

Innovative Productive Method of Teaching Foreign Languages To Foreign Students

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Abstract: Foreign language instruction is described in this article. Recent increases in international students in Azerbaijan have changed foreign language study content and structure. Foreign students learn basic professional skills through multilingual communication. A productive foreign language teaching strategy lets you systematise foreign pupils' integrated language acquisition. The Personal Multilingual Portfolio's linguodidactic technique helps students develop creativity and self-realization while studying foreign languages using the productive method (PMP). Modern higher education requirements indicate a practical approach. This methodological strategy ensures high-quality foreign language instruction by introducing constructive learning. This article describes this linguodidactic technology in foreign student professional training. The article discusses theoretical and practical methods for international students with limited Azerbaijani and English competency. The authors undertook a scientific and educational experiment to test this technique. Outcome In studying foreign languages, English, Azerbaijani, and native languages interact and correlate. The authors examined linguistic and discursive development in communicative competency students. The trial proved the PMF technology's efficacy and training success.

Keywords: foreign students, productive method, linguodidactic method, experiment, competencies, personal multilingual portfolio.

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1. Introduction

The basis of the method changes in foreign language teaching is the search for a method that provides a high success rate in the learning process. Based on this search, a new method was needed, which was thought to be better or to eliminate the deficiencies in the previous method. Thus, many method names have been recorded in the history of language teaching. Later, the existing methods were criticized, and the traditional approach was abandoned. The concept of the "post-method period," which rejects a single method, has entered the literature. The post-method period refers to a new orientation in which teachers develop their own teaching techniques and

strategies without being overshadowed by methods, not adhering to the principles of any method, and prioritising freedom, originality, creativity, and going beyond methods. This trend reflects the point of view of postmodernist philosophy (Tekin Özel, 2019:1061-1068). Prabhu stated that there is no best method for this issue. According to him, there is no single method that is best for everyone. In other words, the best method is determined by the condition and purpose, namely the context. According to the context, there are elements related to teacher and student within the scope of foreign language teaching. While factors such as status and skill are among the elements related to the teacher, student-related factors include the student's age, previous learning experience, and

learning purpose. Social status also plays an important role. Language policies, linguistic and cultural attitudes, economic and ideological factors—all elements of the education system, such as instructional objectives, class size, time and resource limitations, and class ethno—are important in language teaching (Prabhu, 1990:162). The post-method period, which provides the teacher with autonomy, seeks an alternative to the method rather than the alternative method. While the traditional method empowers theorists to put forward knowledge-based pedagogical theories, the post-method period offers teachers the opportunity to practice in the classroom (Kumaravadivelu, 1994:29-30). A teaching strategy should be developed considering all these factors and the current conditions of the period. In the post-method period, teachers shape their autonomy with their professional and personal knowledge. When the teacher enters the teaching process, he realises that he needs to move away from a restrictive method. To do this, he must rely on his personal teaching knowledge. The teacher should be motivated by a desire for self-improvement and self-discovery (Kumaravadivelu, 2001: 548-550). In the post-method period, the student is also autonomous. Teachers give students the opportunity to apply cognitive, metacognitive, and expressive techniques through which they can have a successful learning process (Kumaravadivelu, 2001:545). The post-method period encourages students to think critically and instils self-awareness and self-criticism. It transforms the student into a linguistic researcher (Hamamcı, 2013: 69). Language teaching is rapidly modernizing, particularly in response to socio-cultural changes. Each new step taken in the development of society and in the development of scientific knowledge and application needs leads to a review of the content and methods of foreign language teaching (Obdalova, 2014:30). In postmodern societies, internet technologies have gained important momentum in the field of education as well as in socio-cultural, economic, and many other fields. In the contemporary

education system, classroom environments are equipped with digital technologies. This situation provided the opportunity for teachers to innovate and enrich their own methods. Thus, the concept of technology integration has emerged in the educational literature and, with it, in foreign language teaching. Visual, audio, mass media: it is not considered appropriate to approach the changing student profile with traditional education methods in a world platform where computer and information technologies are widespread, along with satellite, digital, and cable television and radio channels (Kızıler, 2008:30). In this context, in the postmodern education system where the concept of post-method is dominant by moving away from traditional methods in foreign language teaching, educational strategies should be determined in line with the needs and possibilities of the age. As a result, while the teacher determines his own teaching conditions and strategies in the post-method period, the student has a more active and autonomous identity in the learning process. The most distinguishing feature of the post-method period, which was introduced by the more flexible postmodern period, was determining an education strategy based on the context. However, it has become necessary to determine innovative educational strategies suitable for modern technological conditions and student profiles (Erdoğan, 2020).

