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Bridging Theory and Practice”**

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практиканы ұштастыру» атты II көктемгі халықаралық
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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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теории и практики»**

The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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**INNOVATIVE APPROACHES TO TEACHING
ACADEMIC WRITING IN ENGLISH
FOR UNIVERSITY STUDENTS**

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Introduction

Academic writing is an essential component of higher education and plays a crucial role in students' academic success. It is not only a means of communication but also a tool for constructing knowledge and participating in global academic discourse. English, often considered a global lingua franca, dominates scholarly publications, conferences, and research communication, making proficiency in academic writing particularly important for university students [5]. Academic writing requires the ability to present structured arguments, use formal language, and apply appropriate grammatical and lexical choices, which makes it a cognitively demanding task [6].

Despite its importance, many students, especially those learning English as a second language, face significant challenges in academic writing. Based on classroom observation, students often struggle with how to begin writing, lack awareness of available resources, and have limited understanding of the structure and components of academic texts. Research also confirms that common difficulties include poor grammatical accuracy, weak organization of ideas, limited vocabulary, and low confidence in writing abilities [3]. In addition, students frequently experience problems related to coherence, cohesion, and basic language errors such as subject–verb agreement and punctuation [5]. Other studies highlight that insufficient training in academic writing, lack of familiarity with academic conventions, and limited access to learning resources further complicate the writing process [4] [6]. Moreover, there is often a gap between teachers' expectations and students' actual writing experiences, which affects learning outcomes. These challenges are not unique to any single context but appear consistently across ESL learning environment worldwide.

In response to these challenges, researchers emphasize the need for more effective and innovative teaching approaches. Traditional methods that rely heavily on theoretical instruction are often insufficient to develop practical writing skills. Frameworks such as Rhetorical Genre Studies (RGS) and English for Specific

Purposes (ESP) provide useful pedagogical foundations for teaching academic writing in diverse university contexts [1]. Additionally, the integration of technology and collaborative learning environments has shown potential in improving students' writing skills and engagement. For example, virtual learning platforms and interactive tools can support continuous learning and provide opportunities for feedback, although teacher guidance remains essential for effective learning [2]. Similarly, collaborative strategies such as peer feedback, group work, and brainstorming activities encourage students to actively participate and develop their writing abilities [7].

Therefore, this study aims to explore innovative approaches to teaching academic writing in English for university students. It focuses on methods that enhance student engagement, improve writing skills, and address the common challenges faced by learners in academic contexts.

This study adopts a qualitative and descriptive approach to explore effective strategies for teaching academic writing to university students. The methods discussed are based on existing research and practical teaching techniques that aim to improve students' writing skills through student-centered and innovative approaches.

Methods

Each of these methods has been selected based on evidence of effectiveness in previous classroom-based studies.

Genre-Based and ESP Approach

One important method is the genre-based approach, which focuses on teaching students how to write for different purposes and audiences. This approach helps learners understand the specific linguistic features, structure, and style required for different types of academic texts. According to Hyland (2018), effective writing depends on the ability to use appropriate language based on the target audience and context. When combined with English for Specific Purposes (ESP), this approach becomes even more effective, as it allows students to develop writing skills relevant to their academic disciplines. Similarly, Rhetorical Genre Studies (RGS) provide a framework for understanding how texts function in real academic contexts [1]. Together, these approaches support students in producing more organized and meaningful academic writing.

Process-Based Writing Approach

Another widely used method is the process-based writing approach, which views writing as a continuous and developmental process. Instead of focusing only on the final product, this approach encourages students to go through multiple stages such as planning, drafting, revising, and editing. This method helps students gradually improve their writing and reduces anxiety, as they are not expected to produce perfect work in one attempt. It is particularly helpful for learners who struggle with starting their writing tasks and organizing their ideas.

Collaborative Learning Approach

Collaborative learning is also an effective method for teaching academic writing.

This approach includes peer feedback, group work, and brainstorming activities. When students work together, they exchange ideas, identify errors, and learn new ways of expressing their thoughts. Peer feedback allows students to critically evaluate each other's writing and develop analytical skills. According to Rao (2017), collaborative activities increase student participation and improve learning outcomes by creating an interactive classroom environment. This method also helps students build confidence and overcome fear of making mistakes.

Technology-Enhanced Learning (CALL Approach)

The integration of technology, particularly Computer-Assisted Language Learning (CALL), is another important method in teaching academic writing. CALL-based tools and software programs are increasingly popular and widely used in ESL/EFL classrooms. Research shows that both students and instructors prefer the use of technology in writing classes due to its flexibility and interactive features [8]. Digital platforms such as virtual learning environments and tools like Google Classroom allow students to access materials, practice writing, and receive feedback more efficiently. Studies also suggest that technology-supported learning can improve student engagement and provide continuous support in the writing process [2]. However, effective use of technology requires active teacher involvement to guide students and provide meaningful feedback.

Guided Instruction and Teacher Support

Another essential method is guided instruction, where teachers play an active role in supporting students throughout the writing process. Many learners face difficulties because they lack knowledge of how to start writing or how to use academic resources effectively. Therefore, teachers should provide clear instructions, model examples, and step-by-step guidance. Continuous feedback helps students identify their weaknesses and improve over time [6]. This method ensures that students develop a better understanding of academic writing conventions and expectations.

Overall, these methods aim to create a supportive and interactive learning environment that promotes the development of academic writing skills. By combining genre awareness, process-based learning, collaboration, and technology, teachers can effectively address the diverse challenges faced by university students.

