Modern methods of teaching foreign languages

СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Written by:
Olesya Yurievna Digtyar[1]
https://orcid.org/0000-0002-1263-6204
Ekaterina Evgenievna Kuvshinova[2]
https://orcid.org/0000-0001-5974-2875
Anna Yurievna Shirokikh[3]
https://orcid.org/0000-0002-5837-8941
Natalia Aleksandrovna Kameneva[4]
https://orcid.org/0000-0002-4768-6383

Abstract

The purpose of the study is to assess the possibility of developing and further using in practice a comprehensive concept of teaching foreign languages based on traditional and modern pedagogical methods and characterized by the greatest effectiveness in terms of adaptation to the requirements of the external environment.

The subject of the study is the problem of finding new methods of teaching languages that could fully correspond to the dynamic structure of the modern educational concept. Special attention is paid to the methods of motivating the process of learning the language system. New pedagogical technologies have been selected as progressive forms of teaching, the essence of the implementation of which is given in the study. The concept of the term "Smart education" is disclosed, since its introduction and widespread use contributes to improving the effectiveness and accessibility of educational programs for a large number of users. As an evidence-based advantage, this study accepts the idea of universal digitalization of linguistic knowledge, the ubiquity of mobile technologies, which inevitably creates stable prerequisites for the

Аннотация

Целью исследования служит оценка возможности разработки и дальнейшего использования в практической деятельности комплексной концепции преподавания иностранных языков, основанной на традиционных и современных педагогических методиках и характеризующейся наибольшей эффективностью в части адаптации к требованиям внешней среды.

В качестве предмета исследования выбрана проблематика поиска новых методик преподавания языков, которые смогли бы в полной мере соответствовать динамичной структуре современной образовательной концепции. Особое внимание уделено приемам мотивации процесса изучения языковой системы. В качестве прогрессивных форм преподавания выбраны новые педагогические технологии, сущность реализации которых приведены в исследовании. Раскрыто понятие термина «Смарт-образование», поскольку его введение и широкое использование способствует повышению результативности и доступности образовательных программ для большого числа пользователей. В качестве доказательного преимущества данное

[1] Candidate of Pedagogical Sciences, Associate Professor of the Department of English for Professional Communication, Financial University under the Government of the Russian Federation, Moscow, Russia. WoS Researcher ID: IVV-5431-2023
[2] Candidate of Historical Sciences, Associate Professor of the Department of English for Professional Communication, Financial University under the Government of the Russian Federation, Moscow, Russia. WoS Researcher ID: GWV-5937-2022
[3] Candidate of Philological Sciences, Associate Professor of the Department of English for Professional Communication, Financial University under the Government of the Russian Federation, Moscow, Russia. WoS Researcher ID: AAR-1950-2020
[4] Associate professor of the Department of Foreign Languages and Speech Communication, Moscow International University, Moscow, Russia. WoS Researcher ID: IWD-7389-2023

transition from book sources of information to the active development of digital capabilities of the external language environment. In this regard, the objective expediency of using new educational methods, in particular, related to the process of digitalization and universal accessibility of mobile phones, as well as the possibilities of the Internet, attracts the close attention of the modern educational community.

Keywords: foreign language, modern methods, pedagogical technology, language social networks.

исследование принимает идею всеобщей цифровизации лингвистических знаний, повсеместное распространение мобильных технологий, что неизбежно создает устойчивые предпосылки для перехода от книжных источников информации к активному освоению цифровых возможностей внешней языковой среды. В связи с этим объективная целесообразность применения новых образовательных методик, в частности, связанных с процессом цифровизации и всеобщей доступности мобильных телефонов, а также возможностей сети Интернет, привлекает пристальное внимание современного образовательного сообщества.

Ключевые слова: иностранный язык, современные методы, педагогические технологии, языковые социальные сети, интеллектуальное образование.

Introduction

The current stage of innovative technology development and remote educational systems, aimed at independent foreign language learning, imposes its own rules on participants in the global educational community. Digitization and the mobility of language acquisition processes have gained increasing significance in the past decades, occupying leading positions in the linguistic system's structure. Traditional approaches are being displaced due to their loss of dynamism, giving way to modern language teaching methodologies that can better adapt to the demands of educational service consumers and meet the actively evolving educational conditions.

Addressing the question of elucidating the concept of foreign language teaching methodology, it is essential to note that it encompasses a set of techniques, tools, technologies, and methods of studying a language system distinct from that of a native speaker. Typically, it involves an intuitively understandable algorithm of actions enabling individuals to master a language in the shortest possible time and with the greatest efficiency in terms of the resources invested in achieving set goals.

