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Магія інновацій: нові прийоми та технології викладання іноземних мов
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ЗМІСТ

INTRODUCTION

Nowadays, modern education is affecting the goals and tasks of foreign language learning; the emphasis has shifted from the assimilation of knowledge to the formation of competence. In addition, the rapid growth of technology in the 21st century has affected every aspect of society and education is not an exception from this statement. With the usage of modern technologies the ways of learning and teaching is being reshaped by the passage of time; creating new opportunities for engagement in foreign language learning and making it more accessible for students to use educational materials and they can also get personalized instructions as well. From interactive E-learning based platforms to the traditional classrooms the contents of this thesis will be referring to the main importance of the changes in the modern day foreign language teaching methods. As teachers and their students embrace these technological advancements, they are opening doors to a more inclusive, efficient, and dynamic educational landscape that holds the potential to revolutionize how knowledge is acquired and shared.

I chose the topic of my thesis because my hypothesis is that we are living in a time, where technology is advancing and growing rapidly and it branches over every field, even the educational fields. My aim was to do a scientific research on the adaptation of the classroom environments to the modern methods and technologies in teachings, besides the theoretical research this thesis also includes question line based graphs, that demonstrate accurate statistics of the learners perspective on the modern technology based learning.

The purpose of my thesis is to demonstrate a scientific literature and articles based research on innovative and adaptive methods of learning foreign languages and the satisfaction of the language learners with the learning methods, which was analyzed through my scientific research with accurate statistics. My scientific research was done through google forms. The first chapter is mainly focuses on the base principles of the new methods and innovations in modern day teaching and education. Firstly, it explains the big changes in the educational world, comparing the standard teaching methods with the modern day teaching technologies. Moreover, it also focuses on the teachers' role on the teaching, because without a teacher there should not be an official educational institute or program, because it is necessary to have an advisor and supervisor in a student's foreign language learning process. About foreign language learning the main percentage of this thesis is going to be about learning English as a foreign language, but in the scientific research there were examples of other languages that were commonly learnt amongst the participants of the

question line, which indicates the fact that foreign language learning is still very important for the modern day pupils.

The subject matter of this study is the innovative teaching methods based on the modern day technologies and educational tools and modern day classroom environments. Furthermore, it also compares some factors of positive and negative sides of the rapid growth of technology in the educational environment.

The object matter of this study is providing some examples of modern day language learning and educational modern tools that can enhance the learning process of a language. Moreover, also demonstrating some elements that I personally have tested out in my short term teaching practice, which included innovative, modern technology methods on teaching specific parts of EFL lesson plans.

The theoretical value of this work is to introduce the changes in the education in the past decades and the adaptations and innovations of the educational environment. The first chapter includes a more theoretical oriented research on the modern technologies based teaching and the second chapter relies more on the practical application of the innovative teaching methods in EFL classrooms.

CHAPTER I
INNOVATIVE TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

1.1 The bases of technologies and methods in language learning

According to Academic research in educational sciences Volume 1 (Dilnoza Koshimova, Dildor Otajonova, Gauhar Khaldarchayeva 2020); the personal-oriented approach has changed its orientation from knowledge oriented impersonal pedagogy. Schools are supplied with modern day computers and other technological equipment that can help the progress of education. The main tech-tools that affect the modern day education: computer, internet access, projector and many other electronic resources. This contribution leads the education into a more advanced and more creative way of teaching. The innovative technologies affect the English learning procedures positively; however, modern technology increases the motivation of students.

According to scientific researches and foreign language scientists (Akzhan M, Akimov, V.B, Селевко Г.К, Ayatov, R, Babadjanova, N, Chomsky, Noam), the term "method" has two fundamental meanings:

- A certain path to achieve the result
- A complete methodological system and the fundamental direction of the learning process, which can appear in different periods of scientific development

Within the development of higher level of education through books, grammatical tasks, reading and translation of texts went into the background. And people had realised that the communicative perspective is much more efficient than the previous methods in the term of teaching foreign languages, and the whole process is based on the communicative approach. The traditional grammar-translation methods did not form language skills. The student is capable of reading and understanding given information but unable to apply them in the everyday use of the chosen foreign language. The communicative approach allows the student to use the already known grammatical skills in the everyday use of the foreign language in real situations that require spontaneous thinking and decision making. One of the most important tasks is broadening the knowledge of the vocabulary. Some of the new phrases must be stored in an active way, because it cannot be changed because the meaning is absolute, and there are the passively stored ones that can be used without even thinking about them. It is not enough to know the translation of a word the student must know how to use the word in a sentence. Using a word in a sentence can make a big difference, because

the student can have a logical perspective about the phrase or the word itself and the word is more memorisable in that way, because the student can associate the word with other things achieving the knowledge by themselves.

Simple exercises can help studying foreign languages a lot, for example: students gather together and there is a given topic, and they need to talk continuously about it and also spontaneously to keep the conversation interesting and exciting. It is also very important for the teacher who is responsible for the exercise, the teacher must see through the whole conversation and help them when they are unsure about themselves. Learning new words by studying about different topics can help achieving the communicative skill, and the achieved knowledge can be used directly in real life situations. This exercise can help you to understand the meaning of the word more and understand the way that the word is used in situations. In terms of studying foreign languages students can even have fun while studying by reading books or watching movies that they prefer, so they can understand the life situations more through seeing other people's actions.

In recent years, the innovative teaching has recently grown in the classrooms, not only the facilities have been affected but also the forms and methods of teaching being renewed too; new approaches of learning. As a result, new innovative ideas can be introduced in the educational process, with enhanced contents and methods of education in the process of teaching foreign languages in relation to the needs of modern life.

The main point of foreign language teaching is the formation and the development of people's culture, the study of practical mastery of a foreign language. The teacher's task is to create conditions of practical language learning for students individually, so the students can choose their own way of learning plan; so the students can have more room in expressing their creativity and knowledge of the foreign language. Modern teaching techniques utilize the internet as a tool to enhance the teaching and learning experiences; internet resources help to realize the learner centred approach to learning, providing personalization and differentiation of learning abilities of students, taking into account their level of training.

The communicative approach- a strategy that stimulates the communication and the focus is creating a cognitive and linguistic flexibility in communication. The communicative approach is mainly based on the active vocabulary because the student needs to be ready to form sentences from his already known and frequently used words and phrases, in the other hand in understanding what information the learner receives the passive vocabulary helps too. The difference between passive and active vocabularies are the active is the one with words that the language learner uses and understands the meaning clearly and the passive is

the one which is the student understands when he hears the word but does not use frequently. The communicative approach is very popular nowadays thanks to the internet access for everyone. In the communicative tasks the students not only collaborating in the job but also evaluating the tasks. The main difference in this approach is that the students choose what linguistic units they want to process their thoughts. The internet takes a big part in this approach because it broadens the knowledge of student in an interesting way for them.

Project method- it is one of the most pressing technology. It is a combination of problem based learning and collaborative learning that allows achieving the highest level of mastery of any given subject and foreign language. The project method focuses on the build of culture and communication and the ability to tolerate other's opinion and working together with partners in communication. In this method, the learners are developing a skill to extract the information with the help of technology; the source is given to them from variety of sources. Project method is different from the traditional ways of learning; it helps the students that are interested in new knowledge. The main point of the students' motivation is the desire to successfully develop the theme of the project.

The main purpose of the innovative approaches is the ability to successfully master students' foreign language knowledge. It includes the following concepts:

- Verbal competence- communicative skills in all forms (listening, speaking, writing, reading, translation).
- Socio cultural- formation of ideas about the social and cultural specific of the target language.
- Linguistic competence- students' acquisition of lexical units based on a topic as a necessary basis for registration of speaking abilities.
- Educational and cognitive competence- improvement of educational activity on mastering foreign languages
- Compensatory competence- formation of skills adapting to difficult situations in a shortage of linguistic resources.

