

# V A R I A

Oleksandra TKACHENKO  
ORCID 0009-0001-4832-769X  
*Mykhailo Drahomanov Ukrainian State University*

## **Philosophical aspects of the innovative technologies applied to the foreign language learning process**

### **Abstract**

The article highlights the principal features of the innovative approach to foreign language learning and the philosophical basis of their development, as well as the search for opportunities to further improve the foreign language learning process through the use of the latest information and communication technologies. Based on the application of general scientific (analysis, synthesis, generalization, and systematization) and specific scientific (comparative analysis) research methods, the essential features of the implementation of innovations in the foreign languages of the learning process are revealed. Attention is focused on the inseparability of language learning and the socio-cultural environment of communication. The characteristics of game technologies that can be used in the process of learning foreign languages are presented.

**Keywords:** innovative technologies, socio-cultural environment, gamification, foreign languages learning process, digital communication tools, the latest information and communication technologies

**Słowa kluczowe:** innowacyjne technologie, środowisko społeczno-kulturowe, grywalizacja, proces nauki języków obcych, narzędzia komunikacji cyfrowej, najnowsze technologie informacyjno-komunikacyjne

### **Problem formulation**

The need to learn foreign languages takes on a new meaning in modern globalized world. The essence of the language is a reflection of the people's culture in their language, the ability to overcome difficulties in language learning through understanding of the cultural features of the language speakers, and the development and improvement of approaches to foreign language learning continue to be the subjects of philosophy, pedagogy, psychology and other sci-

ences. Implementation of innovative approaches to foreign language learning is a subject of philosophical research. Nowadays, information and communication tools, which are actively used in the foreign language learning process, play a significant role among innovations.

### **Analysis of research relevance**

The problem of modern innovations in the study of foreign languages and their philosophical understanding was considered by such scientists as K. Kopp, L. Nilson, G. Motterem, I. Gontarenko, A. Shainer, O. Panfilov, and many others. Despite the thorough research on this topic by the above-mentioned scientists, it needs further development and improvement, taking into account the rapid development and emergence of new digital communication tools and technologies, which contain an inexhaustible resource and can fundamentally change the concept of the educational process.

The purpose of the article is to highlight the features of innovative approaches to the study foreign languages and the philosophical basis of their development, as well as the search for opportunities for further improvement of the foreign language learning process through the use of innovative information and communication technologies.

**Research methods.** To realize the set goal, we used a set of methods, in particular general scientific methods: analysis, synthesis, generalization, and systematization, which were used to clarify the state of problem development; specifically, scientific comparative analysis was used to clarify the specifics of the implementation of innovations in the foreign languages learning process.

**Presenting the main material.** The specific human forms of social experience transfer are realized through language, because each language contains the social experience of a particular society. As a result of the direct connection between the language and the various aspects of social life, the life of each nation, its history, and its connection with other nations is reflected in the dictionary. The history of each individual language is inseparable from the history of the people speaking it (Шайнер, 2016).

We can say that a large amount of information requires the use of specific foreign languages teaching methods that allow providing knowledge, ensuring a high level of mastery and consolidation of materials in practice. An individual, as a substrate of sociality, is reproduced in the process of communication. Communicative activity forms the level of society, being fixed in common ideals, ideas and values. Therefore, one of the prior directions of modern philosophical research is the philosophy of language in general, because language represents the highest level of spatial structure.

The laws of general culture, and traditions, linguistics, and cultural specificity are closely intertwined and interact in the course of foreign language learning. It is important to take into account the linguistic component itself, the verbal display of the mentality of people laid out in the language (Шайнер, 2016).

Wilhelm von Humboldt was the first theoretician in the field of language teaching who philosophically comprehended the connection between language and culture (Верещагіна, 2009). The scientist was many years ahead of the scientific vision of his days, pointing out the importance of studying the culture of people. The leading idea in Humboldt's concept is the anthropological approach to language, according to which the language study should be carried out in connection with the individual's consciousness and mind, one's culture and spiritual life (Кочерган, 2003).

