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New Methods of Reforming Foreign Language Teaching Systems

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A B S T R A C T

This paper explores innovative methods for reforming foreign language teaching systems to meet the evolving demands of global communication and technological advancement. Traditional approaches, often centered on grammar-translation and rote memorization, are being replaced by more dynamic, learner-centered methodologies. The study examines emerging trends such as blended learning, task-based language teaching (TBLT), communicative language teaching (CLT), and the integration of artificial intelligence (AI) and virtual reality (VR) tools. It also addresses the role of cultural immersion, personalized learning paths, and continuous assessment techniques in enhancing language acquisition. The paper concludes by recommending strategic implementations for educational institutions to modernize their language curricula effectively.

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INTRODUCTION

Upon completion of the university course, students should be prepared to solve practical problems in their future professional activities, therefore, the educational process should be organized in such a way that the student does not act as a passive recipient of knowledge, but acts as an active participant in the learning process, acquires skills in team and individual work, develops so-called soft skills, learns to solve problems similar to those that may arise in the course of his professional activities. Teachers, theorists, methodologists, heads of educational institutions have come to the realization that the key qualities of university graduates are not a set of theoretical knowledge, but a readiness to master new things, purposefulness, and a creative attitude to activity [2, p. 25]. In this regard, it is not surprising that the absolute majority of new authorial teaching methods prioritize the parameter of practice orientation. In modern conditions, special attention is paid to the quality of student training; new, more effective and modern methods of teaching and interaction with study groups are being developed. At the same time, the most actively developing segment of pedagogical science is aimed at improving the methods of teaching

foreign languages, which, however, is not surprising: a foreign language is an integral component of a specialist's professional competence, regardless of the chosen field of activity. The trend that distinguishes the development of a modern methodological apparatus used in teaching foreign languages can be generally called intensification. Such intensive approaches to teaching a foreign language, as a rule, are focused on creating favorable conditions for the prompt but stable acquisition of knowledge, the formation of speech skills and abilities and the readiness to use them in the context of socially and individually significant areas of communication.

In comparison with individually made and assessed by the teacher statements in the traditionally extensive pedagogical paradigm, intensive, interactive learning has a number of advantages: constant maintenance of the attention of communicants, their speech activity, creation of a sense of involvement, collectivism, the possibility of creative search and immersion in a foreign language communicative environment. New methods are aimed, among other things, at neutralizing the negative factors that hinder effective learning (psychological barriers when speaking a foreign language, fear of mistakes, stiffness, passivity, etc.). Ideas about reforming foreign language teaching systems and shifting the emphasis towards intensification and interactivity began to dominate in pedagogical circles already in the second half of the 20th century, gradually, pointwise, being implemented in real practice. Already at this stage, teachers came to the realization that intensive methods give students the joy of learning, communication and creativity, open up completely new perspectives, and ensure practical mastery of a foreign language by students in a short time. A completely natural result of the development of the methodology of teaching foreign languages in the context of the humanistic approach was the formation of the cultural and problem approaches. The cultural approach is aimed at a new type of professional competence for that period (1970-1980s) - intercultural competence. The key principles of this approach were the following: verbal focus of learning processes; modeling of situations of intercultural communication in the learning process; rational use of a foreign language.

Unlike previously existing methods of teaching foreign languages, where exercises were performed based on the traditional differentiation of aspects of the language system - phonetics, spelling, vocabulary, grammar, the cultural approach postulates the a priori inseparability of language and adherence to the goal of establishing successful intercultural communication. Based on the above logic, another approach to the methodological organization of teaching a foreign language was developed - problem-oriented. The problem-oriented approach is focused on stimulating cognitive activity, creativity and independence. This approach, like the above, is based on the thesis that the student should not act as a passive link in the triad "teacher - student - language material". The specificity of the problem-oriented approach is the involvement of students in the process of solving problems similar to those that they will encounter in the process of real communication outside the university, in the course of performing professional duties. It cannot be said that in the pursuit of innovations, previous methods of teaching foreign languages were left on the periphery of didactic practice. Many of the previously existing methods are still used, modified and adapted to a specific contingent of students. One of these traditional, classical methods of teaching a foreign language is the grammar-translation method. The learning process in the context of this approach is a movement from one grammatical structure to another.