The improvement of the modern system of higher education stimulates the use of innovative teaching methods in the educational process, which develop the formation of students' independence, intellectual development, encourage mental activity and practical activity. In the process of applying innovative teaching methods, the teacher creates conditions under which students become active. The teacher organizes, controls, provides information and methodological means. The article analyzes the existing characteristics of the concept of "innovative teaching methods", offers the author's understanding of innovative teaching methods. The author

considers innovative methods of theoretical training aimed at the formation of productive mental activity. These include: problematic lecture, heuristic conversation, educational discussion, group learning, contextual learning, social and educational impact, intellectual games. Innovative methods of practical training aimed at the formation of students' independent practical activities are considered. These include: business games, project-based learning, problem-search exercises, interactive learning, simulation modeling. When choosing an innovative teaching method, the teacher needs to analyze the content of the educational program and most correctly use both theoretical and practical methods where it will be most effective, efficient and aimed at the manifestation of mental, cognitive, creative activity among students, at the formation of skills to adapt to the future. professional activities, to encourage continuous learning and development. Innovative methods of theoretical and practical training are schematically presented. The results of the study are applicable to teachers of higher education, with the aim of comprehensive inclusion of innovative teaching methods in the educational process.

Higher education students' professional abilities include constructive foreign language use. Teaching a foreign language at a university does not provide enough linguistic and intercultural skills for professional communication. Foreign pupils with little Azerbaijani and English are harder to instruct. Teachers and students must optimise foreign language professional training. "All internationalisation activity" in higher education is based on goal-efficient professional language competency building [1]. Modern foreign language education is primarily based on the philosophy of intercultural communication as an effective methodological paradigm for teaching in different sociocultural situations.

2. Productive Learning Theory

Executive teachers' professional preparation is crucial to the Republic of Azerbaijan's contemporary education system's performance. The modernization of the education system in the Republic has significantly expanded the scope of tasks facing the heads of educational institutions: from organization, management, and leadership of the staff of an educational institution to control of all processes occurring within the organization and the functions of an executor in relation to a higher education management body. Modern leaders should not only know and understand all the tasks facing the education system but also have the knowledge and skills to competently solve these problems.

Today, the widespread availability of information systems contributes to creating innovative solutions in the education system. These new approaches make it possible to communicate in a variety of different modes, as well as select new forms, technologies, and methods of interaction while one is in the process of learning.

The implementation of digital technologies within the educational setting paves the way for developing an effective educational system predicated on an ongoing conversation between all of the system's participants.

Classes that are taught at a distance can be based on a variety of pedagogical technologies. These can range from using consultative and individual training (mentoring and individual mentoring) to techniques for pair, group, and combined educational and scientific work.

When establishing a workflow during training sessions inside the educational system, it may be challenging to maintain neutrality in one's connections with the study group and the instructor. It is vital for students' contact with other people involved in the

educational process to be built on the concepts of equality and various points of view to provide the groundwork for an academic dialogue that is successful in educating pupils. Forming a remarkably different level of understanding of the topics that are being discussed requires the skills of building and developing an educational dialogue, which can be thought of as a kind of integration of the presented locations of the exchange of viewpoints and the adoption of foreign positions, and the confirmation or rebuttal of one's point of view. [4].

The formation of these skills occurs in the course of the implementation of the educational dialogue.

To build a high-quality, productive educational dialogue, it is necessary to pay attention and strength to all participants in the educational process in its organization, maintaining an atmosphere of friendly and open interaction.