1.2 Education in the modern day.

Nowadays, the tasks and goals facing today's education are changing drastically; the evaluation of the knowledge's emphasis is being changed from the assimilation of the knowledge to the formation of the competence. There is a change from personal-oriented approach to its opposite the impersonal knowledge-oriented pedagogy. According to З. Б. Муратходжаева. (2018) the educational institutions such as schools and universities or

colleges are provided with the right modern education assisting tools such as computers, electronic resources and access to the Internet. All these previously mentioned pedagogical elements are contributing to the factors of the new educational technologies in the foreign language teaching and educational processes.

The use of the innovative technologies in English language lesson is the main sign of the positive results of creative activities based learning and teaching, these important educational aspects encourages the language learners' motivation towards adapting and improving their language learning capabilities. At the same time as the learners active attention the teachers, that use information, communication and computer technologies or project activities using the multimedia tools and other innovative teaching methods, they must meet the following methodological requirements:

- Conceptuality: scientific concept, which includes in itself psychological and socio-pedagogical justifications for achieving educational goals;

- Systemic: the presence of all signs of the system, logical processes and the correlation of all its component parts integrity;

- Efficiency: making sure that the teaching reaches the educational standard level;

- Flexibility: the possibility to be adaptive to variations in content to ensure comfort and freedom of teacher-student interactions, paying attention to the details of the specific conditions of the educational reality;

- Dynamism: the possibility of developing, transforming and modifying the new teaching technologies and methods used in the education systems;

- Reproducibility: the possibility of using the newly developed or transformed teaching technologies and methods by other teachers of the same institution or the same field of educational levels.

1.3   The adaptation of the educational system to the modern technologies.

The educational environment had adapted to the new modern technologies, meaning new computer based language learning methods have been implemented in the fields of language learning, this modernisation benefited the educational workspace in several ways, which are going to be explained in details in another paragraph. Computer assisted learning direct the students into a free pace of learning they can create their own cognition based logical learning approaches, which helps the students to rely more on their own learning and self-teaching capabilities. The importance and the value of self-teaching had been showing

a growth in the past century, many language learners prefer to learn based on their own logical reasoning and with the concept of a given foreign language.

It seems that the goal was achieved of the creators of these computer based training programs, because they implemented these training practises to achieve the trainee that can learn without a teacher. This language learning approach can be explained simply; however it is contradicted by the reality, because in practice everything is more complicated, due to the differences amongst the students or language learners skill levels and their will to learn languages on their own; another great factor in the self-assisted computer based learning is the students' will to learn actively and constantly. Despite of implementing computer based learning, which sure is a great invention in the educational fields, a well-equipped and experienced teacher should also must be present at the language learners educational journey, because a professional member of the teaching must test their self-acquired knowledge in some way. This example explains it well that it is possible to learn throughout the new computer assisted learning, however a teacher is also needed to examine and test the language learners' progress in the educational system and their levels of improvements.

In context of informatization of education, the teacher is the one person who is responsible in directing of the information flow in the newly implemented computer assisted learning. The teacher should pragmatically approach the use of computer technology and look at the computer not as a competitor, but as a perfect tool than in other learning tools. Numerous computer-assisted technologies are usually used in English classes, and foreign language learning classes for different problem solving:

- Usage of resources from the Internet, very often the Internet makes it accessible to find a wide variety of people and teachers of visual materials and quality content. Resource assets from the Internet helps the development in making educational materials effective and involving students' independence in learning.

- Multimedia presentations using Microsoft Office Power Point: the teacher can use the technology to conduct an activity in teaching English or any other foreign language, solving any educational problem that they can encounter. Using this computer based program method also leads into the teacher's creative aspect on education, because with this program the teacher can create a wide variety of learning materials, such as a well-designed presentation for the lesson (based on educational approach and at the same time maintaining visually appealing levels).

- Use of computer educational programs. The usage of computer related educational programs in educating languages, in no way, hinders the key of figuring out the

communicative task but on contrast, it increases the effectiveness of learning. The teacher can develop a lesson plan or organize a lesson that would achieve the set goal successfully. It is much more effective for the teacher to demonstrate the learning material in smaller parts, rather than presenting a fully educational video. The teacher is able to conduct a unique implementation of a multimedia lesson, and taking into account the uniqueness of a particular class and every individual student. Modern multimedia usage allows the teacher to get ideas from some of the materials, bringing a specific part of the material to the projected screen, using the proper video and audio material in the English or any other foreign language lesson with the help of a projector, speaker and a computer. In this way, the creative approach opens an opportunity for the teacher, using the right technological tools to make the most out of these modern educational methods.

1.4   **Practical application of computer educational programs.**

The use of computer assisted educational programs in EFL lessons should be adequate to the goals and contents of the learning programme. By a planned out programmed educational course and with the understanding of the management of the assimilation of the learning materials using the modern technologies, the concept of the practical application of the modern educational methods is being conducted in relatively small portions in given circumstances. After each piece of given information, a monitoring task is handed out in the form of questions or practical exercises, that the students need to give answers in the moment. In a result of successfully completing the tasks, the students are receiving the following part of the learning programme material.

According to З. Б. Муратходжаева. (2018), the monitoring methods are also done by the assistance of the training device, depending on the ways that the learning materials are being conducted, the students' effort, the management of learning, the programmed training is divided into the following component parts:

•   Linear: demonstrating the successful adaptation to the learning materials with a monitored task based learning;

•   Branched: this learning method differs from the linear part in case when a student chooses incorrect answers. In addition the student will get the reference material to the incorrect task, so this way the student can re-learn the material in a correct way, getting a better concept of the learning material on their own;

•   Adaptive: the learning programme lets the student choose the level of difficulty and complexity of the new educational material;

- Combined: the learning programme is including elements of the linear, branched and adaptive learning programme, as a consequence the block and modular training methods are implemented;

- Block: this learning programme is more flexible, that provides language learners the opportunity to choose from a different variety of intellectual tasks, so they can optimise their chosen educational plan in a way they can use their already acquired knowledge in the most effective way relying on their own knowledge and intuition, in the sake of solving the tasks;

- Modular: this learning programme is not as flexible as the previous one, the block method, this educational plan is based on a fixed curriculum composed modules.

Therefore programmed learning method is self-teaching, with the usage of technology assisted tools, such as computers, Internet access, Television, Online media etc. Language learners can create their own plans and modules to solve a task based problem situation. Therefore, students rely on their acknowledged materials and their own logical reasoning. During the individual research for new sources of knowledge in workbooks, they have already constructed a mental model for their actions to succeed in the problem-based task.

1.5 **Computer assisted and the usage of Artificial intelligence language learning**

According to Fang, T (2023) Computer-assisted language learning is defined as a semi-way of using online teaching methodologies and the traditional teaching practices. It embraces a wide range of resources, communicative technologies, applications and approaches to education and learning foreign languages. It is most frequently used in a virtual learning environment or a so-called Web-based distance learning oriented method. It also extends to the use of interactive whiteboards, Computer-meditated communication and language learning through mobile phone assisted learning. Mobile phone assisted learning is a honorable mention in the current era of multimedia consumption and the educational world, in this so called process, language learners have access to wide variety of learning materials, from the palm of their hands, which makes the technology assisted learning methods an adaptive form of education. It is also easier for younger audiences to cope with new materials, because at the same time of learning difficult material, they can use third party resources in their learning curve, for example: the usage of Artificial intelligence.