Undoubtedly precise and indisputable is the fact that a qualified educator, undertaking the responsibility for structuring the teaching process, must possess an impeccable teaching methodology foundation. The outcome of their efforts and the level of consumer satisfaction with the educational services received directly

hinge on this proficiency. Furthermore, knowledge of the theory and fundamental principles of teaching a foreign language serves as the basis for organizing educational activities. Without this foundation, the educational process itself cannot exist, or it may be distorted, implemented incorrectly, and fail to achieve the desired results. Moreover, it could lead to intellectual losses.

Therefore, in the contemporary stage of global community development characterized by a high degree of digitization, mobility, Internet accessibility, and the repositories of information hosted therein, participants in the educational process increasingly seek to transcend the conventional boundaries of communicative interaction in the "teacher-learner" format. Relationships, both from a scientific and practical standpoint, are shifting towards innovation. An individual, creative approach to the learning process is increasingly observed, involving the continuous development, mastery, testing, and integration into the stable educational process of modern and, one hopes, more advanced language teaching methods.

In our opinion, this should be a unique offering from the teacher, allowing them to establish a stable position in the educational services market and ensure their typically commercial activities with a consistent audience focused on achieving common consumer plans.

Literature review

One aspect which is deeply investigated in scientific literature is how the quality of education impacts living conditions and well-being of the society. Thus, in accordance with the sustainable development goals established during the United Nations summit held in September 2022, one of the key directions identified was the provision of comprehensive and equitable quality education, along with the promotion of lifelong learning opportunities for every citizen. An educational concept aimed not only at improving the quality of pedagogical services but also at exploring, identifying, and developing modern language teaching methods and techniques serves as a powerful prerequisite for shaping a high level of socio-economic living conditions for individuals. The possession of knowledge and opportunities for its development plays a crucial role in enhancing the quality of life for the population (United Nations Sustainable Development Agenda, 2015) (Akopova, 2020).

Another focus of scientific research concerns the recent pandemic and its influence on the development of online education and increased use of digital tools. As part of the implementation of policies supporting international cooperation in the field of education, including the teaching of foreign languages, and ensuring the continuity of the educational process, UNESCO regularly takes measures to disseminate educational concepts in remote regions of the planet. These issues were particularly acute during the development of strategies to mitigate the consequences of the COVID-19 pandemic. Initiatives include global monitoring of school closures at national and local levels and ensuring students' continuous access to sources of knowledge. For instance, in March 2020, UNESCO launched the Global Education Coalition in response to COVID-19, representing a partnership between UN agencies, civil society organizations, media, and information technology partners to develop and implement innovative educational solutions. The implementation of comprehensive measures to overcome barriers in the field of teaching foreign languages contributes to creating opportunities for inclusive learning for young people in both face-to-face and distance formats. All of this should fully contribute to universal access to existing and developing teaching technologies, participation in alternative learning programs, and the psychological support of consumers of educational services (Akopova, 2020).

The investigation of issues and problems related to the peculiarities of language system acquisition constitutes a complex process characterized by multilevel complexity and the presence of numerous goals and tasks. This becomes of utmost significance when studying a language other than one's native language and elicits keen interest from the global scientific community. Specifically, representatives from various pedagogical fields focus their attention on this category of research, which holds high relevance and practical significance. Among the extensively studied and noteworthy perspectives, based on the integration of mobile learning into the processes of teaching foreign languages, the work of M.A. Akopova (Akopova, 2020) stands out. The author investigates psychological dependance of students on digital services and electronic devices and states that the use of smartphones leads to a change in students' 'switching' ability, concentration of attention patterns and sustainability in learning.

In the research of (Baronenko et al., 2017; Baronenko et al., 2018). (Baronenko et al., 2017; Skorobrenko, 2018a, Skorobrenko, 2018b; Erenchinova 2014; Kislyakova, 2010) (Nazarova, and Mokhova, 2016; (Sarkisyan, 2016) the emphasis is placed on determining the role of information technologies in current educational conditions.

Dubskikh et al. (Dubskikh et al., 2019; Panfilova, 2009; Shaydarova, 2015 Shchukin, 2010). direct attention to the explored theme through the prism of applying the latest pedagogical technologies. Dubskikh et al. (2019) investigate indicators of professional communicative competence and assume that mastering terminology, axiological issues of their future career path and cognitive abilities are of paramount importance.

The application of a smart approach to the modern educational process arouses keen interest in the works of (Chernykh & Krolevetskaya 2021). The authors look upon the eligibility of such modern educational techniques as mobile technologies, digital textbook and cloud-based applications.