Training in the course of conducting vocational educational, didactic games allows you to apply the personal skills and experience of students in order to solve artificially created professional tasks. Identification of a student with a given scenario allows him to obtain certain information, consolidate the skills of solving certain personally and professionally significant issues, analyze his own and collective experiences, and gain experience in solving complex professional problems [5]. Successfully used in the training of leaders, game trainings make it possible, during the course, to learn to control one's behavior, show emotional reactions in certain situations, or gain self-control skills in response to the considered problems encountered in professional activities. Such game models, built taking into account the professional characteristics of the listener, make it possible to form his potential achievements in the profession. Performing an analysis of the game

played helps to overcome stereotypes of thinking and cross psychological barriers in professional communication, increase the listener's self-esteem.

It should be noted that pedagogical methods based on game forms cannot replace traditional teaching methods, but become a productive tool in the teacher's arsenal, helping to achieve the goals of the training course.

When implementing a methodical form of diagnostics, consulting and training in the learning process, the teacher in the learning process, together with the students, determines the most urgent tasks that the heads of educational institutions face - most often in a narrow or local direction, advises and teaches. This approach pursues two main organizational goals: to solve a certain task or problem based on the knowledge and experience of the teacher and to transfer this knowledge and experience to all students.

3. Innovative Teaching Methods

Today, education is the foundation for individual, social, national, and state growth and the key to success. The post-industrial society's development into a global information society built on knowledge and expert ability has made creative educational process organisation a pressing issue.

Modern education must educate professionals for life and work in a vast, dynamic, fast changing environment where non-standard tasks exist and demand the skills and capacities to construct and analyse their own activities.

Innovative educational technologies should be based on the social order and professional interests of future experts, taking into consideration student personalities.

Thus, while educating experts, creative methodologies and a realistic grasp of education and training goals must be included. Innovative teaching techniques assist

instructors overcome prejudices, establish new professional approaches, and promote students' creativity.

Active forms and methods of instruction, such as the creation of projects, the practice of public speaking, the discussion of professionally significant issues, the participation in cooperative learning, the creation of problem situations, the preparation of professionally directed videos and conferences, etc. These are the most efficient strategies to integrate new processes into the curriculum and cultivate crucial professional capabilities for the future. Modern computer and information technologies, electronic textbooks, and video resources are being used to progress beyond informative and explanatory learning toward innovative and practical education. These tools allow for unfettered search activity. In addition, there is an emphasis placed on personal development and growth. Therefore, issue and game innovations, as well as technologies of collective as well as collaborative learning, modeling techniques of active learning, methodologies of case analysis, project methods, learning in cooperation, creative education, modern instructional project activities, debate future technologies, brainstorming techniques, and so on are all examples of innovative teaching methods. I discuss various strategies.

Brainstorming

technology

(brainstorming) is a method of collective search for new ideas to solve creative problems. When conducting a brainstorming session in class, the teacher conditionally divides students into two groups: "generators of ideas" and "expert critics". The first group includes students who are able to think in an original way, have imagination and creative imagination. The group of "experts" includes students with an analytical mindset, more competent in the field of the problem being solved. "Idea generators" at the beginning of the lesson receive a task from the teacher to solve some creative problem: explaining some new phenomenon or identifying ways to solve some problem, etc. During the lesson, they

must come up with and express out loud as many ideas and suggestions as possible, including the most fantastic and unrealistic ones. At this time, one or two "experts" write down all the ideas expressed by the "generators". After 20-30 minutes, the teacher invites the "experts" to start analyzing and selecting the most productive ideas.

Creative learning assumes free access by each student to the resources of the Internet and is based on the following principles:

- The main idea behind creative learning is the educational product that the student will make;
- compliance of the external educational product of the student with his internal needs;
- individual educational trajectory of the student in the educational space
- interactivity of classes carried out with the help of telecommunications
- open communication in relation to the educational products created by students

Debate technology allows solving a number of pedagogical attitudes and stimulates students in the best possible way to repeat the material covered, to read additional literature, to find ways to solve the problem. The topic of debate can be any scientific or moral problem on which there are ambiguous, most often opposing opinions, fundamentally different approaches to its resolution. The group is divided into two opposing teams: "pessimists" and "optimists", i.e. supporters of positive and negative views on the problem.