In the context of computer-based language learning methods, Artificial Intelligence was developed to interpret and respond to questions or requests generated by humans to create automatically generated answers made by computers. For example ChatGPT, an Artificial Intelligence based online tool, which could be a useful tool in language learning,

moreover ChatGPT, can be utilized in language learning settings to help learners develop and improvise their language learning skills. It provides foreign language learners with their requirements, such as grammatically correct language examples and it can also check the mistakes that the students had made in their sentences or exercises. This Artificial Intelligence based foreign language learning method can be considered as an effective language learning method tool, that can also grasp the concept of student inquiries and providing them with the best possible answers. For instance, it can also improve the EFL students' language learning skills enhancing their sentence and text creating performances. Artificial Intelligence assisted language learning applications have been developed, and these language-learning methods have demonstrated a significant role in enriching foreign language learners' overall learning experiences and goals, however Artificial Intelligence powered language learning tools in addition improve the self-regulated learning and it is increasing the motivation amongst foreign language learners.

Learning foreign languages using the tools based on Artificial Intelligence, brings downsides within itself, it is indeed a valuable and great exceptional addition to a student's learning equipment, however overly using Artificial Intelligence may create difficulties in the future of the learners career. By overly using this language learning tool, I meant using the advantages more often than it should be used, such as completing full exercises with only the Artificial Intelligence, because it is such well-developed that it is capable of doing the students work on its own. In contrast of being useful it will reduce the student's level of own logical reasoning and intuitive language learning capabilities. A very impactful solution for this upcoming modern educational issue is the presence of a teacher who is manually monitoring each and every student's own work. The usage of Artificial Intelligence could be also shown through checking it out using itself, because the tool can detect if whether AI wrote the text or sentence, or if students wrote it. It can detect the difference, because Artificial Intelligence written sentences and text are based on the same response creating programmed algorithms, so it is able to self-detect the percentage of Artificial Intelligence tool assisted text writing.

CHAPTER II
APPLYING MODERN TECHNOLOGIES AND METHODS IN EDUCATION

2.1 The basics of the applications of technology in education

According to my short-term pedagogical experience, the application of the modern teaching methods and technologies could be quite difficult in some cases of classroom environments. Some classrooms might be lacking the right equipment for the proper useful application of the modern technological teaching tools, however with the right equipment the completely modern teaching process should be working flawlessly. The main equipment requirements are the following for the smooth operating lesson, these technology-based learning materials offer several advantages, such as accessibility, interactivity and flexibility:

- Personal computer: this technological tool serves as the most important part, the heart of the technology-based teaching; because it is the most important hosting tool of the teacher, because every bit of information is hosted from the computer and the tasks of the lesson are controlled from here. Not to mention the other technology based teaching tools also relies on the computer.

- Technology based learning material: these teaching materials are mainly based on the computers, because these educational contents are based on the computer's storage and its data processing capabilities and presenting the teaching material. These learning materials were designed to enhance the learning and teaching experience in the modern day teaching. Examples of Technology-Based learning materials:

Presentations- presentations are visual materials which uses slides to conduct information; they can include the most important parts of teaching: text, images, graphs and other multimedia elements that could be useful in a lesson.

Examples of presentations: Power point presentations: These are commonly used in classrooms and corporate settings for lectures, training sessions, and meetings; Google slides: Similar to PowerPoint but cloud-based, allowing for easy collaboration and access from any device with internet connectivity; Prezi: offers a dynamic, non-linear approach to presentations, allowing presenters to zoom in and out of content for a more engaging experience.

Audio files- these files helps delivering content through sounds using speakers, they can be used for lectures, learning podcasts, language learning and more. Examples: podcasts-

educational podcasts cover a wide range of topics, providing lectures, interviews, and discussions for learners to listen to on the go. Audiobooks- textbooks, literature, and other educational materials are often converted into audiobook format, allowing learners to listen while commuting or doing other tasks. Language learning apps- applications like Duolingo utilize audio files to teach correct pronunciation and listening comprehension in language learning.

- Projector: projectors are the second most important tools in modern education settings, which are providing dynamic and effective lessons using a variety of teaching materials that have been mentioned in the previous part. Examples of how the projectors are being used in a classroom environment:

Visual presentation- projectors are often used to visualize presentations such as the before mentioned PowerPoint, Google Slides and Prezi presentations. Teachers could also create visually appealing slideshows including text, images, graphs, videos and animations to enrich the learning experience. These visual presentations helps to reinforce the key concepts of the lessons, illustrating complex and more difficult ideas, maintaining the students' attendance and interest towards the multimedia elements assisted lesson.

Interactive whiteboards: many projectors are paired with interactive whiteboards or touchscreen displays to enhance the interaction with the visualized content. Teachers and students can interact with the slides more effective, they can draw graphs, or they can interact with the digital objects in real-time and they can engage in active participation and collaboration with the lessons contents. Interactive whiteboards are also enhancing the effectiveness of conducting the lesson and it is allowing personalized learning experiments, which can fit the students' needs.

2.2 The effect of presentations on students

According to Hossein Nouri and Adbus Shahid (Global Perspectives on Accounting Education Volume 2, 2005, 53-73), PowerPoint presentations influence learning, the degree of improved learning is a function of complex set of interactions among learner and medium attributes. PowerPoint helps structuring the content and processing of a lesson, they incorporate graphics, animation and colourful imagery. People oriented information processing theories focus on how the human memory system collects, transforms, compacts, elaborates, receives and uses information. The sensory registers, people's short-term and long-term memory are the three major storage units of the human brain. Long-term memory is a permanent storage of human knowledge, and receives information from both sensory registers to short and long-term memory system (Moore et al., 1996). Based on the sensory

registers of the humans and the two types of memory, presentation based learning using the other modern technology materials is playing an important role in the learning process. The role of the materials itself is the beginning point of the learning material that is going to be processed via the sensory registers into the memory of humans. Studies indicate that attention significantly influences the processing of information from sensory registers to short and long-term memory. Unattended information tends to be swiftly lost during sensory stimulus processing. According to Reynolds and Baker (1987), the presentation of materials on a computer enhances attention and learning, with learning outcomes improving as attention levels rise.

Presentations also provide visual representation for the language content throughout text, images and multimedia elements. This can lend a hand in comprehension and retention by providing additional context and visual cues for the language learners to help them understand new vocabulary and grammar structures. The design and structure of the presentation also play an important role in the learning process, because it can enhance the students' interest and engagement, through the aesthetics of the presentation and it being interactive enough, that the learners can participate easily with the lessons learning material or tasks. In the other hand, if the presentation is poorly designed it can lead to problems such as challenging and being monotonous. Presentations can be used to contextualize the language learning material within real-life, cultural or specific scenarios relevant to the learners' interest and education plan; this helps them to understand how a language is used properly in practical situations, enhancing their comprehension and the application of the target language. These presentations can also serve as prime examples of proper language usage by giving examples of correct pronunciation, intonation and grammatical structures. By consuming the contents of the aesthetically pleasing and well-designed educational presentations, learners can improve their own speaking and listening skills, also developing their abilities to speak fluently and use the language grammatically correctly. Presentations are also a great tool to introduce the language learners the different usage of words and words existing in other dialects, opening up the opportunities of language learning furthermore. The feedback of the learners can be also achieved throughout using presentations, for example: interactive presentations using quizzes or practical tasks, where students can get real-time answers from the teacher that is conducting the lesson via presentations; this example can help the students and the teachers achieve the set goal for the lesson or the performance examination.

Overall, the usage of presentations is a very effective tool for supporting the pillars of language learning in modern classroom environments by providing visual and audio-visual learning materials. In addition, the utilization and the integration of the education plan could be interpreted into presentations, in a result it will meet the students' satisfaction and requirements more, because it is easily accessible on the lesson, and it can be used after the lesson for revising the lessons contents. Creating interactive presentations can also give a helping hand for the foreign language teachers, because it saves a lot of time from the lesson, because the teachers do not need to write the example words and sentences by their hands, not to mention the real time feedback oriented lessons aimed to the students.