Humboldt's works are considered to contain the origins of ideas about the foreign languages study, the connection between the language and the mind of the people, different pictures of the world, the language code differences, etc. Humboldt offers two completely different ways of learning languages: one of which implies the development of comprehension, speaking, and writing skills, the other focuses on penetrating the essence of languages and their interrelationship, as well as their influence on the human spirit in general (Гумбольдт, 1985). In our opinion, the study of languages in the context of cultural interaction begins with the second method.

Based on the Humboldt's conclusions, we can say that it is not only necessary to learn a foreign language, but also to prepare to enter a different linguistic and cultural environment, understand its features and overcome communicative obstacles.

Note that we usually use the term "methodology" in relation to foreign language learning, and this word refers to very different notions (approaches — methods — techniques). However, approaches are a concept of the philosophical level (philosophical question in linguistics: what is language from the point of view of its study?). In the classroom, the teacher's communication with a foreign language learning student is reduced to the usual things: listen, look, and guess the meaning from the context, remember, try to speak, and don't be afraid to make mistakes. All these are a set of certain principles, a philosophy (not a method) of language learning.

The philosophy of foreign language learning focuses on a system of values and human psychology, absorbing the concept of the socio-cultural space of the country. Meanwhile, the world community exists in the system of international relations, and an important (even decisive) factor in the objectification of this process, in our opinion, was the formation of a global infrastructure caused by modern information and communication innovations, in particular the Internet.

At the same time, the innovative process of foreign language learning transforms the social and cultural environment. One of the ways to modernize the educational system in Ukraine is the introduction of innovative pedagogical technologies and methods into the educational process. The philosophy of foreign language learning allows you to break the established pattern of language learning procedures, namely, it implies acquisition instead of learning, and the very first step on the way to foreign language acquisition is motivation, reflected on from various angles.

It should be noted that one of the most popular up-to-date topics in both the Ukrainian and foreign scientific communities is certainly the problem of innovation, the understanding of which arises from the most diverse perspectives. In addition to the previously prevailing economically- and politically-centered interpretation, the socio-cultural aspect of this phenomenon is receiving an increasing degree of actualization.

The founder of innovation theory, J. Schumpeter, considered innovation in dynamics, that is, as an innovation process, the introduction of a new method. According to the definition of the American researcher B. Twiss, the innovation process is the transformation of scientific knowledge, ideas and inventions into a physical reality (innovation) that changes society.

Under the above conditions, the philosophy of foreign language learning involves the almost complete “absence of a teacher” (silent teacher), providing a student with the space for independent research, the selection of options for using certain words in the context, and the construction of a complete text. A motivated student is able to resort to such an approach and proceed independently, getting a guaranteed result.

We proved that the interests of a student learning a language lie in the creative process itself, as well as in self-development and personal contribution to language learning through communication, in the process of which the exchange of available knowledge accompanies the acquisition of language skills, while the use of an intermediary language by the teacher is minimized, because the new information (grammar and vocabulary) is presented cyclically, with the help of the material already learned. The teacher optimizes the process of foreign language learning, making it convenient and emphasizing the peculiarities of vocabulary and grammatical regularities. Thus, the innovative approach enables the concept of the content created by students to be deeper than the majority of options of content provided by books (textbooks), since the textbooks contain many clichés and culturally imposed stereotypes. In this way, the focus is put on the student rather than on the learning material. Of course, the teacher uses textbooks and educational material (audio, video, texts, discussion topics), but the students themselves decide how to use this material. The approach mentioned can be interesting when the final goal not only includes the

academic achievement, but also the practical performance of tasks as well. Whereas we are used to the fact that the teacher corrects mistakes, sometimes it is much more constructive to get used to ready-made correct formulations and to formalize our own mistakes according to a certain scheme. Psychologists emphasize that mistakes are most often made by foreign language learners who cannot accept that a foreign language is different from their native language, and they need to formulate their thoughts in a completely different way (Bekya, 2019).

The analysis and generalization of research on the characteristics of the modern young generation gives reasons to state that in search of real and meaningful experience, the contemporary young generation is more independent than their predecessors — they use the Internet as the source of finding answers to their questions, and at the same time, they are ready for personal communication in order to gain new experience, but ultimately — and more than previous generations — tend to make their own decisions. This generation is also different in other ways. They are more practical and financially oriented than their predecessors, have a stronger thirst for learning, and have a greater capacity for self-education (Zimmer, 2015).

