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PEDAGOGY AND EDUCATION

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH INNOVATION

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Modernizing foreign language (FL), particularly English, instruction in universities is fundamentally linked to the integration of innovative technologies, a necessity driven by the significant impact these technologies have on student learning outcomes. In the realm of higher education, these technologies are not merely supplementary but rather essential tools for enriching the student learning experience, especially within the context of FL education [2, p. 82]. This article delves into the potential applications of these innovative technologies in the specific context of teaching English as a FL to university students. It draws upon a variety of perspectives and research findings, aiming to identify strategies that can effectively improve learners' communicative competence [3, p. 11].

Interactive technologies are widely recognized as a crucial means of advancing FL competence. They facilitate a more personalized approach to learning, allowing educators to tailor instruction to individual student needs and learning styles. This personalized approach focuses on the development of students' creative abilities, nurturing their capacity to think and react quickly in communicative situations, and ultimately fostering their overall communication skills. Moreover, the strategic use of interactive methods and technologies ensures more effective communication within the classroom and promotes self-development among students, leading to enhanced FL skills and personal growth. Interactive technologies in language learning promote a communicative-

pragmatic approach, and these methods include a range of activities, such as case studies, brainstorming sessions, debates, and simulations, all of which encourage active participation and engagement from learners [3, p. 14, 15].

One modern technology that is rapidly gaining popularity among both educators and students is **ChatGPT**. Being a relatively new resource, it presents both exciting opportunities and potential challenges in the field of FL instruction. While it can undoubtedly enrich the learning experience and save valuable time and effort for students, there are legitimate concerns about its potential to hinder intellectual development if not used responsibly. Besides, over-reliance on ChatGPT may lead to a decline in essential learning skills and the emergence of mental inertia among students, with a risk that they could develop academic parasitism due to excessive dependency on artificial intelligence (AI) tools. Therefore, the integration of AI tools like ChatGPT into higher education requires a carefully considered and balanced approach to prevent overuse and ensure that students are still actively engaging in the learning process [1, p. 52].

On the other hand, the incorporation of technology into university classrooms is not simply a desirable addition but an essential step for the modernization of higher education as a whole. In addition, innovative methods in education are vital for leveling up learning outcomes, ensuring that graduates' skills and competencies meet the increasingly rigid international standards that are now expected in a globalized world [4, p. 42].

Another important means of raising educational results is through the use of interactive learning technologies, which are regarded as a powerful tool for developing the FL competence of undergraduates in higher education. Such assessment instruments as regular monitoring of student progress and student surveys demonstrate that employing interactive technologies during practical classes generates significant interest among students and encourages them to actively engage in the process of FL acquisition. These technologies ensure the achievement of pre-defined learning goals through the implementation of well-selected methods and tools [3, p. 15].

That given, innovation in education refers to the introduction of new elements, ideas, or methods that improve the overall quality and effectiveness of the teaching and learning process [4, p. 42]. Educational innovations are essential for aligning educational practices with the current needs of students and the rapid changes occurring in society. At that, the concept of innovation includes both the generation of the latest ideas and the practical implementation of those ideas. Innovative educational processes embrace the creation, adoption, and dissemination of new pedagogical and management technologies, encompassing changes in the content, methods, techniques, and forms of learning and teaching [5, p. 13].

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To extend the aforementioned, implementing innovations in education promotes teachers' professional development, allowing them to stay up-to-date with the latest advancements in their field, and improves and expands the overall educational environment [5, p. 14]. Innovations can be classified based on their level of novelty: *retro-innovation*, which reintroduces past practices in a modified form to suit current needs; *analog innovation* that involves making partial modifications to existing approaches; *combinatorial innovation*, which creates entirely new products or methods by combining known elements in novel ways; and *essential innovation* that introduces genuinely new approaches that represent a significant departure from previous practices [5, p. 19]. Furthermore, innovations can be categorized by their application areas: teaching, upbringing, management, and professional development [5, p. 26].

It is worth mentioning that effective management of innovation in higher education requires a well-defined organizational structure that is conducive to change and adaptation. Conventional management structures, such as linear and functional models, are often less effective in adapting to the rapid pace of change in the modern educational landscape. *Divisional* and *matrix structures* are generally considered more suitable for innovation, as they are inherently more flexible and responsive to both internal and external changes. A *matrix structure*, in particular, allows for better horizontal connections and promotes collaboration across different departments and provides for a dual subordinate structure of employees, enhancing communication and teamwork. Establishing a specialized institute for innovative technologies and educational content can provide further support for these efforts. Effective organizational structures are pivotal for facilitating the management of innovative activities in higher education institutions, ensuring that innovations are not only effectively implemented but also properly handled and managed over time [6, p. 405, 406].

In conclusion, integrating innovative technologies, including increasingly sophisticated AI tools like ChatGPT, is absolutely essential for modernizing English language teaching in universities and preparing students for the demands of the 21st century. However, a balanced approach is needed to harness the numerous benefits of technology while simultaneously mitigating the potential risks associated with over-reliance or misuse. Effective implementation of technology in education requires flexible organizational structures that can adapt to change, as well as ongoing professional teacher development to ensure that educators are equipped to use these tools effectively. By embracing these strategies and fostering a culture of innovation, universities can create a more dynamic and effective learning environment that prepares students for a globalized world and empowers them to succeed in their future endeavors.

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