Business, attestation, organisational, activity, inventive, reflexive, search, and approval games are all represented in game simulation modelling. Business games promote student productivity and transformation. Learning games need rational decision-making due to multivariance and alternative solutions. Colleges employ business games for instruction, mainly in senior courses in certain areas.

As practise reveals, creative ways in professionally focused education are important to develop highly trained experts. Active learning methods and strategies engage students in educational and cognitive activity, creating an atmosphere of motivated, creative learning and solving a wide range of educational, educational, and developmental problems.

4. Literature review

Numerous research has been conducted to investigate which domains the application of e-learning interacts with or to what extent it impacts the learning process in teaching English to speakers of other languages. Simultaneously, some studies evaluate what the aims of employing e-learning may be. These studies can be found in the published research. For instance, Baker (2013) conducted research to determine whether or not the use of e-learning in the context of English language instruction in Thailand influenced the students' level of intercultural awareness. According to the research findings, both instructors and students agreed that e-learning is beneficial in raising students' cultural awareness and fostering intercultural understanding. In a different piece of research carried out in Thailand (Waluyo, 2020), researchers looked at how e-learning technology in a general English class affected students' levels of active learning. Has been discovered to be the case. During a study that Al-Dosari (2011) carried out in the English department of a Saudi Arabian university, he questioned both the instructors and the students about their perspectives on e-learning. The survey findings indicated that both educators and students had, on the whole, favorable opinions regarding the use of electronic learning. At the same time, they stated that the most effective means of learning would be achieved using the e-learning approach instead of the conventional way. The role of using e-learning in teaching English as a foreign language in Saudi Arabia has been researched (Mutambik, 2018), and both teachers and students have accepted the idea that e-learning improves speaking and listening skills. In the meantime, learning and communication with people from various nations worldwide can be established as less complex, more flexible, and more interactive. The research has shown that one of the advantages of e-learning is that it reduces the amount of interference teachers have with their student's

learning, which in turn encourages students to learn on their own.

According to Adyaman (2001), who investigated the teaching of foreign languages within the context of the distance education facet of e-learning, multimedia proved helpful in revealing the value of providing a communication opportunity where intense interaction takes place. At the same time, he emphasized that the challenges brought about by an increase in the number of students in the classroom environment can be overcome by using methods such as distance education. It was found in a study that aimed to determine the satisfaction students in preparatory classes had with learning a foreign language through distance learning (endoan, 2020). The study found that most classmates were satisfied with teaching English through distance education since it provided flexible learning time. This was one of the reasons why students were satisfied with learning English through distance education. According to the findings of research that looked at the perspectives of university students who were studying English via remote education (Doan, 2020), it was found that students had unfavorable attitudes toward the possibility of taking English classes through distance education. In the study that Akyldz (2020) performed, he found that instructors had a negative attitude toward the English lessons offered via distance education during the COVID-19 epidemic. Akyldz's goal is to analyze the English lessons given by distance education from the viewpoint of teachers. According to the survey findings, educators are confronted with various challenges that originate from students, other educators, parents, and technology. According to the study's findings, educators believe that students and instructors should get training on how to use technological tools effectively. In light of the above, it has been determined to be required to conduct research to assess the impacts of the e-learning process, which is subject to several constraints, on the instruction of English as a second language.

5. Araştırmannın Amacı ve Önemi

5.1. Method

This section talks about the research model, the research team, the tools used to collect data, and how the data were analyzed.

Research method: This qualitative study was descriptive. Qualitative research employs observation, interviews, and document analysis to portray perceptions and occurrences in their natural setting. It is impartial research. Qualitative research examines people's worldviews, meanings, and life interpretations. Qualitative researchers use words and explanations rather than numbers to describe the phenomena (Taylor, Bogdan and DeVault, 2015).

Members: The study participants were 36 senior students studying foreign languages at various universities in Azerbaijan in the 2020–2021 academic year, studying the Azerbaijani language at the Azerbaijan State University of Economics.

