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The Role of Non-Traditional Forms of Teaching that Increase the Effectiveness of Learning a Foreign Language

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Abstract: *The role of traditional lessons in the education system is invaluable and their effectiveness, especially in learning a foreign language, is commendable. But today, the influx of non-traditional forms of education from the education system of the developed countries of the world is noteworthy. In this article, the author discusses in detail the role of non-traditional forms of teaching that increase the effectiveness of learning a foreign language.*

Keywords: *Education system, traditional and non-traditional forms of teaching, foreign language teaching, national education program, students, efficiency, etc.*

A foreign language lesson is a period of time during which a teacher completes a series of pre-planned exercises with educational, pedagogical, and developmental goals. Skatkin deepens this idea, emphasizing that the lesson is a complete, holistic, time-limited segment of the learning process, in which the main elements of the process are presented in a complex interaction: goals, content, tools, methods, organization. The course performs all its functions as a basic unit of the learning process: educational, developmental and pedagogical. The educational objectives of the course include the formation of linguistic concepts, the acquisition of facts by students, and the development of specific linguistic skills and competencies. The educational and pedagogical goals of the course are always closely intertwined. Every lesson contributes to the learning of students in one way or another. In the transfer of knowledge, the main focus should be on educational moments. In addition, they may apply to both discipline in the classroom and methods of conveying information. The developmental task of a modern English lesson is to develop cognitive processes (observation, memory, thinking, speech, imagination) and mental abilities in all students. Mastering the basic theoretical concepts, the laws of science, the methods of their logical analysis contributes to the rapid development of students' mental development. The problem with each lesson is that you have to combine these functions. There is a peculiarity of a foreign language lesson that cannot be ignored by a foreign language teacher. Nowadays, the global goal of learning a foreign language is to get acquainted with another culture and participate in intercultural dialogue. This goal is achieved by developing the ability to communicate across cultures. This is a special feature of a foreign

language lesson, which is organized on the basis of communicative tasks, teaching communication in a foreign language using the tasks and methods required for this.

Communication in a foreign language is based on the theory of speech activity. Consequently, it has an active character because verbal communication is carried out through 'speech activity', which, in turn, serves to solve problems of effective human activity in the context of 'social interaction' of communicating people. The participants of the dialogue try to solve real and imaginary tasks of joint activity with the help of a foreign language. Consider the basic approaches in teaching a foreign language. The first line in the ranking of the popularity of methods occupies a communicative approach, which, as its name suggests, is focused on the practice of communication. This technique works very well in Europe and the United States. Communicative teaching of foreign languages is a communicative task, ie communication-based learning. Communication-oriented education aims to teach communication in a foreign language, that is, communication in a foreign language, using all the necessary (not necessarily communicative) tasks and examples. It is known that the purpose of teaching a foreign language in school is to acquire communicative competence. Therefore, my efforts as an English teacher are focused on:

- formation of communicative skills in all types of speech activities, taking into account the speech abilities and needs of schoolchildren;
- to get acquainted with the world of foreign peers, examples of fiction open to children, to get acquainted with the customs and traditions of the country of the studied language;
- developing students' creative potential through various activities;
- on the development of intellectual, verbal, cognitive abilities of students.

English course to master the most commonly used vocabulary within the topic, to get an idea of the main grammatical categories, to master reading techniques, to understand by listening to a foreign speech, to learn the basic vocabulary allows you to master. information about the language country being studied, writing skills. Considering the age-related psychological and physiological characteristics of children, it is necessary to choose the methods, forms, teaching aids and types of lessons. In modern didactics, organizational forms of education are divided into frontal, group and individual forms. With frontal learning, the teacher manages the learning and cognitive activities of the entire class working on a single task. It organizes student collaboration and sets the same pace of work for everyone. The pedagogical effectiveness of frontal work depends in many ways on the ability of the teacher to consider the whole class and at the same time not to neglect the work of each student. If a teacher is able to create a creative team work environment that retains the attention and activity of school students, its effectiveness will increase. However, frontal work is not designed to take into account their individual differences. It is designed for the average student, so some students will lag behind the set work speed, while others will be bored.

