

Shifting the paradigms in education: teaching foreign languages through communication

Cambiando los paradigmas en educación: la enseñanza de lenguas extranjeras a través de la comunicación

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Abstract

Objective: This study aimed to establish real prospects for teaching foreign languages, taking into account the features of Generations X, Y, and Z to enhance the quality of education. **Methodology:** The study employed a communicative approach to foreign language education and utilized qualitative research methods, including observation, analysis, and generalization, to examine the effectiveness of this methodology. **Results:** The study highlighted several learning approaches used to bring different generations into teams. It was revealed that the contemporary era of university students, living and developing in the age of digital technologies and tools, has specific emotional, psychological, and conditioning characteristics that necessitate the use of creative and innovative forms and methods of teaching foreign languages, and in the future, their introduction into the educational process. **Discussion and Conclusions:** Knowledge of the composition and content of such features largely determines the ability of teachers to comprehensively and purposefully explain the educational material to students. In turn, this will help students master a foreign language at a higher quality level, taking into account their professional exposure. The preceding predetermined the relevance of the research and worked correspondingly.

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Keywords: communication method, Generation X, Generation Y, Generation Z, pedagogical techniques, teaching foreign languages.

Resumen

El **objetivo** del artículo es establecer perspectivas reales para la enseñanza de lenguas extranjeras, teniendo en cuenta las características de las generaciones X, Y y Z para mejorar la calidad de la educación. **Metodología:** El artículo utiliza un enfoque comunicativo en la educación de idiomas extranjeros y emplea métodos de investigación cualitativos, como la observación, el análisis y la generalización, para examinar la efectividad de esta metodología. **Resultados:** El estudio muestra qué enfoques de aprendizaje se utilizan para incorporar a diferentes generaciones a los equipos. La era contemporánea de los estudiantes universitarios, que viven y se desarrollan en la era de las tecnologías y herramientas digitales, tiene características emocionales, psicológicas y condicionantes específicas que requieren el uso de formas y métodos creativos e innovadores para la enseñanza de lenguas extranjeras y, en el futuro, su introducción en el proceso educativo. **Discusión y conclusiones:** El conocimiento de la composición y el contenido de tales características determina en gran medida la capacidad de los docentes para explicar de manera integral y con un propósito el material educativo a los estudiantes y, a su vez, ayudar a los estudiantes a dominar un idioma extranjero a un nivel de calidad superior, teniendo en cuenta su exposición profesional. Lo anterior predeterminó la pertinencia de la investigación y funcionó en consecuencia.

Palabras clave: Método de comunicación, generación X, generación Y, generación Z, técnicas pedagógicas, enseñanza de lenguas extranjeras.

Introduction

In recent years, the role and status of a foreign language have significantly increased. Today, knowledge and skills of speaking a foreign language or some languages are no longer a luxury but a necessity (Chaika et al., 2021a). A foreign language today is turning into a leading discipline, standing on par with particular subjects, because the value of a graduate in the labor market in the context of the active development of international contacts is largely determined by the level of language training of a young specialist. Nowadays, a completely new methodology for teaching and learning foreign languages is being formed. Its purpose is the formation of communicative competence - the focus is rather on teaching communication, developing abilities to speak, listen, and understand what is said, and assuring respect for the other culture(s) is at the core. A foreign language, be it English, German, or any other, should not be perceived by students as an academic discipline or subject only; it should take a higher stance and occupy a higher position, making it an integral part of modern life (Nobles Montoya et al., 2016) and a key means of communication.

Possessing a tremendous educational potential in addition to solving the problems of personality development (Rubio, 2021), the subject "Foreign Language" in a general education school is a resource for the systematic replenishment of knowledge and the

formation and development of communicative skills and abilities. Unfortunately, the content of the educational process that relates to teaching foreign languages in institutions of secondary education still needs to meet the current demands of graduates, and more specifically, in its full scope (Solikhah & Budiharso, 2019). In this regard, there are some challenges that teachers and students face when teaching and/or learning foreign languages. Also, it is necessary to carefully study the generations of people who are currently into mastering one or more foreign languages because the consideration of the characteristics inherent to their interests and perception is the key to quality education. Thus, Generation Z is the children of older parents: Generation X and young parents of Generation Y (Reyes et al., 2020). What previous generations called “new technologies” or “future technologies” for Generation Z is already their present (Shorey et al., 2021). This is what distinguishes them from Generation Y in the first place because Y’s childhood passed before the technological boom. At present, children and young people from the digital generation are different. It arises evidently why they need to be taught differently or how they may approach learning foreign languages in a different way.