6. Analysis of productive learning

Examining the research and pedagogical research on the subject of productive learning led researchers to conclude that this approach helps students develop their personal traits while also contributing to the construction of their professional abilities. "Productive learning is a way in which learners work together to teach each other knowledge under the direction of their instructor" [2]. "Makes a good impression is a method in which learners collaborate in groups to teach each other information." Students take on the role of educators, at which point they send their instructor. Several articles [3, 4, 6] devote significant space to addressing this subject.

Implementing the idea of pupils developing a professional orientation is linked to productive learning, which is related to the notion which is gaining popularity in nations throughout Europe and the United States as a method of providing secondary and higher education that is more focused on preparing students for professional life (work-based learning). This training helps overcome development difficulties and bridges the gap between school and job [5].

In recent years, a considerable amount of academic research has been conducted on the measure, including its validation and the application of the approach at various educational levels. These publications also discuss many methods that might be used to enhance performing education in Azerbaijan [7, 10, 13, 16].

The challenge of developing international students' communicative ability is tied up with the use of productive approaches in learning foreign languages by students who are not native speakers of such languages. They must master the Azerbaijani language since they will be attending school in that country.

The following are the primary methodological directions being pursued in this educational sphere:

- Development of abilities in communication exchanges;
- development of linguistic skills appropriate for a professional setting;
- Fostering in kids the development of their particular attributes [5].

In order to both justify and explain the relevance of our study, the authors did a relevant content analysis of the curriculum and contents of the "Professional Foreign Language Course" at the Azerbaijan State University of Economics (UNEC). As a component of a research study about the field of education, the novel approach to instruction was put into practice in a classroom setting. Used approaches in educational and scientific research include systemic and structural analysis; synthesis; an inquiry into scientific works; generalization of experience; and experimental work [8].

For the authors to be persuaded of the need for the development of communication competency in international students, they carried out a linguistic exam that indicated their level of ability in both English and Azerbaijani. When the authors investigated how effectively the primary aspects of communication abilities were developed, they discovered that the research groups needed to be more skilled in this area (Table 1).

Table 1: The level of development of students' communicative competence

| Competencies | 1st Group | 2nd Group |
|-------------------|-----------|-----------|
| Linguistic | 54 % | 53 % |
| sociocultural | 44 % | 39 % |
| Social | 45 % | 42 % |
| discursive | 41 % | 43 % |
| Sociolinguistic _ | 45% | 47% |

The authors of the research made use of several linguistic assessments. Students were awarded points for each activity that was included in the book. The exam results are shown in the form of percentages, which indicate the number of points obtained out of a total potential score of 100%.

The following are some of the goals of the study:

Analysis and characterization of the essential methodological principles of effective instruction of a foreign language in higher education; creation of the idea of productive lingua didactic technologies; establishment of the material of a personal multilingual portfolio; evaluation and discussion of the findings of the educational experiment [9, 11]. It is of the utmost significance for students who are not natives of the country they are studying to complete the socialization process effectively. They must acquire a significant

amount of cultural and social knowledge of the host nation. This is the point at which the job broadens. Instructor, which may include assisting pupils in conquering cultural and language difficulties.

A strong foundation in communicative student engagement is essential to developing practical multilingualism. Promoting constructive thinking, creative capacities, and educational independence as a methodological foundation for self-growth and self-educational personality [12] is the primary objective of effective learning programs for pupils.

We have created a creative lingua didactic tech for the personal bilingual portfolio, which enables successful language learning. This technology was established based on the methodology that we designed. The idea that contemporary educational technologies should be used while instructing students in foreign

languages [14] serves as the psychological and pedagogical foundation for effective lingua-didactic technology.

Next, consider what should be included in your multilingual portfolio (PMP). The Personal Multilingual Portfolio is a productive lingua didactic technology that consists of student learning activities focused on self-management, self-esteem, and consciousness. The PMP is written in the candidate's native language, Russian and English. A paper portfolio, a digital portfolio, or an interactive portfolio are all viable options for its presentation. Students' professional abilities and the quality of their independent study may be improved via the PMP. This provides another incentive to work on one's personal growth. The personal portfolio of many languages should primarily be used for the following purposes:

- Educational: requirements, including the display of personal and professional capabilities.
- Mark: educational demonstration as the grade.
- Presentation: an account of one's educational and professional accomplishments in their chosen field

The student's native languages, Russian and English, are the three languages that are supported for the following PMP sections:

- Vocabulary for professionals, discursive and general grammar is included in the language files.
- Included in the monitoring file are tests of lexicon and grammar, as well as measures of self-esteem;
- The Intercultural Communication File includes Professional Communication Practice, Academic Writing Practice, Professional Reading Practice, and the Capability to Communicate Independently.
- a collection of one's accomplishments, such as medals, diplomas, certificates, and letters of gratitude [15; 17; 19].

