









ORIGINAL

Approaches to inclusive foreign language instruction in higher education

Enfoques de la enseñanza inclusiva de lenguas extranjeras en la educación superior

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ABSTRACT

Introduction: the rapid development trend in innovative technological solutions significantly impacts societal activities, stimulating global digital transformation processes in the educational environment.

Objectives: the article analyses innovative tools within the concept of inclusive technologies for teaching foreign languages in higher education in the digital age.

Methods: several general scientific research methods were used to achieve the research objectives, including abstraction, analysis, synthesis, induction, and deduction.

Results: attention is focused on exploring the potential of audio-lingual and audiovisual methods, didactic game solutions, case methods, reproductive methods, thematic studies, linguistic and sociocultural, and project methodologies. It has been proven that using digital educational platforms in educational programmes allows teaching foreign languages to be carried out at a high professional level, stimulating aspects of motivation and effectiveness. The study identifies that implementing innovative approaches in inclusive strategies for teaching foreign languages enables students to gain practical skills through active interaction with various non-standard methods and forms of work. Such methods include brainstorming, project work, role-playing, group work, and several others. It has been found that specific innovative approaches, such as random and cross-learning, learning through argumentation, or embodied learning, form a solid practical basis for the successful future application of acquired knowledge.

Conclusions: the article proves that innovative methods of teaching foreign languages within the framework of inclusive educational technology programmes have the potential to create an effective learning environment, ensuring a significant improvement in the quality of higher education.

Keywords: Professional Training; Future Foreign Language Teachers; Inclusive Education; Digital Competence; Innovative Methods; Inclusive Strategies.

RESUMEN

Introducción: la rápida tendencia al desarrollo de soluciones tecnológicas innovadoras repercute

significativamente en las actividades de la sociedad, estimulando procesos globales de transformación digital en el entorno educativo.

Objetivos: el artículo analiza herramientas innovadoras dentro del concepto de tecnologías inclusivas para la enseñanza de lenguas extranjeras en la educación superior en la era digital.

Métodos: para alcanzar los objetivos de la investigación se utilizaron varios métodos generales de investigación científica, como la abstracción, el análisis, la síntesis, la inducción y la deducción.

Resultados: la atención se centra en explorar el potencial de los métodos audiolingües y audiovisuales, las soluciones didácticas de juego, los métodos de casos, los métodos reproductivos, los estudios temáticos, lingüísticos y socioculturales, y las metodologías de proyectos. Se ha comprobado que el uso de plataformas educativas digitales en los programas educativos permite que la enseñanza de lenguas extranjeras se lleve a cabo a un alto nivel profesional, estimulando aspectos de motivación y eficacia. El estudio identifica que la implementación de enfoques innovadores en estrategias inclusivas para la enseñanza de lenguas extranjeras permite a los estudiantes adquirir habilidades prácticas a través de la interacción activa con diversos métodos y formas de trabajo no estándar. Dichos métodos incluyen la lluvia de ideas, el trabajo por proyectos, los juegos de rol, el trabajo en grupo y varios otros. Se ha comprobado que determinados enfoques innovadores, como el aprendizaje aleatorio y cruzado, el aprendizaje a través de la argumentación o el aprendizaje encarnado, constituyen una sólida base práctica para la futura aplicación con éxito de los conocimientos adquiridos.

Conclusiones: el artículo demuestra que los métodos innovadores de enseñanza de lenguas extranjeras en el marco de programas inclusivos de tecnología educativa tienen el potencial de crear un entorno de aprendizaje eficaz, garantizando una mejora significativa de la calidad de la enseñanza superior.

Palabras clave: Formación Profesional; Futuros Profesores de Lenguas Extranjeras; Educación Inclusiva; Competencia Digital; Métodos Innovadores; Estrategias Inclusivas.

INTRODUCTION

Ukraine's European integration policy and the general aspiration to implement it into a globalised developed space necessitate enhancing the quality of teaching and learning foreign languages. Modern innovative technologies possess a wide range of functions to solve most pedagogical tasks, intensify the level of motivated activity of learners in the educational process, and develop their ability for self-education. The specificity of inclusive educational strategies, including in the context of professional training for future foreign language teachers, is of particular importance within the outlined concept. The increasing demands for the effectiveness of foreign language teaching in higher education, the actualisation of inclusive education, and the increased volume of information necessary for learning and processing require innovative technologies in educational programmes for teaching foreign languages. One of the fundamental advantages of using innovative methods and technologies for learning foreign languages within the concept of inclusive teaching strategies in higher education is the gradual shift from traditional verbal information transmission methods to audiovisual ones. This concept activates the educational process, enhances the efficiency of perception and assimilation of educational material, and stimulates learners' motivation for effective learning. The topic's relevance is determined by the necessity to study the potential of innovative methods of foreign language learning in educational programmes, and it is positioned as a priority in the current scientific direction.