In the context of the rapidly changing information age and updates in computer technologies (Saykili, 2019), significant changes are taking place that affect all spheres of human life, mainly manifested in education. Moreover, technological progress also affects people, forcing them to rethink, evaluate, and coexist in the world of high technologies (Onikienko et al., 2022). The study shows that specialists who, besides professional knowledge, use one or more foreign languages in their subject activity after receiving higher education are the priority.

Undeniably, it is important to read articles in the original language in order to use the latest data from the world of science and technology (Martín-Monje et al., 2018). Here, the primary role is played by the subjective factor. Communication with foreign colleagues becomes much more productive, being, in this case, direct communication in a foreign language (Mursyid & Kurniawati, 2019). A foreign language is not just a tribute to fashion but also the process of obtaining knowledge vital in a modern society developing toward universal globalization. Despite modern social and political events, knowledge of a foreign language (English, for instance) remains relevant. Worthy to note, three-quarters of English speakers worldwide are not native speakers (Jeon, 2020), and IT content in a foreign language is a considerable information array.

Literature Review

In higher education, there is a search for new opportunities aimed at implementing a student-centered approach to teaching a foreign language (Ali, 2019; Chaika et al., 2021a). The student’s personality, which becomes a natural subject of the educational process, largely determines its final results (Pikhart & Klímová, 2020). In this regard, the generalization of the characteristics of the current generation with both teachers and students identified by various specialists, and the determination of the possibilities that take that into account in teaching and learning a foreign language at a university, is of particular relevance.

For teachers, the personality of the student, who is the direct subject of the professional training process at the university, mainly determines its final results (Moradimokhles & Hwang, 2022). The rapid development of information technology could not but affect the modern young generation, the composition of its values, psychological, motivational, intellectual, and other features. At the end of the 20th century, the theory of generations appeared (Howe & Strauss, 1992). This direction is closely related to the names of two American scientists, Neil Howe and William Strauss, who published a book in 1992 called "Generations: A History of America's Future, from 1584 to 2069". Based on research in the field of economics, history, demography, and many other areas of human life (Howe & Strauss, 1992), a generation is a group of people born in a certain period who have experienced the influence of the same events and features of education and, as a result, possessed similar values. The latter govern human behavior: its attitude to study, work, family, and society.

Bachelors who currently study a foreign language in their first year are representatives of Generation Z, while teachers mainly belong to representatives of X and Y, which creates the possibility of misunderstanding and ambiguous perceptions of the world; likewise, it would refer to the education system by teachers and students in Ukraine (Blyznyuk, 2017). Representatives of Generations X and Y were born and formed during the collapse of the Soviet Union, terrorist attacks, and the emergence and development of digital technologies and tools (Mahmoud et al., 2021). Unlike previous generations, Generation Z cannot imagine existence without all kinds of electronic gadgets, and without access to the World Wide Web, they live in the age of total digitalization. In the higher education system, there is a problem with intergenerational relationships (Chumak & Andrienko, 2020).

According to Young (2013) for centuries, it has been accepted that the older generation, having a significant store of knowledge, shares it with the younger generation. But in the age of digital technologies, today's youth are able to better use the achievements of civilization without having significant life experience and can even teach the older generation digital content (Bibauw et al., 2019). Therefore, a foreign language teacher of a modern higher school must have high erudition, be ready for cooperation, and be able to use, in addition to language knowledge and skills, modern information technologies. It becomes possible because of continuous professional development (Jurabekova, 2022).

Some researchers in the field of sociology note the heterogeneity of Generation Z, which can be divided into young people interested in knowledge and the younger generation, aimed at material well-being without claiming a common high intellectual outlook and knowledge (Aalberse et al., 2019; Chumak & Andrienko, 2020). The task of a teacher who finds himself/herself in the student audience is to recognize these groups of students and develop the necessary learning requirements, using a differentiated approach when presenting material in a foreign language classroom with the help of communicative method. This technique of teaching and learning foreign languages is currently the most popular and widely used in various educational institutions (National University of Life and Environmental Sciences of Ukraine, O. M. Beketov National University of Urban Economy in Kharkiv, Kyiv National Linguistic University, National University of Kyiv Mohyla Academy, Drohobych Ivan Franko State Pedagogical University, Kryvyi Rih Pedagogical University, etc.).

The communicative method originated in the UK in the late 1960s (Renau, 2016). At that time, active work was carried out to create new approaches to language teaching instead of the already outdated audiolingual and other methods. As a result, there were unique views on the language as such and its study. For example, in 1972, the British linguist Wilkins proposed a new description of the language: not grammar and vocabulary, but systems and meanings (Zimmerman, 1997). He singled out two types of substances: the first-significant categories (i.e., concepts of time, sequence, quantity, place, and frequency) and the second-functional communicative categories (i.e., request, refusal, offer, and complaint) (Shorey et al., 2021). Thus, the concept of a functional language arose, which cannot be attributed to either vocabulary or grammar but is extremely important for successful communication.

