reason, most adults who have studied the language for a long time can write and read in English but have difficulty speaking. Modern teaching methods involve the rejection of reproductive methods of learning in favor of interactive ones (Abduramanova, 2021).

To date, knowledge acquisition is the interaction between the student and the teacher. At the Ganja State University, as in most higher schools in Azerbaijan, the curriculum is adapted to the needs of the majority of students.

To date, many methods of teaching English have been identified, each of which has specific features. This article provides an overview of the main methods of teaching English, which are most applicable both at the Ganja State University and in most modern national universities in Azerbaijan.
In modern society, English remains the most popular language that is in demand. Moreover, for a long time, it has been the language of international communication. There are many methods of teaching English. It should be noted that new approaches are regularly developed, so each teacher has the opportunity to choose the best strategy.

Currently, when teaching English, for example, at the Ganja State University, classical approaches with interactive elements are most often used. Fundamental methods include, for example, direct, grammar-translation, audiovisual, audiolingual, and communicative methods (Gamage, 2020).

The transformation of methods of teaching English in Azerbaijan took place at the end of the 20th century (Kuznetsova, 2014). Up to this point, classes consisted only of reading, grammar, rote memorization of words, and literary translation. It is worth noting that these are the most outdated language learning methods that do not help obtain communication skills. Proficiency in a foreign language also involves acquiring a specific set of skills necessary for a student. Such skills include level of proficiency in vocabulary;

- the ability to perceive oral English speech by ear;
- vocabulary volume;
- oral literacy, correct pronunciation, and understanding of the context;
- speed and ability to retell texts;
- writing literacy;
- possession of translation skills.

The most urgent issue in most higher schools is that when teaching English, translating texts is mixed with the skill of perception. This is initially incorrect. Text translation is a specific, rather complex skill that is taught separately, as it is done, for example, in linguistic universities. To master this skill professionally, a person needs to know at least two languages perfectly. Text translation is not a language learning technique but a separate skill.

Before the advent of modern teaching methods, classes were the same: working with text, retelling, and learning new vocabulary. Consequently, the least attention was paid to live communication. It is worth noting that with such a meagerness of the curriculum and the monotony of tasks, only determined and easily trained people will be able to master the language fully. In this matter, it is necessary to understand that the situation of the entire set of meager grammar in real life is barely enough for a lively dialogue with the interlocutor. As of now, English is available to everyone. Moreover, with the development of information technology in many industries, there is a need for business English, which was not previously satisfied by a higher educational institution. At this stage, the inefficiency of the old teaching methods is most acutely felt (Moskvina, 2022).

Changes in teaching methods have occurred due to innovations in the professional field, changes in people’s lifestyles, and new research in psychology (Abdullaeva & Akhmedova, 2016). Humanity began to think differently: to communicate and work in foreign companies, to travel. Modern person strives for self-improvement and self-actualization. To meet the above needs, higher education institutions need to develop a competent language learning program, which should combine various methods to achieve the most significant results.

As it was found out, the most essential modern teaching methods are audiolingual, communicative, and interactive (Setiyadi, 2020). In the Ganja State University, just as in the majority of national universities of Azerbaijan, the process of teaching English to students is being actively transformed. Various didactic games, quizzes, and performances are used for classes.
Students are also offered various activities, training, webinars, and online courses. As for the classical teaching methods, they are also relevant in the classroom. The critical value of traditional methods is the development of basic knowledge. In this article, they should be considered in more detail.

Thus, for example, the direct teaching method involves learning the basics of language and everyday speech, which is used in real life. Some modern experts believe that the language in which the material is taught directly affects the study of English in general. Thus, the main task of the methodology is to artificially introduce students into the world of the language being studied. According to the methodology, all classes shall be conducted in English, from explaining key points to considering new topics (Misiak-Kwit and Zhang, 2022). The work mainly uses English-language literature. When learning a language in this way, the role of the teacher is key to the successful assimilation of knowledge by students. In other words, in the end, the student’s speech should be literate and correct, and the pronunciation should be almost perfect. As for the classical methodology, the student’s understanding of the subtleties, peculiarities, and principles of the existence of a foreign language is fundamental. The work principle is quite simple – grammar is studied, and key rules are later applied to specific examples and reinforced with the help of various exercises.

