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Specific pedagogical features of learning a second foreign language: Experience of Central Asian universities

Abstract. Mastering foreign languages expands the possibilities of communication and cooperation with international partners, which determines the relevance and significance of investigating the specific features of language competence in modern education. The purpose of this study was to examine the specific features of pedagogical activity in the field of language education, considering the challenges and requirements determined by the dynamics of the 21st century. This study employed the methods of systematic analysis, comparison, generalisation, and survey. The study found that learning a second foreign language for Central Asian university students is of immense importance for their educational, professional, and personal development. It was found that this process helps students to expand their language repertoire and increase opportunities for intercultural communication. Furthermore, the study highlighted that learning foreign languages contributes to the development of international cooperation and intercultural understanding, which is key to successful functioning in a global environment. The study found that a combination of conventional and modern language learning methods contributes to the comprehensive development of language skills and achievement of better learning outcomes. The study found that the conditions of the 21st century require higher education institutions to actively introduce modern digital technologies into learning foreign languages. The use of digital tools, such as virtual reality (VR), helps to create an engaging and effective learning environment that stimulates student motivation and promotes individual development. The survey of teachers found that a variety of methods and approaches to language teaching contributes to the development of students' language and communication skills. The findings of this study can be used by universities in Central Asia to improve foreign language learning programmes, develop more effective teaching methods and organise the learning process

Keywords: computer technologies; teaching methods; student motivation; intercultural communication; digitalisation of education

INTRODUCTION

The study of the pedagogical features of learning a second foreign language is necessary in the context of modern education. It helps understanding the processes of language learning and teaching in greater depth and identify effective approaches to optimise them. This allows considering the concrete cultural and social conditions that influence foreign language learning and adapting teaching methods and strategies to the needs of students. The study of pedagogical features contributes to the development of

innovative approaches to teaching, the identification of new methods and technologies that improve the quality of learning and increase student motivation. It also promotes the professional development of teachers and the dissemination of modern pedagogical practices. The study of pedagogical features helps to improve the efficiency of the educational process and the development of intercultural communication, creating favourable conditions for language learning and contributing to the development of

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culturally competent individuals. Thus, the present study plays a key role in improving the quality of education and developing the modern educational environment.

The problematic of the study is that pedagogical aspects of foreign language learning cover a wide range of factors, such as teaching methods, student motivation, use of technology. Consideration of these aspects requires attention to detail and in-depth analysis. Pedagogical approaches may differ depending on cultural and social contexts, and therefore it is necessary to consider these variations and their impact on the effectiveness of foreign language learning.

H. Chmiel-Bożek (2023) notes the difficulties that teachers face when working with literature in secondary school foreign language classes, which are especially relevant in the context of initial language learning. The researcher emphasises that although the basic principles of the curriculum recommend the inclusion of literary texts, in practice this proves to be a challenge for many teachers. The researcher believes that by implementing simple exercises, it is possible to provide students with basic knowledge about the literary works of a given cultural environment and encourage them to create their own creative work using literary materials. However, a detailed investigation of this issue may reveal additional methods and strategies that will help teachers to integrate literature more effectively into learning a foreign language.

According to R. Kucharczyk (2022), the development of strategies in foreign language learning based on the use of the learner's own language resources is important. According to the researcher, this requires students to be able to manage their learning process and the emotions that occur in this process. Furthermore, the teacher should support students in adopting a reflective attitude towards their learning based on their previous experience of learning foreign languages, the researcher notes. The researcher emphasises that teachers should be aware of the importance of supporting students in managing their learning and emotions, as well as promoting the development of a reflective attitude towards their own learning. Additional study of the specific features of foreign language teachers' pedagogical activity will provide a better insight and allow implementing these strategies in teaching practice.

According to M. Pawlak (2022), expectations for foreign language teachers are constantly growing. Following the researcher's findings, if earlier it was important to be able to simply speak the language and know the teaching methodology, now there are much more requirements for teachers. The researcher emphasises that teachers should be experts in various fields, including promoting student autonomy, using strategic teaching methods, developing intercultural competence, considering individual differences, and using modern technologies. Furthermore, according to the researcher, teachers are expected to be practitioners of continuous improvement, actively involved in professional development. It is worth investigating the specific features of teaching a second foreign language by teachers of higher education institutions in greater detail.