Literature Review

The topic of implementing innovative methods for teaching foreign languages within the framework of inclusive strategies in educational programmes in the modern digital era has been reflected in the scientific work of several researchers. Specifically, the publications of Susanty et al.⁽¹⁾, Shevtsova et al.⁽²⁾, and Povoroznyuk et al.⁽³⁾ have explored the variability of innovative tools for teaching foreign languages in the educational environment. Yuzkiv et al.⁽⁴⁾, Naumenko⁽⁵⁾, Harasym⁽⁶⁾ and Kit et al.⁽⁷⁾ analyse the newest vectors in foreign language teaching methodology in modernising and integrating the educational process into the global educational environment. Furthermore, Dovzhenko et al.⁽⁸⁾, Sharples et al.⁽⁹⁾, Zhang et al.⁽¹⁰⁾ investigate the potential of incorporating innovative technological and software solutions into inclusive educational programmes for teaching foreign languages. Meanwhile, Sun et al.⁽¹¹⁾ consider educational digital platforms as a promising pedagogical technology within the concept of inclusive teaching strategies in the context of professional training for future foreign language teachers.

Onishchuk et al.⁽¹²⁾, Point et al.⁽¹³⁾, Beatty⁽¹⁴⁾, Bernacki et al.⁽¹⁵⁾ have made significant contributions to the study of inclusive strategies for teaching foreign languages in higher education. However, without diminishing the work of these scholars, it is worth noting the shortage of practical scientific and methodological solutions

in this area, which necessitates further active research efforts.

This study aims to analyse innovative tools for inclusive foreign language teaching technologies in higher education in the digital age.

METHOD

In the research process, a qualitative approach was employed to identify the problem and develop hypotheses. Due to the small size of the respondent group, the results of the qualitative research cannot be generalized; however, they can be extremely useful for evaluating various programs.

The research was carried out based on the principles of comprehensiveness and systematism in scientific studies, which made it possible to analyse the object of study as a holistic system with several interconnections and interdependencies. Several general scientific research methods were used to achieve the research objectives, including abstraction, analysis, synthesis, induction, and deduction.

Analysis and synthesis were employed during the research to identify the main factors forming the essential functionality of advanced innovative practices within the concept of inclusive strategies for teaching foreign languages in higher education. The inductive method was applied to form predictive directions for developing the studied process. The deductive method was employed to identify the priority vectors of innovative transformation of the inclusive higher education system in national realities. The abstraction method was used to highlight theoretical generalisations, identify critical categories and concepts, and form conclusions regarding the priority vectors of innovative development of inclusive education in the digital national post-war space.

The results of qualitative research can serve as preliminary findings before quantitative research to identify key indicators.

RESULTS

Implementing innovative, inclusive strategies for teaching foreign languages in the higher education system is a priority. This is to enhance the effectiveness of all students' acquisition of it and equip them with practical communication skills. Active interaction with a wide range of speech materials, active forms of work, and non-standard methodologies contribute to a deep understanding of the educational material.

Today, many innovative methods for teaching foreign languages within educational programmes significantly improve the efficiency of material delivery to students, including in an inclusive learning environment. Among them, the following basic approaches should be highlighted:

- Audiovisual method: this forms a concept of perceiving new material over a long period in audio format; the semantic meaning is revealed through visual non-verbal aids (slides, films).
- Audio-lingual method: this involves mastering a foreign language's phraseological and grammatical structures by repeating them frequently in educational dialogue speech.
- Case method: the basis is a strategy for learning a foreign language by accumulating and organising educational and practical experience.
- Thematic studies: these actively promote the development of communicative competencies in the implementation of educational programmes for learning a foreign language; the fundamental essence of the method lies in forming a discussion to discuss real situations in an artificially created environment.
- Linguistic-sociocultural methodology: this emphasises not so much the correctness of the language but its meaningful communicative essence, often on an intuitive level; it forms the ability to make effective choices of linguistic forms and use them appropriately according to the situation, use acquired knowledge in communication with native speakers, navigate social situations, and manage them skillfully. The methodology aims to develop students' competencies in listening, reading, writing and translation, speaking, familiarising with the national-cultural peculiarities of the country whose language is being studied, and skills in optimally choosing linguistic forms and expressions depending on the situation.
- Problem-research method: this stimulates cognitive activity, creativity, and self-education, intensifying students' interest both in the learning outcome and the process itself.
- Project methodology: this promotes the development of speech and communication skills in the practice of a foreign language.
- Reproductive methods: these are used for more accurate and faster memorisation of educational material and easier identification of typical errors, which is seen as particularly effective in the case of informative and complex educational content.
- Didactic games: these involve the conditional reproduction of actual practical activities, allowing fragments of honest communication in dialogue speech in a foreign language to be worked out.

