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METHODOLOGICAL FOUNDATIONS OF FOREIGN LANGUAGE TEACHING IN THE MODERN EDUCATIONAL PROCESS

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Abstract. The article discusses the importance of fully substantiating methodological guidelines for deepening scientific understanding of the process of teaching foreign languages in the modern educational process in higher education institutions. The importance of relying on a comprehensive set of methodological approaches that ensure a comprehensive and balanced analysis of this process is emphasised. Self-reflection on pedagogical experience has demonstrated the expediency of distinguishing between competence-based, personality-oriented, activity-based and systemic approaches as complementary methodological foundations that determine the effectiveness of modern foreign language teaching.

As a result of the pedagogical discourse, the essence of scientific approaches and their significance in the context of foreign language teaching has been clarified. In particular, the competence-based approach involves the formation of future specialists not so much in terms of knowledge and skills, but rather in terms of the development of key competences; the personality-oriented approach involves taking into account the individual needs and interests of each student, while the activity-based approach requires the active involvement of future specialists in educational and cognitive activities and the formation of the relevant 'soft' skills necessary for the constructive solution of professional tasks; a systematic approach involves considering the process of developing professional competence as a holistic pedagogical system.

Key words: methodology, methodological scientific approaches, higher education students, professional competence, foreign languages, teaching process.

Introduction. In today's world of globalisation, digital transformation and constantly changing educational standards, foreign language teaching is becoming increasingly important for developing competitive specialists. The intensification of international communication, the expansion of academic mobility and the need for intercultural interaction necessitate the improvement of methodological principles of language training. European integration opens up new opportunities for Ukrainian education, contributing to the improvement of the quality of language training, the implementation of modern pedagogical technologies and the use of advanced teaching methods that comply with European recommendations on language education. At the same time, it poses new challenges for the education system related to the need to adapt the educational process, modernise approaches to the formation of language competences and ensure a high level of professional readiness of applicants. Effective solutions to these tasks require a well-founded choice of methodological approaches that determine the content, structure and organisation of foreign language teaching in the modern educational process. In this context, it is particularly important to choose reliable methodological guidelines that ensure the formation of a high level of foreign language competence among students and meet the requirements of the modern educational space.

After all, the quality of language training largely determines not only the professional success of future specialists in an international environment, but also their ability to interact effectively in a multicultural space, maintain professional communications and integrate into global processes. Determining the optimal set of methodological approaches is a complex and multifaceted task that requires a comprehensive analysis of current trends in global language education, innovative techno-

logical solutions, international standards for teaching foreign languages, and best global practices in teaching.

Analysis of scientific research suggests that it is important to take into account the specific nature of foreign language learning, which is characterised by multidimensionality: the need to develop communicative, sociocultural, cognitive and professionally oriented competences, the development of critical and creative thinking, and the ability of learners to quickly adapt to a foreign language environment. The modern educational process involves the use of interactive methods, media technologies, authentic materials and project activities, which requires a high level of pedagogical skill, flexibility and the ability of teachers to work in a dynamic environment. That is why updating the methodological foundations of foreign language teaching is a key factor in improving the effectiveness of learning and ensuring the competitiveness of Ukrainian education in the international arena.

Purpose of the article. Based on the analysis of scientific and pedagogical literature and self-reflection on teaching experience, to clarify the set of methodological approaches that ensure the deepening of scientific ideas about the process of implementing methodological principles of foreign language teaching in the modern educational process.

Research material and methods. The research draws on the scientific work of scholars who study the methodology of scientific and pedagogical research. Given the specific nature of the aim of our scientific research, particular attention was paid to clarifying the basic provisions, in particular, the systemic, competence-based, personality-oriented and activity-based scientific approaches. The analysis, in particular, of monographs and dissertations covering the selected issues, made it appropriate to assume that the application of these approaches would contribute not only to a deeper understanding of the theoretical foundations of the research, but also to the concretisation of the uniqueness of scientific concepts and views.

Main part of the study. The formation of foreign language communicative competence in students is a complex and multidimensional process that requires clearly defined methodological guidelines and modern pedagogical approaches. In modern scientific literature, competence is viewed not as a static set of knowledge, skills and abilities, but as a dynamic, integrated process that involves continuous personal improvement, the development of the ability to learn independently, critical thinking and effective communication. A competent foreign language user not only has a command of lexical and grammatical material, but also knows how to apply it in real communication situations, adapt to a foreign language environment, interact in different cultural contexts and constantly expand their own language knowledge.

It is important to emphasise that foreign language competence is formed not only within the formal educational process, but also through the personal activity of the learner, their practical experience, self-development and ability to reflect. It is the combination of purposeful learning, practical language use, individual experience and internal motivation that creates the conditions for the formation of a high level of foreign language proficiency that meets the requirements of the modern educational paradigm and the globalised world.