That is why we can say that, taking into account the characteristics of the new generation of students, the approaches and methods of learning, in particular, teaching a foreign language, are changing. The age of digitization makes them highly technologically developed, actively involved in social media, and ready for self-education and self-improvement. They are aimed at independent learning and the development of their own skills with the help of various digital resources (Misiura, 2018).

According to a study conducted by the European Commission (Study on the Impact of Information and Communications Technology (ICT) and New Media on Language Learning // EACEA 2007/09// FINAL REPORT) the use of information and communication technologies and multimedia tools for educational purposes is constantly increasing, and to a greater extent, it concerns the younger generation. Most often, they turn to entertaining ways of learning foreign language, such as movies, music, audio and video blogs, and browsing social networks and communicating on them. Online dictionaries and translators, educational video resources, podcasts, language learning apps, etc. are becoming increasingly popular. Information and communication technologies are more often used in education than in other areas of life, such as banking services, shopping, communication with state structures, etc.

It should be noted that the development of information technologies contributes to the expansion of communication and cooperation among international institutions, the creation of international projects, and the possibility of direct communication in real time, and the removal of time and space limita-

tions of obtaining the necessary information (Hontarenko, 2019). At the same time, the integration of computer and media technologies in educational institutions is not yet happening at a fast enough pace, as it requires significant changes in the educational process, and first, in the thinking and approaches of education workers, a significant improvement in personal qualifications.

Innovations in educational information technologies attract the attention of many modern scientists. Their effectiveness at various stages of learning foreign languages was investigated in particular by H. Motterem, K. Pym, G. Stanley, and D. Sloti. Analysis of the feasibility of using such technologies as blogs, video tours, media presentations, virtual trips, video conferences, virtual books, podcasts, social networks, video projectors, etc. (Motteram (ed.), 2013).

B. Tomilson, in search of opportunities to provide students with an attractive experience of authentic language use, offers the following options for tasks using information communication technologies: tasks without tasks (using in the class the excerpts from virtual books, magazines, comics, the Internet, YouTube, television, advertising, films, radio, etc., which can be viewed outside of class (Tomlinson, 2013).

Based on the analysis and generalization, we found that one of the newest trends in the use of information and communication technologies in the study of foreign languages is the so-called gamification, that is, the use of game mechanics, components of computer games, game thinking in non-game environments, in particular in the educational process, which promotes engagement in tasks, and increases learning motivation (Alsawiaer, 2018). Alsawier's work focuses on the significant interest in computer games among different age groups of students and their parents, who would rather play a game than read a book or complete an assignment if possible.

Let's emphasize that the game takes place according to certain "rules". The goal of any game is to complete tasks by overcoming various difficulties and obstacles. In the game, it is important to keep track of each stage, because the next steps of the player depend on the already-achieved results. The successful completion of each stage becomes a guarantee of the proper level of formation of certain abilities and skills. The essence of gamification is that the elements of the game are not used in the game environment, that is, they are indirectly related to the acquisition of knowledge and the acquisition of skills. First, we are talking about cognitive interest, interactive communication and a high level of motivation, which lead to an increase in the level of knowledge and an improvement of abilities and skills.

The field of application of gaming technologies is actually unlimited today. You can gamify any field, complex or routine activity, or non-game context, which is usually characterized by low motivation. This process is aimed at not only engaging the individual and making routine activities exciting, but at the

same time leaving the person in the real world, allowing them to improve the skills and abilities they need. Due to its features, the gamification process becomes a promising innovative means of increasing foreign language competence (Пасічник, 2018).

## Conclusions and prospects of further scientific investigations

As a result of the application of scientific research methods (generally scientific, specifically scientific), the features of innovative approaches to the study of foreign language and the philosophical basis of their development were highlighted. The relationship between foreign language learning and the need to understand the sociocultural environment from which it originates has been proven. The needs of students in the process of foreign language learning are singled out, such as interest in the process of creativity, self-development, and the desire for personal contribution to language acquisition through communication. The effectiveness of the application of innovative educational information technologies, in particular gamification, at various stages of learning foreign languages have been established.

The conducted research does not exhaust all aspects of the problem of improving the foreign language learning process through the use of the latest information and communication technologies and proves the need for further development in such promising areas as gamification and the use of computer game technologies in a non-game learning environment.

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