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Enhancing Linguistic Competence in Prospective Foreign Language Teachers through Innovative Acmeological Technologies

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A B S T R A C T
This article reveals the distinctive significance of contemporary innovative acmeological technologies in the development of linguistic competence. It analyzes, with practical examples, the consistent integration of methods and technologies that stimulate students' self-development and guide them toward their personal and professional "acme" (peak) stage.

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Linguistic competence development in prospective foreign language teachers up to the "acme" stage, the highest level of professional and personal potential—is inconceivable without innovative technological approaches. To sustain stable interest and need in language learning without attenuation, and to gradually form and consolidate self-directed learning skills, special didactic conditions are necessary. Given that linguistic competence is a continuously developing process, the educational trajectory must consistently integrate methods and technologies that prompt self-development and lead learners to their personal and professional "acme."

A set of educational technologies that meet acmeological criteria is selected and analyzed in detail below.

1. Game-Based Technologies

In teaching a foreign language—particularly French—game-based technologies are a significant methodological tool for increasing learners' intrinsic activity, engaging them in communication, creating an atmosphere of cooperation and constructive competition, and fostering creative thinking. Éric Sanchez (University of Geneva) proposes models that strengthen learning motivation and problem-solving through gamified scenarios. This approach is especially effective for developing communicative competence, as it enables the use of language in real contexts. The main types of game-based technologies applicable in French classes and their methodological value are as follows.

First, competition-based games activate students while consolidating language units. Learners are divided into groups and compete in completing tasks. Activities such as "Vocabulaire Quiz" or "Grammaire Challenge" ask students to identify verb tenses, select synonyms and antonyms, or construct sentences. This strengthens phonological and grammatical sensitivity and cultivates the ability to respond quickly and accurately.

Second, role-play exercises prepare students for social speech situations. For instance, performing waiter and customer roles under the theme "Je suis au restaurant," or simulating job interviews ("Entretien

d'embauche"), helps students grasp the practical use of language. These tasks develop sociopragmatic competence, particularly at intermediate and advanced levels.

Third, debate-style games develop skills in expressing and substantiating opinions and in critically engaging with others' views. Debating "Pour ou contre les réseaux sociaux ?" immerses learners in social issues and accustoms them to using diverse linguistic units, stylistic forms, and cultural contexts appropriately.

In addition, **language quests** (e.g., "Trouve le trésor") require students to accomplish adventure-like tasks while actively using the language. Such tasks are built on action, logical thinking, and stepwise execution and help master linguistic structure and content in an integrated manner.

Methodological recommendations for effective implementation in French classes:

1. **Gradual increase in complexity:** Start with simple lexical games at beginner level, then introduce structurally and scenario-based games.
2. **Assessment mechanisms:** After each game, analyze results and announce evaluation criteria to motivate self-improvement.
3. **Integration of cultural components:** Select games within a French cultural context to foster language–culture integration.
4. **Reflective approach:** After each game, assign tasks to analyze performance, identify errors, and plan improvement.
5. **Use of digital platforms:** Digitize games via Kahoot, Quizlet, and Genially to further boost motivation.

Game-based technologies not only make lessons engaging and dynamic, they also serve as a powerful methodological tool for functional and contextual language acquisition. Through games, learners consolidate not only linguistic but also communicative, pragmatic, sociocultural, and reflective competences.

Traditional use of game technology includes simple competition-based tasks such as "Who translates faster?" or "Which group finds more words?" In an acmeological approach, however, the game context incorporates personal strategy, decision-making, reflection, and an evaluation system. For example, a scenario-based language game develops university students' communicative competence through authentic professional scenarios: "You are a diplomat. Your task is to choose appropriate expressions and de-escalate disagreements to avoid cultural misunderstandings." Such a game develops not only vocabulary but also communicative strategy and emotional intelligence.

2. Psychological Consultative Technologies

In teacher education, accounting for the psychological dimensions of personal and professional development is increasingly crucial. From this perspective, Rebecca L. Oxford's work on self-regulation demonstrates how psychological support helps students internalize strategies that stabilize motivation and intrinsic need. Psychological consultative technologies—personal growth trainings, psychological seminars, and acmeological courses—foster self-awareness, self-assessment, self-confidence, and stress resilience. In teaching French, these technologies can be applied alongside language competence to encourage personal–professional growth.

Effective tasks within acmeological trainings for future French teachers:

Confidence-building language tasks: Role-plays, public speaking, and "mini-TED talk" formats train students to express ideas openly, fluently, and persuasively. Example: "Présentez-vous comme un expert" (Present yourself as a specialist) in French.

Leadership and communication competence: In group training tasks, students act as team leaders: delivering project presentations, organizing teams, and making decisions while actively using formal registers and interactive expressions (e.g., *parler avec assurance, prendre la parole, mener une discussion*).

Stress-management training: Scenario-based tasks (e.g., "Vous avez oublié vos notes avant la présentation") teach coping strategies in unexpected situations in the target language.

Reflective and metacognitive approach: After each session, learners answer "Qu'ai-je appris aujourd'hui ?" in written and oral form to develop self-analysis, emotional articulation, and conscious use of linguistic resources.

