A SYSTEM OF EFFECTIVE AND INNOVATIVE STRATEGIES FOR LEARNING AND TEACHING FOREIGN LANGUAGES

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A system of effective and innovative strategies for learning and teaching foreign languages is outlined. Outlining such a system presupposes the use of both theoretical methods of analyzing a number of strategies for learning and teaching foreign languages, and the concept of functional asymmetry of the human brain hemispheres, which allows distributing the corresponding strategies in the content of a certain system.

The article analyzes such tools (hypotheses, strategies, methods) of learning and teaching foreign languages (based on foreign scientific sources): as the hypotheses of "acquisition-learning hypothesis", "natural order hypothesis", "monitor hypothesis", "input hypothesis", "affective filter", "free voluntary reading", "spaced repetition", as the methods – the Callan method, Dr. Pimsler's method, Raymond Murphy's method, Benny Lewis Method, the method based of the cognitive academic language learning approach, the method of mindfulness, as well as innovative methodological aspects of learning/teaching foreign languages – the task-based learning, the method of presentation-practice-production, the method based on lexical approach, functional approach, communicative approach, the methods of total physical response, guided discovery, content-based learning, content and language integrated learning.

The system of effective and innovative strategies for learning and teaching foreign languages is based on both the concept of functional asymmetry of the cerebral hemispheres and on R. Oxford's "Strategy inventory for language learning", within which the strategies are classified into six categories (memory, cognitive, compensation, metacognitive, affective, and social) that form direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social) strategies. These strategies cover such methodological areas/tools as immersion in the process of language communication, consistent practice (lifelong learning), setting realistic goals (goal setting), using a variety of resources, spaced repetition, retrieval practice, collaboration, etc.

Keywords: *native language, foreign language, the New Ukrainian School concept, foreign language communicative competence, metacognitive knowledge and skills.*

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СИСТЕМА ЕФЕКТИВНИХ Й ІННОВАЦІЙНИХ СТРАТЕГІЙ ВИВЧЕННЯ Й ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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Окреслюється система ефективних й інноваційних стратегій вивчення й викладання іноземних мов. Окреслення такої системи передбачає використання як теоретичних методів аналізу низки стратегій вивчення й викладання іноземних, так і концепції функціональної асиметрії півкуль головного мозку людини, яка дозволяє розподілити відповідні стратегії в контенті певної системи.

У статті аналізуються такі інструменти (гіпотези, стратегії, методи) вивчення й викладання іноземних мов (що базуються на іноземних наукових джерелах): як гіпотези "засвоєння та вивчення", "природного порядку", "редактора"/спостерігача", "вхідного потоку інформації", "емоційного фільтра", "добровільного читання", "інтервальних повторень", як такі методи – метод Каллана, метод доктора Пімслера, метод Раймонда Мерфі, метод Бенні Льюіса, метод, що базується на когнітивно-академічному підході до вивчення мови, метод усвідомленості, також як інноваційні методичні аспекти вивчення/викладання іноземних мов – навчання, яке базується на практичних завданнях, метод представлення-практика-продукування, лексичний метод, метод функцій, комунікативний підхід, метод повної фізичної реакції, навчання як кероване відкриття, навчання, яке базується на змісті навчання, навчання через інтеграцію.

В основу системи ефективних й інноваційних стратегій вивчення й викладання іноземних мов покладено як концепцію функціональної асиметрі півкуль головного мозку, так "Стратегічний перелік для вивчення мови" Р. Охсфорда, у рамках якої здійснено класифікацію стратегій на шість категорій (мнемонічна, когнітивна, компенсаторна, метакогнітивна, афективна та соціальна) які формують прямі (мнемонічну, когнітивну, компенсаторну) і опосередковані (метакогнітивну, афективну та соціальну) стратегії. Ці стратегії охоплюють такі методичні напрямки/інструменти, як занурення у процес мовної комунікації, послідовна практика (навчання протягом життя), постановка реалістичних цілей (цілепокладання), використання різноманітних ресурсів, інтервальне повторення, практика пошуку матеріалу, співпраця та ін.

Ключові слова; *рідна мова, іноземна мова, концепція Нової української школи, іншомовна комунікативна компетентність, метакогнітивні знання та навички.*

Introduction of the issue. The native language as a tool of thinking appears as a cornerstone of human development in onto- and phylogenesis [28]. A foreign language is one of the main tools for enriching and deepening the native language [27]. Therefore, we can put forward the idea about the extraordinary relevance of studying foreign languages. Modern science in the context of its various aspects is aimed at finding effective ways (strategies, methods) of mastering/learning foreign languages.