Primarily, within the framework of inclusive strategies for teaching foreign languages in higher education, partner, group, and collective work methods are positioned as effective.⁽⁴⁾ Partner and group work forms actively

develop the practice of communication skills, experience, and knowledge exchange. Their functionality includes methodologies such as inner and outer circles, zigzag reading, exchange of views, brainstorming, and paired interviews. Meanwhile, collective work involves the cooperation of the entire group to achieve a common target outcome in learning a foreign language. These work forms demonstrate particular effectiveness in synergy with individual work, allowing students to focus on their goals and learning pace, enhancing self-discipline.

The digital optimisation of the educational environment has created the prerequisites for effectively harnessing the potential of innovative interactive methods for teaching foreign languages in educational programmes. Among them, “Expert Groups,” “Interview,” “Project,” “Reflexive Circle,” and several others should be noted, which help teachers instil specific skills in students within the concept of inclusive strategies.

Particular attention should be paid to innovative didactic games, which demonstrate significant effectiveness in consolidating and systematising knowledge and aiding the understanding of lexical units in grammar learning. Developing critical thinking, attention, and memory and the speed of information processing stimulated by didactic games also have an educational character.

Among the didactic games for learning foreign languages, Anitemdescription, Chainstory, and Grabamminute have proven their practical effectiveness. Anitemdescription focuses on describing a word or phrase indicated on interactive cards, with a set of conditions added to complicate the process. Chainstory is a game of logic and individualisation, where the principle is based on the necessity of continuing the story started by the previous student. Grabamminute is a game where participants are given one minute to effectively present a word written on an interactive card to provide as much informative data about the subject as possible. The use of innovative didactic games within the framework of inclusive strategies in higher education programmes achieves the maximum possible engagement of foreign languages as a communication tool at this level, possessing great potential in realising practical and educational priorities.

Among innovative methods, discussion methods hold a significant place. By stimulating a careful consideration of one’s thoughts, discussion methods involve open expression with obligatory argumentation of one’s position on discussion questions. Among the innovative discussion teaching methods that are seen as priorities in foreign language teaching, the following should be highlighted:

- The scientific debate involves an educational dispute dialogue where participants argue their position, opposing others.
- Judicial sitting, characterised by the search for constructive solutions, requires differentiation of roles.
- Roundtable is a game that maximises the educational potential of collective work and uses a discussion format to solve issues.
- Competition in small groups is seen as an appropriate motivator to stimulate students.
- Brainstorm is a method of intensifying mental activity and developing critical thinking through generating unconventional ideas.

Various innovative teaching methodologies for foreign languages, such as incidental learning, learning through argumentation, learning by doing science, crossover learning, and several others, contribute to developing practical skills for applying foreign language knowledge.

Particular attention should be given to crossover learning as one of the most effective innovative practices influencing modern educational progress. The crossover learning approach to teaching foreign languages in educational programmes is positioned as a comprehensive educational strategy that integrates formal and informal education. This methodology promotes the active development of deep discussions during the learning process, encouraging students to form open-ended questions using academic language, highlighting stylistic norms, and developing individual and universal linguistic-communicative models for argumentation, which is especially relevant within inclusive teaching strategies. The crossover learning methodology involves studying a foreign language in the context of historical, literary, and scientific topics, allowing for more accessible use in real situations. The synergy of learning a foreign language with other subjects intensifies student motivation for learning and significantly facilitates the understanding of abstract concepts.

The methodology of learning through argumentation stimulates active argumentation and discussion of various issues using a foreign language, fostering the development of critical thinking skills, differentiation of evidence and arguments, expansion of vocabulary, and optimisation of pronunciation and grammar skills. An essential component of argumentation is the ability to listen to and understand other participants, which aids in developing these skills. Discussing exciting and relevant topics significantly enhances the motivation to learn a foreign language among higher education students. In the process of learning through argumentation during debates modelled on tolerant and reasoned discussion, students acquire new vocabulary, actively engage with the language of other group members, and skillfully formulate responses to cross-arguments.