The pedagogical experience indicates that additional educational programs in a foreign language teaching and learning are relevant for interested students (Akar, 2020; Downs, 2019), for example, “Translator in the Field of Professional Communication”. For undergraduates and graduate students, more attention should be paid to academic writing because of the need for publications and writing abstracts in English. For pragmatic students who want to learn a foreign language in a short time, on the contrary, modular training in mastering such disciplines as “Foreign Language in the Professional Sphere”, “Intercultural Communication in a Foreign Language”, and “Foreign Language for Business and Professional Communication” is highly recommended. Furthermore, the current generation can be characterized as a generation with certain personal characteristics, including high self-esteem and a high level of self-acceptance (Chumak & Andrienko, 2020).

However, these qualities do not contribute to adopting conscious independent decisions and problem-solving. When learning a foreign language, these features can manifest themselves in inadequate assessment by students of their level of knowledge of a foreign language and their inability to consciously accept it (Atmowardoyo et al., 2021). This problem can be addressed by conducting various control sections and tests that allow the identification of actual indicators in mastering a foreign language: speech skills and comprehension abilities of students.

Representatives of Generation Z are the generation of a curious mind, owning modern technologies and virtual communication skills, and able to quickly and easily find the given information and obtain the necessary knowledge (Dimock, 2019). However, rapidly developing technologies carry some negative impacts. The generation born after 2000 comes into contact with the diverse world's moral, social, and cultural realities, using computer technology while preferring virtual communication over life (Sevimel-Sahin, 2020). Long-term work with gadgets leads to alienation from real society. Too much existence in the virtual world also causes unwillingness to make responsible decisions and the inability to perform joint activities. Long work at the computer monitor develops the so-called clip thinking: a quick search for information and great difficulties in understanding, that is, short-term memory. In addition, extreme addiction to the computer contributes to the emergence of hyperactivity and attention deficit disorder, which is the inability to concentrate on something specific (Bibauw et al., 2019).

Method

The study used the following theoretical and empirical methods:

- analysis;
- systematization;
- generalization of philosophical, psychological, and pedagogical scientific literature;
- observation; and
- communicative method, which is a superior technique for the study.

The development of communicative competencies (Vurdien, 2019) (i.e., learning how to communicate in a language) and the development of all four language skills in conjunction (reading, writing, listening, and speaking) are the main goals of the communicative approach. This differs from previous approaches, such as grammar translation, where listening and speaking are given minimal attention.

For Generation X, confidence in the future and a sense of stability are essential. In this category, stability and confidence are important for specialists (teachers) (Akar, 2020). Moreover, it is vital for X-representatives to feel like an indispensable part of the corporate culture and to have opportunities for professional growth (Balc & Bozkurt, 2013). Notably, most leaders today are X-representatives, and most of their employees are Generation Y. Similarly, in the foreign language teaching classroom, most of the teaching staff and faculty are representatives of Generations X and Y whereas the students in class are Zs. To successfully organize the educational process and be on the same wavelength as students are, X-teachers need to instill not only their values but also the values of students (Bohl, 2008).

Generation Y are also known as “network generation”, “millennium”, “next”, “millennials”, “zero”, and “digital immigrants”. Information, digital and communication technologies, mobile telephony, and the Internet have rapidly burst into their lives and seriously changed those (Atmowardoyo et al., 2021). Unlike X-representatives, millennials (Generation Y) are not ready to wait years for results (Pinzaru et al., 2016). Instead, they want to achieve success as quickly as possible. Y-representatives easily change jobs and do not stay in one position for a long time. Generation Y is technically educated, a fast learner, eager to learn new things, and constantly receiving a lot of information. They are characterized by flexibility, the desire to find a balance between work and personal life, the desire for freedom, and quick adaptation to new conditions. The most crucial thing for Y-representatives is to do quality tasks on time. They prefer adjusting their work to their personal lives, not vice versa. The “network generation” often makes too high demands on new work (Fansury et al., 2020).

The absence of bureaucracy, adaptability, and high remuneration is the primary motivation. In addition, Y-specialists prefer to avoid strict schedules. Therefore, a competitive condition is a floating schedule or a remote format. Millennials also value personal freedom: informal communication, no dress code, trendy office, and fascinating

corporate culture. As a result, representatives of Generation Y develop horizontally (Mahmoud et al., 2021).