Scientists I. Zavalnyuk, O. Zavalnyuk, and V. Nesterenko are right in believing that competence is not a static formation, but a dynamic process that has the property of constantly developing and improving. This refers to integrative personal development, which includes both a set of competencies (knowledge, skills, abilities) and personal qualities that contribute to successful activity; the latter includes motivation, responsibility, self-awareness, and the ability for self-development. It is important to note that competence manifests itself in a person's ability to perform activities effectively and successfully, achieve set goals and continuously improve professionally (Zavalnyuk, Nesterenko, 2021).

In research, professional competence has been understood as a pedagogical phenomenon that embodies a whole range of individual personality traits, as well as knowledge, abilities and skills that ensure the performance of professional functions.

As noted, we consider certainty in methodological approaches to teaching foreign languages in the modern educational process to be a guarantee of successful results in pedagogical activity. We proceeded from the assumption that in the context of researching methodological principles

The methodology of teaching a foreign language should be based on a systematic analysis of modern educational trends, the requirements of a competence-based approach, as well as the need to develop the communicative, sociocultural and strategic competences of learners. In this context, it is important to consider not only the content of teaching, but also the technological, organisational and assessment aspects that ensure the integrity and effectiveness of language training in the context of modernised education.

Results and discussion. Analysis of scientific and pedagogical literature shows that a systematic scientific approach is one of the key general scientific methodological approaches. In the context of higher education, it serves as an important paradigm for the accumulation of knowledge and development of skills that are important for the formation of students' comprehensive foreign language competence. The application of a systematic approach in foreign language teaching involves considering language training as a multi-component structure that includes linguistic, communicative, cognitive, sociocultural and strategic components. Each of them performs a specific function, but together they ensure the integrated development of the linguistic personality.

A systematic approach allows for the construction of a logically coherent teaching system, where the content, methods, means and forms of organisation of the educational process interact as elements of a single pedagogical model. Thanks to this, the formation of foreign language knowledge and skills does not take place in a fragmented manner, but within a holistic educational environment, which contributes to a deeper assimilation of the material and the development of the ability to apply the language in real communicative situations. In today's world, this is particularly relevant, as effective foreign language acquisition requires simultaneous work on various aspects of language activity, the integration of authentic materials and the use of innovative digital technologies.

Based on a review of scientific literature and reflection on teaching experience, we argue that the application of a systematic approach allows us to build the foreign language teaching process as a coherent, structurally organised system in which each element – the content of teaching, methods, forms of organising classes, means of control and assessment – are coordinated with each other and aimed at achieving a single pedagogical goal. This approach ensures the internal logic of the educational process, promotes the consistent development of key language competences, increases the effectiveness of material assimilation, and creates conditions for the integration of theoretical, practical, and communicative components of learning. It also helps students develop the ability to transfer their acquired language skills to new contexts, which is one of the key indicators of the quality of foreign language training.

In addition, the systematic approach allows this process to be viewed as a subsystem that contributes to the continuous professional growth of students, improving their qualifications and competence, which, in turn, has a positive impact on the quality of training of specialists and their competitiveness in the international arena. We agree with the existing research position, in particular that of O. Prokopenko, where a systematic approach is seen as the key to an effective educational process, 'as it is based on qualitative characteristics (Prokopenko, 2021).

Therefore, the significance of a systematic approach in foreign language teaching lies in the need to form a holistic, interconnected structure of the educational process, where all its components function in close interaction. This involves clearly defined learning objectives, coordinated activities of the participants in the educational process, modern language education content, effective teaching methods and technologies, various organisational forms, a developed information and digital environment, and a well-founded system for monitoring and evaluating results. The integration of these components creates the necessary conditions for the consistent development of students' foreign language

communication skills, which meets the requirements of modern educational standards, trends in the globalised educational space and the needs of professional activity in an international environment.

In our study, the competence-based general scientific approach was of particular interest, as its significance for solving the outlined problem is indisputable. The competence paradigm is the fundamental methodological basis of modern education, including the process of teaching foreign languages to students of higher education institutions. This approach focuses learning not only on the acquisition of knowledge, but above all on the development of the ability to apply it in specific, often professionally oriented situations. That is why it is particularly important in the training of specialists in various fields where effective foreign language communication is an important component of professional activity.

It should be noted that, thanks to its numerous advantages, the competence-based approach has gained a prominent place in scientific literature, where it is considered one of the most constructive methodological tools of modern pedagogy. Numerous studies emphasise that the competence-based approach is aimed at harmoniously combining the cognitive, activity-based and value-based components of learning, which ensure the student's ability to act professionally, responsibly, independently and creatively. In the context of foreign language learning, this means that not only language and speech skills are developed, but also the ability to interact effectively, solve professional tasks, navigate an intercultural environment and critically process information.