The 21st century has seen considerable progress in digital technologies, which has opened new opportunities for modern language education. R. Zhang & D. Zou (2022) emphasise the potential of these technologies to respond to current and future challenges in the education sector. They define four key principles and benefits of using modern educational technologies, which include developing practical skills, providing quality learning material, increasing interactivity between participants in the learning process, and revising pedagogical strategies. Studying the use of innovative technological solutions, specifically the use of virtual platforms, can help to adapt educational systems to modern requirements and develop key competences in teachers working in the field of second language teaching.

As noted by researcher Y.J. Lan (2020), the use of virtual reality (VR) in the context of foreign language teaching is proving to be a key aspect. The researcher argues that VR can provide students with a deep immersion in the language environment, which is critical for successful language learning. According to Y.J. Lan's research, the use of VR allows for the creation of interactive language scenarios where students can interact with language in realistic situations, which helps to develop language skills and facilitates their acquisition. Specifically, the scientist notes that a prominent degree of immersion in VR creates authentic situations that reproduce various aspects of life, where students must use their language skills. Y.J. Lan emphasises that the use of VR in language teaching can make the learning process more interesting and effective, contributing to the development of language skills and understanding of speech. These observations demonstrate the significance and potential of using VR as an effective tool for teaching foreign languages, and therefore it is important to explore the features of VR implementation in the context of second language learning, namely, its impact on students' motivation and performance.

This study aimed to explore and evaluate the pedagogical methods used in Central Asian universities for teaching a second foreign language, for identifying effective strategies that improve linguistic skills and cultural knowledge among students.

MATERIALS AND METHODS

The systemic analysis method helped to consider the issue in a comprehensive manner, including various aspects and interrelationships between them. The application of this method offered a deeper insight into the processes of foreign language learning by students of Central Asian universities and their impact on educational, professional, and personal development. The method used also helped to illuminate this process, which contributed to a broader understanding of students' preparation for effective functioning in a global environment. In addition, the systemic analysis method identified the nuances of foreign language learning in Central Asian universities as an aspect of the development of international cooperation and intercultural understanding within the framework of training qualified personnel for various fields of international activity.

Using the method of comparison, it was found that the conditions of the 21st century require higher education institutions to actively introduce modern digital technologies into learning foreign languages. The application of this method revealed the specific features of using digital tools, specifically VR, as a favourable element for the learning environment, and also found how it contributes to individualisation of learning and increases student motivation. This method helped to investigate a variety of methods and approaches to language teaching. In addition, the method of comparison revealed the nuances of introducing modern technologies into language education at Central Asian universities.

The method of generalisation helped to investigate the aspects and nuances of VR, which made it possible to formulate and establish patterns that proved to be important for the further development of the problem under study. This method also helped to highlight the specific features of literature integration through various approaches and strategies as one of the important components of foreign language learning. This method also helped to clarify the aspects of combining conventional and modern methods of language learning within the framework of the comprehensive development of language skills of university students and achieving better results in foreign language learning.

The survey was conducted orally. The survey involved 100 foreign language teachers, which helped to collect a considerable amount of primary data on their opinions, views, and experiences regarding the process of teaching foreign languages at Central Asian universities. Women predominated among the survey participants, with 75 people, while men accounted for 25. The age range of respondents was quite wide, from 26 to 54 years for women and from 30 to 48 years for men. The survey was conducted anonymously, and all respondents were informed of how the information received would be used, all the provisions of the Declaration of Helsinki (2013) were also observed. The survey method helped to collect empirical data based on authors' own observations and the experience of direct participants in the educational process. The survey was conducted from 4 to 11 March 2024 in Warsaw, Poland.

The survey used closed questions:

1. Can the use of VR become a powerful tool for immersive language learning in Central Asian universities?
2. Do you often use modern digital technologies in your practice?
3. Is it important to adapt language teaching methods for students in a particular region, considering their cultural and linguistic characteristics?
4. Do Central Asian universities pay attention to the use of digital technologies in foreign language classes?