The next epoch, Generation Z, was born under relative social and political stability conditions, which provided him with a trouble-free childhood (Chumak & Andrienko, 2020). Concerning information technology, this generation, unlike the previous one, did not know a world without access to the Internet, social networks, computer games, and virtual communication (Cilluffo & Fry, 2019). Hence, representatives of this generation are no longer “digital immigrants” but “born in the digital world” (i.e., digital natives).

For the same reason, along with the name “homebodies” used, which reflects the value orientations of this group, most of the names reflect the characteristics of the world in which they were born and formed: “digital generation” and “Generation Z”. The main essence of the theory of generations is that people of one generation have a particular set of values, beliefs, and behaviors. Initially, the idea extended to American society, the generational cycles that Strauss and Howe identified in their work (Howe & Strauss, 1992) (Figure 1).

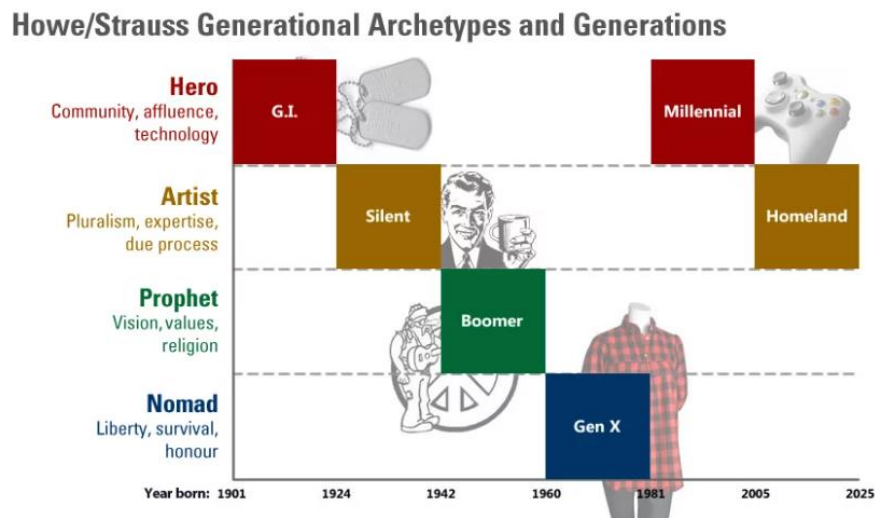


Figure 1. The types of generations are shown on the left side of the image: heroes, artists, prophets, and wanderers. The first type includes Gen Y, and the second is Gen Z. Gen X are wanderers

All of them replace each other, forming specific cycles. In total, there are four cycles in the theory of generations, which correspond to the type of historical era. Howe and Strauss (1992) defined generation as a set of people born between 20 and 25 years. Generations are connected by a common historical era, shared beliefs, and a sense of belonging to a given generation. For example, people born between 1963 and 1981 are Generation X, while those born between 1982 and 2000 are Generation Y. Now, representatives of Generations X and Y are the vast majority. “Baby Boomers” have reached adulthood, and Generation Z (also called the generation of homebodies) is only growing up (Reyes et al., 2020). Therefore, Generations X, Y, and Z are of significant interest.

Results

Some young people are interested in knowledge; they study intensively, which is highly valuable to them. The other part is teenagers, for whom culture, education, and learning devalue and lose value. In their opinion, one can obtain an excellent job without special knowledge (Shorey et al., 2021).

Representatives of both groups find themselves in the student audience and start mastering a foreign language. The former (the older youth or youth in the late teens) are interested in improving their foreign language proficiency and becoming participants in competitions. The latter (mid-teenagers) experience significant difficulties in learning the language, particularly with reading comprehension. Students have a well-developed linguistic guess, but the unsuccessful results of its application indicate the need for a general outlook, knowledge of global cultural values, and achievements among students.

In the modern generation of students, training representatives of these groups require a differentiated approach to teaching a foreign language (Susanty et al., 2021). Thus, in a diversified training system in a foreign language, which includes compulsory courses and additional educational programs, it is crucial to quickly identify the needs of students and develop and introduce new programs that address their needs. For example, it is seen relevant to cite the demand for a course in academic writing for undergraduates and graduate students. The need arose relatively recently because of the lack of publishing scientific articles in foreign journals and the desire of modern students to study constantly as noted by many authors (Chaika et al., 2021b). Still, because of pragmatism, only for a short time, the developed foreign language courses should not be extended, which can be achieved through the modular design of programs.