Science-based research learning involves studying a foreign language by implementing scientific projects or research. Integrating language practice into scientific tasks promotes a broader understanding of the subject

matter and the corresponding linguistic functionality among higher education students. In this process, the foreign language is used to collect, analyse, and present data, developing critical thinking, teamwork, and communication skills. This method provides an interactive approach to learning, effectively engaging students in active participation in scientific research within the framework of inclusive strategies for teaching foreign languages.

The methodology of incidental learning involves teaching a foreign language through observing situations and events, promoting authentic and natural language acquisition. This strategy aids students in mastering language communication skills in real-life situations, making the learning process more effective by encountering new vocabulary and language structures in real scenarios. The process occurs unplanned, stimulating interest in the educational process and intensifying the memorisation of new words. The unpredictable nature of incidental learning results from the synergy of other learning activities, including working with texts in a foreign language, communicating, and mastering other educational disciplines related to the foreign language. Therefore, incidental learning activates the potential of integrated lessons to teach foreign languages effectively within inclusive educational strategies.

It is also worth highlighting other, currently less popular but potentially effective, innovative approaches to teaching foreign languages—experiential and embodied learning. The first approach maximises students' interaction with their environment and actively stimulates them to use foreign language communication skills in real situations. Embodied learning is based on the influence of physical activity on the academic and cognitive outcomes of the learning process, giving it a playful character. This method motivates students' interest and enhances learning effectiveness, creating a comfortable atmosphere in an inclusive learning environment.⁽¹⁶⁾

Traditional tools within the framework of educational programmes for teaching foreign languages already include innovative projects like “Blinking Frames” and “First Million,” which actively motivate students to learn foreign languages and develop essential language skills such as listening, speaking, reading, and writing.⁽¹³⁾ Additionally, it is necessary to note the significant effectiveness of implementing innovative tools such as mind maps, sequins, and the individualisation of team learning, which allow students to effectively develop communication and critical thinking skills, stimulating the acquisition of foreign languages at a high-quality level.

These innovative approaches to teaching foreign languages within the framework of inclusive educational programme strategies create a compelling new format of the learning environment, improving the quality of education and ensuring a sustained and long-lasting interest among higher education students in the learning process. At the same time, in the process of professional training for future foreign language teachers, it is necessary to consider the related challenges and potentially negative aspects of innovative pedagogical solutions (table 1).

Table 1. Positive and Negative Effects of Interactive Technologies and Gamification of Foreign Language Teaching in Inclusive Higher Education

Advantages	Disadvantages
Free choice of the roles offered, freedom of choice and opinion	In the context of online game-based learning, the lack of “live” communication leads to fewer opportunities for socialisation
Development of mobility, activity, dynamism, and ability to make quick, responsible decisions and choices	Possibility of disrupting the learning process and reducing the level of interaction, which will lead to a decrease in academic performance
Improvement of memory, improvement of physiological and psychological state	In the absence of reflective practices on the part of the teacher, some participants may disproportionately dominate others, which emphasises the importance of purposeful pairing and grouping
Motivation to learn	Possible loss of control by the teacher
Stimulation of mental activity, development of logical thinking	Disturbance of the balance of the learning process in favour of interactive learning tools
Formation of emotional intelligence	Rivalry

Primarily, the target audience of the teaching process may lack confidence in their knowledge and show some fear of public speaking. Therefore, to make the most effective use of the potential of innovative methodologies, it is appropriate to consider the needs of different groups of students. Using various multimedia tools and interactive technologies along with traditional methods can significantly improve the effectiveness of foreign language teaching. In particular, the use of innovative digital educational platforms, mobile applications, and online resources is a priority, contributing to the maximum integration of the learning process into the worldview of modern youth. The success of implementing innovative approaches to teaching foreign languages in the digital era is determined by the readiness of teachers to integrate modern pedagogical technologies into the educational process, which must be considered in the professional training of future foreign language

teachers. An essential factor in this readiness is the mastery of innovative approaches such as tutoring, language portfolios, context-language learning technologies, language immersion technologies, and the individualisation of the learning process.⁽¹⁰⁾ Tutoring is a purely individual educational practice. The tutor focuses on the student's request regarding the targeted direction of the learning process. The tutor's competence in analysing the student's personal choices in the educational field contributes to the formation of the student's conscious motivation. Methods of problem questions, coaching tools, goal setting, and various reflective techniques promote independence in the student's process of learning a foreign language.