As well as open questions:

1. Which method is most effective in your teaching practice?
2. What digital tools do you usually use in your language lessons?
3. What problems usually arise when using digital technologies in foreign language lessons?

The results of the survey became a source for further analysis of the methods of teaching foreign languages in higher education institutions in Central Asia. Considering the wide range of opinions and views of the survey participants, conclusions were drawn about the effectiveness and feasibility of using different approaches to teaching foreign languages in higher education institutions.

RESULTS

Language education, especially in the context of learning a second foreign language, is crucial at universities in the Central Asian region. Central Asia has a complex linguistic map with a variety of language groups, such as Turkic, Iranian, and Indo-European languages. Studying a second foreign language enables students to expand their language repertoire and increase their opportunities for intercultural communication. This is critical in a university environment where students from different countries and language communities can learn and communicate together. Central Asia is at the centre of geopolitical and economic processes, which requires young people to be proficient in languages that are key to global communications and international relations. The study of foreign languages by the region's universities helps to prepare personnel who can communicate and work effectively in an international environment. The development of international tourism, business, and cultural exchange requires the availability of qualified translators, language teachers, and other professionals who can work in an intercultural environment. Universities in Central Asia play a key role in training such specialists through foreign language programmes. Thus, language education in the context of learning a second foreign language at Central Asian universities is important for the development of intercultural communication, international cooperation, and the training of qualified specialists who can work in a global environment.

In Asia, including Central Asia, several key trends can be identified that point to a wide range of challenges and strategies used in the field of language policy in the region. The first tendency is to try to promote and support the use of one language as the national language, which is often part of nation-building. This is especially true in countries where linguistic diversity is a major obstacle to the development of a unified national identity. The second trend is the declining prevalence of indigenous languages other than the national language and their absence in education in many countries in the region, which is of great importance for linguistic diversity and the preservation of the cultural heritage of national minorities, as such languages are often a key element of identity and community. The third trend is the promotion of English as the first foreign language in education systems, with other "foreign" languages playing a minimal role. This is due to globalisation strategies and countries' efforts to ensure that their citizens are competitive in the international labour market. However, this approach can also lead to the devaluation of linguistic diversity and cultural heritage (Liddicoat & Kirkpatrick, 2020).

In general, these trends demonstrate the complexity and diversity of language policy in Asia, including in its central region, where national, cultural, and global factors interact and influence the development of language strategies in the region. Research into these trends can contribute to a better understanding of the challenges faced by contemporary

language policies and to achieving more effective and diverse approaches to language education and multilingualism. For students from the Central Asian region, learning a second foreign language in higher education may have some specific features due to cultural and linguistic differences (Table 1).

Table 1. Specific features of learning a second foreign language at Central Asian universities

Aspect	Description
Cultural context	Students from Central Asia may have a specific understanding and perception of cultural aspects that affect their foreign language learning. Their home environment and cultural values may influence their preferences and approaches to language learning.
Language fund	Depending on the language background of Central Asian students, they may face specific challenges, such as learning a language with a different linguistic structure or phonetic features.
Motivation	The motivation of Central Asian students to learn a foreign language can be related to various factors, such as international career opportunities, educational programmes abroad, or communication with representatives of other cultures.
Language policy	Certain aspects of language policy in the region may also have an impact on second language learning. For instance, the priority language of instruction at universities or the level of its implementation in the educational process can make a big difference for students.

Source: compiled by the author

In general, second language learning for university students in Central Asia takes place in the context of their unique cultural, linguistic and educational conditions, which affect their opportunities and approaches to learning. Integration of literature using various approaches and strategies is also important for learning a second foreign language. Starting with simple texts that are adapted to the students' level of knowledge, teachers can integrate literature into the language learning process. Such texts can include short stories, poems, or even excerpts from classical works (Gustanti & Ayu, 2021). Creating literary circles according to the interests and level of students. This can include discussions of the works studied, analysis of literary styles and themes, and creative assignments such as writing stories or poems. Using role-playing games based on literary scenes or characters can be an interesting tool for practising speaking and developing language competence. Tasks related to creating projects based on literary works can include writing book reviews, creating video presentations, theatrical performances, or dramatizing selected scenes. The use of audio and video materials based on literary works can provide a visual and aural experience that helps learners to better comprehend the text and expand their understanding of the language. These approaches can contribute not only to language learning, but also to the development of literary competence and the improvement of critical thinking of students in higher education.