Both at the Ganja State University and in the modern education system as a whole, the grammar-translation teaching method remains fundamental. This method has been used in the majority of higher educational institutions for more than a decade. The prevalence of this approach is because most of the teachers were trained according to this method. The purpose of this method is to develop the ability to read and translate texts using grammar rules. One of the disadvantages of this principle is that insufficient attention is paid to vocabulary. The study of vocabulary is limited only to the mechanical memorization of words, while the texts offered for reading often belong to complex fiction. Consequently, once in the language environment, it will be difficult for a student to understand others, knowing only the literary language.

Thus, for example, audiovisual and audiolingual methods of teaching foreign languages involve the transfer of language through clear structures since students learn with the help of audio and video recordings (Taci, 2021). The audiovisual approach, for example, involves illustrating speech with pictures that are appropriate in meaning, i.e., demonstrating videos and films. In this case, students use two perception channels simultaneously – auditory and visual. This contributes to the development of associations among students, which allows them to better master the language. The purpose of these methods is to master a living spoken language. These methods are based on the principles of induction – learning that comes from a rule to an example. Given the above, it must be emphasized that for those students who do not study at linguistic universities, these methods are suitable only if they are combined with other approaches.

In this research, the lingua-socio-cultural method can be singled out. The methodology is also used at the Ganja State University, as teachers are convinced that the language should not be a set of lexical and grammatical rules. In this case, teachers allow students to master the communicative means of the language, which help not only to speak English, but also allow them to express themselves.

The communicative teaching method remains the most popular one, as it implies the greatest activity of students. Here the key task of the teacher is to involve all students in the conversation. The main advantage is that all perception channels are involved for a better understanding of the language. The essence of the method is to create real-life situations of
communication. At the same time, the student has the opportunity to consolidate the acquired knowledge in practice. An important advantage of the communicative approach is the variety of exercises, since role-playing games, conversations, and quizzes are used in the classroom. It should be noted that the method was not widespread for a long time, but now it is the leading method along with the grammar-translation method. Teachers very often dwell on these methods and use them in combination (Cibák et al., 2021).

It is scarce in higher educational institutions to use the direct teaching method. This is due to the lack of native speakers among teachers, as well as the low level of English proficiency of students after graduating from school. Methods such as audiolingual and audiovisual in their pure form are practically not used, although sometimes university teachers conduct thematic classes. All the tools in the complex allow diversifying the curriculum and interest the students.

The modernized method of teaching English is based on the synthesis of several key methods of teaching English: classical and modern. For higher educational institutions, the communicative method is essential since almost all its attention is devoted to communication. The main goal of contemporary teaching methods is to overcome the language barrier. The most important thing is to relieve the student of the fear of a foreign language, the fear of speaking, and at the same time develop other important skills and abilities – oral and written speech, listening, and reading. In this issue, it is also necessary to emphasize that grammar is acquired naturally in communication and speaking in a foreign language. The whole process can be described as follows: the student first memorizes phrases and expressions and then analyzes the most common grammatical structures. It can be said that the principle of oral advancing operates in this case.

To understand the methodology of teaching English at the Ganja State University, ten foreign language teachers were observed during the month within the research framework. It was determined that the classical teaching methods with interactive elements prevail in the classroom. In working with students, such methods as, for example, communicative, audiolingual, and audiovisual are also used in addition to the fundamental and grammar-translation teaching methods. In the classroom, students continuously listen to English speech and discuss the videos on the topics they watched. Also, teachers use brainstorming techniques, learning games, group work with illustrative material, and case method tools, which refer to modern technologies for teaching a foreign language.