2.3 Experiences in using modern teaching methods

According to my short-term pedagogical experience, I have used several methods, computer based applications and sites to conduct my lessons using modern technology based educational materials, which were part created by me and part followed by the students' semester plans. Firstly I would like to mention the most commonly used technological tool assisted program, which were PowerPoint. This program helped me to conduct lots of my lessons and spared my time of writing the contents to the whiteboard, because I could simply showcase the sentences and grammar rules from presentation slides. These enhancements for my lesson got positive feedbacks from the students, because their results on short tests and unit final test were mostly positive. I would like to also mention some specific sites that have very useful teaching aids such as:

Mentimeter- this site provides a different set of teaching tools, for example: interactive presentations and quizzes. One unique example of this site is that in the free version it featured a very good ice breaker or lesson beginner task for the students, on the site it was called 'Word Cloud'- based on a given topic students can write as many words as they think about, and after the completion of the task the teacher and the students can discuss the answers. Example for the Word Cloud task:

In this World Cloud task, which I have created using the site, the students had to write as many words and phrases related to planet Earth as they could in 10 minutes, they used words that they already knew and words that they have learnt on my lessons too

Learningapps- this site is quite similar to the previously mentioned site featuring similar task based activities, however this site lacks the slideshow creation functions and it is more oriented on task based learning featuring several task such as: matching pairs, interactive group assignment, number line, simple order, free text input, matching pairs on images, multiple choice quizzes, cloze text, audio-video with notices, millionaire game, group puzzle, crossword and so on. This website can be also very useful for student grading in a way of short tests, because the tasks and interactive games that this site provides the classroom with can be considered as an effective tool in technology based education.

Example for a Learningapps task:

In example of Learningapps task, which was created by myself, students had to match the American English words with the correct pair from the British English.

CHAPTER III
# RESEARCH

3.1 Purpose of the research

The purpose of this research is the percentage of the language learners' experience with the foreign language learning throughout their learning years and other experiences. The following statistics will highlight the practical part of my research in the term of "New Techniques and Technologies in Teaching Foreign Languages". The total number of the participants of the question line that the statistics and charts were based on was 327 person. The participants' age ranged from teenagers to adults; and their education level ranged from middle school to university.

In this research, I measured how common it is amongst the participants to learn foreign languages and what methods and technologies they use when they are learning foreign languages on their own or throughout their learning journey or educational career and the conclusion is written through education methodological aspect.

The research question line is consisting of 10 simple and multiple choice questions total, which are going to measure the language learners' basic data, such as their gender, age, highest educational level after those questions there are a the multiple choice questions when the answerers had to choose how important do they think some language learning approaches in the education system; and the other multiple choice question was, how important do the answerers think about the usage of foreign languages in certain situations.

This research was done via google forms and the links for the question line is listed at the appendix

3.2 Data of the participants

327 participants total

Number of the following: Gender
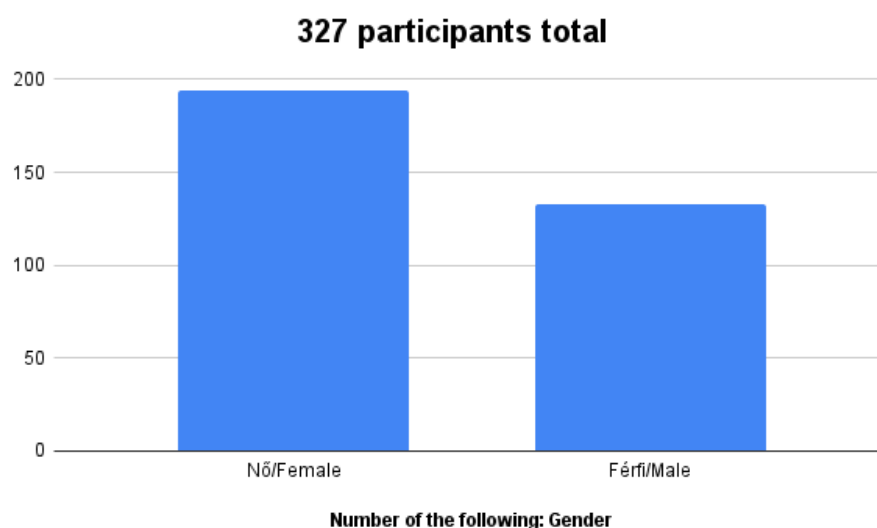
3.2.1 Number of participants

This chart indicates the number and the gender of the participants who have filled the questionnaire. As it is visible, the main percentage of the answerers were female and the total number of the participants were 327 people. With this number of participants, I achieved a wide range of results throughout the other questions.

Age

Numbers of the following: Age
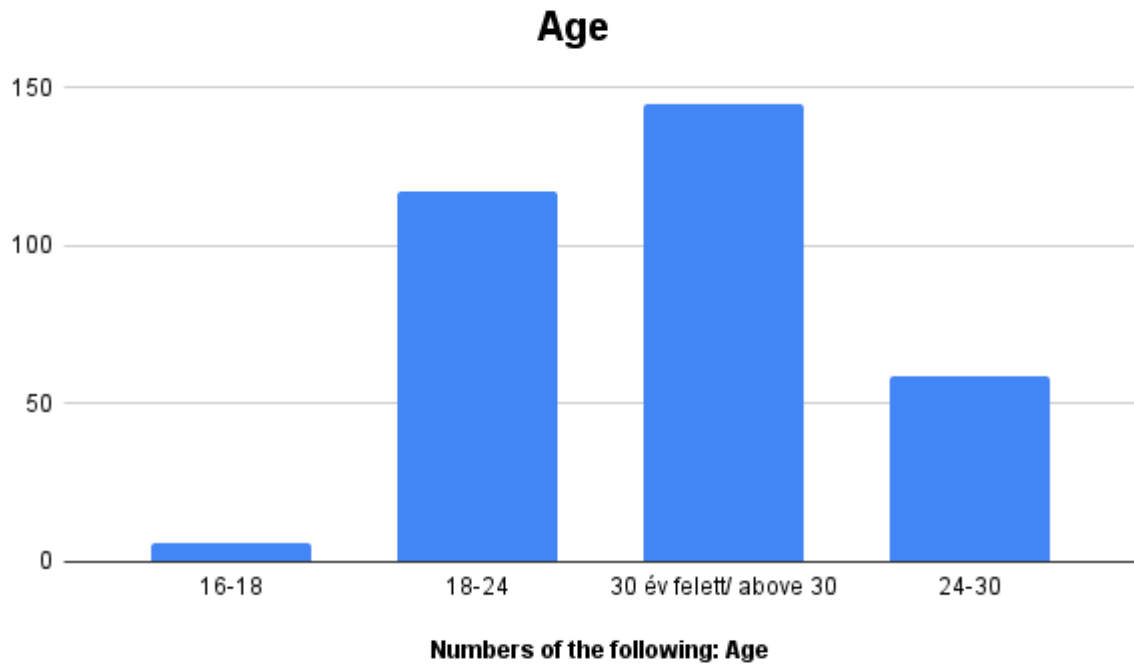
3.2.2 Age of participants

This chart is indicating very accurate statistics of the participants' age. As it is visible the main percentages of the chart is late teenagers (18-24 years old) and adults (30 and above 30 years old). This information is giving away a very important information that tells us that the main percentage of the answerers' are still studying.