In group forms of education, the teacher directs the learning and cognitive activities of groups of students in the classroom. Group work also includes student pair work. The teacher directs the activities of the study groups directly and indirectly through his assistants - link and group leaders, appointing them taking into account the views of students. Individual education of students does not mean their direct contact with other students. In essence, this is nothing more than performing tasks that are the same for the whole class or group independently. However, if the student performs an independent task given by the teacher, taking into account the possibilities of teaching, then such an organizational form of teaching is called individualized. Specially designed cards can be used for this. This form of learning is called individualized grouping when the teacher focuses on more than one student in a lesson while others are working independently. The organizational forms of teaching considered are general. They are used both

independently and as a lesson element. Many local scholars consider the classification of methods proposed by L.Ya. It includes the following methods.

- Explanatory-visual (reproductive) method. In the intermediate and advanced stages, you can use lessons using graphic tools (tables, diagrams, crossword puzzles), videos, computer training programs, tests and role-playing games, and an interactive whiteboard. This method teaches memory and provides knowledge, but does not give the joy of research and does not develop creative thinking.
- Problem-solving method, the teacher poses a problem, shows how to solve it, the student learns the logic of the solution.

Everyone knows the role of a foreign language in the modern human world. Many professionals, including those whose activities are related to tourism, often face this problem and regret their ignorance or insufficient knowledge of a foreign language. It's just a matter of establishing international connections and holding conferences, congresses, seminars and traveling abroad - you need to know a foreign language everywhere.

In recent years, a student-centered approach to modern language policy, including in the field of foreign languages, has been introduced. The main principles of this approach are to focus on the development of the student's personality as an active subject of learning activities and to involve him in the process of lifelong learning, self-development and self-improvement. is a comprehensive preparation. Therefore, the following can be considered as the main principles of a student-centered approach (teaching). Student-centered education should ensure the development of the student's personality and self-improvement based on the identification of the individual characteristics of the student. The learning process of student-centered learning provides each student with his or her abilities, inclinations, interests, ability to express himself or herself in learning activities, behaviors, and more. The assessment of student-centered learning takes into account not only the level of knowledge, skills and abilities acquired, but also the formation of a particular intellect (its properties, qualities, manifestations). Student-centered education is a means of intellectual and moral development of the individual - the main goal of basic school education. Thus, a foreign language lesson is the most appropriate form of organizing the learning activities of school students, and the main part of the teacher's work with students in the classroom is the acquisition of certain knowledge, skills and abilities. system.

The course performs all its functions as a basic unit of the learning process: educational, developmental and pedagogical. The content of the studied material should have a high educational potential, reflect the scientific truth and practical significance of knowledge, be consistent with modern achievements of foreign language teaching methods. The personality of the teacher plays an important role in the formation of speech in a foreign language, with a high level of communication skills and a number of personal qualities that determine the effectiveness of pedagogical communication: objectivity, respect, tolerance that the interlocutor is not similar, the ability to understand his psychological state, empathy for him. Such personal characteristics should be consistent with the successful formation of socio-cultural competence in a foreign language, especially necessary for intercultural communication. One of the necessary conditions for the formation of spoken foreign language skills in the process of learning to speak a foreign language, and at the same time the main psychological condition for the effectiveness of professional development is the purposeful performance of each speech action of the student. This condition implies, first of all, the precise distribution of each definite action, the teaching of which must be brought to skill. And, secondly, it involves choosing exercises that are designed to perform a specific action. It should be noted that when skill formation is complete, purposefulness loses its meaning. Performing this action becomes another method of performing a more complex action. As a condition for the formation of goal-oriented skills, first of all, it describes the work of the student, who must clearly

understand the purpose of the exercises aimed at improving skills, it also defines the work of the teacher who selects the exercises.