Apart from the integration of literature, there is a range of conventional methods of teaching a second foreign language used in educational practice, including the grammar-translation method (Müller, 2023). The grammar-translation method is one of the conventional methods of learning a second foreign language, which is actively used in educational practice. This method

focuses on the grammatical aspects of language and their use in different communication situations. This method involves the systematic study of the grammatical rules of the language, such as tenses, moods, verb types, sentence structures. Students learn these rules and how to use them in practical tasks aimed at developing the ability to create their sentences and expressions. The principal idea is that students learn basic grammatical structures and can use them in their communication. When using the grammatical-translation method, students learn the rules of grammar and practice applying them through a variety of practical tasks. For instance, they can do exercises on translating or converting sentences from one tense to another or compose dialogues using grammatical structures they have learnt in their university language classes. This approach allows students to actively apply the rules they have learnt and acquire the ability to build logical and grammatically correct sentences.

The advantage of using the grammatical-translation method is that it provides a systematic approach to learning grammar, which helps learners to learn it consistently and effectively. Furthermore, this method helps to develop students' analytical skills and improve their language competence. However, it is important to bear in mind that the grammatical-translation method has its limitations. For instance, some learners may feel bored or tired of learning grammar rules all the time. Therefore, teachers need to combine this method with other approaches to provide variety in the learning process and keep students motivated. The grammatical-translation method stays a valuable and effective tool for language learning at Central Asian universities, but its use should be tailored to the individual needs and characteristics of students and complemented by other methods to achieve the best results.

Another approach to learning a second foreign language is the audiolingual method (Febriani & Setyawan, 2023; Bunyamin *et al.*, 2023). The audiolingual method of learning a second foreign language is also one of the conventional approaches based on intensive listening and speaking training. This method is based on the idea that speaking should be taught like any other skill, through systematic practice and repetition. The purpose of the audiolingual method is to develop listening and speaking skills. Students listen to audio clips containing model utterances or real-life communication situations and try to imitate them, learning to pronounce words and phrases correctly. This method involves intensive immersion in the language environment, where students can immediately apply the structures and expressions they have learnt in real-life communication situations. Furthermore, the audiolingual method also includes the creation of one's own audio materials for training. Learners record their speech and play it back, and then analyse the results to identify mistakes and improve their skills. This process helps to activate language abilities and improves their oral communication.

One of the advantages of the audiolingual method is the emphasis on listening and speaking, which is crucial for the development of students' communication skills. Repeating the audio clips allows learners to improve their pronunciation and learn a natural intonation and rhythmic speaking style. However, the audiolingual method also has its limitations. For instance, it does not pay enough attention to grammatical structures and written language. This method may also be less effective for learning the complex grammatical aspects and academic style of speech inherent in studying at Central Asian universities. Therefore, it is important to combine the audiolingual method with other approaches to ensure the comprehensive development of students' language skills.

The dialogue method is one of the key conventional approaches to teaching a second foreign language and is based on the use of authentic dialogues and conversations to teach students the language. Students analyse the structure of dialogues, learn new words and expressions, and practice using them in real-life communication situations. This method helps to develop communication skills and language understanding through practical application. It allows students not only to learn individual language units, but also to enrich their vocabulary and improve their pronunciation by observing authentic examples of language use in real-life situations. Furthermore, the dialogue method helps to increase learners' motivation as it ensures their active involvement in the learning process and gives them the opportunity to feel more confident in communicating in the language as they practice using the language in real situations similar to those they may encounter in everyday life. The dialogue method is a vital component of second language teaching at universities, as it promotes active use of the language in real-life situations, which helps to improve the communication skills of students in the Central Asian region.

