

для досягнення здоров'я людства, адже ми будемо мати вплив на саму реальність сутності, а не на її ілюзорні симптоми. На цьому шляху стоїть боязнь перенаселення Землі, та, як уже було сказано в "Житті як прояв кінетичної енергії". Людству це не грозить, бо чого коштує будь-яка кінетична величина буття перед безкінечністю фізичного вакууму. Слово тепер лише за дослідженнями.

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Web-based Current Trends in the English Language Teaching and Learning

The article presents popular trends in English language teaching that have been used practically in recent years in the entire world reviewing the past trends. Moreover, this is also an endeavour to encourage teachers to modernize their classroom arrangements. The new trends that were very popular in the past have vanished today and have been substituted by others. The results of the study show that English language teaching has recently been gaining in significance in education systems throughout the world. English language teaching has tremendously changed over the last decade. Language teaching in the twenty first century has undergone numerous changes and innovation.

new trends, teaching English, on-line resources, web-based language teaching, mobile learning

As it is used in communication, internet communication tools have been used in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills. English is the practically the only language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology at schools. If they are trained during their school years, they have the chance to become experts in technology. After school, learning English through the web and using new trends in education at universities make students willing to learn the language. The objective of this study is to review recent trends in English teaching and learning activities.

Technological innovations are part of education and English language teaching. The novelty of some innovations will wear out, and there are growing concerns about privacy and data protection. Only the innovations that come with solid teaching practices will stand the test of time.

According to Chia Suan Chong, a writer, a communication skills and intercultural skills trainer, and a teacher trainer, there are about ten new trends in teaching and learning English. One of them is *Blended learning* when teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend. This teaching process combines face-to-face teaching and online lessons. Another trend is *Mobile learning* when online resources are more accessible with a mobile app or a mobile-friendly version (e.g. Playlingo Ltd. with Cambridge University Press) turns vocabulary-learning into a fun, competitive game one can play with friends. It has built-in, spaced repetition and active-recall learning to make new words. *Gamification* is another trend appealing to football-lovers. LearnMatch (VE Vision Education GmbH) uses training sessions, friendly matches, leagues and cup games to make vocabulary learning fun for young learners. Get Set, Go! Phonics (Oxford University Press) uses chants, songs and games to help develop pre-school children's phonological awareness. On an even more immersive scale, Learn Languages with Ruby Rei (Wibbu) plunges the learners into an interactive adventure game. They have to use their language skills to negotiate, collaborate and build friendships in order to escape from a forgotten planet at the edge of the universe. Any learning that takes place is incidental. Another interesting trend is *Embodied learning*. Embodied learning is based on the idea that learning is not just

about remembering. It involves using the mind and the body, collaborating, discussing and exploring.

Learners need to be emotionally, intellectually, physically and socially engaged. Courses such as Doodle Town (Macmillan Education) use visual, audio and hands-on activities to stimulate and inspire learning, getting young learners to draw, create, and be inquisitive. Orbit (Richmond) develops the young learners' socio-emotional and cognitive skills through a language course that follows the story of a ferret and children who go on adventures in multicultural environments.

Inquiry-based learning or 'learning in a complex world'. The scenarios that teachers come across in some course materials can seem simplified and unrealistic, leading us to wonder if we are adequately training our learners for real life in the 21st century. The courses like Fast Track 5 (EF Education First Ltd) and Wider World (Pearson with the BBC) use authentic video and audio content to bring the real world to teenage learners. They encourage teenagers to practice the soft skills and communication skills needed to take part in the global communities of the 21st century. Aimed at the adult learner, Perspectives (National Geographic) uses real-life stories and TED talks (***Technology, Entertainment and Design***) to motivate learners to think critically and creatively.

Norrington-Davies's Teaching Grammar: From Rules to Reasons (Pavilion Publishing) is an alternative approach to teaching grammar. Teachers and learners discover how writers and speakers use grammar to express themselves in real life. Hugh Dellar and Andrew Walkley's Teaching Lexically (Delta Publishing) combines the teaching of grammar and lexis for more effective classroom practice, rather than oversimplifying language into a more traditional 'grammar + words' view.

English as a lingua franca (ELF). When the concept of English as a lingua franca was first discussed by teachers, academics, writers and trainers, it was controversial. Many refused to consider how the concept of English as an international language might fit into course materials and language teaching. Today, we see resource materials like PronPack 1-4 (Mark Hancock) taking a non-prescriptive approach to accent and instead focusing on increased intelligibility as the objective. Using elements of blended learning and gamification, this pronunciation course doesn't help the learner sound British or American, but instead prepares the learner to use English in the global arena.