Fluency in a foreign language should be formed only in the context and under the influence of real speech activity. In creating a natural speech situation, the student should feel as little as possible that he or she is engaging in learning activities. A favorable condition for creating a natural speaking situation is that from the first minute the teacher arrives in this audience, he or she begins to use the foreign language as widely as possible as a means of real communication with the students. The teacher should try to ensure that nothing resembles a learning activity in creating a natural speech situation. There is no doubt that it is possible to nurture students' speech activity, stimulate and direct their curiosity. Communication in a foreign language class is a chain of statements that condition each other. It is effective if the chain is not broken. An important condition for the formation of speaking skills in a foreign language is the correct distribution of exercises in a timely manner. . It should be noted that speech skills in a foreign language can be successfully formed as a result of repetitive "speech" exercises related to the need to meet the need for communication. Exercises called "linguistic" or "pre-speech" pre-speech focus on developing language tools rather than creating a complete statement.

A foreign language teacher uses modern work methods and forms in his / her practice in a foreign language class. One of the modern methods is the communicative method of teaching foreign languages. It is used in most Russian schools. This is because people today need to be taught to speak, not to perform individual functions in terms of language skills. It is not necessary to teach a person to just listen and listen, to do tests in English. The number one task that the teacher and the students put in front of them is to learn to speak. Learning takes place in the process of communication. This means that the lesson should be structured in such a way that the student acquires the necessary knowledge, skills and competencies through a specific set of communicative exercises. The method of discussion allows you to focus on the problems in teaching a foreign language, to be active in its discussion, to form a culture of speech, to identify the causes of problems and to focus on solving them. Here the principle of forming critical thinking in students is realized. Thus, language is the goal and means of learning. The method of discussion helps students not only to master all four types of speech activities, but also to identify the causes of situations that arise through the language situation in the context of the problem in the socio-cultural sphere and try to solve them. An interest in solving independent problems is a motivating, motivating force in the cognitive process. Thus, the use of the discussion method allows students to activate their cognitive activity, their independence, forms a culture of creative operative thinking, creates conditions for the use of personal life experience and previously acquired knowledge to master new ones. The method of teaching the game is very interesting and effective in organizing the learning activities of students. This method can be applied at any level of education with a certain adaptation for each age. Game moments are used in any foreign language lesson and at any stage of it: to present and repeat a new dictionary, to develop spelling, monologue and dialogic speech skills, in general lessons on various topics. KVN, quizzes, contests, correspondence tours, dramatization, competitions, holiday games and more.

Age features allow you to use different options for games. Role-playing and dramatization are the most promising for high school students. The educational value of role-playing is that it is the most accurate model of communication because it should mimic a natural situation. The role-playing game also develops logical thinking, answering questions, speech, etiquette, and communication skills. Role-playing games are based on the principles of teamwork, practical usefulness, competitiveness, maximum employment of each student in the role-playing game and unlimited prospects of creative activity, so its use in a foreign language lesson increases the effectiveness of the learning process. In foreign language teaching, dramatization is seen as a unique methodological approach that serves not only to develop

language and speech skills, but also to deepen the mastery of other disciplines. Through dramatization, grammatical and lexical resources are enriched and activated, new grammatical and lexical material is assimilated through communication, pronunciation and intonation are corrected and automated, phonemic hearing is formed, and language competence is increased. This means that the use of games in foreign language classes is important for the acquisition of new ideas and knowledge and the formation of communication skills, as well as for the development of students' motivation to learn a foreign language. The form of organizing students' learning activities in the classroom is especially important in the search for ways to make more effective use of different types of lesson structure. In pedagogical literature and school practice, three forms are commonly accepted: frontal, individual, and group. The first is the joint efforts of all the students in the class under the guidance of the teacher, the second is the individual independent work of each student; group - students work in groups or pairs of 3-6 people. Tasks for groups can be the same or different.