Consequently, the key means of learning in this case is the text structure as a chain of linguistic "links"; the efforts of students are thus focused on dictations, analysis of existing texts, generation of their own texts and statements, translation. As a result, the student assimilates not so much foreign speech as such, but the structure and logic of a foreign language system. As a disadvantage of the method, researchers usually point out that the language barrier, which is to one degree or another inherent to all students, is not actually overcome, because they do not learn to express their own thoughts in a foreign language, but develop the ability to combine foreign language structures in accordance with the rules.

It is believed that this method prevailed in university courses until the mid-20th century, and then it

was replaced by other methods. Nevertheless, the traditional methodology of the grammar-translation method still exists in language universities of any country, since, firstly, it is extremely effective in mastering the grammatical structures of the language, and secondly, it is effective among students with developed logical thinking, perceiving the language systemically - i.e. as a set of grammatical formulas [3, p. 27]. A more modern structural approach can be called very similar, postulating that language is a systematized sequence of nodes, components and connections between them. It can also be said that existing university programs in foreign languages indirectly rely on the so-called direct method of teaching, the essence of which is the development of various language structures through multiple repetitions. In this context, the audiolingual method is similar, also implying repetitions of new material. The peculiarity of this method, as can be judged from its name, is the dominance of the oral form of presentation of the material [3, p. 31]. One of the most widespread and recognized methods today is the communicative method. The communicative method arose as a result of the popularization of the English language as a means of international communication.

This method, in essence, is a set of methods and techniques aimed at immersing the student in a simulated language environment in conditions close to the conditions of real communication. Correct verbalization of the student's thoughts is the key goal of this method. At the same time, it is traditionally believed that the emergence and implementation of the communicative method dates back to the 1990s, but, at the same time, among the developments carried out in Soviet times, you can find many analogues of this approach.

As we noted above, in the 1960-1970s, methods based on the involvement of the hidden mental resources of the human body began to gain popularity. Many of these methods turned out to be insufficiently effective or difficult to implement within the framework of a university course. However, some methods continued to exist in the future: since the 1990s, attempts have been made to introduce mnemonic techniques into the university course; the emotional visualization technique is also used. Mnemonic techniques are the name of a group of techniques that involve the use of techniques for memorizing foreign language vocabulary through auditory, visual, and semantic associative connections [1, p. 73]. The method of learning a language through drawing (emotional drawing) has a similar basis: the student hears a new word in a foreign language and creates a visual image associated with this word, which, due to the resources of muscular, visual, and emotional memory, allows one to learn a much more significant volume of new vocabulary, in comparison with other methods.

Since the beginning of the 21st century, the methodological toolkit has been supplemented with methods based on information and communication technologies. Today, the enormous potential of "electronic" learning in intensifying foreign language teaching is considered a priori; in this regard, the foundation of many modern methods is computerization. The degree of influence of innovative technologies is so great that theses about the information revolution in teaching are increasingly emerging in scientific circles. The implementation of pedagogical goals of teaching a foreign language is possible due to the following didactic capabilities of information technology:

(1) prompt feedback between the student and the teacher in the interactive dialogue mode;

(2) visualization of educational information by including infographics, video clips, images;

(3) automation of processes, operations for collecting, processing, transmitting, displaying, replicating information;

(4) barrier-free educational environment and easy access to it;

(5) the possibility of multiple repetition of the training cycle or its fragment along with the possibility of expanding the composition of the study group; (6) automation of processes of management of educational activities and control of results.