Language portfolio technology involves independently recording and assessing one's achievements and experiences while studying a foreign language. The most promising types of this technology are the language portfolio, which can be employed to demonstrate the educational product and the effectiveness of the foreign language acquisition process, self-assess achievements, and provide feedback in the learning process.

Today, several effective online platforms can be used to teach foreign languages successfully in an inclusive environment. These include targeted resources with interactive video lessons, audio, and text materials. Platforms like Khan Academy, BBC Learning English, and Quizlet, each with a range of advantages and potential capabilities, allow students to choose an individualised approach to the methodological process that best synergises with their personal needs and learning style for foreign languages.⁽¹²⁾ Specifically, applications like Duolingo, Busuu, Rosetta Course, Byki, and Polyglot provide already didactic material in the form of audio and video fragments, flashcards, and texts for the English language.

The context-language approach to teaching foreign languages implements several professional pedagogical functions, including didactic-methodological, general cultural, and developmental. This approach allows the modelling of the essence of educational activities through various forms of learning activities—usually combining traditional classes with active ones (role-playing, organisational-activity games, situational tasks, etc.)—to integrate cognitive needs into the learning process.⁽¹⁵⁾ Implementing innovative methodologies for teaching foreign languages in the era of global digitalisation has a positive impact by coordinating the efforts of teachers to ensure high-quality education, including in an inclusive learning environment.

DISCUSSION

Several researchers studying the topic highlight the potential of educational mobile applications. Hinze et al.⁽¹⁷⁾ and Huseinović⁽¹⁸⁾ believe that applications provide access to educational materials that can be effectively used to learn new words, grammar, and phrases. According to the researchers, these apps are powerful tools for training in an inclusive educational environment. The researchers argue that the applications are tools for developing interactivity and gamification. Moreover, they actively assist in social interaction. Jie & Sunze⁽¹⁹⁾ assert, this can be useful for speech practice, experience exchange, and individualised learning.

At the same time, researchers Karhut et al.⁽²⁰⁾ and Mozharovska⁽²¹⁾ argue for the effectiveness of online platforms such as Duolingo, Memrise, and Rosetta Stone within the concept of inclusive strategies for teaching foreign languages in higher education. These platforms allow teachers to create interactive tasks, considering visual, kinesthetic, and auditory types of perception. For example, video lessons, game elements, and audio materials can be used for effective student learning.

Additionally, Pratiwi et al.⁽²²⁾ believe that using online platforms in the learning process expands students' opportunities to access resources in the virtual learning space, increases the intensity of educational activities, and enhances individualisation. This method also allows for systematically monitoring the improvement of each student's language competencies to provide appropriate responses and adapt the educational activities accordingly.

Modern researchers Xodabande et al.⁽²³⁾, Zhou⁽²⁴⁾, Rapanta et al.⁽²⁵⁾, and Farah⁽²⁶⁾ note that social media in this concept can be seen as a creative space for acquiring foreign language competencies in higher education. These platforms allow students to interact with peers freely, showcase their talents, and seek mutual support in mastering the foreign language. Due to the wide variety of platform choices, students use social media to discuss projects, intensify the effectiveness of classes, and reinforce acquired skills. Considering the rapid increase in social media platforms, the variations in delivering educational materials have expanded, allowing students to effectively learn foreign languages in their own space and time, with complete personal control over the learning process.

The strength of the study lies in demonstrating that innovative methods of teaching foreign languages within inclusive educational technology programs have the potential to create an effective learning environment, which, in the long term, plays a significant role in enhancing the quality of higher education. The study is limited by the lack of access to extensive reliable practical data and the difficulty of conducting experimental verification of the theoretical conclusions.

CONCLUSION

Innovative approaches to teaching foreign languages within the framework of inclusive strategies for

educational programmes in the digitalisation era are positioned as the basis for the prospective development of pedagogy in higher education. The potential use of interactive platforms, online resources, mobile applications, and other digital tools can significantly optimise student motivation, develop communication skills, and promote effective and intensive mastery of foreign languages.

Digital technologies create new opportunities for individualising the learning process and enhance the quality of education in acquiring foreign languages within an inclusive learning environment. Using innovative educational approaches, methods, and tools contributes to the acquisition of the main concepts of synergy in fluent foreign language proficiency and communicative competence, the skills of independently acquiring new knowledge, and the development of personal creative potential.

Further research on this topic could involve developing methods for improving digital tools for teaching foreign languages and studying the impact of digital technologies on students' development of language skills.

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