Today, more and more attention is paid to man as a person — his consciousness, spirituality, culture, morality, as well as highly developed intellect and intellectual potential. Accordingly, there is no doubt that it is extremely important, the urgent need for such training of the younger generation, in which the educated intellectuals who have a basic knowledge of the sciences, a common culture, the skills to independently and flexibly think, initiative, creatively solve vital and professional issues would complete their high school. In schools, there should be a constant search, the goal of which is to find new forms and methods that allow the work on education, development and education of students to be merged into a single process at all stages of education. A team of school teachers needs to implement a concept that involves the need to provide students with a solid knowledge of the program material while simultaneously implementing a multidimensional development and the formation of the personality of each trainee, taking into account his individual abilities and capabilities. The ways and means of implementing these principles should be to a significant extent creative, non-traditional and at the same time effective.

A nontraditional student advantage comes from solving problems on the job and in their careers. Nontraditional students have skills that younger students may not have. They better manage the stress that comes with unexpected situations and roadblocks. Johnson says that compared to younger students who may be more emotional about problems, "By comparison, nontraditional students are more apt to turn to task-oriented coping strategies to overcome the stressor, such as thinking about what steps to take next and devising a plan of action." Rather than stress about a paper or capstone project that is due, nontraditional students are more apt to create a plan with steps that lead to completion. They have self-confidence that comes with the life experiences of encountering and dealing with different types of problems. The nontraditional student advantages can be a large part of their success. By seeing their time outside of an academic setting as a learning opportunity, they build confidence. By seeing their differences from traditional students as positive traits, they will find success. Assessment is an integral part of teaching and learning in educational organizations that requires teachers to prepare tests in order to evaluate their learners' performance. In language teaching contexts, traditional assessment often evaluates learners' knowledge of previously learned language items. It is a mandatory process that determines the progress of language learners and the effectiveness of teaching/learning materials. This theoretical article reviews the literature on the notion of traditional assessment or static assessment which has certain shortcomings. Owing to the various drawbacks of static assessment, the review of related literature on the topic highlights and proposes alternative assessment methods, such as authentic assessment, dynamic assessment, peer assessment, and self-assessment. In contrast to traditional assessment, these different forms of alternative assessment share a common purpose that is to provide language learners with an opportunity to reflect on their strengths and weaknesses and set their future learning goals. The most common of the assessment methods that encourage learners' reflection were peer assessment and self-

assessment which involve learners to assess their own progress as well as engage with peers in classrooms to give each other feedback on their language learning tasks assigned by teachers

Unconventional forms of the English lesson are implemented, usually after studying a topic or several topics, performing the functions of training control. Such lessons take place in an unusual, unconventional setting. Such a change in the habitual situation is advisable, since it creates a holiday atmosphere when summing up the results of the work done, removes the psychic barrier that arises in traditional conditions due to fear of making a mistake. Unconventional forms of the lesson of a foreign language are carried out with the obligatory participation of all students of the group / class, and also implemented with the indispensable use of auditory and visual aids. In such lessons, it is possible to achieve a variety of goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:

- the knowledge, skills and abilities of students on a particular topic are monitored;
- provides a business, working atmosphere, a serious attitude of students to the lesson;
- a lesson for the lesson of the teacher is foreseen.

Methodically highly effective, realizing non-traditional forms of teaching, development and education of students are a lesson

- a performance,
- a holiday, a video lesson,
- an excursion,
- interviews and other forms of study.