Furthermore, an active standpoint regarding the leading role of the motivational factor in the educational process is expressed by (Zasedateleva et al., 2018; Loginova, & Otbannov, 2015) (Raysvikh et al., 2017), (Shirokolobova & Gubanova, 2018).

One more issue that is addressed by scientific community is the importance of English as a

language that gives access to the world's educational resources. Today, the most widely spoken languages in the global community are considered to be English, Chinese, and Arabic. Proficiency in at least one of these is recognized as a benchmark of success for any self-respecting citizen. Evaluating the proficiency of a particular foreign language and the extent to which teaching methods are utilized in society helps shape an understanding of the educational level of the population in a specific country.

The sample size of the analyzed literature is extensive and includes major points of modern state-of-the-art educational technologies. The search for literature review was based upon some class room observations of the authors that allowed to single out 'hot' topics for investigation.

Our research is aimed to identify the needs of the modern pedagogical community in transitioning to a new systemic-activity educational paradigm, implementing a new technological approach to teaching. The ability to leverage information and communication technologies to the fullest extent plays a significant role in this research direction. Changes associated with moving away from traditional teaching methods, which have seen a decline in productivity in recent decades, predictably expand the boundaries of educational processes, aiding their transformation for the personal development of learners. An important aspect is understanding the factors influencing individuals and educators when deciding on the most appropriate approach to learning a foreign language. Achieving the set goal and mastering this knowledge domain must align with the requirements of the modern global educational concept, with motivational factors varying for each specific learner.

The scientific domain related to the study of foreign language teaching features numerous contradictions and controversial points. These factors serve as driving forces for the further progressive development of the proposed comprehensive model for modernizing widely accepted methods of learning foreign languages. Therefore, the subject of this research is modern methods of teaching foreign languages. The greatest value within this study lies in methodologies such as the use of new pedagogical technologies, the application of "Smart Education" methodology, the incorporation of the latest achievements of the global community in the information and communication sphere, and the utilization of mobile devices with ubiquitous access to the

Internet. Additionally, there is a proposal to explore the possibility of implementing a comprehensive approach that integrates methods of competition and collaboration, suggestopedia, communicative, and some other traditional methods as a foundation for applying the most innovative techniques in practice.

Materials and methods

The study is grounded in an analysis of international experience in the field of foreign language teaching, encompassing both classical approaches and innovative educational methods with elements of digitalization and mobile learning integration. A pivotal aspect of the research was identifying the key objective of the contemporary language learning process. In our view, this objective lies in the practical acquisition of knowledge, supported both by instructors and through independent efforts, fostering the development of individual capabilities necessary for seamless participation in international communicative processes. Of utmost significance in modern conditions are the resources expended in addressing educational tasks and their accessibility to individuals interested in them.

The subject of this research is the realm of teaching foreign languages, incorporating the most relevant methodologies and approaches for the contemporary consumer, taking into account rapidly evolving external conditions. The selection and analysis of literature for this study revolve around the comprehensive utilization of both traditional technologies and innovative pedagogical methods, exploring the practical implementation of this approach with a high motivational component in the educational process.

Among the classical approaches proposed as the foundation for shaping a comprehensive concept of modern foreign language teaching, the grammatical translation method is primarily examined. As methods with high priority in terms of effectiveness and practical application, the direct method of foreign language study, focused on oral communication, and the audiolingual methodology, combining elements of psychology and live interaction between the teacher and learner, are adopted. This research also delves into the intriguing methodology of suggestopedia, associated with immersing the individual in a relaxed educational environment for maximum unconscious absorption of the study material. The communicative method proposed within the traditional system of foreign

language study, which fosters a stable perception of practical materials through enhanced application, is also of interest.

In addition to classical techniques and educational concepts, new pedagogical technologies are gaining increasing popularity. Within this research, practical application of the smart education system has caught our attention, and a review and systematization of data on the use of digital technologies in foreign language learning have been conducted. Considering contemporary approaches to teaching foreign languages, which have a legitimate claim to inclusion in a comprehensive modern methodology and its corresponding educational program, noteworthy current approaches include:

– Information and communication technology;
– Critical thinking development technology;
– Problem-based learning technology;
– Case method;
– Module-based learning technology.

Their main advantage lies in their common primary goal – improving the quality of the learning process and creating conditions for the harmonious development of individuals through the acquisition of communicative skills. It has been proven that an individual who gains the ability to navigate previously unknown informational spaces becomes more successful, adapting to external language conditions while simultaneously developing a sustained interest in the educational process.