However, apart from conventional approaches to teaching a second foreign language, it is important for teachers of higher education institutions in Central Asia to use modern digital technologies, as globalisation, which is one of the key characteristics of the modern world affecting all spheres of life, including teaching and learning foreign languages. This influence is manifested through the increased mobility of people, capital, and technology, which leads to challenges and changes in learning methods. One of the principal consequences of globalisation is the destabilisation of traditional norms and conventions that have been used to prepare learners for effective language use outside the classroom. These changes make it necessary for pedagogy to develop more modern and effective approaches. Global dynamics require revision and adaptation of approaches to language teaching, so that they meet the current challenges and realities of global society. Specifically, the growth of international contacts and the need for intercultural communication creates a demand for foreign language skills. Accordingly, teaching methods should be aimed at developing such competences as understanding cultural differences, the ability to adapt and cooperate with representatives of different cultures.

Modern approaches to language teaching also include the use of digital technologies and interactive tools. Thanks to this, university students can actively interact with the language material and receive feedback in real time. Furthermore, the use of online resources allows students to learn a language at a time and place convenient for them, which contributes to increasing the accessibility of education (Kramsch, 2014). An essential part of the modern approach is also the development of language skills in real-life situations, which may include role-playing, discussions, interviews, and other forms of active communication. This helps students not only learn the language material but also gain confidence in using it. Globalisation requires constant updating of foreign language teaching methods to effectively prepare students for the demands of the modern world. This requires not only technical innovations, but also changes in pedagogical strategy aimed at actively integrating changes into the learning process.

The development of computer technologies has substantially changed the paradigm of foreign language learning in higher education institutions in Central Asia, providing new opportunities and tools for students and teachers. Virtual tools and resources open great prospects for improving the learning process and provide innovative methods of language learning. One of the principal advantages of using digital technologies is the ability to make the learning process more interesting and effective for students. Using interactive programmes, video tutorials, games, and virtual laboratories, students can actively interact with language material, which contributes to better learning and understanding of the subject (Blake, 2008). Technology also solves problems related to the convenience and availability of materials. Using online resources and mobile applications, students can have constant access

to learning materials, even outside the classroom, allowing them to study at any time and place of their choice, making the learning process more flexible and efficient. Individualisation of the learning process is another important advantage of using digital technologies. Using personalised programmes and adaptive exercises, teachers can factor in the different needs and knowledge levels of students, providing individual support and assistance to each one. The popularity of interactive online courses and language learning platforms shows a growing interest in the use of digital technologies in education. They provide students with the opportunity to learn a language at their own pace and according to their own schedule, while ensuring high quality learning.

Stimulating students' motivation in learning a second foreign language is a critical component for achieving success in learning and developing language skills. It is known that a motivated student is more likely to take an active part in classes and can achieve better results (Bagea, 2023). Therefore, educators focus on developing and implementing strategies to stimulate student interest and motivation. One of the key aspects of stimulating the motivation of university students is the creation of an encouraging immersive learning environment. The use of interactive teaching methods such as gaming technologies and VR can considerably increase students' interest in language learning. For example, game elements can be used to create engaging exercises and tasks that encourage students to actively take part and compete. Furthermore, it is important to consider the individual characteristics of students and their personal motives. University educators can use a variety of approaches, including differentiated instruction and individual counselling, to maintain and enhance each student's motivation. To ensure effective motivation of students, teachers should also consider the changes in communication style and language perception that occur when learning a foreign language. Specifically,

students can develop a new style of speech and perception of cultural aspects of language under the influence of the learning process. Teachers need to be prepared to adapt their teaching and communication methods to these changes, contributing to the further development of students' language skills. It is important to emphasise that stimulating students' motivation in language learning not only improves their results, but also prepares them for successful communication in an international environment. A profound understanding of the cultural aspects of a language, as well as the motivation to learn it, create a solid foundation for effective international cooperation and understanding of intercultural differences.

Specifically, the use of VR can become a powerful tool for immersive language learning in higher education, as it opens promising opportunities (Yeh *et al.*, 2022). VR allows creating immersive learning environments where students can interact with language material by being transported to virtual situations. These are realistic scenarios where students can use their language skills in practical circumstances, such as virtual travel or communicating with people from a different culture. The use of VR can stimulate students' motivation to learn by making the process more interesting and exciting, and interactive scenarios can be a source of new opportunities for their development. Furthermore, VR allows creating situations of interaction with different cultures, which contributes to the development of intercultural competence. Thanks to individual scenarios designed to meet the needs and language proficiency of each student, VR facilitates personalised learning and more effective acquisition of language skills (Parmaxi, 2023). Notably, VR provides flexibility and accessibility to the learning process, allowing students to access virtual lessons and exercises wherever and whenever. The study surveyed teachers of higher education institutions in Warsaw who are familiar with approaches to language education in Central Asian higher education institutions (Table 2).