Work on a communicative methodology that is suitable for Generations X, Y, and Z (foreign language teachers and students)

Work in a lesson built in accordance with a communicative methodology may include various tasks. Still, their main characteristic is that they solve practical problems: for example, buying movie tickets, ordering at a restaurant, and deciding where to go on vacation. In particular, two types of tasks are distinguished in the lesson: those aimed at functional communication and those aimed at social communication. The first group includes tasks such as comparing pictures to find similarities or differences, putting events in the images in the correct order, filling in gaps on a map or drawing, following directions, and solving a problem. The second group encompasses conversations, dialogues, role playing, games, improvisations, and debates. As mentioned previously, the main goal of the communicative technique is to teach communication.

How can this be done if students still need to gain the necessary knowledge?

A. Work on the communicative method in the lesson.

Here is a brief example of a lesson built in accordance with the communicative methodology:

- Presentation of the studied grammatical structure through the text (oral or written): students read or listen to the text and answer questions about the content of the text.
- Work directly with the structure being studied: students find it in the text, and with the teacher's help, they derive a rule for how this structure functions in the language.
- Supervised practice: students complete a written task to practice this construction: filling in the gaps, choosing the correct answer, and the like.
- Free practice: students complete the task in pairs or in groups, where they are given a more general task. When executing it, they can use the newly studied construction and any other language known to them.
- More free practice: students perform an oral task where it is required to apply the structure being studied. Limited communication implied.

B. The role of the teacher in the communicative methodology.

Unlike other methods, where the teacher often plays the role of a strict supervisor, in the communicative method, the teacher has several positions:

- Needs Analyst: the educator assesses what each student needs.
- Resource: if the student lacks language resources, the teacher can help them.
- Organizer: the teacher divides students into groups and monitors the influential work of each.
- Advisor: the educator advises students on learning, problem-solving, and performance improvement.
- Coordinator: this is the most crucial role. Here, the teacher is a link between the student and the language being studied, without limiting them in anything and monitoring/controlling only where necessary.

In modern realities, education has reached a high level ([Vitta & Al-Hoorie, 2020](#)). It has transformed and attracted people of all ages, under whose influence in new trends have appeared. Competently connecting generations, one can build a good program for adapting new employees, promotion, training, and the exchange of experience - as regards teachers and faculty staff. This will significantly increase the efficiency and productivity in the field of education, in particular, the teaching of a foreign language.

Learning through gadgets

Working and learning via mobile phones is a marker of Generation Z, who was born with gadgets in their hands ([Thach et al., 2021](#)). They dictate this trend, this is their initiative, and societies are beginning to change under their influence.

For Generation X, this will be the most distant and incomprehensible phenomenon because the focus of the “X” remains on computers. They are more challenging to adapt to mobile applications; they like simple and clear ones. Undoubtedly, many have experienced a grandmother who asked someone in the family to set up her phone or explain “which button to press” in order, for example, to send a message ([Wong et al., 2007](#)). Therefore,

to simplify the tutorial interface and add a large font, this trend can win over Generations X and Y, who want to be taken care of in advance. Generation Z is significant in customizing the application for themselves (Mahmoud et al., 2021).

Diversity

All three generations welcome multi-format education because switching the brain from one way of receiving information to another improves brain function and allows one to focus again and find a new “assembly” point (Reyes et al., 2020). Using videos, case studies, tests, a game format, humor, and a detailed acquaintance with complex documents is easy and simple. Diversity is good when there is a need in absorbing a large amount of information quickly.

Generation Z develops a fresh trend and adds gamification to the learning process: education through the game (Chumak & Andrienko, 2020). Gamification has existed before: these were training formats, and now they have received a new impetus for development. Other generations are also actively responding to it. However, the approach of Generation X to gamification is different - they need to be “rocked” (Reyes et al., 2020).

Generations Y and Z can play, enjoy the conversation, and calm down (Mahmoud et al., 2021). But if it is necessary to get exhausted from the game, all three generations need a meaning. Therefore, if gamification is used in business and, similarly, among teaching teams, focusing primarily on Generation Z, “why you are doing this” is vital. Most importantly, focusing on the game meaning and telling what is expected to obtain as a result are required. Otherwise, it would not bring that creativity for which Generation Z is loved.

Variety of educational platforms

Educational platforms are good for teamwork, including teachers and faculty staff as team, on the one hand, and classroom of foreign language learners, on the other. However, when choosing a specific learning program is needed, it may be easy to get lost while deciding on them (Wong et al., 2007). A highly qualified specialist can solve the problem: they will diagnose what needs to be trained and choose the appropriate program. Diagnostics is necessary because what is indicated by the head is not always the faculty's/teacher's pain point.