Highest education level

Numbers of the following: Highest education level
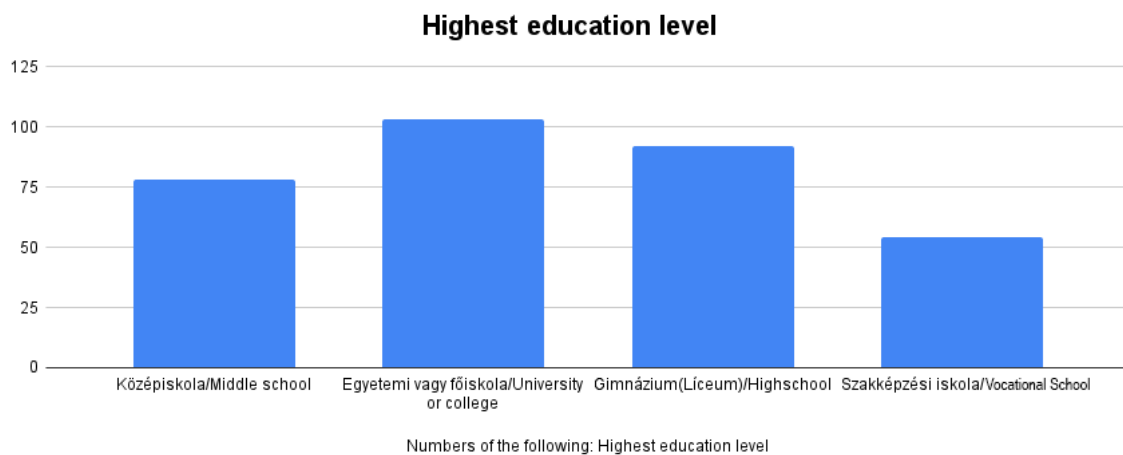
### 3.2.3 Highest education level of the participants

This chart is indicating the education level of the participants. As it is visible, the main percentages of the chart are University or College students, based on these statistic alone we can determine that most of the students have met language learning courses throughout their university/college years, because in most cases courses are including some kind of foreign language learning in their programmes throughout the courses; High school students are the second highest percentage, this case also resembles that other main percentage of students have met at least a basic level of foreign language learning throughout their learning years; third place Middle school students, which indicates that this part of the answerers had received a basic level at foreign language learning; the least percentages were the Vocational school students; in this case it is not likely that they have received any foreign language education, it could only occur if their fields of study has something involved with foreign languages. From these statistics, the following charts are going to be more accurate in the sake of language learning, because students that finished at least High schools must have received any kind of foreign language teachings or courses.

Mother tongue

Numbers of the following: Mother tongue
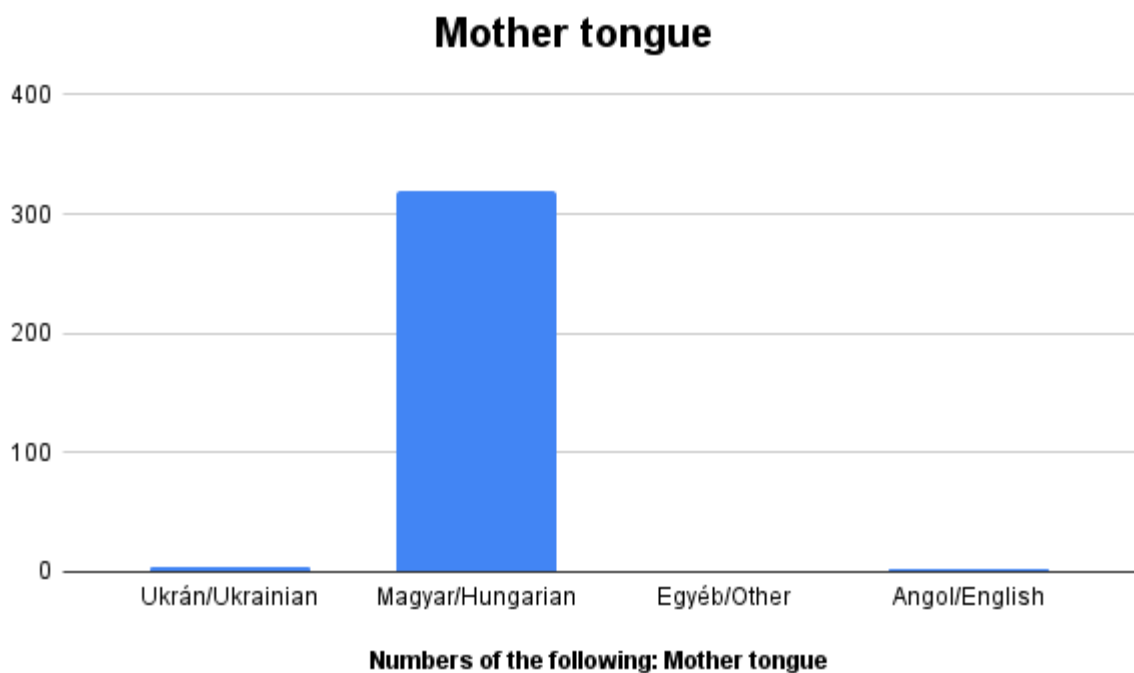
3.2.4 Mother tongue of the participants

This chart is indicating the percentage of the answerers' mother tongue. The main majority of the answerers are Hungarian, a small percentage are Ukrainian and English,

however there were one case, where the answerer had both of the languages as their mother tongue, which states that there might be more bilingual answerers amongst the others.

Common foreign languages
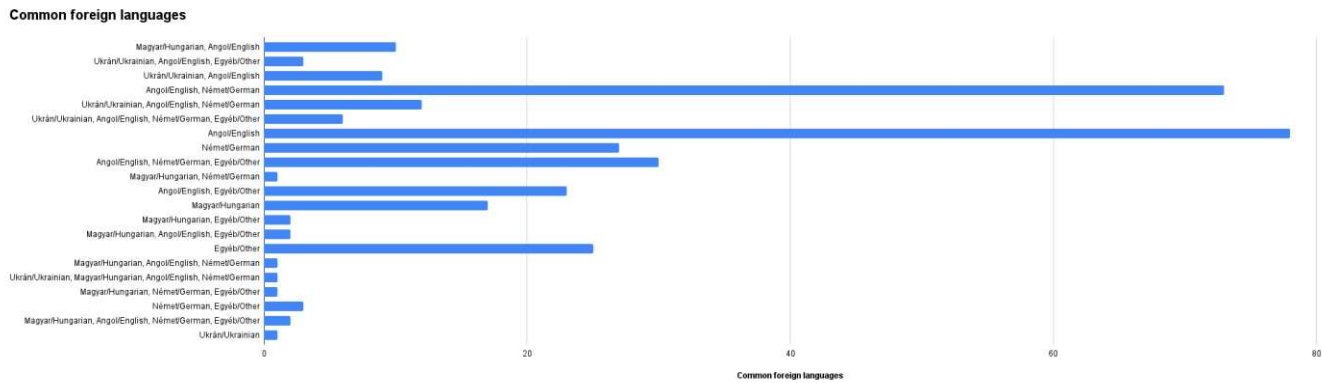
3.2.5 Common foreign languages

This chart is indicating the percentage of which common foreign languages the answerers' had learnt. It is visible that the majority of the answers are English at the first place, it is not really surprising, because English is widely spoken and taught around the world; the other impactful language were German, this is also not a surprise because German is widely spoken and taught in the countries of Europe; the remaining languages were Ukrainian and Hungarian, Ukrainian is well spoken throughout all the country of Ukraine obviously, in the other hand Hungarian is a commonly spoken language in the region of Transcarpathia. Answerers' who choose the other option gave an interesting factor to the Ukrainian education system.

