



**FUTURITY**  
Education

**DOI:** <https://doi.org/10.57125/FED.2022.25.12.0.4>

**How to cite:** Jalilbayli, O. B. (2022). Forecasting the prospects for innovative changes in the development of future linguistic education for the XXI century: The choice of optimal strategies. *Futurity Education*, 2(4), 42–50. <https://doi.org/10.57125/FED.2022.25.12.0.4>

## **Forecasting the Prospects for Innovative Changes in the Development of Future linguistic Education for the XXI Century: The Choice of Optimal Strategies**

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**Received:** September 29, 2022 | **Accepted:** November 22, 2022 | **Published:** December 25, 2022

**Abstract:** The paper analyzes orientations and research tools in the field of linguistics, namely the development of linguistic education, general themes and strategies, specific scientific orientations, as well as some aspects of the institutional structure where it develops. The perspective of the topics analyzes the general strategies that have already been defined by scientific thought or are still in their developmental stage and proposes their own strategies for foreign language learning. The transition to an information society has caused a paradigm shift in the gravity and role of language knowledge in society. With the regard to educational knowledge, the paradigm change can be summarized as follows: there has been a transition from the educational model characteristic of modern pedagogy to the educational model of postmodern pedagogy, which involves mainly quality learning, through a comprehensive approach, integrating the learning content at the project level of a certain learning type to achieve the ideal of learning and universal development of a holistic person. This paradigm shift is

associated with the affirmation of the triad of the learning educational model: lifelong learning, self-education, and full use of educational opportunities. The paper emphasizes the importance of foreign language learning strategies in the aspect of foreign language learning and teaching. One summarizes that the context of strategies and concepts of foreign language learning describe the taxonomy of innovative strategies, consider the role of the teacher in learning and development of future linguistic education.

**Keywords:** paradigm shift, postmodern pedagogy, educational opportunities, educational strategies.

## **Introduction**

The study and teaching of foreign languages has undergone a major transformation in the last five years, focusing more on students and learning than on teachers and teaching. Along with the new paradigm shift in future linguistic education, a major concern of linguistics and pedagogy researchers is how students process new information and the strategies they use to understand, absorb, or retain information. This paper presents the context of language learning strategies, providing different definitions and taxonomies of language learning strategies presented by global linguists. The paper also emphasizes the importance of foreign language learning strategies and the role of the teacher in strategic learning. In addition, the issues of further analysis of language learning strategies are presented.

## **Research Problem**

Language, a complex system, is capable of performing many functions: preserving its lexical composition, grammatical forms and ensuring the processes of communication. Developing, it shows a tendency to change and improve. Language as an object of study is a product and an activity. After all, apparent immutability and continuous modifications constitute the immanent qualities of this phenomenon, that is, every language is constantly created and reproduced by each individual as well as by the whole community to which it belongs (Albury, 2020). In the linguistic paradigm, the focus is on the creation and otherwise, where the former emphasizes the dynamism of language and the latter highlights its social essence, defining its homogeneity. Research on strategies for learning to teach language on the age is actively explored (Feng et al., 2020). In particular, developments in cognitive psychology influence much of the research conducted on language learning strategies (Teng et al., 2022). In most research on foreign language learning strategies, the main problem is determining how people learn/perceive the flow of new information. The problem of this research is the classification of strategies in terms of processes that directly or indirectly contribute to foreign language learning.

## **Research Focus**

Predict the prospects for innovative changes in the development of future linguistic education and choose optimal pedagogical strategies. Focus on cognitive, metacognitive, affective-social, and immanent strategies that each student chooses according to his or her own needs. We emphasize the functions and role of the teacher in monitoring, preparing, and working with students.

## ***Research Aim and Research Questions***

The purpose of the work is to define the term linguistic strategy or language learning strategy. The objectives of the work are to highlight the environment for solving the problems of foreign language acquisition; to describe and define the strategies of world linguists; to summarize the strategies of foreign language acquisition and to summarize world experience in the strategies we propose.

## **Research Methodology**

As the basis of the work on the analysis of innovative changes in the development of future linguistic education, the latest linguistic methods were chosen, with the help of which it was possible to formulate and propose our own strategies for foreign language learning. Among the innovative strategies of foreign language learning are cognitive and theoretical-methodological reflection, clarifying scientific concepts, and heuristic procedures. Equally effective in this area is the evaluation of technical solutions aimed at reducing the opacity of technical data and increasing the acceptability of new concepts. In addition, research in the field of literature is able to make discursive formats that give shape to innovations related to the development of linguistic education. Research on multimodality, interactivity of oral discourse, and post-mimic-gesture elements are new, effective trends in foreign language learning. We consider the integration of an intercultural perspective to be one of the crucial, albeit diffuse, strategies for the development of linguistic education. Intercultural studies research can provide a theoretical framework for the search for cultural and environmental congruence. Written and innovative communication technologies make it possible to develop strategies in line with the oral context that language education development strategies have traditionally focused on. By exploring the changes that circulate communicatively, the intercultural perspective analyzes both the changes themselves and their channels of dissemination: the creation of radio broadcasts, the storage of folklore, etc. Ultimately, the value of collaboration with national and international research networks is well established. This is even more true in the context of resource scarcity, where a common approach allows combining the different outcomes and benefits to be gained from research.

