

такие, как тесты на аудирование, письменные тесты, тесты на расстановку слов и тесты с несколькими вариантами ответов [4].

3. *Прслушивание образца произнесения лексических единиц и аудио-повторение изученных лексических единиц.* В рамках SRS-платформы “Memrise” предлагаются аудиофайлы с речью носителей языка, что позволяет обучающимся правильно воспринимать и воспроизводить звуки, а также интонацию при говорении на иностранном языке. Данная функция реализуется с помощью режима «Навыки аудирования», т. е. посредством аудио-повторения, которое помогает практиковать восприятие иноязычной речи на слух. Этот режим способствует проверке знания элементов, выученных на конкретном курсе [5] (рисунок 5).

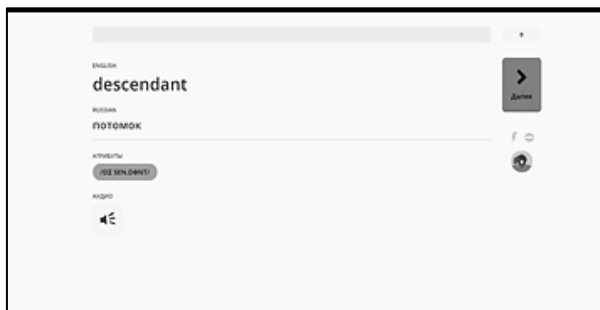


Рисунок 4 — Режим «Учить новые слова»

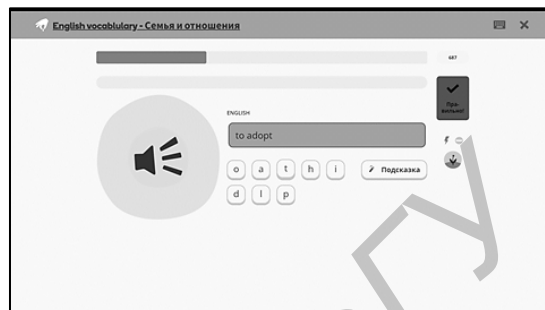


Рисунок 5 — Режим «Навыки аудирования»

В целом, SRS-платформа “Memrise” предоставляет широкий спектр функций и инструментов для формирования иноязычных речевых лексических навыков. Комбинация данных приёмов и средств овладения компонентами навыков действий предоставляет обучающимся возможность эффективно усваивать новую лексику, повышать свой уровень языковой компетенции и развивать умения общения на иностранном языке.

**Заключение.** Использование SRS-платформы “Memrise” потенциально выступает эффективным средством организации процесса овладения иноязычной лексикой и способствует решению задачи его оптимизации. Такой подход, задействующий преимущества системы интервальных повторений, позволяет улучшить процесс запоминания и усвоения новой лексики, делая изучение иностранных языков более доступным и увлекательным. На следующем этапе исследования будет разработан комплекс упражнений для формирования иноязычных речевых лексических навыков обучающихся на основе указанных выше функциональных возможностей SRS-платформы “Memrise”.

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## THE IMPORTANCE OF ENGLISH AS AN INTERNATIONAL LANGUAGE AND METHODS OF ITS TEACHING

**Introduction.** Language is a means of information exchange and expression of cultural values. Learning a language is a process. The history of the English language, which has undergone centuries of evolution, is as old as the history of our nation. Thus, this language did not reach its current stage of development suddenly, it was subjected to very serious influences and pressures. Periodically, it faced a number of invaders, and these also had an important impact on the vocabulary of the English language.

Although English was the first West Germanic language spoken in medieval England, now it has become a global lingua franca. It has been the first language for a majority of the population in several countries, such as the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand and a few Caribbean nations. Around 375 million people speak it as a first language and more than 750 million people speak it as a second language. Moreover, English has official or special status in almost 70 countries. By observing these statistics, one can easily understand why English occupies such an important role as a global language [1, p. 5].

**Main part.** In our globalized and developing world, learning English is now “compulsory”. As English is not only the basis of science and technology, it has become the international language of business. Increasingly, the English language, which has become a common language for the world to communicate, has already spread widely in our country. British English, American English, Canadian English, Australian English are variants of the English language. In these variants, there were differences in pronunciation as well as in words.

Today, English is one of the key cornerstones for a global career in the corporate world. The concepts of language and globalization are mutually supportive concepts. Mass media is needed to spread the language. A global language is needed to understand and disseminate mass media. When looking at the universal development of the English language, events in history have influenced its use in other societies. If you know English, you have a better chance of finding a job locally or abroad.

One of the characteristic features of the English language is that it consists of short words. Although long words exist in the language, they are rare. Short words came to English from the languages of the Germanic tribes, and long words from French and Latin. Short words are used in conversation and slang, and long words are used in science and journalism. The English language did not suddenly dominate the world. What happened led to the need for a common language in global communication. We can list these historical and cultural developments as follows:

1. Growth of the British Empire.
2. The United States of America seized power lost by the British Empire.
3. Industrial Revolution.
4. Creation of banking business.
5. The emergence of the need for a common language in international relations.
6. Distribution of cinema to the whole world.
7. Development of scientific research.
8. Expansion of access to information [2, p. 1068].