The innovative Concept of the New Ukrainian School directs the educational sector at the formation and development of a creative specialist-innovator, a harmonious personality, a citizen-patriot. Among the tasks of this Concept, the development of foreign language communicative competence in participants in the educational process is particularly important, since this competence implements the fundamental path of human development as *Homo sapiens*, as a thinking being, when language becomes a tool of thinking, a means of personal identification.

Foreign language communicative competence of participants in the educational process includes such components as linguistic (mastery of language tools); thematic (mastery of extralinguistic tools); pragmatic (ability to logically connect sentences in order to formulate coherent fragments of speech); sociocultural (knowledge of the sociocultural context of communication); compensatory (ability to achieve mutual understanding with other people); educational (ability to use appropriate educational resources); communicative (ability to communicate and interact with the interlocutor) competencies [18].

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Current state of the issue. Therefore, numerous problems of teaching and learning foreign languages (in the context of such aspects as motivational, methodological, organizational, psychological, psycholinguistic, etc.) are becoming the focus of scientific attention of many researchers [1; 8; 11; 16; 17; 22; 24].

Scientists pay special attention to the formation of metacognitive knowledge and skills in the process of mastering new languages [7; 29; 30] (in this context we can mention the important program the "Strategies Based Instruction" (SBI), conducted by the University of Minnesota [7]), to the strategies for learning foreign languages [4; 5; 9; 10; 13; 19; 20].

In particular, the process of mastering foreign languages is considered in the context of the fluidity and flexibility of learning strategies [7], as a problem of the relationship between self-regulated strategies for mastering foreign languages, individual characteristics of participants in the educational process and various contexts in which this process takes place [13].

Aim of the research. The purpose of the article is to build a system of effective and innovative strategies for learning and teaching foreign languages.

Research methods. The outlining of a system of effective and innovative strategies for learning and teaching foreign languages presupposes both theoretical methods for analyzing a number of strategies for learning and teaching foreign languages, and the concept of functional asymmetry of the human brain hemispheres, which allows distributing the corresponding strategies in the content of a certain system.

Results and discussion. Let us consider some important ways (hypotheses) and methods for effective acquisition/learning and teaching of foreign languages [1; 11], which constitute innovative and effective strategies of this process.

1. *The "acquisition-learning hypothesis".* Since language acquisition is to great extent a subconscious process, which is not similar to language learning as a conscious/academic process, the "acquisition" can be compared to how young children acquire their first/native language: children are completely indifferent to language forms, and they acquire language subconsciously. In this context, let us mention the linguistic theory of N. Chomsky, who revealed the paradoxical fact of the discrepancy between the linguistic knowledge that is integrated/formed in the mind of an average speaker of a language and the meager means/data being at his/her disposal when he/she was learning the native language as a child who has to master the language, relying on few and rather poor-quality linguistic data, namely, on the speech of people, which in the linguistic aspect is characterized by omissions, started and unfinished phrases, etc. [14].

When "learning" a language, people learn the language – including certain rules, which makes mastering a second language a conscious process. A person is engaged in language acquisition when he/she reads books and magazines, listens to music and watches films in a foreign language, when an effective communicative environment is created. Under such conditions, consciously working on language acquisition is difficult and ineffective compared to the method of natural acquisition. Thus, language is to be acquired through natural acquisition.

2. *The hypothesis of "natural order".* Learning a foreign language, like a native language, should be carried out in a natural sequence, and this order should not be changed. Learning a language in the sequence chosen by the teacher may be ineffective, since the human brain itself reveals those things that it seeks to master first of all. For example, when learning English, any person will strive to first master general questions (to which one can give a "yes/no" answer) and only then – special questions that require detailed answers. This hypothesis is addressed rather to teachers, who should not experiment with the sequence of language learning, but teach materials according to the principle "from simple to complex". Often, textbooks for learning/teaching

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foreign languages are composed/created by native speakers who seek to implement in this process linguistic knowledge that was formed precisely on the basis of a conscious-linguistic approach to language learning. No matter how much we appreciate such "original" textbooks, they turn out to be extremely ineffective compared to textbooks created by non-native speakers based on their practical experience of studying/acquiring foreign languages, which (experience) reveals effective ways, one of which is embodied in the "natural order" hypothesis.