Other foreign languages
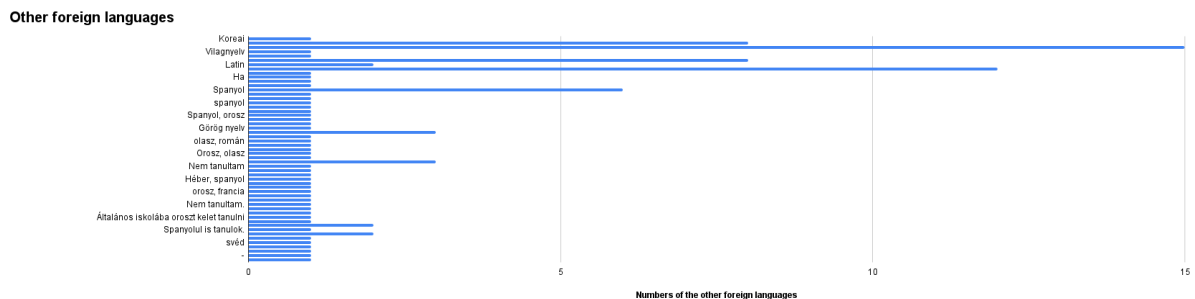
3.2.6 Other foreign languages

This chart is indicating the choices of the language learners that had chosen the other option in the previous chart's question from the question line. From this chart, we can see that there are wide varieties of languages that the learners had chosen. Firstly, the Russian language is understandable because it is grammatically and as a language, family is close to the Ukrainian language. The other foreign languages however are very interesting because

they are not close to either the Hungarian or the Ukrainian language, especially Korean and Hebrew, because these languages are not using either the Latin or the Cyrillic alphabet.
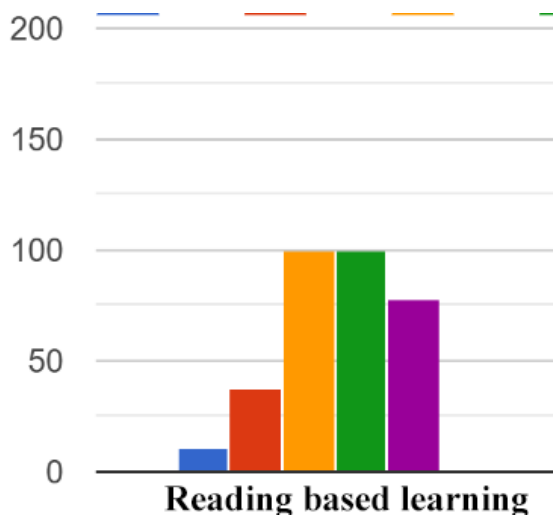
3.3 Foreign language learning methods

These 6 following charts are demonstrating a statistic of how the answerers' rate the given foreign language learning methods in a scale where 1 (blue) is the lowest and 5 (purple) is the highest option (Color explanation: Blue- Completely disagree; Red- Somewhat disagree; Orange- Neutral; Green- Somewhat agree; Purple- Completely agree).

3.3.1 Reading based learning

The following chart is about Reading based learning with the average rating of **3,6**;

Reading based language learning is important in the students learning process, because it improves their level of language understanding and it improves their thinking in a given foreign language.
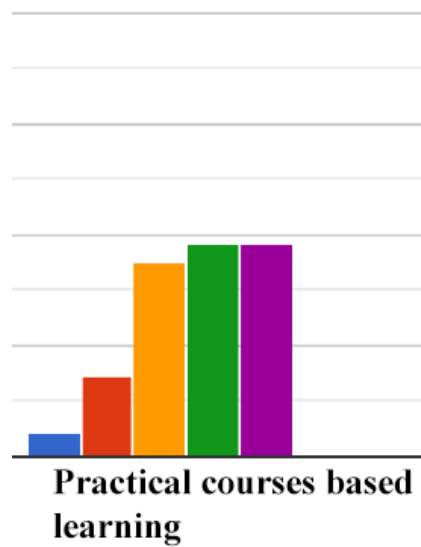

3.3.2 Speaking based learning

The following chart is about speaking based learning with the average rating of **4,03**; Speaking based language learning is considered one of the best practical language learning method, because within this language learning method students must rely on their already acquired knowledge and use them in a practical task, where they have to express themselves verbally through forming answers and complex sentences. This type of exercises can improve their ability to think in a given foreign language at real time; however, it could be also difficult, because it is easy to make mistakes if a student must think quickly in a conversational exercise.

Speaking based learning
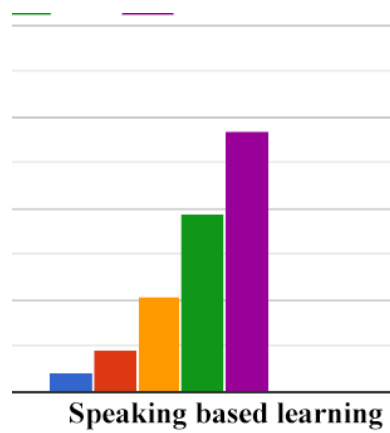
3.3.3 Practical courses based learning
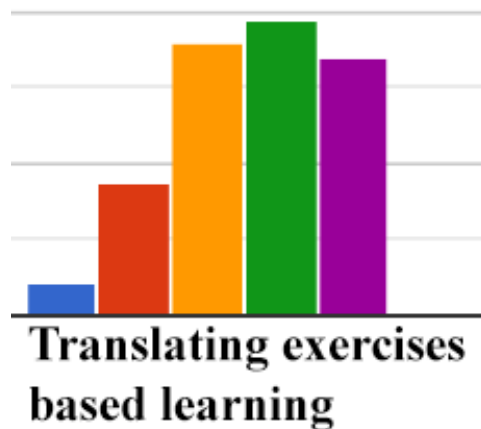
The following chart is about practical courses based learning with the average rating of **3,7**;


Practical courses based learning

3.3.4 Translating exercises based learning

The following chart is about translating exercises based learning with the average rating of **3,6**;

Translating exercises based learning

### 3.3.5 Real life situation based learning

The following chart is about real life situation based learning with the average rating of **4,3**;

Real life situation based learning
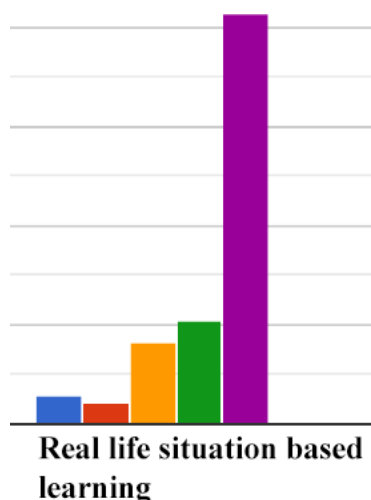
3.3.6 Individual language learning

- The following chart is about individual language learning method based learning with the average rating of **3,5**;

Individual language learning methods based learning
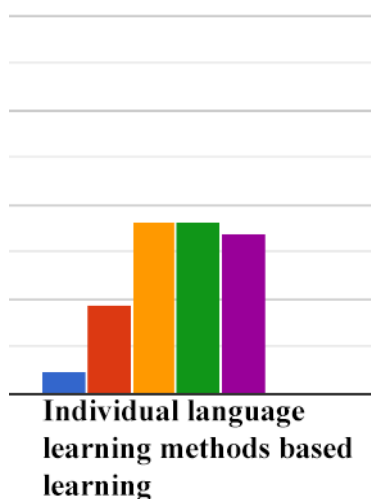
## 3.4 Results of the charts of foreign language learning methods

Based on the charts' rating we can determine that the most effective method was the speaking based language learning (with a rating of 4.03 out of 5) and the free time activities based (with a rating of 4.5 out of 5). The least effective out of the 7 charts were reading method (with a rating of 3.3 out of 5), although it does not mean that this language learning method is not as useful as the other previous mentioned, it is just the least effective method of the analyzed methods based on the question line.

3.5 The importance of foreign languages

These 7 following charts are demonstrating a statistic of how the answerers' rate the given role of foreign languages in everyday use in a scale where 1 (blue) is the lowest and 5 (purple) is the highest option (Color explanation and translation: Blue- Completely disagree;

Red- Somewhat disagree; Orange- Neutral; Green- Somewhat agree; Purple- Completely agree).