Several methods and methods are used in teaching foreign languages, especially English. In modern times, one of the well-known methods widely spread and applied in the world, unlike the traditional methods, is the “Callan method”. The Callan method is a unique, sensitive, complex example of English language education systems, and is a British patented language program that is extremely easy to use and fluent, with the main advantage and focus on oral speech. By this method, the teacher not only develops listening and speaking skills of foreign language learners, but also teaches it in an easy, fun, fast and practical way. This term was first brought to science in 1960 by Robert Callan in England and in a short time he was able to prove that it is more convenient than other teaching programs and resources [3].

One of the other methods is a natural method. For example, the absence of translation in the natural method, the ability to learn a foreign language by communicating directly with native speakers, and the fact that teachers speak that language support this argument. The natural approach and the natural method originated and began to be applied in the Middle Ages. Another method is called the grammar-translation method. At the beginning of the 20th century, the direct method appeared. The audio-linguistic method, which is a different approach, is a foreign language teaching method that prefers the oral use of the language and aims to teach language structures in a certain sequence using dialogs, using behavioral learning interpretations of these skills. These are intensive oral exercises. “The gradual removal of borders and communication barriers between societies in the world, and the desire to develop politically, together with other countries, to exchange information in the economic and technical, scientific and professional fields, has led to the acceptance of multiculturalism and multilingualism. This at least raised the issue of the need to learn two languages together with the mother tongue” [2, p. 1071].

Moreover, business, trade and commerce have become international and most of the business organizations have their offices in most of the countries. In order to maintain international relationship in science, technology, business, education, travel, tourism and so on, English serves the purpose as a common language and a global language. It is the language mostly used not only by the scientists, business organizations and the internet but also in higher education, and tourism sectors. As English plays a dominant role in almost all the fields in the present globalized world, there is a need to discuss its role as a global language. The present paper highlights the importance of English as a global language as most of the world’s communications is done in English. It also reveals how English is being widely used in scientific research, business and education. This paper also throws a light on how travel and tourism and entertainment fields are benefitted by adopting English as their principal language of communication.

Though English was originally considered the language of the British, it has become a second language of many former British colonies such as the US, Australia, Canada, Nigeria, South Africa and India due to the historical efforts of the British Empire. But today, English has become the principal language of the countries influenced by the British colonialism and it is also the main language used in business, trade and commerce and cultural spheres

dominated by these countries. There is no hesitation to say that English has been used as the de facto language in the field of science and technology. Even most of the Hollywood movies and TV programs are made in English and the majority of newspapers in the world is published in English. It is also the language of scientific research and the common language used in the tourism department.

It is also the language used not only by the diplomats but also by some world organizations such as UNO, WHO, UNESCO, UNICEF, OPEC, EFTA, ASEAN, UNHRC, WTO, ILO, BRICS, INTERPOL and so on. One third of these international organizations use English only but 90 % of English is also used among the Asian international organizations.

**Conclusion.** Learning English is important. And at the same time, it is important to learn this language in terms of the representation of our country in the international system, expressing opinions on issues such as politics, history, religion and language, and having the right to speak in the world. For this reason, more importance should be given to the teaching of English in secondary schools, different ways and methods should be used, and international practice methods should be kept in mind.

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### ROLE OF MULTIMODALITY IN TEACHING A FOREIGN LANGUAGE

**Introduction.** Nowadays multimodal types of material presentation are becoming increasingly common. The application of communication and information technologies and the active introduction of digital educational resources have led to changing the presentation of educational materials.

**Main part.** The teaching and learning of any foreign language is based on a multiplicity of multimodal resources. These can be digitally mediated texts, such as apps, or part of new text-making practices, such as blogging, coding, and gaming. Multimodal texts that we use, are often linked to popular culture and entertainment domains, such as computer games, films, comic books, TV shows, instructional videos, digital story books, digital museum resources, and social media communication.

The view of learning has changed a lot. A wider understanding of texts as multimodal texts and visual representations has been established by Kress and van Leeuwen [1, p. 26]. Some texts can be interactive in such a way that the reader also becomes a user and actor, and that the text itself can adapt to different levels in relation to the user's choices and actions. In this case, it means that to understand a text it is necessary to act in an accurate way in relation to a presented problem, as in simulation programs and games. Today's learning may be an integrated part of collaborative learning environments.

Teaching and learning through a multimodal approach enables to deepen and widen our understanding of learning and teaching in all areas. The interaction with multimodal texts produced by teachers and learners within a diversity of multimodal learning spaces go beyond the classroom.

Textual information is combined with audio or video in modern digital communication methods, which show the convergence of signals from disparate coding systems. In this regard, the digital learning environment should be built around the amalgamation of various media types, as learners will process and retain information more effectively and permanently when it is accompanied by sound or visuals in addition to traditional educational texts.

Today's text world is multimodal, and the texts students meet in and outside university are multimodal, consisting of language and other meaning making resources such as images, colours, sound, music, numbers, graphs, etc.

Traditionally, literacy has been understood as learning to read and write. In the English language classroom, speaking English is equally relevant. Today, literacy not only means to learn to read, write, and speak English, but also to read and produce multimodal texts. The ability to use language in ways that are appropriate to context' stating that all texts are multimodal and cannot be adequately produced or analysed, unless this is taken into account. The multimodal approach has not always been reflected in language learning. The language-based disciplines have concentrated on verbal language learning and neglected, for example the visual. The text focus made us aware of the fact that texts consist of much more than words and sentences. Technological developments have made visual meaning making more prominent, and printed textbooks are much more multimodal than earlier, using images, many