3. *The "editor/observer hypothesis" (or the "monitor hypothesis").* Acquired knowledge provides an impetus for conversational practice in the context of involuntary language use, while conscious learning can be compared to an editor who corrects what has been learned. In other words, truly valuable knowledge and skills are acquired/formed unconsciously, and conscious analysis of information should serve as an additional resource for this process. Therefore, conscious study of educational material is not effective: if all the study time is devoted to checking knowledge, testing it, how much time can be left for learning? At the same time, academic procedures are largely based on constant checking of knowledge.

4. *The hypothesis about the "input flow of information" (the input hypothesis).* In a person who seeks to learn a foreign language, the corresponding competencies are formed smoothly: a person begins to perceive new information that slightly exceeds the already achieved level of knowledge. If the text is clear and simple, there will be no growth in skills; if the information is too complex, students will not understand anything, and there will be no sense in such learning either. At the same time, it is useful to listen to and to read easy, understandable texts with familiar vocabulary: in this way, already familiar lexical units and grammatical phenomena are fixed, which allows one to transfer the educational material to the level of active proficiency, with the help of which students will be able to express their thoughts in a foreign language. This is an extensive path,

unlike the intensive one, when a small portion of material of increased complexity is taken, and then it is actively and consistently worked out. This hypothesis can be related to L. Vygotsky's *zones of actual and proximal/potential development* revealing the space between a child's current abilities and their potential abilities, and is best developed through social interactions, guidance from a pedagogue.

5. *The "affective filter" hypothesis.* An emotional/affective filter is a cognitive-emotional barrier that complicates (or blocks) the incoming flow of information important for learning another language. The barrier can manifest itself in the form of aggression, irritation, fear, and other negative emotions when the specified barrier does not allow information to reach the part of the brain responsible for the natural acquisition of a second language. The most effective and successful learning is possible in a calm, relaxed, harmonious communicative environment. Thus, the best way to teach a language will be one that involves transmitting educational information to students (which is clear and truly interesting) in a comfortable and pleasant environment in the absence of emotional filters.

6. *The hypothesis of "free voluntary reading"* in second language acquisition appears to be the most powerful tool in teaching both first and second languages [11] (see also Stephen Krashen's book "*Free Voluntary Reading*", 2021).

7. *Hypothesis on interval repetitions of educational material (the "spaced repetition hypothesis")* [1]. Usually in textbooks educational material is presented sequentially and in parts. It is advisable to partially adhere to this principle when a new topic is considered in each section of the textbook. But at the same time, two most important principles of effective learning should be used: interval/spaced repetition of key ideas and *interleaving*. The material is better acquired if it is presented gradually, when one regularly returns to the studied/passed material. If one interleaves the study of several related topics, the mastery of each will go faster and deeper than when working on each

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separately. Therefore, one should return to each key idea, repeating the already voiced principles in relation to different situations. This will help children and students to better master them and use them more effectively [1; 3].

8. *The Callan method*, which practices an intensive methodology for teaching and learning English. The main feature of the method is the question-answer form of conducting classes, when the teacher quickly and continuously asks questions in such a way that the pupil/student, through instant reaction and answers to questions, learns to perceive a foreign/English language and use it in his/her speech. Under such conditions, the teacher both helps with the answer and corrects grammatical and speech errors [2; 23].

9. *Dr. Pimsler's method* covers the English course consisting of 3 parts, 30 lessons each. The main emphasis is laid on acquiring correct pronunciation, enlarging vocabulary, and overcoming the language barrier and fear of communication. The essence of the method lies in that that the participants in the educational process listen to a short dialogue, which is then explained in detail, after which one independently builds sentences or reproduces them from memory. For convenience, a text version of each lesson is added to the audio materials. A positive feature of this method is that one actively learns, masters the system and principles of sentence formation, and do not banally memorize the material. Thus, this method involves such forms of activity as listening to dialogues, repeating phrases, and recalling words to aid in long-term memory retention. Key to its effectiveness is daily consistency and the learning of words and phrases within their conversational context.

This method is implemented through certain aspects of activity: audio-based learning, the principle of anticipation (creating the possibilities to recall previously learned material for activating learners' brain and strengthen new connections, leading to a correct response), spaced repetition (besides the new vocabulary the old material is reviewed at progressively wider intervals that enables to transfer information from short-term to long-term memory), organic learning (new lexical units and phrases are introduced within the context of realistic conversations, mirroring how children learn to speak in natural environment). core vocabulary (the educational process focuses on a limited amount of core vocabulary thus promoting efficient and natural learning), daily consistency (the program presupposes completing one 30-minute lesson each day). The key principles and components of Dr. Pimsler's method are as follows: listening and responding (the learners listen to dialogues and respond to prompts by repeating or recalling words and phrases), contextual learning (the studying material is learned within the context of real-life scenarios and conversations), focusing on speaking (the major aim is to develop conversational fluency and pronunciation through speaking practice), portability (the audio format makes it convenient to learn English on the go) [21].