When deciding to implement a comprehensive model for teaching foreign languages, the primary task becomes the derivation of a consolidated definition of the concept of pedagogical technology. Based on selected sources, we have determined that it is a dynamic system of techniques, forms, methods, and means of transmitting social experience in the field of teaching, reflecting the distinctive features and interconnection of pedagogical activity processes. An essential condition for the effective management of pedagogical processes is achieving the declared educational and upbringing indicators and reducing the time required for learners to assimilate information. This also ensures a high level of adaptation and manageability of the educational process, provided there is a reduction in risks that pose a threat to the achievement of the required efficiency in learning a foreign language.

Moreover, a prerequisite for the applicability of innovative educational methods is their motivational component. At various levels of foreign language acquisition, a lack of interest in the educational process may be observed. The learner may perceive the desired results as unattainable. Primarily, this is determined by the presence or absence of psychological and intellectual characteristics in the individual. Often, individuals encounter difficulties in the language learning process and require the discovery of new ways to assimilate information to maintain interest in the material being studied (Chernykh, & Krolevetskaya, 2021).

This study is based on logical, dialectical, and comparative research methods. The tools employed to assess the feasibility of applying a comprehensive approach to modern pedagogical technologies utilized in the process of foreign language learning can be applicable to representatives of the education sector in neighboring countries, international pedagogical communities, as well as for the purpose of enhancing the educational activity system existing in the Russian Federation. For an objective assessment of the expediency of applying the researched methods of teaching foreign languages in practical educational activities, this study takes into account the conditions of the rapid digitization of the global community, a person-centered approach to participants in the language acquisition process, and motivational prerequisites for the educational process.

The methodological basis of the study is presumed to be a logical, dialectical and comparative analysis of 'old' and 'new' approaches in issuing educational tasks, i.e. we assess how dynamics of various classroom tasks may help students increase motivation and quality of learning. In order to do that we look upon and compare some 'ancient' learning techniques such as grammar-translation method, traditional 20th century 'avenues' of teaching (communicative approach, suggestopedia, audiolingual method, problem-based learning, case studies) and most recent smart educational techniques. We hope to establish some criteria of the balance of 'old' and 'new' through the analysis of educational practices.

Results

During the research, knowledge has been accumulated sufficient to identify the most significant and contemporary methods of teaching foreign languages. The relevance is

attributed to traditional approaches to the educational process. Among the classical approaches proposed as a basis for forming a comprehensive concept of modern foreign language teaching, the method of grammatical translation is considered, primarily by us. It involves acquainting learners with the language basics and rules along with translation practice. This teaching model has been considered the most widespread, convenient, accessible, understandable, and widely used worldwide. Advocates of the translation method believe that acquiring skills in translating text from one language to another contributes to the enhancement of the learner's intellectual abilities while simultaneously fostering the development of cross-linguistic communication skills.

It is assumed that traditional methods of teaching foreign languages should create a solid foundation for the further integration of innovative approaches into a comprehensive teaching system. From a practical standpoint, special attention is deserved by the direct method of foreign language learning, which focuses on oral communication and offers the use of the imitation and memorization principle as its main advantages. However, it is characterized by the active use of patterns and does not ensure the formation of fundamental knowledge, reflecting its superficiality and limitations for further development, hindering the improvement and continuous advancement of language proficiency levels among learners (Shaydarova, 2015).

Audiolingual Methodology in Foreign Language Teaching, incorporating linguistic theory and elements of psychology, is designed to overcome the limitations of the direct method. Therefore, it can also be considered as one of the components of the comprehensive language teaching methodology under development. Techniques such as repetitive exercises, vocabulary learning in context, reinforcement of information through visual aids and cards, as well as focusing on correct pronunciation of the learned words, may hold the greatest value (Shaydarova, 2015).

Another effective foreign language teaching methodology, extensively described in scientific literature and deserving attention in terms of applicability in modern conditions, is Suggestopedia. This method, credited to (Lozanov, 1982), is based on situational reinforcement of speech material. It is characterized by an orientation toward creating a natural scientific environment with the manifestation of learners' activity, emphasizing the mobilization of hidden personal human reserves through relaxation. Learners should perceive the study material while sitting in comfortable chairs, listening to pleasant music, and being in a maximally relaxed state. In such conditions, the cognitive reserves of the learner are in a state of maximum receptivity, and the brain is susceptible to suggestion, which, in turn, logically contributes to the productive assimilation of knowledge (Shaydarova, 2015).