The competency-based approach allows us to view higher education institution applicants as active learners rather than passive recipients of knowledge. It promotes the development of autonomy, responsibility and self-regulation skills, which are extremely important for future professionals who will work in the rapidly changing conditions of a globalised world (Khodan, 2013). By learning a foreign language through the prism of the competence-based approach, students not only master language structures, but also acquire skills that allow them to use the language as a practical tool for professional activity: reading technical documentation, interpreting instructions, conducting business communication, working with digital platforms, presenting project results, etc.

In addition, the competence-based approach promotes the individualisation of learning, as it takes into account the learning needs, interests and level of preparation of each student. This makes it possible to adapt the educational process to the specifics of a particular speciality.

Thus, the competency-based approach ensures the methodological integrity and practical orientation of the educational process, creates conditions for the formation of foreign language communicative competence as an integrated education that encompasses linguistic, sociocultural, intellectual, and professional components. Its application in teaching foreign languages to higher education applicants is an important prerequisite for training highly qualified specialists capable of operating effectively in the modern information and professional environment.

Thus, researchers V. Mudryk, A. Kharkivska, and O. Shkola, studying the problem of learning and using the competency-based approach in education, emphasise that it provides a focus on the practical effectiveness of education, promotes the development of competitiveness among higher education seekers, and provides the appropriate potential for practical solutions to professional tasks. The competency-based approach focuses students' attention on the ability to use the knowledge they have acquired in practice and to apply successful experience in situations of educational and future professional activity, as it involves the formation not only of theoretical knowledge but also of the practical skills and abilities necessary for the successful performance of professional tasks (Kharkivska, Mudryk, Shkola, 2020).

For example, according to O. Khodan, the main goal of the competency-based approach in higher education is to train competitive high-level specialists who are ready to independently solve various problems (cognitive, communicative, worldview, moral, organisational, etc.), apply the acquired knowledge, skills and abilities in practical activities, as well as engage in continuous self-development and self-improvement.

Thus, the methodological guidelines of the competency-based educational paradigm are indisputable. Self-reflection on teaching experience requires analysis and the potential of a personality-oriented approach to foreign language teaching, as it is this approach that ensures the construction of individual learning trajectories, consideration of the educational needs and professional goals of learners, the formation of sustainable motivation and the development of critical thinking in the context of modern challenges. The educational process should be aimed at developing the personal qualities of learners, such as responsibility, initiative, independence, ability to cooperate and adapt to change; the concept of ‘personality’, according to psychologists, is much broader than the concept of ‘profession’ (Prokopenko, 2021).

According to S. Voloshinov, a person-centred approach to teaching is designed to ensure harmonious, cooperative relationships between all participants in the educational process. It is aimed not only at supporting the individuality of each student, but also at developing specialists capable of continuous self-development, self-realisation of their abilities and acquisition of relevant professional competencies (Voloshynov, 2019). In addition, this approach involves creating an educational environment in which each student has the opportunity to actively participate in learning activities, express their own opinions, initiate ideas, and choose the best learning methods according to their needs. It also promotes the development of creative potential, independence, and responsibility, ensuring the holistic development of future specialists.

In connection with attempts to expand scientific understanding of the pedagogical phenomenon under study, it was only natural to turn to the activity-based approach in foreign language teaching, since the process of forming foreign language competence cannot be considered outside the active, purposeful and motivated activity of the learner. It is the activity-based approach that emphasises that language skills are developed not through passive assimilation of information, but through practical tasks, modelling communicative situations, solving professionally oriented problem cases and interacting in realistic conditions.

In this context, the learning process takes on a collaborative nature, where the teacher acts as a facilitator, moderator and mentor, and the learner becomes an active participant and creator of their own educational trajectory. The combination of an activity-based approach with a competence-based paradigm is also important, as it ensures the integration of knowledge, skills, abilities and values into a single system of professional training. This synthesis allows not only to form foreign language communication competence, but also to develop critical thinking, creativity, teamwork skills, reflection and decision-making in conditions of uncertainty – key qualities of a future specialist in the field of electronic communications, maritime industry or any other professional field.

The application of the activity approach also contributes to the creation of a dynamic, interactive educational environment in which learners have the opportunity to try out different strategies of speech behaviour, analyse their own experience and improve it in conditions of constant feedback. Thus, the activity-based paradigm becomes the foundation for the comprehensive development of a personality oriented towards independence, responsibility and readiness for professional communication in a globalised world.