To simplify the choice of platform, an internal teaching/learning checklist must be created and the required parameters must be indicated (Zhao et al., 2021). For example, it is necessary not only to take a course but also to provide specific work at the end or that the course gives a certificate of a particular type. In addition, it is important to determine whether the course is free of charge for students as it makes part of their learning in the curriculum. Also, it is significant to identify if the course is an extra option and is viewed as the possibility to gain more competencies via additional training. In this case, it would be a good point to see to a possibility of installment payment, the option of payment by an individual, and/or the future (potential) employer's ability to track students' (trainees' for such employer) learning process, which will be essential.

Emphasis on soft and communication skills

Emotional intelligence is both the present and future for many years to come. This is a transition from aggressive relationships to building relationships (Chiciooreanu & Amza,

2018). Therefore, developing communication skills has become one of the main competencies of any modern teacher. Emotional intelligence cannot be acquired only by online learning: this way, you can acquire information and basic knowledge, but nothing more. Communication skills are worked out over the years in a team and regular intensive work on oneself.

Generation X here can become an outstanding mentor for Generation Z. Representatives of Generation Z can gain knowledge with the help of online products and train, try new things, and delve into practical meaning - with the help of Generation X (Reyes et al., 2020). However, because it is difficult for Generation Z to concentrate and perceive monotonous training programs, emotional intelligence is precisely the accumulation of experience, albeit with a tremendous amount of insight.

Teacher training

There is an inevitable reshuffle of generations: now, Generation Z representatives can be mentors. They will tell and explain everything quite easily to Generations X and Y, and this explanation makes sense for Generation Z. If one does not explain to them why everything is being done, then Generation Z will not do it. For them, the word “necessary” is not enough. On the other hand, if one tells Generation Z that Generation X has many tasks, which need to be systematized and supplemented, and taught to work with new technologies, then Generation Z will be an excellent mentor (Mahmoud et al., 2021).

Point formation

Generation Z is characterized by the inability to focus for more than 80 seconds, which causes changes in the foreign language teaching program, its reduction, and acceleration (Thach et al., 2021). Generation X is quite stable and can concentrate on the process, so a classical education is enough for them (Balc & Bozkurt, 2013). Also, they use short training materials, but they do not become the main ones for Generation X. Fundamentally, Generation Y needs to combine both approaches: they can study painstakingly and develop skills for short, quick learning (Fansury et al., 2020). In this sense, Generation Y is more “mobile” than Generation X and more stable than Generation Z.

Accelerated point education provides us “accelerated” point specialists who know only one action and cannot think simultaneously. This approach can be used in foreign language teaching to write concise methodological materials and instructions that are clear and understandable to everyone. Then, point education will be helpful to not just learn but also adapt knowledge to specific situations.

How to choose an educational program

Two large educational areas stand out: “show programs”, where students learn a foreign language in a matter of days, and classic monotonous training (Yawson & Yamoah, 2020). Often, show programs offer false, “empty”, or unverified information under the guise of the fulcrum. After going through various show programs and wasting time and/or money on beautiful slogans, many students remember the classic monotonous training. The main factor of choice is whether they need to make an effort. If they have to make an effort, for instance, do homework, and additionally engage in self-study, this is a working method. Growth and education are possible only through the application of their efforts.

The main point a modern teacher needs to pay attention to, when working with Generation Z representatives, refers to the following insights (Akar, 2020):

- *The student in the spotlight.* Young people think acquiring an education is a waste of time, a formality. Therefore, the learning process should be as close as possible to real life.
- *Education of team spirit and cooperation.* Today's youth are team players.
- *Motivating learning through “practical and useful” knowledge that can and should be applied now.*
- *Efficient use of their time.* Time is of great value to today's students.
- *Work for results.* Generation Z is focused primarily on the result. “Main participation” is not about them.
- *Communications.* The basis of the educational process is the dialogue between the teacher and the student. Learning a foreign language is the main component of successful learning.
- *IT technologies.*

Students nowadays, who know how to use a computer from preschool age, perceive the information presented by the teacher many times more effectively with the use of high technologies. In this matter, in addition to students' motivation, the relevance and attractiveness of the proposed training materials, as well as the professional and business competence of the teacher, play an important role (Casalegno et al., 2022). Therefore, the interest of students at the initial stage, as a rule, is very high, and the teacher is faced with the task of maintaining it by creating the latest teaching aids and additional relevant material, as well as using modern methods that stimulate interaction among students in the educational process. Therefore, three categories of identified issues in teaching foreign languages to students are distinguished: (i) psychological, (ii) administrative and technological, and (iii) educational and practical. Psychological issues are challenges encountered by the students with their internal unpreparedness for learning foreign languages (McGroarty, 1984). These include:

1. *Self-doubt.* Most students claim that they cannot understand a foreign language, but this is a delusion. This uncertainty is associated with the fear of showing incompetence in speaking a foreign language. Overcoming the language barrier means eliminating the lack of speaking, which does not disappear immediately, but as one begins to feel more confident communicating with other people.
2. *Lack of support* from “significant” relatives. In most cases, relatives, family, and older friends do tasks without knowledge of a foreign language throughout their lives. Therefore, they attach little importance to this subject at school.