- The following chart is about how often do people use foreign languages at their home with an average rating of **2,5** which number indicates that it is not likely for the participants to speak any language besides their mother tongue at their home.

How often do you use any other language besides your mother tongue at your home?
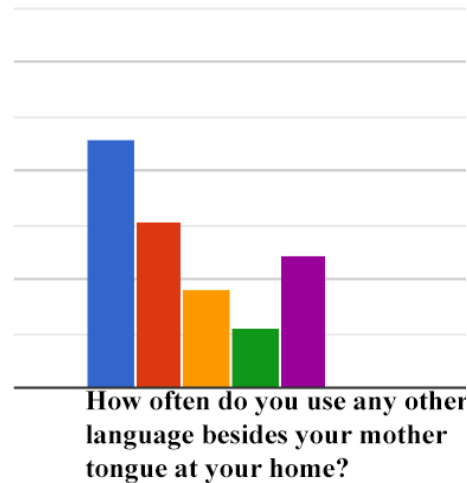
3.5.1 Foreign language in work and school

The following chart is about how often people use foreign languages at their schools or working places with an average rating of **3**, which is indicating that it is neutral option amongst people. From this chart it can be assumed that the answerers that chose above the neutral answers are working in an job field where they have to use foreign languages on a daily base, in the other hand the answerers whom chose the negative answers are working in a job field where they are not likely using foreign languages, or it is not required for their role in the work environment.

How often do you use any other language besides your mother tongue at your work or school?
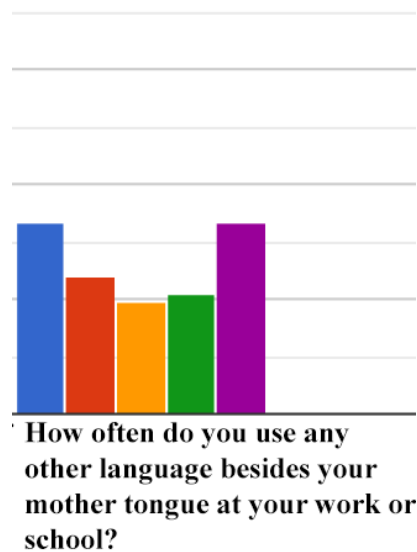
3.5.2 Foreign language usage with friends

The following chart is about how often people talk in foreign languages with their friends or colleagues with an average rating of **2,3**, which indicates that it is not likely for the participants to speak in foreign languages with their friends or colleagues.

How often do you communicate in a foreign language with your fridends or colleagues?
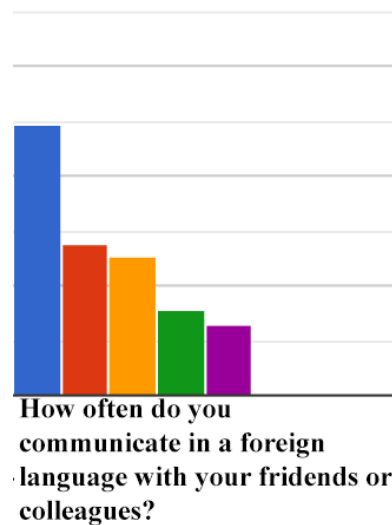
3.5.3 Foreign language usage with family members

The following chart is about how often people talk in foreign languages with their family members or relatives with an average rating of **1,7**, which indicates that it is highly not likely for the participants to speak in a foreign language with their family members or relatives.

How often do you communicate in a foreign language with your family members or relatives?
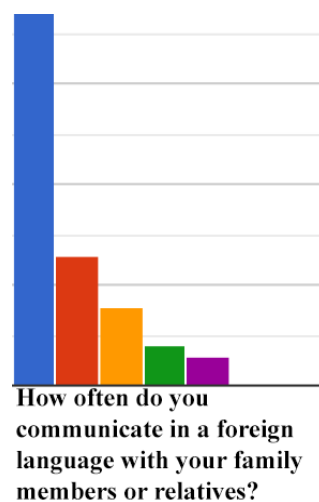
3.5.4 Foreign language media consumption

The following chart is about how often do people consume media in foreign languages with an average rating of **3,2**, which indicates that it is neutral option amongst the participants. Despite the chart showing neutral result in todays online media culture, it is really popular to talk or to create video or photographical content in a foreign

language, mostly in English, that the users of media can meet with on the internet or the television.

How often do you consume media in a foreign language?
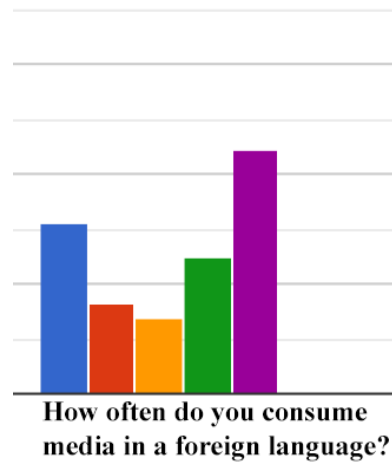
3.5.5 Importance of foreign language

The following chart is about how important are the knowledge of foreign languages in peoples' lives with an average rating of **3,6**, which indicates that it is more likely, that the knowledge of foreign languages are important to the participants. This chart is indicating that most of the answerers strongly agree that it is important to know a foreign language in their everyday life, because they are living in environments where multiple languages are being spoken, or their everyday life due to work or school requires them to speak and understand in a foreign language.

How important are the knowledge of foreign languages to you in your life?
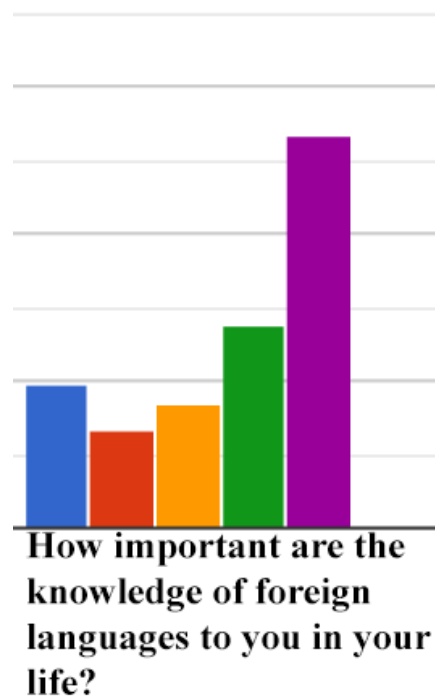
3.6 Other foreign language learning methods

Other foreign language learning examples given by the answerers, that was not included in the charts:

-Duolingo: an educational technology application, offering its users courses on 43 languages, which includes English and also less commonly studied languages, such as Welsh and Irish;

-Watching movies, series, television, videos, playing videogames (with subtitles) and reading articles in foreign languages: these methods can be considered as learning languages through free time activities. They are playing a really efficient role in a language learner's journey in the educational process, because they can passively increase their vocabularies through contents that are entertaining to them;

-Listening to music and paying attention to the lyrics: it is also a form of free time activities, that requires a bit more active attention, because in some cases listening to music also needs the listener to understand the message of the song, which makes it a bit more difficult than the before mentioned free time activities;

-Playing word cards: it is a playful method of learning foreign languages, it can be played either within a group of friends or within a foreign language lesson with the leading of a teacher;

-Using ChatGPT: the usage of artificial intelligence can enrich the foreign language learner's experience in language learning. This modern technological tool can help the language learner in any question and can check if whether the student is writing text and sentences correctly or not. However, in some cases using it too much can cause controversy, because it is unethical to hand in a work that was not done by the student itself;

-Travelling to target countries, with the help of a teacher: by target country the answerer might referred to the country, which is using the language that the foreign language learners are learning;

-Student exchange opportunities: this is really similar to travelling to a target country, but the main difference is that the student can be travelling on its own or with classmates, and they are not visiting a country but moving to a different country periodically, and the school can be teaching in a different language, giving the exchange students an opportunity to practice their foreign language skills;

-Learning five words a day: it is an effective way for beginners and intermediate beginners to improve their active vocabulary in a foreign langue;

-Learning through communicating with other foreign language speakers whose target language is their mother tongue: speaking with a native foreign language speaker can

improve the small mistakes of foreign language learners, because they can naturally detect the small mistakes of the learners, in some cases better than a teacher can;

-Group lessons: it is a great form of active language learning, the main differences between regular classroom lessons and group lessons are, group lessons consist smaller member of participants, therefore the teacher or the leader of the group can focus on a more personal oriented teaching method, which can be more successful than the regular classroom environment.

