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APPROACHES AND PRACTICES IN TEACHING PROFESSIONALLY- ORIENTED FOREIGN LANGUAGES: MODERN TRENDS AND PROSPECTS

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Abstract. This article examines the contemporary relevance of foreign language learning and the integration of modern, innovative methodologies in language instruction. Drawing on internationally recognized research and educational practices, the study analyzes advanced methodological frameworks implemented in Finland, Germany, Japan, and Uzbekistan, demonstrating their effectiveness in enhancing learner engagement and communicative competence. Furthermore, it evaluates current pedagogical innovations – such as Content and Language Integrated Learning (CLIL), English for Specific Purposes (ESP), game-based learning, and flipped-classroom models – widely used in

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professionally oriented language instruction. The article concludes by emphasizing the growing importance of technology-enhanced and learner-centered approaches in preparing students for global professional environments.

Keywords: *innovative language teaching, modern pedagogies, ESP, communicative approach, CLIL, flipped classroom.*

Introduction

In the era of accelerated scientific and technological development, interest in foreign language learning has grown significantly worldwide. According to recent estimates by the British Council and other international organizations, more than 1.7 billion people are currently learning English (British Council, 2013; OECD, 2020). This global trend highlights the increasing importance of multilingual competence in education, employment, and cross-cultural communication.

Several factors contribute to the rising demand for foreign languages: expanding international cooperation, intensifying intercultural interactions, globalization, and the requirement for foreign language proficiency in competitive labor markets (Graddol, 2006). As a result, foreign language teaching has become a priority area in modern education, requiring both theoretical and practical innovations in methodology.

The purpose of this study is to examine contemporary approaches to foreign language teaching, with a particular focus on innovative, professionally oriented methods. The main objectives are:

1. To define the concept and foundations of professionally oriented foreign language instruction (ESP).

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2. To explore the significance and effectiveness of modern, technology-enhanced, and learner-centered teaching methods.

1. Concept of Professionally Oriented Foreign Language Teaching

Professionally oriented language instruction—commonly known as English for Specific Purposes (ESP)—aims to develop communicative competence aligned with students' academic or professional needs. Unlike General English, ESP focuses on language use within specific contexts such as business, engineering, medicine, or tourism.

Dudley-Evans and St John (1998) define ESP as “an approach to language teaching in which all decisions as to content and method are based on learners' reasons for learning.” Similarly, Lorenzo (2005) emphasizes that ESP prioritizes contextualized communication over isolated linguistic structures.

Key features of ESP include:

- Needs-based curriculum design
- Discipline-specific vocabulary and discourse
- Authentic materials drawn from the professional field
- Task-based and problem-based learning activities

The primary advantage of ESP is its direct relevance to students' future professions, thereby increasing motivation and improving both communicative competence and employability.

2. Importance of Modern and Innovative Approaches in Language Learning

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The landscape of language education has been transformed by technological advancements and the rise of interactive, learner-centered methodologies. Research in applied linguistics shows that innovative approaches improve retention, motivation, and communicative performance (Richards & Rodgers, 2014; Marsh, 2002).

a) *Communicative Language Teaching (CLT)*

CLT views language primarily as a tool for meaningful communication. Classroom practices include discussions, role plays, interviews, and collaborative tasks that promote fluency and functional language use. This method remains a cornerstone of modern pedagogy.

b) *Content and Language Integrated Learning (CLIL)*

CLIL integrates subject content (e.g., biology, geography) with foreign language instruction. Widely adopted in Finland and Germany, CLIL develops both linguistic and cognitive skills, fostering deeper subject understanding (Marsh, 2002).

c) *Game-Based Learning (Gamification)*

Gamification uses interactive tasks, digital games, points, and reward systems. Research shows that game-based environments increase learner motivation and enhance vocabulary retention (Reinhardt & Sykes, 2012).

d) *Audio-Lingual Method (ALM)*

Although older, ALM remains effective for developing pronunciation and automaticity through repetition and pattern drills.

e) *Flipped Classroom*

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In the flipped model, students study new material through videos or digital content at home, while classroom time is used for collaborative problem-solving and communication. Studies indicate significant improvements in speaking skills and learner autonomy (Bergmann & Sams, 2012).

Technological Tools in Language Learning

Modern platforms support personalized learning:

- Duolingo, Memrise – vocabulary instruction through spaced repetition
- Anki – flashcard-based memorization
- BBC Learning English – contextual listening and reading
- Zoom, Google Meet – synchronous online interaction
- AR/VR technologies – used prominently in Japan for immersive simulations

International Best Practices

Finland: early foreign language exposure starting in preschool; emphasis on play-based language learning.

Germany: widespread implementation of CLIL and project-based multilingual education.

Japan: advanced use of robotics and VR tools in language classrooms.

Uzbekistan: nationwide reforms through Presidential Schools, digital platforms like ZiyoNET, and collaborations with the British Council to modernize language curricula.

Conclusion

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Integrating innovative technologies and methodologies into foreign language teaching is crucial in addressing the demands of the modern world. Approaches such as CLIL, ESP, gamification, and flipped-classroom models make learning more engaging, contextualized, and professionally relevant. As global communication intensifies, the development of multilingual competence becomes essential not only for academic success but also for professional advancement. Therefore, adopting modern, interactive, and technology-enhanced instructional models is indispensable for effective language education.

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