Innovative productive method of teaching foreign languages to foreign students

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Abstract This article describes an innovative productive method of teaching foreign languages foreign students. Increase quantity foreign students in Azerbaijan in recent years has led to changes in the content and structure of learning foreign languages. Communicative competence in the conditions of multilingualism becomes basis fundamental professional training foreign students. In this regard, a productive method of teaching foreign languages allows you to systematize the methodological foundations of integrated language learning by foreign students. In addition, the study of foreign languages based on the basic principles of productive method provides creative development and self-realization of students, reinforced with the help of the developed linguodidactic method of the Personal Multilingual Portfolio (PMP). An analysis of modern educational standards of higher education allows us to conclude that there is a trend towards a practical orientation. This methodological the direction determines the introduction of productive learning in the field of teaching foreign languages, providing a high quality of education. The article reveals the content of this linguodidactic technology in the system of professional training of foreign students. The article shows theoretical and practical methodological Aspects learning foreign languages foreign students, having a low level of knowledge of the Azerbaijani language and an average or low English proficiency level. To test this technology, the authors conducted an experiment using the methods of scientific and pedagogical research. AT result it was found out what English, Azerbaijani and native languages can interact and correlate with each other another in the process of learning foreign languages. The authors determined the dynamics formation communicative competence students, including linguistic and discursive aspects. The results of the experiment showed the effectiveness of the developed PMF technology and its successful implementation in training process.

Keywords: productive method, communicative, competence, multilingualism, linguodidactic technology, personal multilingual portfolio

1. Introduction

As technology has advanced, so has our way of life, and many issues that were once easily answered have to be revisited in light of our current day. Questions like “how” pupils learn and “what” schools should be like have new perspectives because to technological advancements (Scarnavack 2021). The fast advancement of technology has had a favourable effect on education as a consequence of the influence of progress in this sector (Mirza and Nasir 2019). As technology advances, it becomes more important that education be updated to reflect these changes. This requires governments to alter their educational policies (Karasu and Sari 2019). In the 21st century, e-learning approaches are required due to the incorporation of technology advancements into educational institutions.

The improvement of the modern system of higher education stimulates the use of innovative teaching methods in the educational process, which develop the formation of students’ independence, intellectual development, and encourages mental activity and practical activity. In the process of applying innovative teaching methods, the teacher creates conditions under which students become active. The teacher organizes, controls, and provides information and methodological means. The article analyzes the existing characteristics of the concept of “innovative teaching methods”, offers the author's understanding of innovative teaching methods. The author considers innovative methods of theoretical training aimed at the formation of productive mental activity. These include: problematic lecture, heuristic conversation, educational discussions, group learning, contextual learning, social and educational impact, and intellectual games. Innovative methods of practical training aimed at the formation of students’ independent practical activities are considered. These include: business games, project-based learning, problem-search exercises, interactive learning, and simulation modeling. When choosing an innovative teaching method, the teacher needs to analyze the content of the educational program and most correctly use both theoretical and practical methods where it will be most effective, efficient, and aimed at the manifestation of mental, cognitive, and creative activity among students, at the formation of skills to adapt to the future and professional activities to encourage
continuous learning and development. Innovative methods of theoretical and practical training are schematically presented. The results of the study are applicable to teachers of higher education, with the aim of comprehensive inclusion of innovative teaching methods in the educational process.

The ability to use foreign languages productively is recognized as one of the main professional competencies of students of higher education. However, in practice, teaching a foreign language at a university cannot provide a sufficient linguistic and intercultural basis for efficient professional communication. More difficult to teach foreign languages to foreign students who have a low level of knowledge of Azerbaijani and English. Teachers and students face the problem of optimizing professional training in foreign languages with the goal of efficient formation of professional language competence as the main goal of education in higher a school that “underlies all internationalization activity” (Almazova et al. 2016). Moreover, the development of modern foreign language teaching is largely associated with the theory of intercultural communication as the basis of a productive methodological model of language teaching in various sociocultural contexts.

The research purpose of the article is to present an innovative productive method of teaching foreign languages to foreign students, which allows for the systematization of integrated language learning and the development of communicative competence. The article also aims to introduce the linguodidactic method of the Personal Multilingual Portfolio (PMP) and to demonstrate its effectiveness in the training process through an experiment using scientific and pedagogical research methods. Overall, the article aims to contribute to the improvement of the modern system of higher education by promoting the use of innovative teaching methods in foreign language education.