Motivational repertoire: Incorporate positive motivational expressions, aphorisms, and slogans (e.g., "Je peux le faire", "Chaque erreur est une opportunité"). At the end, students create a personal **"acme-map,"** a written task reinforcing confidence through language.

Practical recommendations emphasize combining formats by integrating psychological training with language classes to keep sessions dynamic, lively, and personalized, aligning linguistic and psychological components by mapping each psychological theme to targeted French grammar or lexis, individualizing instruction by adapting tasks to learners' psychotypes and levels of communicative activity, and implementing robust assessment tools—most notably an acmeological self-assessment grid (*grille d'auto-évaluation*)—to track and guide progress. Thus, applying psychological-consultative technologies—especially acmeological trainings—in French language teacher education ensures not only linguistic readiness but also emotional, social, and professional preparedness.

3. Training-Based Instructional Methods

Using training formats in French instruction effectively increases verbal activity, shapes the ability to enter into free communication, and fosters creative and critical thinking. Training is not merely a lesson format; it helps shape learners as active participants, creators, and collaborators. Richard Schmidt's research underscores the broad methodological opportunities offered by communication-oriented training programs—public speaking workshops, debate clubs, and theater studios—in second language acquisition.

Public speaking workshops (*L'art oratoire*): Each student prepares a short French speech (2–3 minutes) and presents it publicly. Topics may range from everyday life to academic or social issues. Methodological aims include phonetic accuracy, use of rhetorical devices (intonation, pausing, stress), pronunciation, and grammatical correctness. Example: "Parler avec impact," where students build persuasive speeches from a single word (e.g., *liberté, travail*).

Debate clubs (*Clubs de débat*): Students split into small groups and debate a social topic (e.g., "L'intelligence artificielle est-elle bénéfique pour l'humanité?"), defending *Pour* and *Contre* positions. The aims are argumentation, structured reasoning, and norms of respectful opposition.

Theater studios (*Atelier théâtre*): Students stage short French scenes (e.g., from *Le Petit Prince* or contemporary dialogues). Aims include integrating language with movement and emotion, developing flexibility in speech, and strengthening sociopragmatic competence through role immersion, improvisation, voice, and body work.

Methodological guidance in training-based instruction requires a deliberate progression and integrated support: tasks should gradually extend in duration and complexity—dialogic activities at A1, independent speeches at B1–B2, and full debates with staging at C1—while learners receive preparatory scaffolds in advance (lexical minima, grammar patterns, and phrase cards) to secure accuracy and fluency. Evaluation must be transparent and reflective, focusing on pronunciation, logical structure, emotional expressiveness, and audience engagement, and each training session should explicitly unite linguistic work with cognitive challenge so that students use the language for self-expression and personal growth. Unlike traditional approaches, where activity completion often lacks final analysis and fails to trigger internal change, the acmeological model embeds post-training reflection through questions such as "What did I understand?", "What is new to me?", and "How will I change in the future?", thereby activating the cycle experience → analysis → transformation, which constitutes the core of acmeological development.

5. Learner-Centered Educational Technologies

Learner-centered education places the student at the core and seeks to create a learning environment aligned with individual needs and goals. Following Howard Gardner's Multiple Intelligences theory,

learning paths can be designed to match personal intellectual profiles. The primary task of the lesson is to enable self-understanding, self-development, and self-management. This approach is consistent with the acmeological principle of an individual development trajectory. In French language education, it deepens communicative skills, connects language with learners' life contexts, and cultivates inquiry and responsibility.

Effective tasks include personalized learning paths (*Parcours d'apprentissage personnalisé*), in which each student receives an individual plan with goals (e.g., passing DELF B2 or preparing for travel to France), timelines, and preferred topics, while the teacher—guided by diagnostics—assembles differentiated modules aligned to level and interests; self-directed learning tasks (*Tâches d'autoformation*), organized as weekly packages that may include listening texts, essays, flashcards, and maintaining a personal blog, with outputs collected in a pedagogical portfolio and discussed reflectively in class; a mentoring system (*Système de mentorat linguistique*), where stronger students support peers in weekly meetings and, in the *échange pédagogique* format, mentor and mentee jointly conduct language activities (e.g., *Lecture partagée*, *Correction croisée*); self-assessment and reflection (*Auto-évaluation et réflexion*), through which students, at month's end, answer "*Qu'est-ce que j'ai appris ? Quelles sont mes difficultés ?*" and use a linguistic journal to track development; and adapted resources (*Ressources adaptées*), providing texts, exercises, and videos at varied difficulty levels—such as descriptive texts for A2 learners and analytical articles for those at B2—to enable effective differentiated instruction.

In traditional learner differentiation, each student receives tasks at distinct levels. In the acmeological variant, each student follows an **"acme-trajectory"—**comprising self-assessment, diagnostics, a development map, and an achievement portfolio—personalized not only for individualization but also for professional growth.

Conclusion. The success of acmeological technologies depends on organizing them not merely as didactic tools but as a purposeful, systemic pedagogical approach that serves personal development. Integrating these technologies into the preparation of prospective foreign language teachers supports not only linguistic knowledge and skills but also professional growth and metacognitive awareness.

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