3.7 Results of the charts

The charts are indicating that at the answerers' do not use foreign languages with their family members; mixed opinions on speaking foreign languages at their home came back with a result of neutral on average; speaking in foreign languages at workplaces are slightly likely; it is highly likely for people to consume media content in a foreign language. In conclusion based of the charts and mainly on the last chart's answers it could be determined that the knowledge of a foreign language in people's life is important.

From a pedagogical aspect we can also determine the need of a teacher in a technology based or assisted classroom, because real human interaction and assistance is still and going to be essential in the educational field, not only from the students perspective but from the teachers perspective too

CONCLUSION

New techniques and technologies in teaching foreign languages is present in the modern day education institutes are playing an important factor in the modern day foreign language learning. We use a wide variety of methods, such as computer assisted language learning and its other additional contents. These additional contents include the following: presentations, audio and audiovisual learning materials. This thesis also includes the adaptation of the teachers and the students to the new techniques and technologies in foreign language learning and teaching in a way that it is possible from both perspectives satisfying all of the individual needs of the members of a modern day classroom. In order of the successful implementation of the modern language, teaching methods З. Б. Муратходжаева (2018) stated the following requirements that needed to be met for relatively good feedback: linear, branched, adaptive, combined, block, modular. The work also includes the practical application of the technology-assisted methods; here are some examples of the most commonly applied methods: Accessible materials from the internet, Multimedia presentations using Microsoft Office Power Point, Use of computer educational programs.

The first chapter was about innovative technologies of teaching foreign languages, focusing more on a theoretical part of the research paper, discussing the main principles of the changes in the educational fields throughout the last decade with giving examples from several nationally approved linguists: Akzhan M, Akimov, V.B, Селевко Г.К, Ayatov, R, Babadjanova, N, Chomsky. The second chapter was a follow up chapter for the first one discussing the practical parts of the innovative teaching methods of foreign languages. The first half of the chapter was done through a scientific research and the second part was inspired by my own pedagogical experiences, including my own practical applications of the innovative teaching methods using the assistance of technology devices and tools. The third chapter is about the question line based research that was answered by the participants that has received my Google Forms based questions via emails. From the questions I was able to get accurate statistics about the learning habits of the participants that have met foreign language learning and also met the innovative ways of learning languages. There were also questions where the participants could explain their thoughts more widely or give examples of innovative learning methods that have not been mentioned in the question line. These methods and other ideas were also mentioned in the chapter giving more unique and accurate answers that I completed my research from. The

results of the research paper was the following: most of the participants choose the answers that the knowledge of foreign languages and the education that they are receiving is playing an important role in their lives.

Moreover, language learning is moving into an era when it is going to be much easier to achieve the promised goals in shorter periods, because of the technological advancements and the modernization of the lesson plans and learning schedules. It is also easier from a teacher's point of views to conduct the foreign language classes, because there are many opportunities and methods that they can use to enrich the language learning experience. From a pedagogical aspect and as a foreign language learner myself I have found out many interesting things that through the process of the writing of this thesis, which can be additionally expanded with the passage of time and improvements of techniques and technologies in teaching foreign languages.

РЕЗЮМЕ

Нові методики та технології в навчанні іноземних мов, які використовуються в сучасних освітніх установах, відіграють важливу роль у сучасному вивченні іноземних мов. Ми використовуємо широкий спектр методів, таких як комп'ютерне підтримане навчання мов та інші додаткові матеріали. Ці додаткові матеріали включають: презентації, аудіо та аудіовізуальні навчальні матеріали. Ця дисертація також охоплює адаптацію викладачів та студентів до нових методів та технологій у навчанні та викладанні іноземних мов таким чином, щоб це було можливо з обох перспектив, задовольняючи всі індивідуальні потреби членів сучасного класу. Для успішного впровадження сучасних методів викладання мов З. Б. Муратходжаева (2018) зазначила наступні вимоги, які повинні бути виконані для отримання відносно доброго зворотного зв'язку: лінійний, розгалужений, адаптивний, комбінований, блоковий, модульний. Робота також включає практичне застосування методів з використанням технологій; ось деякі приклади найбільш поширених методів: доступні матеріали з Інтернету, мультимедійні презентації з використанням Microsoft Office Power Point, використання комп'ютерних освітніх програм.

Перший розділ присвячений інноваційним технологіям навчання іноземних мов, зосереджуючись більше на теоретичній частині дослідницької роботи, обговорюючи основні принципи змін в освітній галузі за останнє десятиліття, наводячи приклади від кількох національно визнаних лінгвістів: Акжан М., Акімов В.Б., Селевко Г.К., Аятов Р., Бабаджанова Н., Хомський. Другий розділ є продовженням першого, обговорюючи практичні аспекти інноваційних методів навчання іноземних мов. Перша половина розділу виконана на основі наукового дослідження, а друга частина натхнена моїм власним педагогічним досвідом, включаючи мої власні практичні застосування інноваційних методів навчання з використанням технологічних пристроїв та інструментів. Третій розділ стосується дослідження, заснованого на опитуванні, яке було проведено серед учасників, які отримали мої запитання через Google Forms по електронній пошті. Завдяки запитанням я зміг отримати точну статистику про навчальні звички учасників, які стикалися з вивченням іноземних мов, а також з інноваційними методами вивчення мов. Були також запитання, де учасники могли ширше висловити свої думки або навести приклади інноваційних методів навчання, які не були згадані в опитуванні. Ці методи та інші ідеї також були згадані в розділі, надаючи більш унікальні та точні

відповіді, на основі яких я завершив своє дослідження. Результати дослідницької роботи були такими: більшість учасників обрали відповіді, що знання іноземних мов та освіта, яку вони отримують, відіграють важливу роль у їхньому житті.

Більше того, вивчення мов переходить в епоху, коли досягнення обіцяних цілей стає набагато легшим за коротші періоди, завдяки технологічному прогресу та модернізації навчальних планів та розкладів. Також з точки зору викладача стало легше проводити заняття з іноземних мов, тому що є багато можливостей та методів, які вони можуть використовувати для збагачення досвіду вивчення мов. З педагогічної точки зору та як сам учень іноземної мови, я виявив багато цікавих речей у процесі написання цієї дисертації, які можуть бути додатково розширені з часом та поліпшенням методів і технологій у викладанні іноземних мов.

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APPENDIX

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Ким перевірено:

I + U + DB + P + DOI

Кількість сторінок:

40

Кількість слів:

10227

Схожість 10%	Збіг: **48 джерела**	Вилучено: **0 джерела**
Інтернет: **18 джерела**	DOI: **0 джерела**	База даних: **0 джерела**
Перефразовування 2%	Кількість: **32 джерела**	Перефразовано: **429 слова**
Цитування 3%	Цитування: **37**	Всього використано слів: **735**
Включення 1%	Кількість: **11 включення**	Всього використано слів: **126**
Питання 0%	Замінені символи: **0**	Інший сценарій: **2 слова**