

## **ADVANCED METHODS AND TECHNOLOGIES FOR ENGAGING FOREIGN LANGUAGE INSTRUCTION IN HIGHER EDUCATION**

The modern paradigm of higher education in Ukraine prioritizes the comprehensive preparation of specialists, focusing on their development as individuals and professionals. Given Ukraine's integration into the global economic space, proficiency in foreign languages is crucial for career success. This article explores the introduction of innovative foreign language learning methods, specifically problem-based learning (PBL) and project-based learning (PBL), and their role in developing communicative competence among future English language teachers [2].

This study investigates:

1. The impact of the project teaching method on student motivation.
2. The language skills strengthened through project-based learning.

The research consists of three sections. The first presents the problem statement and theoretical context. The second outlines motivation theories and factors influencing the learning process through the project method. The third discusses the study's findings and conclusions [4].

Our pedagogical technology operates at scientific, theoretical-methodical, and praxeological levels. The scientific level involves analyzing professional pedagogy, while the theoretical-methodical level determines learning goals, content, and methods. The praxeological level focuses on implementing and refining pedagogical technology. The primary goal is to develop communicative competence through problem-based situations, encouraging students to engage in meaningful language use [1].

Problem-based learning relies on creating situations that stimulate cognitive activity and problem-solving. These situations vary in complexity, ranging from teacher-constructed to independently generated by students. The study found that allowing students to create their own speech tasks fosters communicative activity [3].

Project-based learning emphasizes student-centered education, enabling learners to integrate knowledge from multiple disciplines while solving real-world problems. It enhances critical thinking, teamwork, and professional competencies. Students engage in projects linked to real-life contexts, ensuring practical language application. Effective PBL requires careful curriculum integration, clear goals, and alignment with real-world communication practices.

Suggested PBL activities for future English teachers include:

- Communication: presentations, debates, and interviews.
- Listening: audio and video materials.
- Reading: professional literature, film reviews, and news articles.
- Writing: essays, research reports, and online communication.
- Integrated projects: linguistic and cultural studies, student portfolios.
- Translation projects: medical documents, instructions, and literary texts.

Students were assigned problem-based tasks requiring them to analyze, compare, and synthesize information. Tasks included socio-political and professional topics such as

"Future profession" and "New scientific discoveries." The experimental study tested the effectiveness of problem-based learning in an English course. After implementing the pedagogical technology, a control study was conducted with two student groups (21 and 23 participants). Results indicated that 27% of students achieved a high level of knowledge, while 28% remained at a low level. Student feedback revealed an 82% approval rating for the methodology [5, p. 132].

A key challenge in English language education is student motivation. Many first-year students exhibit low motivation, often due to negative past experiences and a perception of English as a secondary subject. Questionnaires revealed that demotivation stems from previous teacher criticism, monotonous lessons, and a lack of engagement. Addressing these issues through interactive, problem-based, and project-oriented learning can enhance motivation and language proficiency [6].

The professional development of future English teachers is closely linked to their communicative competence and ability to apply psychological knowledge in teaching. A teacher's professionalism is defined by their capacity to solve social and pedagogical challenges effectively.

Conclusions. The experimental application of problem-based learning demonstrated its effectiveness in higher education institutions. The project-based learning method should be widely implemented to help students acquire authentic knowledge and essential life skills. This approach enhances speaking abilities, fosters teamwork, and integrates English learning into a meaningful educational context, making language acquisition more engaging and effective.

## REFERENCES

1. Becerra-Labra C. Effects of a Problem-based Structure of Contents on Conceptual Learning and the Ability to Solve Problems / C. Becerra-Labra. –International Journal of Education, 2016. – P. 1235–1253.
2. Bodko L. The project method as a means of implementing personally oriented learning / L. Bodko // Primary school. – 2013. – No. 10. – pp. 1-4 [In Ukrainian].
3. Educational technologies: Teaching method. manual / O.M. Pehota, A.Z. Kiktenko, O.M. Lubarska, and others; Under the editorship OHM. Infantry. - K.: A.S.K. Publishing House, 2003. – 255p. [In Ukrainian].
4. Krain M. The Effects of Case-based Approaches on Student Knowledge, Attitudes, and Engagement / M. Krain. – Journal on Excellence in College Teaching, 2016. – pp. 131–153.
5. Learn solutions. Project-based learning. – URL: <https://pg-group.online/navchannya-na-osnovi-proektiv/>
6. Mora J. Second-language Teaching Methods: Principles and Procedures / J. Mora. – 2014. – 28 p.