In the youth microenvironment, it is necessary to generate and maintain in them the desire to learn a foreign language. Young people need to know and construe the importance of knowing a foreign language for personal development, expanding their ability to adapt to changes in society's economic, social, and cultural situations (Chicioreanu & Amza, 2018).

Administrative and technological issues are external challenges, which include the following:

1. An insufficient number of hours devoted to teaching/learning a foreign language. With such a grid of hours (2-4 hours a week), it is only possible to implement a differentiated, incredibly individual approach to create a favorable educational environment for them in a general education school with an in-depth study of the subject (Zhao et al., 2021).
2. Insufficient technical equipment in classrooms with textbooks, teaching aids, and disks with study programs, as well as updating and replacing obsolete computer equipment with the new one. Students need to be more aware of the educational, practical, and methodological difficulties in teaching the types of speech activity (Downs, 2019).

Learning to communicate involves the conscious assimilation of lexical and grammatical units because full-fledged communication is only possible with a grammatical basis (Dorie & Loranger, 2020). Students need to know the compatibility, word use, and grammatical rules in a foreign language classroom. When communicating with foreigners, clichés and set phrases, which are suitable for constructing a dialogue, are not always generally accepted. The challenge is the inability to think in that relevant language.

To express their thoughts, students initially take them in their native language and then translate them into a foreign language (Onishchuk et al., 2020). First and foremost, this process is quite long. Second, it is tedious, and lexico-grammatical and stylistic errors are allowed. These errors include gaps in the knowledge of the alphabet and spelling rules when teaching written speech and the problem of general coverage of the text content when teaching reading, understanding its main points for its further specific processing. For most people, the literal translation of the text is the main achievement in the knowledge of speaking a foreign language.

Discussion and conclusions

Shifting the paradigms in education involves exploring new approaches to teaching foreign languages (Gibb, 2002). One such paradigm shift involves placing a greater emphasis on communication skills rather than just grammar and vocabulary. This approach is rooted in the belief that learning a language should be a social and cultural experience, rather than a purely academic one.

In the context of education, Generation X has been impacted by various paradigm shifts (Hoke, 2004). One of these shifts is the emphasis on teaching foreign languages through communication (Kyrousi et al., 2022). In the past, foreign language education was often focused on grammar rules and memorization of vocabulary (Decarrico, 2001). However, research has shown that communicating in the target language is crucial for achieving proficiency and fluency.

Many educators have embraced this shift in language teaching methods, including those who teach Generation X students (Boekaerts, 1997; Werth E. & Werth L., 2011). Rather than

solely focusing on memorization and recitation, educators are encouraging students to engage in authentic communication with native speakers. This can be achieved through activities such as role playing, debates, and discussions.

Furthermore, technology has played a significant role in facilitating communication-based language learning. Generation X students are often comfortable with technology and can use it to their advantage in language learning (Oblinger, 2003). Online language tools and platforms, such as language exchange programs and language learning apps, provide students with opportunities to communicate with native speakers beyond the classroom.

Members of Generation X have experienced paradigm shifts in language education, with a transition towards communication-based learning (Gergő, 2016). This shift has been facilitated by technology and has provided students with opportunities to engage in authentic communication with native speakers. By embracing these changes, educators can help prepare Generation X students for a globalized world.

Generation Y is a highly diverse and tech-savvy group of individuals (Lower, 2008). This group has witnessed a vital shift in the way of communication and learning, particularly in the area of foreign language education.

Traditionally, foreign language education has been centered on teaching grammar rules and vocabulary lists (Yang, 2008). However, Generation Y has grown up in a world where communication and collaboration are prioritized. This has led to a paradigm shift in foreign language education where the focus is now on teaching languages through communication.

Teaching a foreign language through communication involves providing students with opportunities to engage in authentic and meaningful communication (Taylor, 1983). This might involve activities such as role playing, debates, discussions, and even simulations. Using the language in real-life situations, rather than simply memorizing vocabulary and grammar rules, is greatly emphasized.