In his study (Synekop, 2017), the author notes that the activity-based approach is based on the belief that a foreign language is learned not as an abstract system of rules, but as an effective tool for real communication, requiring constant speech activity, the involvement of personal experience and the creative potential of each student. Within the activity-based learning paradigm, students are not passive recipients of information; on the contrary, they are active participants in the educational process, shaping their own language acquisition trajectory. An important feature of this approach is the development of learning strategies, both implicit and explicit.

The first manifests itself in the unintentional, natural assimilation of new models of activity through participation in speech situations. The second manifests itself in the conscious analysis of one's own

actions, discussion of difficulties, search for ways to improve efficiency, and exchange of experience. When students are asked to share their personal learning or life experiences – for example, to talk about their previous contact with a foreign language, describe the difficulties they have encountered in the past, or demonstrate their own strategies for memorising and processing material – they not only activate their own knowledge, but also gain a sense of involvement in the learning process. This stimulates the development of metacognitive skills: self-control, self-assessment, predicting results, planning and adjusting one's own activities. As a result, students become more responsible for their own progress, and their ability to learn autonomously increases.

The activity-based approach also helps applicants to test various learning strategies in practice. They learn to choose the most effective methods of work, such as using visualisation, creating mind maps, applying semantic analysis methods, setting goals using the SMART model, keeping language diaries, etc. Such purposeful mastery of strategies is extremely important for future professional development, since in today's globalised world, specialists often have to learn new tools, technologies, standards, and instructions in English or other languages of international communication.

An equally important component of the activity-based approach is the widespread use of various forms of student collaboration. Collaborative and cooperative types of work are one of the most effective ways to model real-life professional communication situations. Pair, group or team interaction allows students not only to practise language structures, but also to learn to coordinate their actions, distribute responsibilities, plan collective activities and analyse the results of joint work.

In particular, cooperative learning involves an equal distribution of roles among group members: one student may be responsible for gathering information, another for analysing it, and a third for presenting the results. This form of work develops mutual support skills, the ability to listen, argue one's position, and take into account the opinions of others. At the same time, collaborative learning is based on the joint creation of a product, such as a collective project, poster, presentation, blog, or multimedia material. Each participant contributes to the common cause, which helps to develop a sense of responsibility and interdependence.

Project work is of particular importance in the activity-based approach. Projects can be of various types – research, creative, informational, applied – but what they have in common is that they are as close as possible to real-life and professional situations. During project activities, students not only use a foreign language as a means of communication, but also perform complex tasks that require planning, searching for sources, critical analysis of information, integration of knowledge from different fields, and a creative approach to presenting results.

It is important to emphasize that the activity-based approach involves not only completing tasks, but also planning them consciously. Students learn to define the purpose of a task, select appropriate linguistic and cognitive resources, predict results, and evaluate the process. Reflection plays a key role in this context. After completing a specific activity, learners analyze what they have achieved, what difficulties they encountered, and which strategies were most effective. This approach promotes the development of intrinsic motivation and forms self-regulation skills. The role of digital technologies cannot be overlooked. They significantly expand the possibilities of the activity-based approach: they provide access to authentic resources, allow for the organisation of virtual projects, joint editing of documents, creation of multimedia products, and simulation of real-life professional communication conditions.

Thus, the activity-oriented approach develops not only foreign language communication skills in students, but also a wide range of universal and professional skills. It promotes the development of autonomy, responsibility, critical thinking, decision-making, teamwork, creative problem-solving, planning, and reflection. All this makes it extremely valuable in the context of modern education and professional training.

Conclusions. The scientific approaches outlined by us – systemic, activity-based, competence-based, and personality-oriented – in their entirety, in our opinion, most fully reflect the modern

vision of those methodological guidelines that ensure the positive dynamics of the process of teaching foreign languages in higher education institutions. Their integration creates a holistic basis for the organisation of the educational process, which takes into account the structure of the teaching material, the active participation of students, the formation of key professional competences, and the development of the individual potential of each participant in the learning process. It is the combination of these approaches that ensures the methodological consistency necessary for the development of effective teaching and learning materials that meet contemporary challenges, global trends in language education, and the needs of specific professional training. This methodological basis makes it possible to determine the optimal content of training, select relevant forms and methods of work, and ensure the differentiation and individualisation of the educational process.

Moreover, the synergy of these approaches contributes to the formation of foreign language competence as a multidimensional phenomenon that includes linguistic, speech, sociocultural, strategic, and professionally oriented components. It also creates a basis for the introduction of innovative educational technologies, interactive methods, digital resources and practice-oriented tasks that enhance the motivation of learners and ensure a high level of their readiness for real professional communication.

Thus, the methodological integration of systemic, activity-based, competence-based and personality-oriented approaches is a key condition for creating an effective educational environment capable of providing high-quality foreign language training for future specialists.

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