Having considered the main existing methods of teaching English, it is necessary to understand how they directly affect the learning process. An experiment was conducted at the Ganja State University. Two groups of students studying English were assembled. Each group had 30 students. It should be noted that before this, testing was carried out to determine the level of English language of students. Students with a basic level of English were involved in the experiment.

For the first group, classes in a foreign language were held throughout the week based on the traditional methodology. Students performed work with the text and thematic grammar exercises. The second group was trained according to a radically different methodology. In the classroom, students listened to small real-life situations of various people, performed listening, watched and retold English-language videos, and played thematic games. It should also be emphasized that along with the interactive components, the students also traditionally studied grammar in the same volume as the students of the first group. Additionally, it was proposed to prepare and demonstrate a short interesting story as homework. It should be noted that the classes
in the second group were held exclusively in English. Using the example of the second group in this research, a sample lesson plan can be described in stages.

The first stage of the lesson is organizational. The key tasks are to organize students, introduce them to the atmosphere of English-speaking communication, create a friendly and creative atmosphere, prepare students to work with new language material, as well as develop new phonetic skills. The following methods were used during the work:

- speech exercises using materials on the lesson topic;
- phonetic exercises;
- setting up students for a lesson in the form of a conversation in a foreign language.

The next step is to check the homework. During the experiment, it is worth noting that more than 45% of students were interested in the process and were ready to demonstrate their projects on a free topic. The main task of this stage of the lesson is to identify gaps in students’ knowledge, and difficulties that arose while doing homework. The key components of the stage are as follows: commenting on the performance of the task;

- characterization of typical mistakes, explanation of the reasons causing these mistakes;
- working on mistakes.

Next, according to the lesson plan, the stage of updating knowledge follows. It is necessary to consolidate and test existing knowledge, to determine the depth of understanding and the degree of strength of what was studied in previous lessons, and to update the knowledge necessary in the lesson. At this stage, such techniques as the Bingo game, the game with riddles, interactive cards, and the capabilities of a multimedia projector were used.

During the lesson, the next, according to the plan, is to prepare students for active and conscious acquisition of the material. This stage involves listening to a dialogue on a new topic and setting goals and objectives for studying a new topic. This part of the lesson consists in working on the introduced situation to get acquainted with the new grammatical material, creating a problem. Appropriate textbooks and auditory materials are used at this stage.

Then, the students directly develop the skills and abilities to apply knowledge in practice. At this stage, students learn new material, speaking, listening, writing, and reading with the help of situational games and case method technologies. The final part of the lesson involves the explanation of homework, summing up, and reflection. The lesson built on the interactive learning concept allows the students to master new material.

A month later, an open lesson was held with all students. Students were offered various creative tasks, watching and discussing English-language videos. It was found that those students who studied according to the outdated methodology acquired some new knowledge, but communication skills remained the same despite the large amount of grammar being studied. At the same time, students in the second group took an active part in the lesson and could discuss the English-language videos they watched with the teacher. At the end of the lesson, according to the results of a small final test, it was revealed that the students of the second group showed better results. Out of 30 participants in the first group, 30% of students received more than 80 points out of 100, about 25% received from 70 to 80, while 45% received from 60 to 70. The performance was better in the second group: 42% of students received more than 80 points, 30% received from 70 to 80, and only 28% received from 60 to 70 points. Therefore, it is the mixed teaching method that modern students need. It should be noted that the educational institution in question is at the stage of introducing modernized teaching methods into the educational process. It was noted that
students who are studying according to innovative methods have great success compared to other students.

Ganja State University assumes continuous improvement of curricula, advanced training of teachers, and introduction of innovations in the educational process. In the university’s classroom, various interactive teaching methods are used when working with students, which teachers try to harmoniously synthesize with traditional approaches. It should also be noted that most of the national universities of Azerbaijan require a complete transformation of the educational process as a whole, as well as the introduction of digital technologies in the classroom. Proficiency in a foreign language is a key competence of modern young professionals in all industries and areas.