The Internet has tremendous information capabilities and no less than impressionable services. It is not surprising that the teachers of a foreign language appreciated the potential of the global Internet network. But first of all, it is necessary to remember the didactic tasks, the peculiarities of cognitive activity of students, conditioned by certain goals of education. The Internet with all its resources is a means of realizing these goals and objectives. Therefore, first of all, it is necessary to determine, for the decision of what didactic tasks in the practice of teaching a foreign language, the resources and services that represent the worldwide network can be useful. The Internet creates unique opportunities for learning a foreign language, using authentic texts, to communicate with native speakers, i.e. It creates a natural language environment. First, let us recall the features of the subject «foreign language». The main goal — the formation of communicative competence, which provides for the formation of the ability to intercultural interaction. In our time, this goal is the most demanded students. One should keep in mind one more feature of the subject «foreign language». To teach speech activity is possible only in communication, live communication. In preparing for the next lesson, it is important for the teacher to keep in mind the didactic properties and functions of each of the selected training aids, clearly imagining which method of teaching can prove most effective for solving a methodological task. If we bear in mind the subject of our discussion — the Internet, it is also important to determine for what purposes we are going to use its capabilities and resources. For example: – to include network materials in the content of the lesson; – for independent search of information of students in the framework of work on the project; – to fill gaps in knowledge; – using the information resources of the Internet, it is possible, by integrating them into the educational process, more effectively to solve a number of didactic tasks in the lesson: – improve the ability to listen on the basis of authentic sound texts on the Internet; – replenish the vocabulary, both active and passive vocabulary of the modern language; – to form a stable motivation for foreign-language activity.

The inclusion of network materials in the content of the lesson allows students to better understand life on our planet, participate in joint research Scientific, scientific and creative projects, develop curiosity and mastery. Video lesson - to master the communicative competence in English, not being in the country of the studied language, the matter is very difficult. Therefore, an important task of the teacher is to create real and imagined situations of communication in a foreign language lesson using different methods of work. Less important is the involvement of schoolchildren in the cultural values of the people — the native speaker. To this end, authentic materials, including video films, are of great importance. Their use contributes to the realization of the most important requirement of the communicative methodology — to present the process of mastering the language as comprehension of a living culture that is foreign to another culture; individualization of teaching and development and motivation of speech activity of trainees. Another advantage of the video is its emotional impact on students. Therefore, attention should be directed to the formation of the schoolchildren's personal relationship to what they saw. The use of video helps also the development of various aspects of students' mental activity, and above all, attention and memory. During the viewing in the classroom there is an atmosphere of joint cognitive activity. In these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some efforts. Thus, involuntary attention becomes arbitrary; its intensity affects the memorization process. The use of various information input channels (auditory, visual, motor perception) positively influences the strength of the recording of regional and linguistic material. Thus, the psychological features of the impact of educational videos on students contribute to the intensification of the educational process and create favorable conditions for the formation of communicative competence of students. Those video lessons are an effective form of learning.

Lesson-excursion. In our time, when the ties between different countries and peoples are developing more and more widely, acquaintance with Russian national culture becomes an indispensable element of the learning process of a foreign language. The student should be able to conduct a tour of the city, tell foreign guests about the identity of Russian culture, etc. The principle of dialogue of cultures assumes the use of cultural material about the native country, which allows to develop the culture of representation of the native country, and also to form representations about culture of the countries of the studied language. The teacher, being aware of the stimulating force of regional and cultural motivation, strive to develop cognitive needs for students through non-traditional conduct of the lesson. Lesson-performance - an effective and productive form of learning is a lesson-performance. The use of artistic works of foreign literature in foreign language lessons improves the pronunciation skills of students, ensures the creation of communicative, cognitive and aesthetic motivation. The preparation of the play is a creative work that promotes the development of the language skills of children and the disclosure of their individual creative abilities. This kind of work activates the students' thinking and speech activity, develops their interest in literature, serves to better assimilate the culture of the country of the language, because this process takes place memorizing vocabulary. Along with the formation of an active vocabulary of schoolchildren, a so-called passive-potential dictionary is formed. And it is important that students get satisfaction from this kind of work. Lesson-interview. It is hardly worth proving that the most reliable evidence of the learning of the language being studied is the ability of students to conduct a conversation on a particular topic. In this case, it is advisable to conduct a lesson-interview. The lesson-interview is a kind of dialogue on the exchange of information. In this lesson, as a rule, students acquire a certain number of frequency clichés and use them automatically. The optimal combination of structural repeatability ensures the strength and meaningfulness of assimilation. Depending on the tasks assigned, the topic of the lesson may include separate subtopics. For example: free time, Plans for the future, Biography, etc. In all these cases, we are dealing with the exchange of meaningful information. However, when working with topics such as «My school» or «My city», an unbiased dialogue becomes meaningless, as there is no need for partners to exchange information. Communication takes on a purely formal character. In this situation it is logical to