10. *Raymond Murphy's method* can be considered as an ideal for learning English grammar. The textbook, jokingly called "Red Murphy" (Essential Grammar in Use), explains grammar rules in an accessible and simple way using illustrations, exercises and diagrams. The second part is called "Blue Murphy" (English Grammar in Use) and provides more in-depth knowledge. This method consists in studying grammar rules using clear explanations, practical tasks and visual perception of the material by saturating the textbook with various images and comics.

11. *The Benny Lewis Method*. Benny Lewis (an Irish polyglot and language enthusiast) was a poor pupil in school, and today this polyglot speaks more than 20 languages. Based on his own experience, he developed a set of rules, tips and principles that make up the methodology for learning any foreign language. The author assures that there are no people who cannot learn a foreign language and he proves it by his own example.

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Benny Lewis Fluent in Three Months is a popular language-learning approach. This method emphasizes the notion that anyone can achieve conversational fluency in a new language in just three months, provided one adopts the right mindset and strategies. This method being a powerful language learning strategy/approach emphasizes the importance of speaking from day one, prioritizing communication over perfection, embracing cultural immersion, and setting specific goals to achieve conversational fluency within a short timeframe. The method encourages learners to use the language daily, find language partners, and to apply technology for resources and practice, ultimately focusing on practical, real-world usage rather than grammatical mastery from the start [15].

12. *The Cognitive academic language learning approach* (CALLA) was one of the first strategy-based instruction programs, developed by Chamot and O'Malley which explicitly teaches students how to use learning strategies (cognitive, metacognitive, and social/affective) to enhance their comprehension and retention of academic content and language [5].

13. A method of learning foreign languages based on a state of awareness and reflection. As Ellen Langer showed in her book "*Mindfulness*", this state involves a person's ability to notice new things and be present in every moment of life as an outside observer, which has a positive impact on all areas: health, relationships, work, creativity. It can also be suggested that an emphasis on novelty, creativity, engagement, being present at certain moments of life, as well as flexibility, focusing on learners, and sensitivity to context can facilitate the practice of foreign language learning [12].

14. Other innovative methodological aspects of learning/teaching foreign languages:

Task-based learning;
Presentation-practice-production;
Lexical approach;
Functional approach;
Communicative approaches;
Total physical response;
Guided discovery;
Content-based learning;
Content and language integrated learning [25; 26].

Conclusions and research perspectives. In this regard, we can talk about Oxford's Strategy Inventory for Language Learning (SILL) or The Oxford Taxonomy, within which strategies are classified into six categories (memory, cognitive, compensation, metacognitive, affective, and social) that form direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social) strategies [20]. These strategies cover such methodological areas/tools as immersion in the process of language communication, consistent practice (lifelong learning), setting realistic goals (goal setting), using a variety of resources, spaced repetition, retrieval practice, collaboration, etc.

Accordingly, based on the concept of functional asymmetry of the human brain hemispheres, it is possible to build such a system of effective and innovative strategies for learning and teaching foreign languages (Table 1).

Table 1

A system of effective and innovative strategies for learning and teaching foreign languages

Hemispheric peculiarities of information perception and processing		
Right hemisphere	Hemispheric synthesis	Left hemisphere
Effective and innovative strategies for learning and teaching foreign languages.		
Indirect strategies: metacognitive, affective, social	*Direct-indirect strategies*: natural	*Direct strategies*: memory, cognitive, compensation
Collaboration. Spaced repetition. Guided discovery.	Immersion in the process of language communication.	Retrieval practice. Setting realistic goals. Callan method.

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Total physical response. Communicative approaches. Presentation-practice-production.	Consistent practice (lifelong learning). Using a variety of resources. Dr. Pimsler's method. Benny Lewis method. Mindfulness method Content and language integrated learning. Task-based learning.	Raymond Murphy's method. Functional approach. Lexical approach.

The research perspectives of our article are connected with further development of the System (being a certain systemic sample) by the way of its enriching with additional language teaching and learning methods, methodologies and strategies.

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