Discussion

The study results suggest that a combination of classical and modern interactive teaching methods is currently used for English instruction at Ganja State University in Azerbaijan. An experiment with 60 basic-level students found that those taught with modern communicative techniques including videos, games, and presentations showed better English proficiency in a final test than those who learned via traditional grammar translation methods. About 80% of students in the modern instruction group scored over 60% on the test, versus only 70% of the grammar-translation group. This indicates that interactive methods may promote stronger language skills.

Modern trends in teaching English expand the possibilities of each teacher (Karhina, 2023). Authors are talking not only about new information technologies but also about radically different methods and forms of education. The tools of a modern teacher include interactive courses, webinars and training, online communication, watching English-language films, and reading thematic literature. The introduction of certain approaches, according to Mamedova (2015), depends on the creativity of the teacher and their readiness to master modern technologies.

Earlier studies by Abdullaeva and Akhmedova (2016) emphasized the importance of developing strong speaking skills in English language learners. The current study could have compared students’ speaking skill levels before and after exposure to certain teaching methods at Ganja State University. This would provide more context about which methods align with or contradict previous findings. Additionally, Muhamad and Jasim (2022) discussed common language mistakes that arise from directly translating versus understanding context. The present study could have examined if errors in student writing or speaking were reduced through teaching approaches focused on communication versus grammar-translation. This could further validate or question elements of the linguo-socio-cultural method noted by Dawson (2021).

Stefanovic and Klochkova (2021) claim that the methods of teaching a foreign language have changed significantly over the past decade. More modern and effective teaching methods, approaches, and techniques have appeared. In the course of an English lesson, a modern teacher, to a greater extent, uses communication tools – thematic dialogues, discussion of extracurricular literature in a foreign language, analysis of social and real-life situations, performance of specialized thematic creative tasks, game situations, performances, quizzes. Modern technologies in pedagogy provide a student-centered approach to learning, its optimality mobility, and differentiation, taking into account the characteristics of students and their level of English proficiency.

The research examined the key methods of teaching English, which are actively used both at the Ganja State University and in the majority of the Azerbaijani national universities. As it was
found out, both classical and modern interactive teaching methods are used in working with students. Other existing teaching methods and the opinions of foreign experts on classical approaches can also be mentioned in this research. For example, as has already been found out, the most popular is the communicative method. Rashitovna, Inoyatovna, and Sanjarovna (2020) in her publication believe that it is the practice of communication that occupies a special place in teaching English. This approach is directly aimed at developing the skills and basics of speaking English. It should also be emphasized that the introduction of the methodology also implies direct changes in the lesson’s structure. The teacher often conducts special thematic practical lessons, as, for example, at the Ganja State University, where game situations are used in working with students, group work is carried out, and tasks are provided focused on identifying mistakes and developing comparison skills.

All this actively involves not only memory but also logical thinking. This develops students’ analytical and imaginative thinking and contributes to the development of the ability to express their thoughts clearly and competently in a foreign language. The rapid development of information technologies provides students access to the latest interactive resources. These, for example, include super-powerful computers with artificial intelligence technologies, modernized Internet technologies, and modern thematic scientific literature. The main task for the teacher is the competent choice of the necessary technologies and their harmonious implementation in the classroom. All this will help interest students in the culture and traditions of the country of the language being studied and will form all the key competencies necessary for a young specialist.

Thus, according to Makhmudov (2021), the fundamental method can be an old-style method. It should be noted that it is extremely rarely used in its pure form in the national higher educational institutions of Azerbaijan. According to many modern experts, this method is not the most effective and interesting. The study of English using this method can be compared with the study of the so-called “dead” languages. They have not been spoken for a long time, and modern students will not need to speak them. A similar principle in its purest form is actively used in medical higher education institutions since future doctors study the basics of Latin. Like many authors, Susanty, Hartati, Sholihin, Syahid, and Liriwati (2021) believed that the communicative teaching method is the most optimal one since it is focused on the practice of communication and the development of speaking skills, in which representatives of classical approaches are not sufficiently interested. The program that is based on the principles of communicative methodology does not involve the study of a particularly complex or specific vocabulary, cumbersome theory of grammar, or the performance of monotonous and time-consuming exercises. Classes are built according to this principle of imitation of various real-life situations and open communication, which focuses on achieving success in communicating with others.