Table 2. Specific features of learning a second foreign language at Central Asian universities

No.	Question	Yes	No
1	Can the use of VR become a powerful tool for immersive language learning in Central Asian universities?	95%	5%
2	Do you often use modern digital technologies in your practice?	80%	20%
3	Is it important to adapt language teaching methods for students in a particular region, considering their cultural and linguistic characteristics?	96%	4%
4	Do Central Asian universities pay attention to the use of digital technologies in foreign language classes?	75%	15%

Source: compiled by the author

Most teachers are convinced that universities in Central Asia use a variety of methods and approaches to teach a second foreign language, just like their Polish colleagues. One of the most common methods mentioned by teachers is communicative and grammatical-translation methods combined with modern approaches. Furthermore, teachers emphasise that they often use interactive methods such as role-playing games, debates, and group projects in their practice, which allow students to actively interact with each other and develop not only language

but also communication and social skills. According to the teachers, based on their personal experience of communicating with teachers in the Central Asian region, they also use these methods in their teaching. According to university professors, the effectiveness of these methods in the context of language education in Central Asia may vary depending on the particular university, group of students, and the specific features of the learning process. However, many teachers note the positive impact of the communicative method and interactive approaches on students'

language proficiency both among their colleagues and in their own practice.

The interviewed teachers note that it is important to adapt language teaching methods to the students of a particular region, factoring in their cultural and linguistic specifics. Some students may have particular learning needs in certain aspects of the language or may be more interested in certain methods, and therefore teachers need to adapt their approaches to the concrete needs and interests of their students. One of the problems that can arise when using some digital approaches in language education in higher education is the lack of resources or restrictions on access to modern technology, which can make it difficult to conduct practical classes or use interactive methods that require specific hardware or software. However, some universities are already introducing modern technologies into the educational process to improve foreign language learning. Many teachers said that they use video conferencing to interact with native speakers or specialised mobile applications for self-study. The advantages of modern technologies in language education, according to respondents, include convenience, accessibility, and the possibility of individualised learning. However, limitations may include technical problems, lack of teacher training in the use of modern technologies, and the need to constantly update software and equipment. The majority of teachers noted that universities in Central Asia are focusing on further developing the use of modern technologies in language education and are looking for ways to integrate the latest developments and approaches to improve the effectiveness and accessibility of foreign language learning for students.

Considering the respondents' answers and the findings of this study, it is worth noting that in the context of language teaching it is important to consider the role of the teacher's personality. The individual characteristics of the teacher and their interaction with the institutional identity and specifics of the educational process play a key role in shaping the learning environment. Understanding how teachers bring their personal characteristics and professional competences to bear on language teaching has implications for the quality of learning. Elements of teacher identity in the context of language teaching emerge from scientific research into individual and professional aspects of teaching. Personal traits, pedagogical views, professional values and practices influence language teaching methods and strategies (Pennington & Richards, 2016). Understanding and considering the individual characteristics and professional competences of the teacher helps to improve the quality of language teaching. The interaction of the teacher with students and the creation of a learning environment are key factors in the learning process. Language teachers play a significant role in shaping the quality of education. The development of successful pedagogical practices is based on understanding and considering the individual characteristics and professional competences of the teacher, which contributes to the effectiveness of language teaching and the development of sustainable pedagogical practice.

DISCUSSION

Studying a second foreign language at Central Asian universities is an important aspect of the educational process that helps to expand students' language repertoire and prepare them for the global environment. Integrating literature through a variety of approaches helps to improve language comprehension and develop critical thinking. The use of modern digital technologies, including VR, creates an encouraging learning environment and individualises the learning process. The results of teachers' research confirm the effectiveness of various teaching methods that promote the development of language and communication skills. The introduction of modern technologies into language education is an urgent task, but it is also necessary to factor in the individual characteristics of teachers to achieve best results. Additional research on the positions of researchers and their comparison with the findings of this study will improve understanding and help improve the methods of teaching foreign languages in higher education institutions in Central Asia.