Results and Discussion.

The findings of this study show that innovative teaching approaches can significantly improve students' academic writing skills. Compared to traditional methods, which mainly focus on rules and final written products, modern approaches create a more interactive and supportive learning environment. These methods help students become more confident, engaged, and active in the writing process. One important result is that the process-based writing approach helps students reduce anxiety and improve their writing step by step. Many students struggle with how to begin writing, but when they are guided through stages such as planning, drafting, and revising, they find the task more manageable. This approach allows learners to focus

on improving their work gradually rather than worrying about producing a perfect text at once. As a result, students develop better organization and clearer expression of ideas over time. Another key finding is the positive impact of collaborative learning on students' writing development. Activities such as peer feedback and group discussions encourage students to share ideas and learn from each other. This not only improves their writing skills but also increases their confidence. In many cases, students feel more comfortable receiving feedback from their peers before submitting their final work. Research also supports that collaborative learning helps students develop critical thinking and communication skills [7]. In my view, this method is especially effective because it makes students active participants in their learning rather than passive learners.

The use of technology, especially Computer-Assisted Language Learning (CALL), also shows strong positive results. Digital tools provide students with immediate feedback on grammar, vocabulary, and sentence structure, which helps them identify and correct their mistakes quickly. Studies indicate that both students and teachers prefer using technology in writing classes because it makes learning more flexible and engaging [8]. In addition, online platforms such as virtual classrooms support continuous learning and interaction [2]. However, it is important to note that technology alone is not enough. Without proper guidance from teachers, students may not fully benefit from these tools.

Furthermore, the genre-based and ESP approaches help students understand the purpose and structure of academic writing more clearly. When students are aware of the audience and the type of text they are writing, they are able to organize their ideas more effectively. This approach also helps them use appropriate language and style for different academic contexts (Hyland, 2018). As a result, students produce more meaningful and well-structured academic texts.

Despite these positive outcomes, some challenges still remain. Many students continue to face difficulties related to grammar, vocabulary, and coherence in their writing [5]. In addition, there is sometimes a gap between what teachers expect and what students are able to achieve in practice. This suggests that more support and training are needed, both for students and teachers. For example, teachers should be trained to effectively use modern teaching tools and provide constructive feedback [6].

Overall, the discussion shows that innovative approaches, when applied effectively, can address many of the common problems in academic writing. These methods not only improve students' technical writing skills but also help them develop confidence, independence, and critical thinking abilities. Therefore, a combination of these approaches is recommended for achieving better learning outcomes in university-level academic writing.

Conclusion

In conclusion, academic writing remains a challenging skill for many university students, especially those learning English as a second language. The findings of this

study highlight those common difficulties such as grammatical errors, lack of organization, limited vocabulary, and low confidence continue to affect students' writing performance. These challenges indicate the need for more effective and supportive teaching methods in higher education.

The study has shown that innovative and student-centered approaches can significantly improve academic writing skills. Methods such as the genre-based approach, process-based writing, collaborative learning, and the use of technology (including CALL tools) provide students with practical support and opportunities to actively engage in the writing process. These approaches not only help students improve their technical writing abilities but also increase their confidence, motivation, and participation in learning.

However, it is important to note that the successful implementation of these methods depends largely on the role of the teacher. Technology and modern strategies alone are not sufficient without proper guidance, structured instruction, and continuous feedback. Therefore, teachers must be trained to effectively apply these approaches and adapt them according to students' needs.

Overall, this study suggests that combining different innovative approaches can create a more effective and supportive learning environment for teaching academic writing. Future research may further explore the long-term impact of these methods and investigate how they can be adapted to different educational contexts. By adopting modern teaching strategies, universities can better support students in developing strong academic writing skills that are essential for their academic and professional success.

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HOW ARTIFICIAL INTELLIGENCE IMPROVES FOREIGN LANGUAGE LEARNING

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Abstract

Artificial intelligence (AI) has a huge impact on foreign language education. The use of AI in language learning has opened up a broader range of resources and methods, making it easier for teachers to teach and improve students' skills, making instruction more effective, engaging, and accessible. This article looks at how AI impacts foreign language learning, focusing on vocabulary, grammar, speaking, listening, writing abilities, and learner motivation. Through recent literature analysis, the paper describes the advantages, drawbacks, and the limits of this research applying AI in language acquisition. It also addresses issues of ethics and culture related to teaching based on AI, highlighting the need for careful and responsible use. AI is significantly supporting personalized learning while giving instant feedback, and provides interactive activities to help develop language skills and learner independence. However, technology, privacy, and digital divide issues need to be solved to make learning fair and successful. Finally, the paper looks at pathways AI-driven platforms can take into the future to evolve foreign language education with advanced adaptive learning, gamification, and immersive technologies like virtual and augmented reality.

Keywords: AI, learning a foreign language, adaptive learning, speech recognition, generative AI, personalized learning, language skills development.

AI has appeared recently as a transformative influence on foreign language education. The use of advanced technologies, including machine learning, natural language processing, and generative language models. These are the kinds of innovations that allow highly personalized, adaptive, and interactive learning experiences. Unlike traditional systems based on fixed content and uniform pacing, AI dynamically personalizes instruction to each student's individual learner profile, tracks progress on-the-fly, and provides targeted feedback. These capabilities affect learners of all ages and levels — especially in vocabulary, grammar, speaking, listening, and writing. The use of AI in language education in general has been supported by the wide