## **Research Results**

### ***Definition of Language Learning Strategy***

The term foreign language learning strategy has been explored by many researchers. Mohamed Hashim et al. (2022) define learning strategies as any set of operations, steps, plans, procedures used by the learner to facilitate the acquisition, storage, retrieval, and use of information. Vargas-Hernández and Vargas-González (2022) state that learning strategies are intentional behaviors and opinions used by students during instruction to better help them understand, absorb, or remember new information. Lugosi and Uribe (2022) emphasize that learning strategies are an attempt to develop linguistic and sociolinguistic competencies in the language being learned. According to other scholars, the concept of learning strategies depends on the assumption that students consciously engage in activities aimed at achieving certain goals, and that learning strategies can be seen as intentional orientations and methods of learning in a broad sense (Martins & Gresse Von Wangenheim, 2022). All students use language learning strategies consciously or unconsciously when processing new information and completing assignments in class. Foreign language classes are akin to a problem-solving environment in which students are likely to encounter new inputs and challenging tasks assigned by their instructors, students try to find the fastest or easiest way to do what needs to be done, namely, to use language learning

strategy choices are inevitable. Foreign language learning strategies have been classified by many scholars (Chen et al., 2022). However, most of these attempts to categorize foreign language learning strategies reflect more or less the same categorizations without any radical changes.

### ***Socio-Communicative Classification of Foreign Language Learning Strategies***

Having worked through a considerable amount of scholarly work in the field of strategies, we suggest strategies that directly contribute to learning and those that indirectly contribute to learning. We distinguish 5 types of strategies used by students that indirectly contribute to language learning (described in Table 1).

**Table 1**

*Socio-Communicative Strategy for Learning a Foreign Language*

<b>The main strategies that contribute directly to the development of the language system built by the student:</b>
1. Communication strategies
2. Social strategies
3. Intrinsic learning strategies
4. Cognitive learning strategies
5. Metacognitive learning strategies

*Source:* formed based on the author's analysis.

They refer to steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material, not limited to the social component of learning a foreign language. We distinguish 5 cognitive learning strategies that directly contribute to language learning: (See Table 2).

**Table 2**

*Cognitive Learning Strategies that Directly Contribute to language Learning*

<b>Cognitive process</b>	<b>Output result</b>
<b>Clarification / Verification</b>	Cognitive and theoretical-methodological reflection. Clarifies processes of perception, information processing, and heuristic procedures.
<b>Guessing / Inductive inference</b>	Assessment of the technical ability to remember, aimed at the intrinsic memory technique of increasing the acceptability of new information.
<b>Deductive reasoning</b>	Incorporating the literature of the language under study into the lesson format allows discursive formats.
<b>Transit of information</b>	Extra-linguistic format: multimodality, interactivity of oral discourse, and posturo-mimic-gesture elements optimize foreign language learning processes.

## Memorization

Synthesis of these strategies allows the process of memorization.

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*Source:* formed based on the author's analysis.

## ***Metacognitive Learning Strategies***

These strategies are used to observe, regulate, or self-study a foreign language. They include various processes such as planning, prioritizing, goal setting, and time management.

## ***Communication Strategies***

They are less directly related to learning a foreign language because they focus on the process of participating in the conversation and understanding or clarifying what the speaker wanted to do. Communication strategies are used by speakers when they encounter difficulties because their communication ends above the means of communication or when they encounter misunderstanding from a co-speaker.

## ***Social Strategies***

Social strategies are activities that students engage in that offer them opportunities to be open and put their knowledge into practice. While these strategies provide access to target speech, they contribute indirectly to learning because they do not directly lead to memorization, storage, retrieval, and use of language.

## ***Classification of intrinsic strategies for learning a foreign language***

We believe that language learning strategy are aimed at the development of communicative skills. We divide language learning strategies into two main classes, direct and indirect, divided into 4 groups.

Immanent strategies help students regulate their learning. Affective strategies deal with the emotional demands of the learner, such as confidence, while social strategies lead to increased interaction with the target speech. Cognitive strategies are mental strategies that students use to understand their learning, memory strategies are those used to store information, and compensation strategies help students overcome gaps in their knowledge to continue to communicate. The taxonomy of intrinsic strategies for learning a foreign language is illustrated below (Table 3).

**Table 3**

*Key Features Inherent in the Use of Project Methods*

<b>Strategy type</b>	<b>Process</b>
<b>Direct strategies</b>	Memory, creating mental connections, using images and sounds, revisiting information, using, acting.

### **Cognitive-compensatory strategies**

Practice, strategy for receiving and sending messages, analysis, and reasoning, creating a structure for inputs and outputs of information. Guessing and overcoming limitations in speech and writing.

### **Indirect strategies**

Metacognitive strategies focus on learning, organizing and planning one's own learning, self-assessment.

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### **Affective-social strategies**

Reducing anxiety, encouraging and supporting each other, controlling emotions, asking questions, cooperating with other students, focusing on peers.

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*Source:* formed based on the author analysis.

Having analyzed scientific works in the field of linguistic education, we base our analysis on the broad concept of foreign language learning strategies, which goes beyond cognitive processes, including social and communicative strategies. We consider metacognitive strategies, cognitive strategies, and social- affective strategies to be the most important and basic subcategories.

It can be argued that metacognitive is the term for expressing executive function, strategies that require planning for learning, reflecting on the ongoing process of learning, monitoring its production or understanding, and evaluating learning at the end of the activity. Major metacognitive strategies include self-organization, directed attention, selective attention, time management, functional planning, self- monitoring, and self-assessment.

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Repetition, resources, translation, grouping, outlining, deduction, recombination, visualization, auditory representation, keyword, contextualization, elaboration, transfer, inference are among the most important cognitive strategies.

As for social-affective strategies, we can say that they are related to the activities of social mediation and cooperation. Cooperation and inference questions are the main social-affective strategies. Obviously, motivated students use different affective strategies. Learning a language may be called unbearable in some cases. Properly chosen strategies can help students cope with and overcome emotional difficulties.

### **Discussion**

Since the amount of information foreign language learners have to process is quite voluminous, students choose different foreign language learning strategies to complete the tasks and process the new information they encounter. Foreign language learning strategies are good indicators of how

students approach tasks or problems encountered in language learning. In other words, language learning strategies, while sometimes unconscious, provide educators with valuable insight into how their students assess situations, plan, and choose appropriate skills for understanding, learning, or remembering new information presented by language (Isaqjon, 2022). Students who are able to use a wide range of foreign language learning strategies can improve their language skills more effectively. Metacognitive strategies improve learning time organization, self-control, and self-assessment (Qin & Zhang, 2019). Cognitive strategies involve using prior knowledge to help solve new problems (Sethuraman & Radhakrishnan, 2020). Socially affective strategies involve asking native speakers to correct their pronunciation or asking a classmate to work together on a particular language problem (Ayedoun et al., 2019). Developing skills in the metacognitive, cognitive, and social-affective triad can help a student develop independence and autonomy with which to take responsibility for their learning (Shukla, 2019). Gross (2019) argues that foreign language learning strategies contribute to students' communication skills. As a broad concept, language learning strategies are used to refer to all foreign language learners' strategies for learning the target language, and communication strategies are a type of language learning strategies (Lestari & Wahyudin, 2020). Hence, it follows that foreign language teachers who want to develop students' communication skills and language learning need to be familiar with language learning strategies. As Poorebrahim et al., (2019) argue, language learning strategies are especially important for learning a foreign language because they are tools for active and autonomous movement, which is essential for developing communicative competence. In addition to developing students' communicative skills, teachers teaching them how to use foreign language learning strategies can help them become better students. The ability to help students understand good foreign language learning strategies and teach them how to develop and use such strategies can be considered a valuable characteristic of a good linguist and educator (Ahmadi-Azad et al., 2020). Research on innovative foreign language learning strategies has revealed a number of positive strategies, so such strategies can be used by weaker students who are trying to improve their learning. A foreign language teacher with the goal of teaching his students how to use language learning strategies should learn more about the students, their interests, motivations, and learning styles (Imanova, 2021). He or she can examine the foreign language learning strategies that students have chosen and use by observing their behavior in class (Doghonadze et al., 2020). In addition to observing their behavior in class, the instructor can prepare a brief questionnaire for students to fill out to describe their method of learning a foreign language at the beginning of the course. In addition to the students, the instructor should also analyze the selected textbook to determine if it already contains language learning strategies or teaching those strategies. Also, he should examine his own teaching methodology and determine his lesson style. By analyzing their lesson plans, the foreign language instructor can determine if students to use different learning styles and strategies (Moskvitcheva & Abdullaev, 2021).

## **Conclusions and Implications**

Foreign language learning strategies, be they specific actions, behaviors, tactics, or techniques, make it easier to learn the target language. It is clear that all foreign language learners use their own strategies in the learning process. Considering that factors such as age, gender, personality, motivation, self-concept, life experience, learning style, enthusiasm, anxiety, etc. good foreign language learning strategies or should be trained to use and develop the same strategies to achieve success. Research on foreign language learning strategies must go beyond descriptive taxonomies and respond to a wide range of requirements such as: the context of foreign language learning strategies, the ease, and accessibility of foreign language learning strategies, the role of foreign language proficiency in using

language learning and teaching strategies, the time it takes to teach specific students certain foreign language learning strategies, evaluating and measuring the success of using foreign language learning strategies or teaching Compliance with these requirements can be expected to pave the way for building the theory that seems necessary to make more language learning strategies relevant to the current practice of innovative foreign language teaching.

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