For Generation Y, this approach to foreign language education is particularly appealing. This group has grown up with technology and expects to use it in all areas of their lives, including education (Tulgan & Martin, 2001). By incorporating technology into foreign language education, teachers can provide students with access to a range of authentic materials, such as news articles, videos, podcasts, and social media (Akbari & Razavi, 2016). This not only keeps students engaged but also helps them to develop their language skills in a more natural and authentic context. Likewise, teaching foreign languages through communication provides students with the opportunity to develop their critical thinking and problem-solving skills (Jaleniauskiene, 2016). By engaging in debates and discussions, students are forced to think critically about a range of issues, while also developing their ability to articulate their thoughts and ideas in a foreign language.

Overall, the shift towards teaching foreign languages through communication is an important one (Onishchuk et al., 2020). It reflects the changing needs and expectations of Generation Y, while also providing students with a more engaging and meaningful way to learn a foreign language.

Generation Z is a group that has matured with technology, social media, and global connectivity (Vițelar, 2019). As such, they have a unique perspective on the world and how

they learn. In the context of learning foreign languages, traditional approaches to language instruction may not be as effective with this group as they are with previous generations.

Shifting paradigms in education means moving away from rote memorization and grammar drills, and towards teaching foreign languages through communication (Canals & Granena, 2020). This approach recognizes that language is a tool for communication and that effective language learning requires a focus on the practical use of language in real-world situations.

For Generation Z, this strategy to language instruction is particularly relevant because it aligns with their desire for real-world experiences and meaningful connections. Rather than focusing solely on vocabulary and grammar, language instruction through communication emphasizes the development of practical language skills that can be used in real-life situations (Fandiño Parra, 2014). Furthermore, communication-based language instruction allows for greater cultural exchange and understanding. Because language is deeply rooted in culture, learning a language through communication allows for a deeper understanding of the cultural nuances and perspectives of native speakers.

Thus, shifting the paradigms in education to teaching foreign languages through communication is an effective way to engage Generation Z learners (Mohr K. & Mohr E., 2017). This approach considers the unique learning styles and perspectives of this generation and emphasizes the practical use of language in real-life situations, leading to greater cultural exchange and understanding.

Research has shown that traditional grammar-based language teaching methods may not be as effective as communication-based language teaching styles. Nunan (1991) posited that traditional grammar-based approaches are often focused on form rather than function, leading to a lack of fluency and real-life application. This has led to the adoption of communicative language teaching as a more effective language learning method.

Communicative language teaching focuses on the development of communicative competence, which includes linguistic, pragmatic, sociolinguistic, and strategic competence (Canale & Swain, 1980). By focusing on real-life communication situations, students are able to develop these competencies more effectively (Richards & Rodgers, 2001).

Furthermore, research has revealed that communication-based language teaching methods lead to greater levels of engagement and motivation among students. Ehrman and Oxford (1990) found that students taught using a communication-based approach were more motivated and had a more positive attitude towards learning the language. Undoubtedly, communication-based teaching methods emphasize real-life application and active participation.

The theory of generations plays a vital role in interpersonal communication and helps to understand other people's needs better (Kelchtermans, 2005). The generation of people living in a modern society of comprehensive digitalization and IT content is distinguished by the peculiarities of thinking, behavior, communication, high self-esteem, and predetermining the need to use a personal approach, creative and innovative forms, and teaching methods.

The organic existence of young people in the digital world poses the problem of rethinking the relationship between “parents and children” (Marsh et al., 2017). Throughout the history of humanity, the older generation had the indisputable authority of knowledge that was passed on to the younger ones. For the first time, in contrast to previous centuries, the younger generation, which does not yet have sufficient life experience, is better able to use the achievements of civilization and surpasses the older generation in this respect. Consequently, parents and teachers are losing traditional authority. The communicative distance between children and parents/teachers is increasing, and there is a danger of breaking the chain of social inheritance.

This situation places new demands on foreign language teachers. This concerns the high erudition of the teacher, their willingness to cooperate, and the ability to use modern information technologies, which sets the task of continuous professional development of foreign language teachers. The communicative method, which appeared later than the others, absorbed many valuable elements from other approaches: doing tasks, from task-based learning; repeating words or phrases, from the audiolingual method; doing grammar exercises, from grammar-based learning; applying translation method and working in pairs or groups, from the community method; using music frequently in the lesson, from suggestopedia; and the like. Thus, considering the characteristics of Generations X, Y, and Z and the availability of modern technologies, communicative method is one of the most influential and contemporary language learning methods, which is successfully used in education.

In summary, research suggests that communication-based language teaching methods are more effective than traditional grammar-based approaches. By emphasizing real-life communication situations and developing communicative competence, students are able to develop a deeper understanding of the language and are more engaged and motivated in the learning process. This paradigm shift in language teaching has the potential to transform people’s way of thinking about foreign language education and has significant implications for the future of language teaching and learning.

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