2. Productive learning theory and innovative teaching methods

The successful implementation of the goals and objectives of the modern education system of the Republic of Azerbaijan is directly related to the quality of professional training of teaching staff, among which a special category is occupied by executives. The modernization of the education system in the Republic has significantly expanded the scope of tasks facing the heads of educational institutions: from organization, management, leadership of the staff of an educational institution, control of all processes occurring within the organization to the functions of an executor in relation to a higher education management body. Modern leaders should not only know and understand all the tasks facing the education system but also have the knowledge and skills to competently solve these problems.

Today, the wide availability of the use of information technology contributes to the development of innovative approaches in the education system, allowing you to communicate in different modes and choose new forms, technologies, and methods of interaction in the learning process.

The use of digital technologies in the education system makes it possible to build a productive educational system based on a continuously built dialogue of all its participants. Distance classes can be based on a variety of pedagogical technologies, from the use of methods of consultative and individual training (mentoring, individual mentoring) to methods of pair, group training, joint educational and research work.

In building a workflow during training sessions in the education system, it is difficult to maintain neutrality in relationships with the teacher and the study group. To build an effective educational dialogue in the process of teaching students, it is necessary to build their communication with other participants in the educational process on the principles of equality and diversity of points of view. The skills of building and developing an educational dialogue, a kind of integration of the presented positions of the exchange of opinions, the adoption of alien positions, and the confirmation or refutation of one’s own point of view from a qualitatively new level of understanding of the issues under discussion (Bashmakov and Goryaev 2014).

The formation of these skills occurs in the course of the implementation of the educational dialogue. To build a high-quality, productive educational dialogue, it is necessary to pay attention and strength to all participants in the educational process in its organization, maintaining an atmosphere of friendly and open interaction.

Training in the course of conducting vocational educational didactic games allows you to apply the personal skills and experience of students in order to solve artificially created professional tasks. Identification of a student with a given scenario allows him to obtain certain information, consolidate the skills of solving certain personally and professionally significant issues, analyze his own and collective experiences, and gain experience in solving complex professional problems (Bulkin, 1998). Successfully used in the training of leaders, game training makes it possible, during the course, to learn to control one’s behavior, show emotional reactions in certain situations, or gain self-control skills in response to the considered problems encountered in professional activities. Such game models, built taking into account the professional characteristics of the listener, make it possible to form his potential achievements in the profession. Performing an analysis of the game played helps to overcome stereotypes of thinking and cross psychological barriers in professional communication, increasing the listener’s self-esteem. It should be noted that pedagogical methods based on game forms cannot replace traditional teaching methods but become a productive tool in the teacher’s arsenal, helping to achieve the goals of the training course.

When implementing a methodical form of diagnostics, consulting and training in the learning process, the teacher in the learning process, together with the students, determines the most urgent tasks that the heads of educational institutions face - most often in a narrow or local direction, advises and teaches. This approach pursues two main organizational goals: to
solve a certain task or problem based on the knowledge and experience of the teacher and to transfer this knowledge and experience to all students.

Productive learning theory is a way of teaching in which students are involved in their own learning. Students can use learning materials to build their own knowledge bases and put what they learn to use instead of just passively receiving information. Here are examples of generative learning theory:

- **Project-based learning:** Students can gain a deeper understanding of the subject by working on a particular project. For example, a student might gain a deeper understanding of robotics by working on a robot design project.
- **Collaborative learning:** Students learn while interacting with each other. This approach allows students to learn by collaborating with each other. For example, a group of students might have the chance to learn more about a topic by working together on a project, discussing each other’s ideas, and giving each other feedback.
- **Problem-solving:** An example of a productive learning approach is when students try to solve a problem on their own and gain experience in this process. For example, a student can improve their problem-solving skills by solving math problems.
- **Learning journaling:** An approach that allows students to follow and reflect on the learning process. By recording what they learned and how they learned it, students can identify their strengths and weaknesses in the learning process.
- **Simulations:** These allow students to understand a particular topic using their own knowledge and experience. For example, a student can better understand a historical event by simulating a historical event.