Another interesting trend is *Multi-literacies and trans-linguaging*. In global communities where English is a common language of communication alongside other languages, knowledge of other languages is an asset. Rather than diminish the learners' first language (also known as subtractive bilingualism), teachers are encouraging learners to use their own languages. This requires complex social and cognitive skills. In contrast, strict English-only classrooms are slowly becoming a thing of the past. Such linguistic diversity is celebrated in the courses like the Family Skills Toolkit (Learning Unlimited Ltd) that encourages parents and children learning English to see their bilingualism as a benefit.

Supporting learners of specific needs. As globalization takes hold, 'glocalisation' (adapting an international product to match what people want in their particular country or culture) becomes necessary. The more we understand individual learners' needs, the more we can tailor our lessons to suit them. Ros Wright's book *Learning English: English for Health and Social Care Workers* (Pavilion Publishing) provides learners not just with medical terms, but also knowledge of policies and procedures in the medical and care industry. Study Legal English – the world's first legal English podcast includes online learning materials and quizzes to gamify learning.

However, catering to learners with specific needs does not only mean English for Specific Purposes (ESP). Imagine! (Silva Education Ltd) caters to Brazilian learners from low-income families. EAP for Syrian Academics Projects provides online EAP lessons and material support for Syrian academics exiled across Turkey. Supporting Learners with Dyslexia in the ELT classroom is a teacher resource providing teachers with both theory and practical ideas of how to 'reach and teach' students with dyslexia.

Creating and sharing content. While there's much online content already out there for learners, some programmes and apps allow learners to produce their own content and share what they have created with others. Popular online sites like Quizizz and Socrative allow both teachers and students to create online games and play games that are shared by users from around the world. Websites like Canva allow teachers and learners to express their creativity through posters, social media memes and banners. Then there are mindmapping sites, comic-strip creation sites and movie-editing/movie-making sites.

Using content-creation tools like these enable learners to use language creatively, and turn language practice into a fun and engaging activity.

Another trend is *Learning and teaching management platforms*. Learning management platforms (LMSs) like Edmodo are increasingly popular. They give learners an online way to find handouts, continue classroom discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give teachers and administrators a better overview of the curriculum, and help manage lesson plans and materials.

The Royal ABC (Prosper Education Pte Ltd) curriculum for four-to-six year olds comes with a teacher platform that allows teachers to manage lesson planning, complete administration, schedule homework and report to parents. This gives teachers more time to work with children in the classroom.

These tools may appeal because they seem shiny and new. But the true value of innovations lies in how much they can help learners to become better communicators in English, and the extent to which they can help teachers encourage learners in the most efficient, motivating ways.

Therefore, language education does not only occur in the classroom and should not stop after the learners leave the classroom. So, technological devices should be always used by students and teachers. In order to provide an interaction between language learners and teachers or peer to peers internet connections and mobile devices are one of the most popular and useful way in language education. The development of Web-based language teaching and learning activities continue to be an exciting and growing field. While computer programmers, instructional designers, and computational linguists steadily push the extremes of the field, language instructors can use the basic tools of the internet. Also language teachers can create their own web based language activities and use the communication tools. It can be said that, researchers have enough studies on web based language learning, from now on, they should begin interactive language lessons and encourage teachers to create their own web based activities. In other words, the researchers are recommended that more studies are needed in which students can enjoy and learn language effectively.

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Teaching Strategies in Modern Education

The article deals with modern strategies in education, their peculiarities, tasks, aims. Three key elements in the learning environment are defined. Some ways to make your classes more engaging are shown.

education, teaching, modern, strategies

Learning through activity is the best way of understanding something, a key direction or approach. In order to analyze modern teaching strategies we put the **tasks**:

- to define the terms “strategy”, “teaching strategy”;
- to examine difference between traditional strategy and modern one.
- to explain the purposes, teaching conditions , tools and elements of the strategies;
- and at last to analyze the strategies briefly.

The word strategy comes from Greek word *stratēgia*. Historically, the term strategy has been associated with military activity. Webster dictionary defines it as “a careful plan or method; the art of devising or employing plans or stratagems toward a goal.”In teaching, Socrates used a strategy. So did Platon and Aristotle, and they are educators who are remembered. Modern scientists consider teaching strategy as a plan.....a plan to meet the goal, and the goal, of course, is to meet the objective.