resort to elements of a role dialogue. At the same time one of the partners continues to be himself, that is, a Russian schoolboy, while the second must play the role of his foreign peer. This form of the lesson requires careful preparation.

Students independently work on the assignment for the country-specific literature recommended by the teacher; prepare questions for which they want answers. Preparing and conducting a lesson of this type stimulates students to further study a foreign language, helps to deepen their knowledge as a result of working with various sources, and broadens their horizons. Essay lesson A modern approach to learning English implies not only getting some amount of knowledge on the subject, but also developing one's own position, one's own «The dictionary of short literary terms interprets the concept of» essay «as a kind of essay in which the main role is played not by the reproduction of the fact, but by the image of impressions, meditations, and associations. In the lessons of English Language students analyze the selected problem, defend their position. Students should be able to critically evaluate the works they read, write their thoughts according to the problem posed, learn to defend their point of view and make their own decision consciously. This form of the lesson develops the students' mental functions, logical and analytical thinking, and, importantly, the ability to think in a foreign language. Integrated lesson. In modern conditions of teaching a foreign language in secondary school, the formulation and solution of important general, pedagogical and methodical tasks, aimed at broadening the general outlook of students, and instilling in them the desire to learn more widely than compulsory programs. One of the ways to solve these problems is the integration of academic disciplines in the learning process of a foreign language. Interdisciplinary integration makes it possible to systematize and generalize the knowledge of students in related subjects. Studies show that raising the educational level of education through interdisciplinary integration enhances its educational functions. This is especially evident in the field of humanitarian subjects. In addition, the sciences of the humanitarian cycle put the subject for conversation, an occasion for communication. Literature plays an important role in the aesthetic development of students. Texts of works of art are the most important means of involving students in the culture of the country of the studied language. The subjects of the humanitarian cycle are addressed to the person's personality, to his spiritual and moral values. The use of integration forms the artistic tastes of students, the ability to correctly understand and appreciate works of art. The main objectives of the integration of a foreign language with humanitarian disciplines are: to improve communicative and cognitive skills aimed at systematizing and deepening knowledge and sharing this knowledge in foreign-language speech communication; further development and improvement of aesthetic taste of students.

Education plays a pivotal role to the pace of social-political and economic growth of any nation; therefore effective teaching is essential. Effective teaching does not solely revolve around getting the vast amount of knowledge into the learner; it delves deeper into the technicalities, ensuring that teaching is based on assisting the learner's progress from one level to another while allowing the learner at the same time to slowly evolve and make sense of the content independently.⁹ Thus, effectiveness is not akin to having the perfect teaching session or giving a wonderful performance, but rather, it ensures that the content delivered brings out the best in the learner. Choosing a teaching method is best articulated by answering these questions, “What are the aims of this teaching session?” and “What are the best ways of achieving these aims?”. The term “traditional teaching” relies mainly on a method that utilizes textbooks, lecture notes, memorization and recitation techniques. Delivering education through a traditional format sees no priority in catering to the rich and diverse learner population or the need to develop critical thinking, problem solving, and decision making skills, but instead directs learners to assume a non-thinking and information-receiving role.¹⁶ It is a largely functional procedure which focuses on skills and area of knowledge in isolation. Assessment in the traditional method of teaching, is seen as a detached entity and occurs only through examination, while with modern methods of teaching, assessment is seen as an activity which is creatively embedded into teaching and learning.