Today, education is a strategic basis for the development of the individual, society, nation, state, and the key to a successful future. The transformation of the post-industrial society into a global information society, based not only on knowledge but also on the competence of specialists, has significantly actualized the problem of innovative approaches to the organization of educational processes.

In modern conditions, very high requirements are put forward for the education system: it must prepare specialists for life and work in a wide, dynamic, rapidly changing world, where non-standard tasks constantly arise before a person, the solution of which requires the skills and abilities to build and analyze their own actions.

The basis of innovative educational technologies used in the educational process should be the social order and professional interests of future specialists, taking into account the individual and personal characteristics of students. Therefore, when training specialists, the use of innovative forms and methods must be organically combined with a pragmatic understanding of the goals and objectives of education and training. The use of innovative methods by teachers in the learning process helps to overcome stereotypes in teaching various disciplines, develop new approaches to professional situations, and develop students’ creative abilities.

The use of various active forms and methods of teaching, such as: creating projects, preparing public speaking, debating professionally important problems, collaborative learning, creating problem situations, preparing professionally directed videos and presentations, etc., are the most effective forms of educational work on the introduction of innovative processes into the educational process and the formation of key professional competencies of future specialists. The transition from informational and explanatory learning to innovative and effective is associated with the use in the educational process of new computers and various information technologies, electronic textbooks, and video materials that provide free search activities and also involve development and personal orientation. Thus, today it is possible to note various innovative teaching methods, in particular, these are problem and game technologies, technologies of collective and group activities, simulation methods of active learning, methods of case analysis, project method, learning in collaboration, creative learning, innovative educational project activity, debate technology, brainstorming technology, etc. I offer some of the presented methods in more detail.

**Brainstorming technology** (brainstorming) is a method of a collective search for new ideas to solve creative problems. When conducting a brainstorming session in class, the teacher conditionally divides students into two groups: “generators of ideas” and “expert critics”. The first group includes students who are able to think in an original way and have imagination and creative imagination. The group of "experts" includes students with an analytical mindset, more competent in the field of the problem being solved. “Idea generators” at the beginning of the lesson receive a task from the teacher to solve some creative problem: explaining some new phenomenon or identifying ways to solve some problem, etc. During the lesson, they must come up with and express out loud as many ideas and suggestions as possible, including the most fantastic and unrealistic ones. At this time, one or two "experts" write down all the ideas expressed by the "generators". After 20-30 minutes, the teacher invites the "experts" to start analyzing and selecting the most productive ideas.

**Creative learning** assumes free access of each student to the resources of the Internet and is based on the following principles:

- The basis of creative learning is the intended educational product that will be created by the student;
- Compliance of the external educational product of the student with his internal needs;
- Individual educational trajectory of the student in the educational space;
- Interactivity of classes carried out with the help of telecommunications;
- Open communication in relation to the educational products created by students.

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Debate technology allows solving a number of pedagogical attitudes and stimulates students in the best possible way to repeat the material covered, to read additional literature, and to find ways to solve the problem. The topic of the debate can be any scientific or moral problem on which there are ambiguous, most often opposing opinions and fundamentally different approaches to its resolution. The group is divided into two opposing teams: "pessimists" and "optimists", i.e., supporters of positive and negative views on the problem.

Various games are widely represented in game simulation modeling: business, attestation, organizational and activity, innovative, reflexive games to relieve stress and form innovative thinking, search, and approbation, etc. When using business games, the productive and transformative activity of students prevails. In particular, learning games are characterized by multivariance and alternative solutions, from which it is necessary to make the choice of the most rational one. Business games for educational purposes are currently quite widespread in colleges and are used mainly in senior courses in the study of special disciplines.

As practice shows, the use of innovative methods in professionally oriented education is a necessary condition for the training of highly qualified specialists. The use of a variety of methods and techniques of active learning awakens students' interest in the educational and cognitive activity itself, which allows you to create an atmosphere of motivated, creative learning and at the same time, solve a whole range of educational, educational, and developmental tasks.

3. Methodology

This section contains information about the research model, research team, data collection tools, and data analysis.

3.1. Research method

This study, which used qualitative research methods, was conducted in a descriptive manner. Qualitative research often uses the preferred qualitative data collection methods such as observation, interviews, and document analysis to represent perceptions and events in their natural environment in a realistic and holistic way. It can be defined as research in which the process is followed impartially. Basic qualitative research is about how people construct their world, the meanings they give to their experiences, and the way they interpret their lives. In qualitative research, the researcher resorts to words and explanations, using opinions obtained through qualitative data collection methods rather than numbers to reflect what he has learned about the phenomenon (Taylor et al 2015).