7. Research results

The authors commissioned a survey to ascertain the degree of linguistic

competence international students possesses in programs offered by the Azerbaijan State Economic University. The survey participation of 36 students. The questionnaire consisted of 15 questions. As a consequence of this, it was discovered that the native languages spoken by these individuals were Turkish (20%), Kazakh (10%), Chinese (10%), Urdu (20%), Arabic (10%), Russian (10%), and Persian (20%) respectively. Their first exposure to a language not native to them was English. (100 %). The authors discovered that the primary reasons people learned English were to prepare for future travel (35 percent), improve their ability to communicate with friends (10 percent), and improve their ability to communicate through the internet (10 percent). All of the responders have more than three years of experience studying English. There were three distinct degrees of linguistic competence among the group's members: an initial level of 35%, an average level of 40%, and a low level of 25%. Azeri was their second language learned outside of the country. Eighty percent had studied Azerbaijani for one to three years, and twenty percent had done so for more than three years. Seventy percent of respondents were interested in learning Azerbaijani so that they might pursue further education in the country; twenty percent of respondents were curious about Azerbaijani culture; and ten percent of respondents wanted to contact Azerbaijani acquaintances.

Therefore, it is reasonable to believe that all three interact with language in the mind of a foreign language learner.

During the educational experiment, the authors assessed the degree to which the students had developed their communication skills in the following domains: linguistic, sociolinguistic, discursive, sociocultural, and social competence.

Participants in the experiment were students from other countries who were in

their third and fourth years of a bachelor's degree program.

Two distinct sets. There were 36 pupils in all. Students in the first group, which served as a control, were instructed in Azerbaijani and English and did not utilize PMP. The PMP was used as a teaching tool for students in the second

group, which was the experimental one. At the beginning of the project, it was determined that neither group has strong core competencies in English or Azerbaijani. (see. Table one).

The study found that second-group students gain stronger skills than first-group pupils (Table 2).

Table 2: The level of development of students' communication on the intermediate experiment stage

| Competencies | one Group | | 2 Group | |
|-----------------|-----------------|---------------|-----------------|---------------|
| | primordial data | Received data | primordial data | Received data |
| Linguistic | 54% | 56% | 53% | 64% |
| sociocultural | 44% | 46% | 39% | 65% |
| Social | 45% | 47% | 42% | 63% |
| discursive | 41% | 44% | 43% | 67% |
| sociolinguistic | 45% | 47% | 47% | 69% |

Table 3 The level of development of students' communication on the final stage experiment

| Competencies | one Group | | 2 Group | |
|-----------------|-----------------|---------------|-----------------|---------------|
| | primordial data | Received data | primordial data | Received data |
| Linguistic | 54% | 58% | 53% | 88% |
| sociocultural | 44% | 54% | 39% | 83% |
| Social | 45% | 56% | 42% | 91% |
| discursive | 41% | 55% | 43% | 91% |
| sociolinguistic | 45% | 53% | 47% | 86% |

The authors checked the level of development competencies of the students in both groups again at the end of the experimental work. Research showed significant promotion level development competence in experimental group and not significant promotion the level of development of competence in the control group compared with the original indicators (Table 3).

8. Conclusion

The method was experimental. PMP proved successful in teaching foreign languages. Student involvement improves communication skills. Foreign students learn languages faster with effective methods. This strategy lets you personalise foreign language learning

through effective communication interactions in PMP [18, 20]. However, multilingual and multicultural educational activities internationalise professional higher education. Thus, a contemporary high school system requires foreign language instruction innovation. Foreign students must be organised and complexly acclimated to academic life.

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