A significant contribution to the developing methodology of teaching foreign languages, in our view, can be made by the communicative method. Its proponents involve learners in the functional use of individual language capabilities at a pragmatic level. In the comprehensive methodology, it is imperative to employ skills such as rapid reading, constant improvement of translation accuracy, and the use of non-standard contexts by students in language learning, allowing the methodology to go beyond the familiar boundaries of language perception (Skorobrenko, 2018b)

Based on the findings of this study, a departure from monotonously structured educational processes is proposed through the implementation of an active transformation of entrenched traditional methodologies. It is suggested to modernize them with the aid of new pedagogical technologies in education. Primarily, this idea can be realized through the intensive creation, enrichment, and systematization of an electronic data repository in the form of the informational space of the Internet, which opens entirely new possibilities for learning and improving one's language skills.

The comprehensive methodology proposed for implementation should take into account the international context and establish a close connection with the possibilities of using a unified digital information space. First and foremost, innovative teaching methods contribute to orienting the educational process in line with the requirements of the dynamically changing external world. The achievement of user-specific interests through independent educational activities also becomes significant. However, certain conditions must be met: modern methodologies should be characterized by transparency, organization, and maximum integration into existing educational environments (Baronenko et al., 2017).

According to the majority of experts, a person-centered approach to the educational process takes precedence in the field of foreign language teaching today. Its implementation can be

focused on both the teacher and the learner or can combine both these directions. Teachers increasingly utilize modern, including interactive, technologies that encourage and widely practice involving learners in the teaching process, developing educational tasks, applying an assessment system, and other procedures (Loginova & Otbanov, 2015).

Upon closer examination of the most recent teaching methodologies, the following significant data has been obtained. In the application of information and communication technology, learners are actively instilled with the ability to obtain information about the studied language from various sources, process it, use it, and even create it independently. This not only raises the level of education among students but also develops the professional competencies of the educator (Kislyakova, 2010).

The application of critical thinking expresses the position that learners do not accept any received information at face value; instead, they search for evidence of its reliability using various methods, ideas, and, including innovative approaches. The foreign language teaching model within this approach is based on three stages of the learning process: fostering personal interest in the language system, engaging with existing information, and subsequent reflection through the restructuring and consolidation of acquired knowledge.

The technology of problem-based learning in foreign language education involves the deliberate creation of critical situations within the instructor's controlled zone and stimulates learners to independently solve identified problems, searching for the least resource-intensive way out of the artificially modeled crisis. As a result, the individual's higher-order thinking abilities are engaged, and their creative potential is unleashed through a non-standard approach to problem-solving. In this scenario, the educator not only presents a problem to the student but also guides them in choosing the direction for its resolution, demonstrates and encourages the course of scientific thinking, and monitors the dialectical movement of the learner's thought process (Kurbatova et al., 2017).

Case methods integrate gaming technologies, project methods, and situational analysis. Typically, within this interactive methodology, a specific educational situation is analyzed, its description containing both the problem itself and a set of knowledge necessary for acquisition

during the process of its practical solution. This technology develops critical thinking skills, information analysis, identification of key problem points, and the generation of ways to solve them, followed by the selection of the most optimal option.

Modular learning is focused on self-education and is based on an approach where language learning is carried out by the individual independently, with minimal assistance from the instructor, who predominantly plays a consultative-coordinating role. Educational modules represent functional nodes that combine educational content and the technology of mastering the existing knowledge base, collectively forming a comprehensive educational program (Shaydarova, 2015).

It is essential to note that in the contemporary educational environment, there is an active development of modern teaching methodologies towards smart education. Smart education is a concept aimed at reorganizing teaching processes, methods, and technologies. This methodology enables learners to achieve high results in line with the demands of the external world. Thanks to it, young individuals gain the ability to adapt to the unstable and rapidly changing conditions of the educational environment. Additionally, the significant use of a unified digital repository for educational materials replaces traditional book resources. The digitization of educational content opens prospects for employing an analytical search system, continuous monitoring of the relevance of stored data, the integration of cutting-edge information technologies, and obtaining high-quality feedback (Ukolova et al., 2016).

In the past decades, with the active development of mobile telephony and the widespread coverage of the internet across the globe, the application of digital mobile technologies has become relevant both in educational institutions and for self-education purposes in foreign language learning. Individual studies devoted to exploring the value of mobile systems and networks from the standpoint of contemporary culture and linguistics affirm psycho-pedagogical ideas and concepts of high integration of such technologies into teaching. Moreover, they create opportunities for unifying the subject area of foreign language learning through mobile applications. Scientific research in this field is primarily directed at confirming the universal digitization of education, developing a productive educational paradigm, and providing a personal orientation to the

teaching process. Of particular interest is the procedure for identifying, assessing, and preventing risks associated with gadget use in the process of foreign language learning, as they may introduce distracting factors and negatively impact the health of learners (Alekseeva & Fisunov, 2016).