3.2. Members

This research includes 36 senior students studying foreign language and Azerbaijani language education at various universities in Azerbaijan in the 2020-2021 academic year. The training process was carried out online during the pandemic period and no unethical transactions were found in the research.

3.3. Analysis of productive learning

An analysis of the scientific and pedagogical literature on the topic of productive learning led to the conclusion that this is a method that contributes to the formation of students' professional skills and the development of their personal qualities. "Productive learning is a method in which students work in groups to teach each other information and are under the leadership of his teacher" (Almazova et al 2016). Students become teachers and simply send their teacher. The question is repeatedly discussed in some publications (Arutyunov and Kostina 1992; Bashmakov and Goryaev 2014; Vereshchagin and Kostomarov 1990).

Productive learning is associated with the implementation of the concept of professional orientation of students, which has become widespread in the United States and European countries as a system of professionally oriented education in secondary and higher schools (work-based learning). This type of training helps to strengthen the continuity between school and professional education, deciding development problem (Bulkin 1998).

In recent years, a significant amount of scientific work has been done on productive methods, their verification and implementation at various levels education. These papers also describe ways to improve performance education in Azerbaijan (Galperin 1976; levleva 1981; Nottingham 2017; Ramage 2014).

Need implementation productive method in process learning foreign languages of foreign students is associated with the problem of developing their communicative competence. Since they are studying in Azerbaijan, they need to develop Azerbaijani language.

The main methodological directions in this educational sphere are (Bulkin 1998):
1. formation communicative competencies;
2. acquisition professional language competencies;
3. development personal qualities students.

For justification relevance of our research, the authors held relevant content analysis of the curricula and content of the "Professional Foreign Language Course" at the Azerbaijan State University of Economics (UNEC). Practical implementation of
the developed innovative methodology carried out as part of a pedagogical experiment used methods of scientific and pedagogical research: systemic and structural analysis, synthesis, study of scientific works, generalization of experience and experimental work.

In order to be convinced of the need for the development of communicative competence of foreign students, the authors conducted a linguistic test that revealed their level of proficiency in Azerbaijani and English. The authors determined the level of the main subcomponents of the communicative competencies and found that these competencies had a low level of development in all study groups (Table 1).

Table 1 The level of development of students' communicative competence.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>1st Group</th>
<th>2nd Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>54 %</td>
<td>53 %</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>44 %</td>
<td>39 %</td>
</tr>
<tr>
<td>Social</td>
<td>45 %</td>
<td>42 %</td>
</tr>
<tr>
<td>Discursive</td>
<td>41 %</td>
<td>43 %</td>
</tr>
<tr>
<td>Sociolinguistic</td>
<td>45%</td>
<td>47%</td>
</tr>
</tbody>
</table>

In the study, the authors used linguistic tests. For each exercise in the dough, students received points results test represented in percentage: amount points received from possible 100%.

The objectives of the study are: analysis and definition of the main methodological principles of productive teaching of a foreign language in higher school; development of the concept of productive linguodidactic technology; development of the content of a personal multilingual portfolio; analysis and presentation of the results of the pedagogical experiment (Kirsh 1981; Krylova and Leontyeva 2008).

It is very important for international students to successfully pass the socialization process in a stranger country. They must explore a lot of social and cultural information of the host country. This is where the role expands for teacher, including support for students in overcoming cultural and linguistic barriers.

The basis of successful multilingualism is a developed communicative student activity. The main goal of productive educational activities students is development productive thinking, creative abilities, and educational autonomy as a methodological basis self-development and self-education personalities (Nechaev 2002).

On the basis of the developed methodology, we have developed a productive linguodidactic technology of the personal multilingual portfolio, providing effective study language. Psychological and pedagogical basis of productive linguodidactic technology is the concept of modern educational technologies in teaching foreign languages (Ovsienko 1989).