Non-traditional teaching methods are commonly known as innovative/modern teaching methods that involve the use of technology, animation, special effects and are generally learner self-directed and interactive in nature. Several authors within this field acknowledge that both traditional and non-traditional teaching methods influence communication and retention of important concepts. However, the caveat is such that, the appropriateness of the method must be in line with the learning styles of the learners and the curriculum. In the 21st century, health care education has embraced a new meaning and identity. The slow but obvious evolution in health care education sees a drastic change of how learners' critically think and learn through the use of various teaching methods. With the evolution of education, there is also a shift in the use of traditional teaching methods from didactic or lecture style teaching to non-traditional teaching methods such as demonstration by lecturer, use of the overhead projector (OHP), viewing of pre-recorded demonstrations on video tapes, enacting role plays to non-traditional methods such as the use of virtual environments with avatars, masked silicone props, classroom response systems and interactive interfaces, simulation, and live interviews with patients to engage the learners in various ways. The extensive use of the different teaching methods are reported in a study conducted by Johnson and Mighten in 2005. Two teaching strategies were compared: lecture notes combined with structured group discussion versus lecture only and found that the group adopting the lecture notes combined with the structured group discussion had better mean examination scores. Similarly in 2010, Levitt and Adelman utilized role play in teaching nursing theory. The learners adopted the identity of a chosen nursing theorist while interacting with other nursing theorists played by their peers. The study found that this method engaged students and instilled active learning and interest in the topic at hand.

The mental state examination (MSE) is made up of standard concepts that assess the patient's mood, affect, thought, behavior, suicidal ideations, judgment and insight.^{14,16,17} The teaching of MSE differs between country, academic institutions and clinical settings. In academic institutions, the information presented to learners' varies and is available in many traditional and non-traditional teaching methods. Considering the depth of theory and skills necessary in the teaching of the MSE, learners would anticipate the information to be presented in an interactive and interesting manner which would aid quick retention and improve satisfaction with learning. The ability to conduct a MSE is an important pre-clinical competency in nursing, medical and allied health disciplines that students are taught during their training.¹³ MSE augments other assessment components such as the history of the presenting complaint and provides clues as to what is necessary for more detailed assessment to take place, for example, cognitive assessment or psychometric testing.¹⁷ In addition, the learner is required to elicit the correct clinical information in order to gather the best mental clinical picture of the patient. Often compared to a medical diagnostic tool, it provides the health care provider with a cross section of the patient's mental state. The process of conducting an accurate history and MSE takes practice and patience, but it is very important in order to evaluate and treat patients effectively. Further mastery of this skill is demanded from healthcare professionals who plan on entering the specialized mental health scene.

Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. A shift in foreign language pedagogy from a specific foreign language method to the measurement of language performance/competency has resulted in a change in the role of the teacher from one of authority/expert to that of facilitator/guide and agent of change. Current developments point to public pedagogy, social media, and action research as additional ways to foster intercultural competence and language learning. Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second

language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neuro-biology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency.

One of the most important conditions for the effective use of the process of teaching foreign languages is the motivational readiness of students. The idea of using means of emotional influence on students (fiction, poetry, songs, music, painting, art photography) in teaching foreign languages is not new. In order to make the training emotionally rich, many training courses use original or specially created materials of various samples of works of art for educational purposes. Their essence is to use works of art as a means of teaching, expressing their own thoughts, based on their own life experience. Bright images of literature, architectural monuments, priceless sculptural creations are used in teaching a foreign language. Students, among whom there are many creatively thinking individuals, can perceive what the artist wanted to say with his work. One of the more effective ways to influence the feelings and emotions of students is music, which is the strongest mental motivator that penetrates into the hidden depths of consciousness. The famous teacher Jan Amos Komensky wrote that «someone who does not know music is like someone who does not know how to read and write».