Discussion of results

The data obtained during the research reflect a standpoint suggesting that traditional approaches to foreign language learning remain widely prevalent in the academic community; however, they do not always meet the growing demands for the quality of education. Among these approaches, the grammar-translation method, direct method, audiolingual methodology, suggestopedia, and communicative language teaching can be highlighted. Nevertheless, it is the modern methodologies and directions aimed at the modernization and improvement of pedagogical technologies that play a pivotal role in achieving the goals of the educational process in the era of universal digitization.

In particular, the spread of the COVID-19 pandemic, which catalyzed the development of digitization processes and their ubiquitous dissemination, became a catalyst for active transformative phenomena in the contemporary world and in the international educational environment. Currently, information technologies permeate all spheres of societal life, including the field of teaching foreign languages.

When considering the potential utilization of the most current foreign language teaching methodologies, including the integration of information technologies, researchers pay particular attention to a broad spectrum of Internet resources (Shirokikh, & Hampage, 2019). The possibilities of their use at present can be considered limitless, aiding learners in addressing the following tasks:

– Independent information retrieval in accordance with the goals of the educational process;
– Expansion of the scope of knowledge by incorporating new areas of scientific data into the content of the educational program;
– Utilization of accumulated knowledge from past years, exchanging best practices in shaping an individual's linguistics system;
– Unimpeded expansion of vocabulary with new language units;
– Development of reading skills based on materials of various levels of complexity;

– Enhancement of listening skills through the use of educational audio files available on the internet;
– Study of the culture of the people – the native speakers of the foreign language;
– Direct communication with a representative of the studied language culture in real-time;
– Opportunity for repeated practice and consolidation of material through the use of lesson recordings.

The revision of the educational concept in favor of new pedagogical technologies involves a shift in the educational focus. This implies the application of a personality-oriented approach to interaction between the student and the teacher. The research places significant emphasis on the expansion of the sphere of smart education as a comprehensive approach to the reorganization of the educational environment. Its existence as an independent methodology is aimed at the conceptual reformulation of the teaching process, the study of a foreign language, and its subsequent practical application.

In recent decades, these changes have gained significant importance. They contribute to the adequate formation of an individual's interlanguage communication skills and allow for the supplementation of classical approaches to foreign language teaching. The anticipated effect of this research primarily involves the organization of knowledge and skills accumulated in the field of foreign language teaching. Additionally, the prerequisites for transitioning to digital educational opportunities must be identified, while preserving the positive experience of previous years. This will ensure the achievement of educational goals with minimal costs and the fulfillment of coordination conditions for the actions of educational subjects on a self-regulatory basis.

As individual consequences of implementing a modern comprehensive concept that combines traditional methodologies and state-of-the-art pedagogical technologies, an increase in interest and motivation among participants in the learning process is expected, along with the unveiling of their intellectual and creative potentials. It is assumed that each learner should attain an awareness of their ability to engage in international communication and express thoughts in another language. This, in turn, will lead to the independent resolution of communicative tasks.

The possibility of utilizing a smart educational environment in the context of the digitization of

the learning process is noteworthy, including the use of smartphones and other gadgets, which are accessible to anyone wishing to learn a language from almost any point on the planet. This can involve audio files, video narratives, games, mobile applications, solving crosswords and language tasks, engaging in search reference systems, and more.

The social significance of this study lies in unraveling the potential of cutting-edge language teaching methodologies to adapt to changes in contemporary educational trends. These methodologies manifest themselves in various aspects of the learning process, notably seen in the shift from traditional knowledge sources to digital ones. Currently, the spectrum of educational tools is expanding with new technologies actively leveraging the online space. Improving language skills is facilitated by the use of internet content, online communication through video conferencing with native speakers, and other means. The ability to exchange knowledge using advanced technological tools between teachers and students, who may be located in entirely different parts of the world, is gaining importance. The predominant use of these resources creates favorable conditions for the formation of a so-called comprehensive Smart educational environment.

The pedagogical focus today is increasingly shifting towards unlocking the personal potential of learners, implementing health-preserving principles, and satisfying psychological needs. These factors prompt the recognition of identifying the most effective methods of teaching foreign languages as one of the key issues in this field. The ability to choose, further apply teaching methods, and achieve the desired results in the educational process is directly dependent on the thoroughness of addressing this issue.

In connection with this, methodologies such as smart education, a learner-centric approach to the teaching process, the utilization of new pedagogical technologies, and the potential of mobile learning are gaining popularity. Investigating the nuances of their practical application, identifying their potential, and determining the most effective methods provide objective prerequisites for the continuous improvement of the quality of information resources involved in the teaching process. It is essential to note that the quality and level of educational materials available for use in cyberspace and accessible to a wide range of users must be consistently monitored at the scientific community level to ensure their adequacy to educational objectives. Moreover, such informational databases in the form of educational platforms can constitute a unified integrated system alongside other elements of the learning process.