Next, consider the content of a personal multilingual portfolio (PMP). The productive linguodidactic technology of the Personal Multilingual Portfolio is a system of student learning activities based on self-management, self-esteem and self-motivation. PMP is compiled in three languages: in the student’s native language, in Russian and in English. It can take the form of a paper portfolio, a digital portfolio, or an electronic portfolio. PMP enhances professional skills students and the quality of their autonomous learning. This gives additional motivation to self-development. Main functions personal multilingual portfolio (Rubtsova 2017; Samarin 2015; Samarin 2018):

1. Educational - demonstration professional competencies and personal skills.
2. Grade - demonstration educational results.
3. representation - presentation personal educational and professional achievements.

Main sections PMP represented on the three languages (on the native language student, on Russian and English languages):

1. Language file: professional vocabulary; discursive grammar; general language.
3. intercultural communication file: practice professional communication; practice of academic writing; professional practice reading; autonomous communicative activity.
4. Dossier of personal achievements: awards, diplomas, certificates, thanks letters and etc.

3.4. Research results

The authors conducted a survey to determine the level of language proficiency in foreign students trained in Azerbaijan State Economic University. 36 students took part in the survey. The questionnaire consisted of 15 questions. As a result, it was revealed that the native languages of this group were Turkish (20%), Kazakh (10%), Chinese (10%), Urdu (20%), Arabic (10%), Russian (10%) and Persian (20%). English was their first foreign language (100%). The authors found that they studied English for the purpose of future travel (35%), others studied English language in school (45%), for communication with friends (10%) and for communication on the Internet (10%). All respondents have studied English for more than 3 years. All of them had different levels of language proficiency: at the average level of 40%, at the initial level of 35%, at a low level of 25%. Second foreign language for them was Azeri. They studied the Azerbaijani language from 1 to 3 years (80 %), and more than 3 years

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(20%). 70% of respondents studied the Azerbaijani language in order to obtain higher education in Azerbaijan, some were interested in Azerbaijani culture (20%), a 10% wanted to communicate with Azerbaijani friends.

Thus, it can be assumed that in the mind of a foreign student, all three interact language.

During the pedagogical experiment, the authors checked the level of development communicative abilities of students in the following components: linguistic, sociolinguistic, discursive, sociocultural and social competencies.

The experiment was attended by foreign students with the third- and fourth-year bachelor’s degree. At two groups it was 36 students. students from first (control) groups studied Azerbaijani and English without the use of PMP. Students of the second (experimental) group studied foreign languages using PMP. At the beginning of the work, it was determined the level of development of key competencies in English and Azerbaijani and found that they had a low level of development in both groups (see Table 1).

The study showed that the competencies of students of the second group developed better than students first group (Table 2).

Table 2 The level of development of students’ communication in the intermediate experiment stage.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primordial data</td>
<td>Received data</td>
</tr>
<tr>
<td>Linguistic</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Social</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Discursive</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Sociolinguistic</td>
<td>45%</td>
<td>47%</td>
</tr>
</tbody>
</table>

At the final stage of the experimental work, the authors once again checked the level development competencies students in both groups. Research showed significant promotion level development competence in the experimental group and no significant promotion the level of development of competence in the control group compared with the original indicators (Table 3).

Table 3 The level of development of students’ communication in the final stage experiment.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primordial data</td>
<td>Received data</td>
</tr>
<tr>
<td>Linguistic</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>44%</td>
<td>54%</td>
</tr>
<tr>
<td>Social</td>
<td>45%</td>
<td>56%</td>
</tr>
<tr>
<td>Discursive</td>
<td>41%</td>
<td>55%</td>
</tr>
<tr>
<td>Sociolinguistic</td>
<td>45%</td>
<td>53%</td>
</tr>
</tbody>
</table>

4. Conclusion

So, the way we carried out experimental work confirmed the effectiveness of the use of PMP in teaching foreign languages students. Productive educational activity of students develops their communicative competence. Productive Method Increases Efficiency learning a foreign language for foreign students. On the one hand, this method allows you to develop the individualization of mastering foreign languages through productive, communicative activities, realizable in PMP (Samarin 2017; Ter-Minasova 2020).

On the other hand, this method ensures the internationalization of professional higher education through multilingual and multicultural educational activities. Thus, we can conclude that innovation in the field of teaching a foreign language is a necessary condition for the development of a modern system high school. The process of adaptation of foreign students to the educational environment at university must be organized purposeful complex.

Ethical considerations

Not applicable.

Conflict of Interest

The author declares that have no conflict of interest.

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