1. Firstly, students are introduced to the culture of the country of the language being studied from the very beginning, since children of this age, according to psychologists, are especially sensitive and receptive to foreign culture.
2. Secondly, when working with this kind of linguistic and cultural material, a good prerequisite is created for the comprehensive development of the student's personality, because specially selected songs stimulate imaginative thinking and form a good taste.

Every teacher strives not only to give knowledge in the classroom, but also to develop the soul of the child. And therefore, the teacher cannot help but think about the aesthetic development of the aesthetic taste of his students, introducing them to different directions in art, instilling a sense of respect even for the kind, style, direction that they do not like too much. Students can try themselves as artists themselves. Programs such as Paint, Corel, Draw, ZBrush, Smart Draw, ArtRage, Twisted Brush. To this you can add exhibitions of paintings by local masters, art galleries, just street artists. The topic of discussion is the picture itself. For the work of teachers, they often turn to the works of V. Serov («Portrait of Anna Pavlova», «Self Portrait»), Gainsborough («Portrait of Duchess de Beaufort»), J. Constable («The Hay Wain»), F. Vasilyev («Before the Rain»). During the discussion, the students use the vocabulary of the lesson and communicate in an informal atmosphere. The specificity of poetry helps the student to master the emotional and value experience of communication. The use of poetry is of developmental importance; in addition, it helps to provide only a language atmosphere in the classroom, but also psychological comfort. Of course, the choice and use of poems in teaching a foreign language can vary in a wide range, depending on the age, composition of students, as well as the duration and goals of training. If, for example, the purpose of training is the minimum necessary for being in a foreign-language environment ("survival level"), then the use of poems in training is extremely unlikely: the usually noted advantages of a poetic text in this situation will turn out to be redundant.

In recent years, the priorities of education have changed significantly. At the forefront, modernity sets the goals for the development of the personality of the student. Therefore, the instructor himself must freely and flexibly operate with information, be able to easily show the students the level of their own knowledge and teach them how to improve them. A modern teacher should keep pace with the times,

introducing new technologies. The focus on active learning has become one of the most important components of the education strategy in higher education. The use of active teaching methods in foreign language lessons is a means of improving the quality of teaching a foreign language in order to develop the personality of students who are able and willing to participate in intercultural communication in the language of study and independently improve themselves in foreign speech activity. To effectively achieve key professional tasks, the teacher needs to build training on understanding the essence of academic work as a process of interaction between the teacher and students, which includes humanistic relationships, the desire for participation, empathy, acceptance of each other. Active methods of teaching are methods that induce students to actively think and practice in the process of mastering educational material. They contribute to the formation of positive educational motivation, develop the creative abilities of students, actively involve them in the educational process, reveal the personality-individual abilities of students, develop non-standard thinking, increase cognitive activity, allow more effective acquisition of a large volume of material, develop the communicative qualities of the individual, the ability to work in a team, conduct joint project and research activities, defend their position and listen to strangers to be responsible for themselves and the team.

Perchatkina noted that learning and performing short and simple songs with frequent repetitions helps to consolidate the correct articulation and pronunciation of sounds, features of rhythm, tempo of speech, rules of phase stress, etc. The songs contain the most frequently used grammatical phenomena; the lyrics allow you to consolidate lexicographic skills, contain a large amount of country-specific information. Songs contain thematic vocabulary; with the help of songs, students begin to better perceive speech by ear, and they develop listening skills. So, it is necessary to emphasize that the use of works of art in the educational process does not exclude traditional teaching methods, but is competently combined at all stages of training: familiarization, training, application, control. The use of works of art is justified by the fact that they have a rich potential for depicting various aspects of the country of the language being studied. Here there is a unique opportunity to familiarize students with the traditions, customs and other features of the country whose language is being discovered step by step by students.

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