Conclusions

Weaknesses:

In the contemporary civilized world, it is challenging to envision an average global citizen who does not aspire to master at least one foreign language. Individuals may be motivated by diverse objectives, such as fulfilling a passion for travel, expanding cognitive horizons, enhancing professional skills, or pursuing a sports career. These are just a few reasons why people strive not only to explore foreign cultures but also to learn foreign languages.

Summarizing the conducted research, it can be asserted that the issue of updating modern foreign language teaching methodologies is attracting intensified attention from the academic community. When learning a foreign language, the learner's primary goal is practical mastery of knowledge and the development of skills necessary for participation in international communicative processes. Consideration is given to the use of contemporary pedagogical technologies, which have gained considerable significance in recent decades. This allows complementing traditional language teaching methods and contributes to the formation of the foundations of interlanguage communication.

The explored domain within the realm of scientific knowledge holds high developmental potential. The primary prospective areas in foreign language teaching should precisely involve the application of digital technologies and the dissemination of educational smart environments. Their utilization is intended to enhance the accessibility and quality of educational materials, drawing on the best practices of traditional approaches to foreign language instruction. For example, more and more universities in Russia use Moodle platform to structure their syllabi – it allows for online testing, chatrooms and forums, live video conferencing sessions, creating and conducting surveys, live presentations and gives access to digital books.

In the realm of constructive proposals, the prospect of amalgamating classical methodologies, known for their utmost

effectiveness, is put forward, with the subsequent development of a new educational concept based on their foundation. In doing so, the utilization of digital technologies and smart education resources creates virtually boundless opportunities for the learning and refinement of language skills for each student. On one hand, the educational process becomes simpler and more accessible. On the other hand, users require assistance in navigating the boundless stream of information and the multitude of offered knowledge sources. That's why universities offer their staff some training courses, e.g. a course on how to use artificial intelligence tools for preparing classroom materials or developing students' critical thinking skills through comparisons of 'artificial' translation of AI with their own versions of a text. Ideas of how to use these new and surely progressive technologies are numerous, but the question of balancing them with the old methods is also acute.

Pedagogical technology encompasses a set of teaching techniques that reflect the distinctive features and interrelation of pedagogical activities. Effective management of these processes contributes to achieving the required educational and developmental indicators. Consequently, the interest and desire of the participants in the learning process are heightened, unveiling their intellectual and creative potentials. The learner reaches the realization of their ability to express thoughts in another language, leading to independent resolution of communicative tasks and increased levels of motivation. For example, a study conducted by proved that project-based activities raise the level of students' motivation, memorization of lexis and domain-specific language skills significantly.

Summarizing the inherent conclusions based on the results of the conducted research, it can be inferred that the data obtained therein serves to strengthen the theoretical foundation and provide practical support for educational technologies in the development of the most relevant directions. The prospect of implementing a comprehensive concept of modern foreign language teaching will lead to a reduction in disparities in the level of skills and competencies among potential participants in the educational process. In turn, this will result in positive social changes both in education and in related areas of public activity.

Bibliographic references

Akopova, M.A. (2020). The Impact of Smartphones on Students' Attention Processes. *University Bulletin*, (6), 167-172. (In Russian)

Alekseeva, N.A., & Fisunov, P.A. (2016). Integration of Mobile Learning in the Process of Teaching Foreign Languages. In *Issues of Linguodidactics and Methods of Teaching Foreign Languages: Collection of Scientific Articles* (pp. 6–11). Cheboksary: Chuvash State Pedagogical University named after. ME TOO. Yakovleva. (In Russian)

Baronenko, E.A., & Skorobrenko, I.A. (2018). The Role of Modern Information and Communication Technologies in Teaching Foreign Languages. In *Digitalization of Education and E-Learning Methodology: Materials of the II International Scientific Conference* (pp. 41-45). Krasnoyarsk. (In Russian)

Baronenko, E.A., Belova, L.A., Slabyisheva, A.V., & Orlova, I.A. (2017). Enhancing the Role of Independent Work of Students in Learning a Foreign Language. *Bulletin of Chelyabinsk State Pedagogical University*, (3), 14-20. (In Russian)

Chernykh, A.A., & Krolevetskaya, E.N. (2021). "SMART Learning" as a New Educational Model: Attitudes of Teachers and Students. *Pedagogy. Issues of Theory and Practice*, 6(4), 563-569. (In Russian)