Network resources allow to combine many of the above-mentioned methods into one complex: thanks to virtualization of training, students get the opportunity to work with authentic texts,

communicate with native speakers in a natural language environment. E.A. Stukolova names as undeniable advantages of virtual methods "the absence of strict restrictions on the place and time of implementation of methods and techniques", involvement of students in active cognitive activity. I.A. Rybakova gives the following list of educational Internet methods, which are currently most in demand abroad, but relatively not represented in domestic universities:

– multimedia scrapbook

– a selection of audio, video, images;

– treasure hunt

– a list of links to sites containing relevant information on the topic;

– subject sampler

– a list of links to text and multimedia resources, after studying which students answer discussion questions on the topic;

– web quest

– a problem-based task presented in the form of a role-playing game [3, p. 48]. Another new method of teaching a foreign language is the case method, which is an integration and modification of (1) the problem-based method, (2) intercultural learning and (3) the immersion method.

The case method (case study) involves solving a problem based on real (everyday, economic, social and business) situations. The use of the case method in the classroom is one of the embodiments of the communicative approach to teaching, since solving a case problem in any case leads to classroom communication, discussion, exchange of opinions, argumentation - these and other speech acts allow not only to develop the skill of constructing a correct foreign statement, but also to learn to choose the optimal strategy of speech behavior. The case method is used, as a rule, in groups in which students already have a sufficient level of proficiency in a foreign language; The case method cannot be considered universal and by itself it does not form normative knowledge of the language [3, p. 38]. Many promising methods of teaching a foreign language are based on game mechanics. A game, in essence, is a variation of the problem method and a type of case methodology: a game is a simulation of a situation containing a problem that can be solved using the correct language tools [4, p. 63]. In conclusion, we note the following. A review of scientific literature on the topic under study and observation of the real practice of teaching a foreign language lead to the conclusion that the main principle of teaching today is the rejection of following a specific method in favor of integrating several of them. Such an integrated approach allows you to achieve many multidirectional goals, which will ultimately lead to the formation of a full-fledged and multi-faceted foreign language competence of a specialist. To describe an integrated methodological approach to studying a foreign language, they usually use the classical concept of D. Coyle, based on the “4C” rule: – communication: formation of general language competence of students; – content: development of knowledge in a subject area relevant to the student; – culture: formation of intercultural communication skills; – cognition: development of cognition and motivation for independent search [1, p. 97].

According to O.K. Krasnikova, teaching a foreign language within the framework of an integrated approach contributes to the construction of interdisciplinary connections and the integrity of the spectrum of professional competencies. Often, "students, coming to a lesson on one subject, are not ready to use the knowledge obtained in other lessons"; isolated teaching, according to the researcher, "is often flawed, insufficient" [2, p. 121]. In this regard, it seems appropriate to conduct integrated lessons and various methods: case methods, for example, allow combining such disciplines as "Foreign Language", etc. An educational game or web quest can be conducted on a subject not related to language disciplines, but their condition may be communication in English. Thus, the methodological toolkit of a modern teacher is extremely diverse and allows achieving all sorts of language teaching goals. Careful selection, adaptation and alternation of methods will allow the teacher to increase the motivation of students and improve the

effectiveness of training. Certainly, this vector of pedagogical research and experiments will be further developed – primarily in the context of the virtualization of education.

Conclusion:

The reform of foreign language teaching systems is both a necessary and timely response to the demands of an increasingly interconnected and technologically advanced world. Traditional methods no longer suffice in fostering effective communication skills and intercultural competence. By embracing innovative approaches—such as communicative and task-based teaching, digital tools like AI and VR, and personalized, student-centered learning models—educators can significantly enhance the effectiveness of language instruction. Successful reform requires not only the integration of modern methodologies but also the commitment of institutions to continuous professional development, curriculum redesign, and the adoption of flexible, inclusive teaching practices. Ultimately, these changes will better prepare learners to thrive in diverse linguistic and cultural environments.

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