A. Aprianto *et al.* (2020) investigated the impact of audiolingual methods on the conversational skills of foreign language learners. The findings of this study confirmed the considerable impact of using audiolingual methods on the development of students' oral communication. According to the researchers, students who were actively involved in listening to and imitating audio fragments had better pronunciation and were able to use language structures in different communication situations. According to the results above, it should be noted that they confirm the importance of audiolingual methods in foreign language learning, as the use of conventional methods does contribute to the enrichment of learners' language practice and improve their communicative competence. However, the findings of the present study emphasise the significance of using digital technologies in learning a foreign language as a tool that increases learners' motivation and contributes to the successful acquisition of a second foreign language.

As J. Williams (2012) emphasises, the study of writing in the context of a second language is substantially overestimated. The researcher believes that the written component can play a key role in the development of speech. In her research, the researcher focuses on three main aspects of writing: its pace, duration, and accuracy, which can facilitate cognitive processes and stimulate active movements aimed at mastering a language. The scientist notes that the speed of writing affects the speed of information processing in the brain. According to the researcher, fast writing can stimulate the brain's quick response to learning and memorising language. Specifically, when writing fast, the brain has less time to reflect, making it work faster and more efficiently. The researcher also argues that the duration of writing can have a positive impact on memorising and learning a language. The researcher is convinced that written learning requires prolonged concentration, which contributes to an in-depth analysis and understanding of language structures and expressions. The researcher

emphasises that accuracy in the use of language can encourage learners to refer to their knowledge and improve it. The desire for accuracy, according to the researcher, can support learners in carefully reviewing and improving their speech production. The findings described above also demonstrate the significance of writing in learning a foreign language and emphasise the importance of developing writing skills as a way of improving learners' language competence. However, as noted in the previous section, it is important to introduce a combination of conventional methods of teaching a second language and digital educational tools.

T. Dhimolea *et al.* (2022) note that the use of digital tools in learning foreign languages creates a high level of immersion in VR, which is an essential factor for successful language acquisition. The researchers emphasise that high-intensity VR enables the students to interact with language in realistic scenarios, which contributes to the effective adaptation of language skills. This approach, according to the researchers, allows for the creation of scenarios in which students use the language in practical situations and receive real-time feedback, which helps to improve the learning process. Researchers note that the result of such training is an increase in students' interest and motivation to learn the language. As mentioned in the previous section, the use of VR in the learning process contributes to a more effective and dynamic development of students' language skills.

According to M. Fondo (2021), the use of virtual environments in education plays a major role in improving the quality of the learning process, especially in the context of developing language competences and intercultural understanding. Her research reflects the prospects of innovative technologies in language learning. The use of virtual environments, following the researcher, allows creating interactive language scenarios that promote deep immersion of students in the language environment and interaction in authentic communication situations. The researcher notes that one of the key advantages of using digital technologies is the ability to adapt the educational process to the individual needs of students using artificial intelligence. Furthermore, according to the scientist, virtual environments contribute to the objective assessment of language skills and the creation of interactive scenarios for the development of intercultural sensitivity. The researcher's study confirms that the use of virtual environments in the learning process helps to develop students' language skills and intercultural competence more effectively, making the learning process more dynamic and engaging. As mentioned in the previous section, the use of VR in the learning process contributes to a more effective and dynamic development of students' language skills, making the learning process more productive.

S. Bahry (2020) highlights the significance of language learning in Central Asia, especially in the context of globalisation and growing international interaction in the region. He focuses on the role of language as a means of promoting cultural and educational development in this

region. One of the key aspects highlighted by the researcher is the importance of understanding and preserving linguistic and cultural traditions in Central Asia. The scientist notes that linguistic diversity in this region is a source of richness and uniqueness that should be preserved and developed. The findings of the research suggest that language education in this region should promote not only the study of specific languages, but also an understanding of their cultural context and importance in international communication. Comparing the findings of the cited study with the results of the present study, it is worth noting that the specific features of language learning in Central Asia have their own unique aspects related to the history, culture, and geopolitical environment of the region, and it is in understanding and factoring in these unique features that the key to successful language education in this region lies.