Dubskikh, A.I., Kisel, O.V., & Bosik, G.A. (2019). Development of Foreign Language Professional Communicative Competence of Students through Differentiated Approach. *Modern Problems of Science and Education*, (4), 87-92. (In Russian)

Erenchinova, E.B. (2014). The Use of the Internet in Teaching Foreign Languages. In *Innovative Pedagogical Technologies: Materials of the International Scientific Conference* (Kazan, October 2014) (pp. 325-327). Kazan: Buk. https://moluch.ru/conf/ped/archive/143/6149/

Kislyakova, E. S. (2010). *Introduction of the latest information technologies in teaching foreign languages*. Olbest S.-P., 11 p. https://otherreferats.allbest.ru/pedagogics/00105954.html

Kurbatova, O.V., Krasnoperova, L.B., & Soldatenko, S.A. (2017). *Active Teaching Methods: Recommendations for Development and Application: Educational Methodological Guide*. Metalloplod, 53 p. URL; https://kat-kem.ru/wp-content/uploads/2018/11/MRAktivMetodi.pdf

Loginova, A.V., & Otbanov, N.A. (2015). Ways to Increase Students' Motivation to Learn a Foreign Language. *Young Scientist*, 11(91),

1395-1397. URL https://moluch.ru/archive/91/19390/

Lozanov, G. (1982). *Suggestology and outlines of suggestopedy*. LONDRA. https://acortar.link/vaVNsB

Nazarova, N.B., & Mokhova, O.L. (2016). New Information Technologies in Teaching Foreign Languages. *Modern Problems of Science and Education*, (3), 248-248. (In Russian)

Panfilova, A.P. (2009). *Innovative Pedagogical Technologies: Active Learning.* Moscow: Academy. https://acortar.link/ALhX98

Raysvikh, Y.A., Baronenko, E.A., Bystray, E.B., & Shtykova, T.V. (2017). The Role of Motivation in the Process of Improving the Efficiency of Foreign Language Learning. *Fundamental and Applied Science*, (4), 74-78. (In Russian)

Sarkisyan, A.V. (2016). *The Use of Internet Resources in Foreign Language Lessons.* Nsportal. URL: https://acortar.link/5pxqp6 (Accessed: June 20, 2023).

Shaydarova, O.G. (2015). The Use of Interactive Methods and Techniques in Teaching Group Communication in English. In *Foreign Languages: Linguistic and Methodological Aspects: Interuniversity Collection of Scientific Works,* (33), 101-107. (In Russian)

Shchukin, A.N. (2010). *Modern Intensive Methods and Technologies of Teaching Foreign Languages: A Textbook.* Moscow: Philomatis. (In Russian)

Shirokikh, A.Y., & Humpage, T.W. (2019) Project-based activities and a comparative cultural analysis of terminology for law. *Espacios*, 40(39), URL: https://www.revistaespacios.com/a19v40n39/19403904.html (accessed: 8.02.2024).

Shirokolobova, A.G., & Gubanova, I.V. (2018). Increasing Student Motivation in Learning a Foreign Language while Working in the Electronic Environment. *Open and Distance Education*, (3), 49-54.

Skorobrenko, I.A. (2018a). On Some Aspects of Teaching Foreign Languages in Intercultural Context. In *Cultural Initiatives: Materials of the 50th All-Russian Scientific Conference with International Participation of Young Researchers* (pp. 141–143). Chelyabinsk State Institute of Culture. (In Russian)

Skorobrenko, I.A. (2018b). Implementation of the Communicative Approach in Foreign Language Classes in Light of the Requirements for Modern Foreign Language Education. In *Scientific Schools. Youth in Science and Culture of the 21st Century: Materials of the International Scientific-Creative Forum* (November 1–2, 2018, Chelyabinsk) (pp. 205-209). Chelyabinsk: Chelyabinsk State Institute of Culture. (In Russian)

Ukolova, A. V., Kagirova, M. V., & Dzyuba, D. V. (2016). Teaching Disciplines in a Foreign Language as a Factor in the University's Effectiveness. *Problems of modern teacher education,* (52-1), 259-269. (In Russian)

United Nations Sustainable Development Agenda. (2015). United Nations Sustainable Development Agenda for the period up to 2030. URL: https://www.un.org/sustainabledevelopment/ru/about/development-agenda/ (accessed: June 18, 2023).

Zasedateleva, M.G., Bystray, E.B., Belova, L.A., & Shtykova, T.V. (2018). Increasing Motivation for Learning a Foreign Language through the Implementation of the System-Activity Approach. *Bulletin of Chelyabinsk State Pedagogical University*, (5), 91-101. (In Russian)