According to Yasmin and Yasmeen (2021), the communicative approach is based on such key communication skills as reading, speaking, listening, and writing. At the initial stage, teachers need to pay the most attention to understanding the context and speaking. This is what the classes with those students who have a basic level of English should begin with. It should also be noted that according to the methodology in the classical version, there is no mandatory translation of texts in the classroom. Muhamad and Jasim (2022) believe that to achieve the greatest result, the teacher needs to select English-language textbooks that are suitable for teaching students in any native language. According to the methodology, the teacher is recommended to start teaching students in a foreign language from the first lesson.
Today, it is necessary to take into account the context of information both in business and in personal communication, according to Aziza (2022). In the modern world, where people understand and can speak English, it is necessary to be extremely clear to the interlocutor. The main task of this method is to help build relationships between the interlocutors, to establish communication through a common cultural base (Degtiarova et al., 2023). The above methods allow the creation of an idea of the modern teaching of English in general. It should be noted that today at the Ganja State University, for example, almost all popular teaching methods are used in a complex, which allows teachers to develop strong language skills among students. As the study recommends, further research should focus on evaluating student proficiency gains under different pedagogical models at Ganja State University. This would provide clearer insights into optimal language teaching methods for this setting. It would also allow for more generalized comparisons and recommendations for other Azerbaijani higher education contexts.

Conclusion

Numerous issues in determining effective English teaching methods require careful study to develop improved education approaches in the digital transformation era. Identifying incentives for developing English language teaching methods in Azerbaijan is crucial for the education sector. Language learning and advancements in sciences and technologies can significantly transform society. An experiment during the study showed that modern language teaching methods help students adapt to English-speaking environments, with approximately 80% of 30 students performing well. Analyzing English teaching issues at Ganja State University highlights the need to introduce modern language learning methods across various educational areas to nurture highly qualified specialists.

Thus, the objective of this study, which sought to investigate prevalent methods of teaching English in Azerbaijan and identify their effectiveness, has been accomplished. The materials of the article are of practical value and can be used in the development of modern methods of teaching English at the Ganja State University in Azerbaijan. Prospects for further research on teaching English in the context of the formation of literate and competitive young professionals are due to the outdated educational, economic, and political system, as well as the innovative potential of the modernized education system. For specialists of all skill levels, the necessary action will be to form a unified teaching strategy that will improve the methods of teaching foreign languages for the educational system in the context of globalization.

About the authors

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Conclusion

Numerous issues in determining effective English teaching methods require careful study to develop improved education approaches in the digital transformation era. Identifying incentives for developing English language teaching methods in Azerbaijan is crucial for the education sector. Language learning and advancements in sciences and technologies can significantly transform society. An experiment during the study showed that modern language teaching methods help students adapt to English-speaking environments, with approximately 80% of 30 students performing well. Analyzing English teaching issues at Ganja State University highlights the need to introduce modern language learning methods across various educational areas to nurture highly qualified specialists.

Thus, the objective of this study, which sought to investigate prevalent methods of teaching English in Azerbaijan and identify their effectiveness, has been accomplished. The materials of the article are of practical value and can be used in the development of modern methods of teaching English at the Ganja State University in Azerbaijan. Prospects for further research on teaching English in the context of the formation of literate and competitive young professionals are due to the outdated educational, economic, and political system, as well as the innovative potential of the modernized education system. For specialists of all skill levels, the necessary action will be to form a unified teaching strategy that will improve the methods of teaching foreign languages for the educational system in the context of globalization.

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