As a result of the comparative study of the authors' research and this study, it should be noted that the use of the audiolingual method in teaching foreign languages contributes to significant progress in the development of students' oral communication. The focus of immersive methods on intensive listening and speaking training has proven to be a crucial factor in their effectiveness. The results of the comparative analysis also indicate the importance of introducing digital technologies into the language learning process, which increases students' motivation and improves their communicative competence. However, scientists emphasise the importance of learning writing in the context of a second language, which can substantially increase the level of students' language competence and contribute to their successful learning of a foreign language. The study emphasises the importance of modern approaches to language teaching and expresses the need for further development of language education, especially in the context of globalisation, particularly in regions with unique linguistic and cultural traditions.

CONCLUSIONS

Learning a second foreign language for students of higher education institutions in Central Asia is of significant importance for their educational, professional, and personal development. Specifically, it helps them to expand their language repertoire, increase their ability to communicate interculturally, and prepare for successful functioning in a global environment. The study of foreign languages at Central Asian universities contributes to the development of international cooperation, intercultural understanding, and the training of qualified personnel for various fields of international activity. It is vital to consider the integration of literature through a variety of approaches and strategies to improve language comprehension and develop critical thinking. The combination of conventional and modern methods of language teaching allows for the comprehensive development of students' language skills and achievement of the best results in learning a foreign language. All these aspects of learning a foreign language contribute not only to the educational process, but also to preparing the

younger generation for life in a global world where the ability to communicate in different languages and understand different cultures is becoming increasingly important.

The conditions of the 21st century require higher education institutions to actively introduce modern digital technologies into learning foreign languages. The use of digital tools, such as VR, helps to create an engaging and effective learning environment that promotes individualised learning and stimulates student motivation. The results of the survey of teachers show a variety of methods and approaches to language teaching, which contributes to the development of students' language and communication skills. Universities in Central Asia are actively working to introduce

modern technologies into language education. Therewith, understanding and factoring in the individual characteristics of the teacher's personality is key to successful language learning. In the future, researchers may pay attention to the impact of foreign language learning in the development of intercultural competence and the perception of other cultures by students of higher education institutions.

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CONFLICT OF INTEREST

None.

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Педагогічні особливості вивчення другої іноземної мови: досвід університетів Центральної Азії

Анотація. Оволодіння іноземними мовами розширює можливості спілкування та співпраці з міжнародними партнерами, що зумовлює актуальність і значущість дослідження особливостей формування мовної компетентності в сучасній освіті. Метою даного дослідження було вивчення особливостей педагогічної діяльності у сфері мовної освіти з огляду на виклики та вимоги, зумовлені динамікою 21 століття. У дослідженні використано методи системного аналізу, порівняння, узагальнення та опитування. Дослідження показало, що вивчення другої іноземної мови для студентів університетів Центральної Азії має величезне значення для їхнього освітнього, професійного та особистісного розвитку. Виявлено, що цей процес допомагає студентам розширити свій мовний репертуар і збільшити можливості для міжкультурної комунікації. Крім того, дослідження підкреслило, що вивчення іноземних мов сприяє розвитку міжнародного співробітництва та міжкультурного взаєморозуміння, що є запорукою успішного функціонування в глобальному середовищі. Дослідження показало, що поєднання традиційних і сучасних методів вивчення мови сприяє всебічному розвитку мовних навичок і досягненню кращих результатів навчання. Дослідження виявило, що умови 21 століття вимагають від вищих навчальних закладів активного впровадження сучасних цифрових технологій у вивчення іноземних мов. Використання цифрових інструментів, таких як віртуальна реальність, допомагає створити цікаве та ефективне навчальне середовище, яке стимулює мотивацію учнів та сприяє індивідуальному розвитку. Опитування викладачів показало, що різноманітність методів і підходів до викладання мови сприяє розвитку мовних і комунікативних навичок студентів. Результати цього дослідження можуть бути використані університетами Центральної Азії для вдосконалення програм вивчення іноземних мов, розробки більш ефективних методів викладання та організації навчального процесу

Ключові слова: комп'ютерні технології; методи навчання; мотивація студентів; міжкультурна комунікація; діджиталізація освіти