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## **INNOVATIVE APPROACHES TO FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION INSTITUTIONS**

The development of integration processes, the openness of communities to multicultural transformations, and the rapid development of modern digital technologies affect the development of modern higher education. Therefore, the requirements for learning foreign languages are acquiring new dimensions. Today, Ukraine is experiencing a complex period of societal development transformation and radical changes in higher education aimed at reaching European and global standards. In Ukraine, foreign language education is recognized as one of the essential components of higher education. Without proficiency in foreign languages, it is impossible to achieve social and professional mobility for individuals.

Indeed, a foreign language is a ticket to success. Professionals who speak foreign languages will be in higher demand. English holds the top position as the official language of international business and trade, etc. Following English is German, the language of technology and finance. The relevance of learning Japanese and Chinese languages is rapidly increasing. At the same time, there is a growing demand for knowledge of the Polish language.

Currently, there is no higher education institution that does not include the study of a foreign language in its curriculum. Therefore, the question of teaching

foreign languages is relevant and arouses considerable interest. Important aspects of organizing the educational process in learning foreign languages and optimizing its results include the emergence and implementation of innovative methods and technologies. Traditional, innovative, and information and communication technologies are used for teaching students foreign languages at higher education institutions, the systemic basis of which is the development of active cooperation between students and teachers. (Zahoruyko, 2014)

Innovative methods and approaches involve a specially designed system of reviews and questions, which contributes to material memorization, a fast pace of conducting classes (no need to translate educational material), and the development of the ability to think in a foreign language.

However, I believe there is a problem - how to make this process interesting, especially in higher education institutions? In recent times, there have been increasingly new approaches to language learning, so I suggest looking at the most current and well-known ones.

As an example, we can take the system of H.A. Kitaigorodskaya, which includes role-playing games. Each participant in the group takes on a given role, and then improvised performances take place during classes. This helps in improvisation; thanks to this, students will be able to study the language and words not only on a single topic but to be multifaceted. M.F. Stronin proposed a classification of role-playing games (2): *language, grammatical, auditory, lexical, orthographic, phonetic*.

Also, Kitaigorodskaya initiated the discussion method. Unlike the game method, where students take on roles, in the discussion method, people can better study the grammatical part of the language, learn about its rules, rather than just learn

and memorize new words. There are several important stages of the discussion, thanks to which the material can be better assimilated:

*division of students and material into groups; explanation of the discussion, collection of material; introduction to new vocabulary/rules/terms; collective discussion of the problem.*

Another often highlighted method is the interactive method. Researchers and practitioners recognize that acquiring knowledge, forming skills and abilities, developing personal qualities, and acquiring certain competencies of the student's personality are most effective when this method is used in the educational process. There are several principles of the interactive method:

*the principle of activity; the principle of open feedback; the principle of experimentation; the principle of trust in communication; the principle of equality of positions.*

During the use of the interactive method, working in groups is also most commonly used. It is not separated as a separate method, but it also plays an important and leading role in modern education. Group work maximally increases the activity and contribution of each participant. It helps students refine their perceptions, become aware of feelings and attitudes. Group discussions allow students to learn more about each other, stimulate free exchange of ideas, increase the likelihood that students will better understand the feelings and positions of others, and pay more attention to them. Working in groups develops skills of active listening, empathy, cooperation, confident behavior, and tolerance. (Bystrova, 2015)

Thus, innovative techniques in Ukrainian higher education institutions are mainly based on the communicative approach, interactive, and cooperative learning models.

Therefore, as can be seen, most methods involve either teamwork or activities that stimulate students' imagination. The student acts as part of a team and, along with other participants of active learning, participates in the educational process. Students learn to listen and analyze various judgments, offer their own solutions. This shows us that the most breakthrough and effective methods nowadays are those that involve the student themselves, rather than just reading material without any motivation to memorize it. The desire to optimize the educational process, the desire to increase students' professional competence motivates teachers to apply progressive teaching methods, and at this stage, this guarantees the best result.

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**ENHANCING STUDENT SUBJECTIVITY IN FOREIGN LANGUAGE  
LEARNING THROUGH TECHNOLOGY AND INTERACTIVE  
METHODS**

The growing interconnectedness of the global community necessitates a heightened focus on foreign language acquisition. Traditional pedagogical approaches, however, often prioritize standardized methodologies, potentially neglecting the unique experiences and learning objectives of individual students. This article explores the potential of technology and interactive learning methods to enhance student subjectivity within foreign language acquisition frameworks, and advocates for a paradigm shift towards a more learner-centered approach, where individual agency and goals take precedence. By fostering a personalized and engaging learning environment, this approach paves the way for a more successful and fulfilling foreign language acquisition experience.

Traditional methods of foreign language learning often rely on two main approaches: