

Building Foreign Language Competence of Future Philologists Through Integrated Learning

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The aim of this study was to identify and evaluate the effect of different aspects of integrated learning on building foreign language competence of future philologists. The research involved a pedagogical experiment with the introduction of integrated learning. The Common European Framework of Reference for Languages (CEFR) was used to determine the impact of this approach on the students' academic performance in English. Besides, the level of foreign language competence was established by using the criteria proposed by O. Bihych. It was found that the integration of the content of the academic subject and a foreign language is more effective in building foreign language competence than the traditional study of a foreign language. However, it has less effect than the integration of linguistic, intercultural and communicative components of foreign language competence, the latest technologies, interactive learning methods, and the integration of online and offline learning. It was established that integrated learning has the highest effect on building a foreign language competence, provided that all its aspects are simultaneously introduced into the educational process.

Keywords: teaching method, technology integration, 21st century skills, online learning, integration practice, intercultural integration, higher education

INTRODUCTION

An urgent task facing educational institutions is training future specialists for the productive performance of their professional duties in a rapidly changing world of globalization and international integration. Difficulties in finding a common language with colleagues or partners who are representatives of different cultures and speakers of different languages, as well as lack of professional knowledge should not hinder the success of graduates of educational institutions and their becoming full members of society. Therefore, it is important to introduce approaches, strategies and teaching methods that will contribute to the effective achievement of educational goals, and in the future — the sustainable development goals, into the educational process. Integrated learning is one of those approaches. Different researchers of integrated learning studied its various components. For example, Erdoğan (2019) considered the integration of certain teaching methods into the educational process. Others focused on the integration of skills, the integration of academic subjects (Smulson et al., 2019), the integration of content and language (Kotova et al., 2021), the integration of world experience (Panferova & Tomchani, 2020), the integration of content, the integration of in-class and extracurricular work of students, the integration of online and offline learning (Li et al., 2022), the integration of technology and language classroom (Kyrpa et al., 2022; Yan, 2022). Intercultural competence was integrated into foreign language learning (Chau & Truong, 2019) in view of the multiculturalism of society (Chaika, 2021a, 2021b). There are no studies comparing the effectiveness of each individual approach and the comprehensive introduction of these approaches to integrated learning in the process of learning foreign languages by future philologists.

The aim of this work was to study the impact of various aspects of integrated learning on building foreign language competence of future philologists, to compare their effectiveness, and to identify the most productive one. The aim involved the fulfilment of the following research objectives:

- 1) Identify the main components of integrated learning and introduce them into the process of English learning;
- 2) Establish the impact of the implementation of integrated learning on the effectiveness of building students' foreign language competence, and compare it when integrating different aspects;
- 3) Find out the difficulties encountered during the introduction of integrated learning into the of foreign language studies by future philologists, which could worsen the expected results.

LITERATURE REVIEW

The foreign language competence is supposed to include the following components (Panferova & Tomchani, 2020): communicative, linguistic, sociolinguistic, intercultural, compensatory and discursive. Foreign language communicative competence is considered (Dadaxanovna, 2021) the ability of a future specialist to communicate on professional topics with foreign colleagues, representative of other cultures. When teaching a language, teachers focus mainly on building the following three competencies: linguistic, communicative and intercultural. Linguistic competence involves the ability to apply knowledge of phonetics, vocabulary, morphology, syntax, word formation, text stylistics, etc. in practice. Communicative competence is based on the ability to practically use the skills of speaking, listening, reading, and writing (Smulson et al., 2019). Intercultural competence involves the ability of the future specialist to productively overcome communication barriers without conflicts, conduct a constructive dialogue with the representatives of different cultures in view of the world trend towards multiculturalism or polyculturalism (Chaika, 2021b). Communicative competence is a tool for integrating a student into a foreign language environment (Kukharska, 2022). It performs certain functions (Smulson et al., 2019): informative, socializing, cognitive, interpretive, integrative.

A number of studies deal with the methods and approaches to building a foreign language competence. The following methods were used for building foreign language competence of future philologists (Onishchuk et al., 2020): the method of studying grammar rules during translations of original texts; audiolingual method (language as a habit); cognitive code methodology. Kawinkoonlasate (2019)

considered the approach and integration of the flipped classroom technology in the development of reading, writing, listening and speaking skills. El Moudden (2021) proposed to integrate educational games into the process of building foreign language competence, while Zutell (2020) suggested to integrate theatre art in foreign language lessons. Rybinska (2018) studied the impact of using creative writing and creative translation on the productivity of building foreign language competence. Verhovtsova et al. (2022) measured the effectiveness of analytical reading in foreign language lessons in building foreign language competence. Pakhomova et al. (2021) recommended to use special educational computer programs for learning a foreign language.

The researchers considered the 21st century skills (communicative, problem-solving skills, use of ICT, critical thinking, decision-making, creativity, innovation, and others) that can be integrated into the educational process when learning a foreign language (Albahlal, 2019; Erdoğan, 2019). The conceptual model of the structural analysis of skills was created by North Central Regional Educational Laboratory and the Metiri Group. Effective communication is one of the four general skills of this framework, and the ability to communicate clearly with others orally and in writing is its third dimension. Erdoğan (2019) considered the need to integrate the four language skills (reading, listening, speaking, writing) with the communication, cooperation, creativity and critical thinking skills as the main 21st century skills in the process of learning a foreign language.

Akbaş (2020) considered separate skills, such as writing, and their integration with others, in particular, reading, when learning a foreign language, in addition to general skills. Senel (2018) also emphasized that the integration of a creative approach to writing helps to improve students' academic performance when learning a foreign language. Integrating the content of other subjects into language learning is widely used in building foreign language competence (Ping & Ahmad, 2022). For example, the selection of topics related to the fulfilment of the future professional duties of students, for example, Economics, Physics, Biology, Chemistry, Microbiology, etc., and their consideration in foreign language classes.

According to Doiz et al. (2019), learning a language, most often English, in non-English-speaking countries while teaching non-language subjects in English has gained popularity. This requires specialists who have a sufficient command of the language and have sufficient knowledge of the taught subject. The content of the subject and the language of teaching should be integrated under these conditions. Sometimes, they try to organize team work of specialists in the content of the subject with language teachers in order to compensate for the shortage of such specialists.

Another aspect of integration in language learning is the introduction and widespread use of technology, which has become more intense in connection with the 2020 pandemic (Krotik & Morhun, 2021). For example, the organization of students' ICT-based interaction enables building their foreign language skills in a form that is interesting for them (Masterson, 2020), while developing critical thinking and a creative approach (Ngo & Ha, 2022). ICT also enables the integration of different cultures into the online learning space (Masterson, 2020), as well as the integration of facts obtained through ICT (computers, the Internet, interactive whiteboards, mobile phones, video games, music (Wu & Lambencio, 2022), artificial intelligence, large data (Li et al., 2022)), language learning (Wu & Lambencio, 2022). Technologies make it possible to hear authentic audio recordings, see the way of pronunciation in videos, etc.

METHODS

This study was conducted in three stages:

- The first stage involved a preliminary assessment of the level of students' academic performance in the English language and selection of the research participants.
- The second stage provided for the introduction of a pedagogical experiment, which lasted for one academic year.
- The third stage determined the results of the influence of the experiment on the level of students' academic performance. The advantages and disadvantages of the language learning arranged with the use of integrated learning in each experimental group were also identified by conducting a semi-structured interview with the teachers included in the sample.

The sample included 291 students and 16 teachers from 7 higher educational institutions in Ukraine. The age of the students ranged from 18 to 34 years. The average age of the students was 23 years. The age of teachers was from 35 to 60 years. All of them had academic degrees: 14 – PhD, 2 – D.Sc. Of them, 12 had academic titles: 10 — Associate Professor, 2 — Professor. The teaching experience of the teachers in the sample ranged from 7 to 30 years. The main criterion for the selection of students was studying in the 2nd-3rd years and majoring in 035: Philology (including Translation), First English, and teachers — teaching the students of the sample. Each experimental group included an average of 28 people, a total of 197 students were involved in the experimental groups, while the control group included 94 people. All groups had the same average level of foreign language proficiency at the first stage of the study. Participation in the experiment was voluntary and free of charge. Each participant gave the written consent.

The Common European Framework of Reference for Languages (CEFR) was used to determine the dynamics of students’ academic performance in English language learning. It took into account listening, reading, writing, conversational interaction and oral language, and assigned one of the levels of foreign language proficiency: Basic User (A1 or A2), Independent User (B1 or B2), Proficient User (C1 or C2). The level of foreign language competence was also determined according to the criteria (Bihych et al., 2013).

Figures 1–4 illustrate the components of foreign language competence and their assessment schemes.

FIGURE 1
THE ASSESSMENT SCHEME OF THE COMMUNICATIVE COMPONENT OF FOREIGN LANGUAGE COMPETENCE

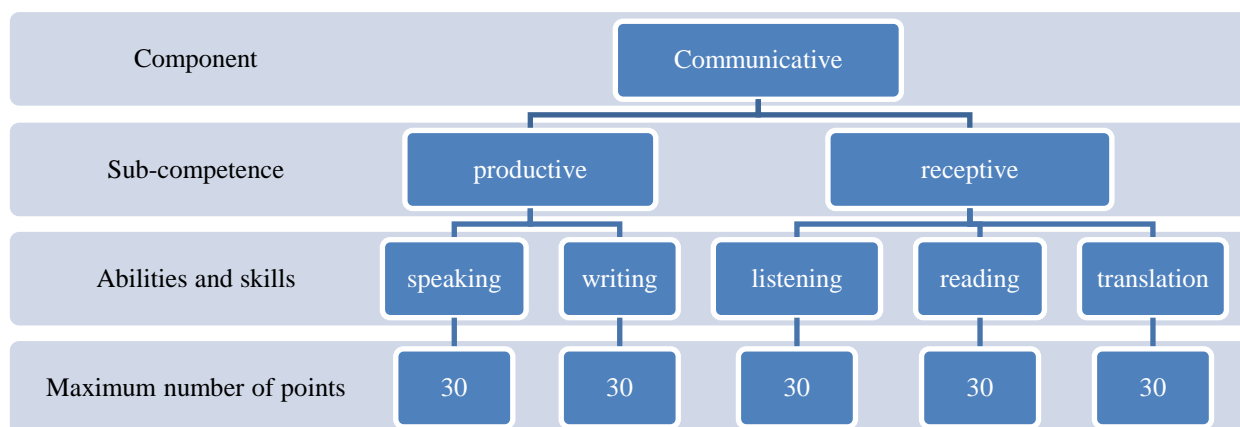


FIGURE 2
THE ASSESSMENT SCHEME OF THE LINGUISTIC COMPONENT OF FOREIGN LANGUAGE COMPETENCE

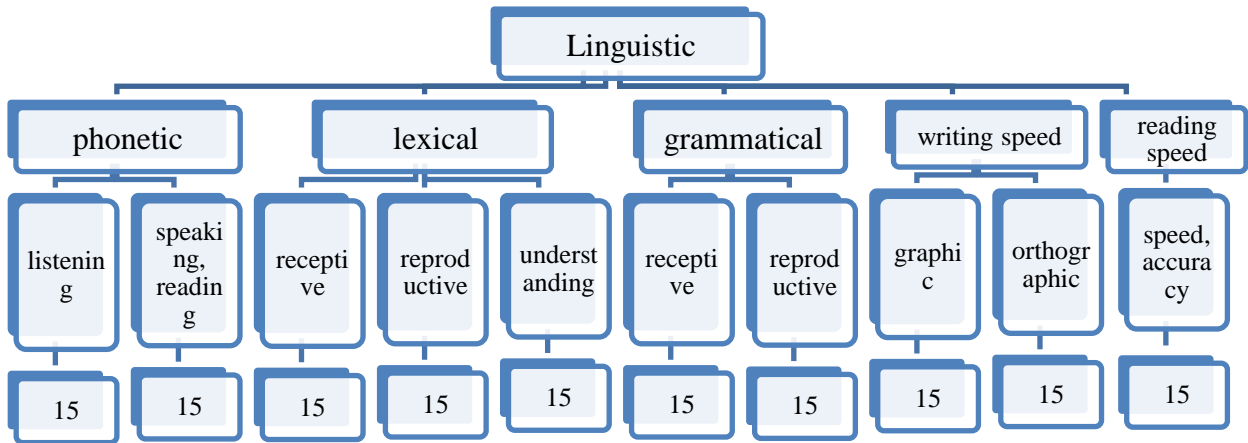


FIGURE 3
THE ASSESSMENT SCHEME OF THE COMMUNICATIVE COMPONENT OF FOREIGN LANGUAGE COMPETENCE

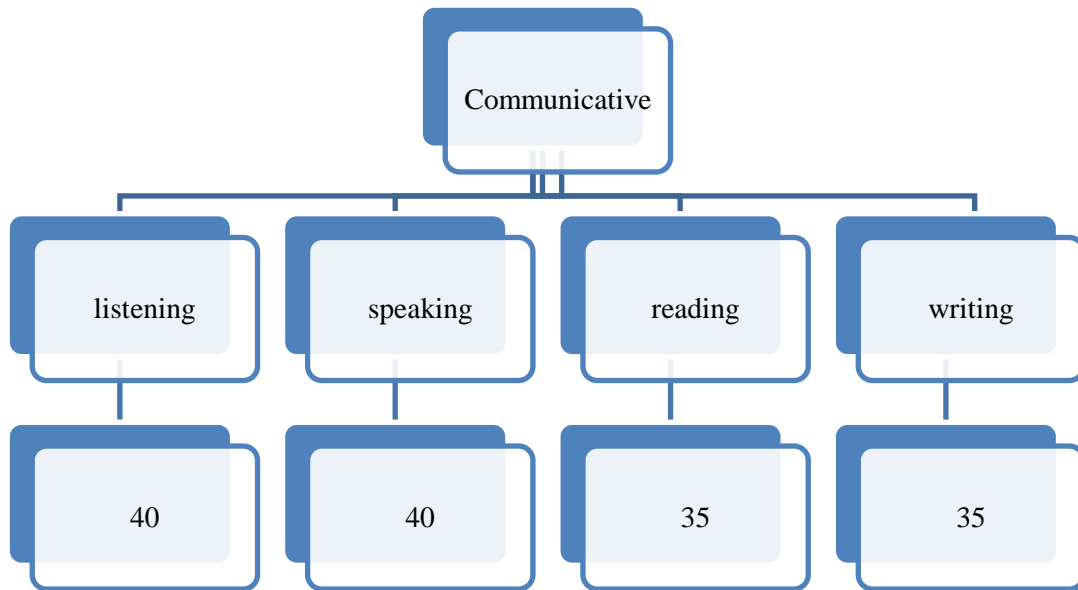
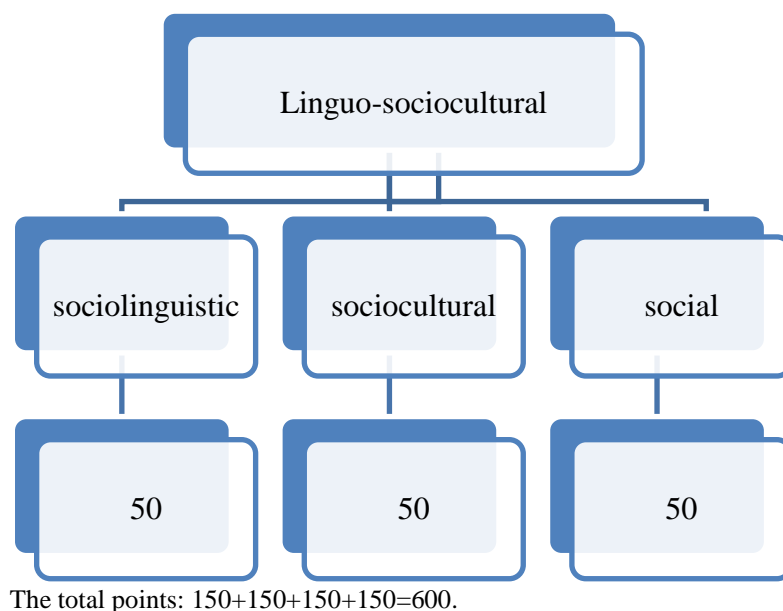


FIGURE 4
THE ASSESSMENT SCHEME OF THE LINGUO-SOCIOCULTURAL COMPONENT OF FOREIGN LANGUAGE COMPETENCE



If the total points scored are ≤ 119 , this indicates a low level of foreign language competence; 120-239 – medium level; 240-359 – sufficient level; 360-479 – a fairly high level; 480-600 – a high level of foreign language competence.

The maximum number of points indicated in the diagrams (Figs. 1-4) was set so that all types of control were taken into account by the educational programs during the studied period. In addition, the maximum amount of points was formed by calculating one point for each correctly completed task. Thus, the maximum number of points was equal to the number of correctly completed tasks. At the same time, the tasks were formed in such a way that it was possible to evaluate all components of foreign language competence and consider the level of its formation. They were reviewed by external reviewers who are specialists in this field. The purpose of the external inspection was to establish: whether the tasks met the requirements of the work curriculum in the discipline; whether they met the requirements for the tasks intended for the diagnosis of the relevant components of the studied competence; whether the tasks were suitable for carrying out appropriate control and evaluation. All deficiencies identified by reviewers have been eliminated. But pilot testing of the described criteria for assessing foreign language competence was carried out.

A semi-structured interview of the teachers of the sample was also conducted to find out the problems that arose during the pedagogical experiment, which could affect the results achieved. The responses to open-ended questions were recorded and coded. Their content was analyzed and divided into categories. Reliability analysis was performed using Cronbach's alpha, which ranged from 0.71 to 0.77, indicating high reliability. The validity coefficient ranged from 0.73 to 0.85. The research involved mathematical methods of data processing.

RESULTS

The pedagogical experiment was conducted in seven experimental groups. Reading, speaking, listening, writing, and vocabulary enrichment skills were integrated in all the experimental groups and the control group in teaching English. Students' in-class and extracurricular work was also integrated in all groups. Besides, the emphasis in Experimental Group I was placed on building competences. In

Experimental Group II, interactive teaching methods of linguistic, communicative and intercultural competence are integrated into the educational process: role-playing games, business games, microphone, interview, discussion, projects, flipped classroom. In Experimental Group III, the latest technologies are integrated into the language class. In Experimental Group IV, the content and language were integrated, that is all subjects studied in the educational institution were taught in English. In Experimental Group V, online and offline forms of education were integrated. In Experimental Group VI, the content of specialized subjects was integrated into English classes. In Experimental Group VII, methods, skills, the content of academic subjects, world experience, in-class and extracurricular work, offline and online forms of learning, and new technologies were integrated in English learning.

Table 1 presents the results for the level of foreign language proficiency of students included in the sample according to CEFR before and after the pedagogical experiment.

TABLE 1
LEVEL OF FOREIGN LANGUAGE PROFICIENCY ACCORDING TO CEFR

Experimental stage	Level and average score							
	Control group	Experimental groups						
		I	II	III	IV	V	VI	VII
Before	A1 (27)	A1 (26)	A1 (27)	A1 (28)	A1 (26)	A1 (27)	A1 (28)	A1 (27)
After	A2 (31)	A2 (35)	A2 (37)	B1 (41)	A2 (32)	A2 (34)	A2 (39)	B1 (42)

Note: A1- Beginner (1-30), A2 – Elementary (31-40), B1- (41-50), B2 - Upper intermediate (51-60), C1 – Advanced (61-70), C2 – Proficient (71-100)

As Table 1 shows, the level of foreign language proficiency, determined according to the CEFR, increased in the course of the pedagogical experiment in both the control and all experimental groups. The increase in the control group was four units (from Beginner to Elementary), while in the experimental groups — from 5 to 15 units (from Beginner to Elementary in I, II, IV-I, from Beginner to Intermediate in Experimental Groups III and VII). So, in experimental groups where the latest technologies were integrated into the process of learning a foreign language, students were able to raise their level of foreign language proficiency from Beginner to Intermediate in one academic year. The highest results were achieved when integrating learning methods, skills, content of specialized academic subjects, world experience, in-class and extracurricular work, offline and online forms of education, and new technologies (for 15 points).

The introduction of integrated learning gave a positive result in building productive and receptive sub-competencies of the communicative component of foreign language competence. In all experimental groups there was an increase in the level of speaking skills from 6 (Experimental group V) to 12 points (Experimental group VII), compared to 4 points of the Control group (Table 2). Changes in the level of writing skills were estimated at 6 points in the Control group, and 13 in Experimental group VII. Listening, reading and translation skills have also undergone positive changes. The difference in their levels in the Control group was 6, 7 and 4 points, respectively. As for the experimental groups, the changes were from 7 to 11 points in listening, from 8 to 12 in reading, and from 6 to 10 in translation.

TABLE 2
THE LEVEL OF THE COMMUNICATIVE COMPONENT OF FOREIGN LANGUAGE COMPETENCE

	productive				receptive						Total score	
	speaking		writing		listening		reading		translation			
	before	After	before	after	before	after	before	after	before	after	before	after
Control group	12	16	8	14	15	21	16	23	11	16	62	90
Experimental group I	11	20	8	17	15	24	17	26	10	19	61	107
Experimental group II	13	23	7	18	16	25	15	27	11	20	62	113
Experimental group III	12	22	8	20	14	25	16	26	12	21	62	115
Experimental group IV	12	17	9	16	15	22	16	24	11	17	63	97
Experimental group V	13	19	8	17	14	23	16	26	11	18	62	103
Experimental group VI	11	20	7	18	15	22	17	27	10	18	60	105
Experimental group VII	12	24	8	21	16	26	16	28	12	22	64	121

As Table 3 shows, the linguistic component of foreign language competence was most effectively built in the course of simultaneous integration of skills, interactive methods, new technologies, content and language, online and offline forms of education (55 points). For comparison, the Control group scored 22 points, while other experimental groups – from 28 to 47 points.

TABLE 3
THE LEVEL OF THE LINGUISTIC COMPONENT OF FOREIGN LANGUAGE COMPETENCE

	phonetic		lexical			grammatical		writing speed		reading speed	Total score
	listening	speaking	receptive	reproductive	understanding	receptive	reproductive	graphic	orthographic	speed, accuracy	
Control group											
Before the exp.	6	7	6	5	6	7	8	5	6	8	64
After the exp.	8	10	9	7	8	9	9	8	8	10	86
Experimental group I											
Before the exp.	6	6	7	5	5	7	7	6	6	8	63
After the exp.	10	12	11	10	10	11	11	10	11	12	108

	phonetic		lexical			grammatical		writing speed		reading speed	Total score
	listening	speaking	receptive	reproductive	understanding	receptive	reproductive	graphic	orthographic	speed, accuracy	
Experimental group II											
Before the exp.	5	6	7	6	7	7	8	5	6	7	64
After the exp.	10	13	12	11	12	10	11	9	10	11	109
Experimental group III											
Before the exp.	7	7	5	6	7	7	7	6	5	7	64
After the exp.	11	11	10	11	11	12	12	9	12	13	111
Experimental group IV											
Before the exp.	6	8	5	6	7	7	8	6	5	7	65
After the exp.	9	10	9	8	9	10	10	9	9	10	93
Experimental group V											
Before the exp.	5	8	7	4	6	7	9	5	6	8	65
After the exp.	9	11	10	8	10	11	11	9	10	11	100
Experimental group VI											
Before the exp.	6	7	6	5	6	7	8	5	6	8	64
After the exp.	11	11	10	9	10	11	11	10	11	12	106
Experimental group VII											
Before the exp.	7	7	5	5	6	6	8	4	6	8	62
After the exp.	11	12	11	11	12	12	13	10	12	13	117

The linguistic component of foreign language competence improved in all students of the sample during one academic year. In the Control group, its level increased by 9 points. In the experimental groups, better results were achieved after the introduction of various aspects of integrated learning: in Experimental group VII — by 45 points, in III — by 39 points, in I — by 37 points; in VI – by 36 points, in II – by 34 points, in V – by 30 points, in IV – by 24 points (Table 4).

TABLE 4
THE LEVEL OF THE COMMUNICATIVE COMPONENT OF FOREIGN LANGUAGE COMPETENCE

	Listening		speaking		reading		writing		Total	
	before	after	before	after	before	after	before	after	before	after
Control group	20	26	18	23	14	19	11	14	63	72
Experimental group I	21	28	17	25	15	22	11	16	64	91
Experimental group II	19	30	18	27	14	23	10	15	61	95
Experimental group III	20	31	19	28	13	24	11	18	63	102
Experimental group IV	20	28	18	24	14	20	11	15	63	87
Experimental group V	21	29	18	26	13	21	11	17	63	93

	Listening		speaking		reading		writing		Total	
	before	after	before	after	before	after	before	after	before	after
Experimental group VI	19	27	17	25	14	20	11	15	61	97
Experimental group VII	20	33	19	30	15	26	9	19	63	108

The integration of linguistic, communicative and intercultural sub-competencies in foreign language learning into the educational process has the best effect on building linguistic, socio-cultural component of foreign language competence (Table 5). If interactive methods, online and offline forms of learning, technologies, content and language are also integrated into them, the level of this component of foreign language competence will not grow as rapidly as in the first case.

TABLE 5
THE LEVEL OF THE LINGUO- SOCIOCULTURAL COMPONENT OF FOREIGN LANGUAGE COMPETENCE

	sociolinguistic		sociocultural		social		Total	
	Before the exp.	After	Before the exp.	After	Before the exp.	After	Before the exp.	After
Control group	26	31	24	28	22	27	72	86
Experimental group I	25	40	24	38	23	36	72	114
Experimental group II	26	36	23	35	22	34	71	105
Experimental group III	27	35	24	33	21	30	72	98
Experimental group IV	26	33	25	30	22	28	73	91
Experimental group V	26	34	24	32	21	29	71	95
Experimental group VI	26	33	25	31	22	29	73	93
Experimental group VII	27	37	23	36	22	35	72	108

As Table 6 shows, the level of foreign language competence has increased in all groups within one academic year. Before the start of the experiment, students of all groups had a medium level of foreign language competence. After the experiment, students who did not change their English language learning method increased their English proficiency on average from medium to sufficient. Students who studied at the university using English only had better success in building foreign language competence than students of the Control group. They reached a fairly high level — 368 points. However, their achievements were the lowest among other groups in which online and offline forms of education were integrated (391 points), or the content of specialized subjects in foreign language learning (401 points), linguistic, communicative, intercultural skills (420 points), or interactive learning methods (422 points), or new technologies (426 points). As this research showed, the greatest effect can be achieved by skillfully integrating not one component, as in Experimental groups I-VI, but several ones at the same time, as in Experimental group VII.

TABLE 6
LEVEL OF FOREIGN LANGUAGE COMPETENCE

Components	communicative		linguistic		speech		Linguo-sociocultural		Total level	
	before	after	before	after	before	after	before	after	before	after
Control group	62	90	64	86	63	72	72	86	161 medium	334 sufficient
Experimental group I	61	107	63	108	64	91	72	114	160 medium	420 fairly high
Experimental group II	62	113	64	109	61	95	71	105	158 medium	422 fairly high
Experimental group III	62	115	64	111	63	102	72	98	161 medium	426 fairly high

Components	communicative		linguistic		speech		Linguo-sociocultural		Total level	
	before	after	before	after	before	after	before	after	before	after
Experimental group IV	63	97	65	93	63	87	73	91	164 medium	368 fairly high
Experimental group V	62	103	65	100	63	93	71	95	161 medium	391 fairly high
Experimental group VI	60	105	64	106	61	97	73	93	158 medium	401 fairly high
Experimental group VII	64	121	62	117	63	108	72	108	161 medium	454 fairly high

A semi-structured interview conducted among teachers helped to reveal the difficulties that arose during the pedagogical experiment. For example, it was difficult to integrate linguistic, intercultural and communicative competences Experimental group I without the use of new technologies, and in Experimental group II — the project method. In Experimental group V, the integration of a mixed form of learning causes difficulties in finding a balance between the time spent learning online and offline in order not to lose the students' involvement in the learning process. It is also difficult to implement the integration of a mixed form of education without interactive teaching methods and the latest technologies. In Experimental group VI, in which language learning was carried out in the process of studying all academic subjects taught at the university, the main problem was the lack of an adequate level of knowledge of the English language among all subject teachers. In Experimental group VII, teachers spent a lot of time integrating interactive learning methods, skills, content of academic subjects, world experience, and new technologies into the educational process. However, the teachers were ultimately satisfied with the result they received a year later.

The difference between the root mean square deviations from the average percentages of the same parameters evaluated in different academic groups was found during the study. The intergroup variance, which is a characteristic of the fluctuations of the groups under consideration, and the intragroup variance, which is a characteristic of the fluctuations caused by random factors not taken into account, are unequal values. This indicates the invalidity of the null hypothesis. At the same time, the weighted sum of squared deviations of the group averages from the overall average determined by the heterogeneity of the sample, namely the different conditions for the introduction of integrated education in different academic groups, that is, the intergroup variance, ranged from 273 to 891.

Besides, applying the Pearson correlation, calculating the value of χ_1^2 in the experimental groups ($\chi_{average1}^2 = 2.6$), and comparing with $\chi_2^2 = 0.7$ obtained for the control group, it was found that $\chi_{average1}^2 > \chi_2^2$. This confirms the relationship between the components that are integrated into the educational process during the study of a foreign language and the level of students' foreign language competence.

Cohen's d calculated in the experimental groups also ranged from 0.8 (in Experimental group IV) to 1.1 (in Experimental group VII), which indicates a high effect of the introduced integrated learning of a foreign language and building foreign language competence. This is evidence that the integration of skills, interactive learning methods, new technologies, the content of specialized subjects and language, online and offline forms of learning, are effective when learning a foreign language and building foreign language competence.

DISCUSSION

This study confirmed the effectiveness of the integration of various teaching methods in the process of learning a foreign language. The use of interactive methods led to an increase in the level of foreign language competence from medium to fairly high. For example, at Massachusetts Institute of Technology, when studying a foreign language, they pay attention to the public speaking, speech communication theory (Onishchuk et al., 2020). And at Michigan State University, a foreign language is learnt during the study of various subjects that are taught in that language. The integration of educational games in the lessons contributes not only to the development of reading, writing, listening and speaking skills, but also to the expansion of vocabulary, the development of critical thinking, the students' involvement, and trains teamwork skills (El Moudden, 2021).

Language skills have a complex structure. They cannot be autonomous, so they must be integrated in order to learn how to use language successfully. The integration of writing and reading skills promotes spontaneous and natural communication (Akbaş, 2020). Analytical reading, which was used in the study conducted by Verhovtsova et al. (2022), contributed to an increased motivation to learn the language, the development of foreign language competence, in particular, the ability to read analytically, by 16%. This study showed that the integration of skills in language learning made enabled increasing the result of building foreign language competence in one year from medium to fairly high.

The integration of the latest technologies into the educational process contributes to the improvement of students' communication skills in English. For example, using electronic dictionaries enables expanding the vocabulary, reading English-language websites and various publications in the original language, improves grammar knowledge (Ngo & Ha, 2022). Observing the movements of the lips while watching the video improves pronunciation. Watching videos with English subtitles and communicating with friends in a chat room not in the native language, but in English are the most effective ways to build foreign language competence. Such interactive methods as interviews, role-playing, and others are often used. It is important to keep a video recording of them with subsequent viewing, detection and analysis of the mistakes made. This increases the level of students' performance in learning English by an average of 8% (Ngo & Ha, 2022). This study confirms the need to integrate not only single elements (methods, or skills, or new technologies) into the educational process, but their simultaneous balanced integration. This makes it possible to increase the level of foreign language proficiency from Beginner to Intermediate. Although it should be taken into account that the use of digital technologies is not always productive, since not all teachers and students know how to use them at the appropriate level (Masterson, 2020). Both teachers and students must be technically literate, and there must be an integration of technology and digital literacy (Wu & Lambencio, 2022). As a study (Wu & Lambencio, 2022) showed, students used ICT more often to enlarge their vocabulary than to improve their reading skills. The pre- and post-experimental surveys and interviews (Kyrpa et al., 2022) showed the positive dynamics of the academic performance of students who studied using a system of assignments integrating memes. An increased learning motivation caused by the

integration of Internet memes was also found. This is explained by the peculiarities of thinking of modern students.

Gautam (2019) studied an integrated and non-integrated approach to building language skills. The researcher compared the results obtained when learning the language, focusing efforts on building one of the four language skills, with the results obtained when integrating all four skills. The last approach was found to be more productive.

Thus, analyzing the results of this study, it is possible to recommend in the future, in the process of training philologists, to integrate interactive learning methods, skills, mixed forms of learning, innovative technologies, the content of disciplines, and a foreign language, since this approach has a positive effect on the formation of foreign language competence. This study had certain limitations. In particular, the influence of the integration of world experience, content integration, integration of in-class and extracurricular work of students aimed at building foreign language competence of future philologists was not studied separately. They were considered in combination with other components of integrated learning.

CONCLUSIONS

The search for effective approaches to building competencies that the future specialists require to successfully fulfil their professional duties in the future is an important and urgent task facing researchers and teachers of educational institutions. This study established on the example of future philologists that the separate integration of interactive learning methods, or certain skills, or blended learning, or new technologies, or the content of subjects and a foreign language has a certain positive effect on building foreign language competence. However, there are some problems. It is not always possible to integrate online learning, or some interactive learning methods, or the linguistic, intercultural and communicative competences without the integration of new technologies. It is also impossible to integrate the study of specialized subjects in a foreign language without proper knowledge of a foreign language by teachers of those academic subjects. The simultaneous integration of all the listed aspects of learning in one foreign language class, observing the principle of their balance was found to be the most productive. The results of this study are of practical importance, as they provide justification for the use of integrated learning in the practice of learning a foreign language. There is also a need to study the impact of other approaches to the organization of the educational process aimed at building foreign language competence, and the impact of integrated learning on other competences of future philologists.

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