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PARALLEL TEACHING OF TWO FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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The introduction offers an in-depth analysis of the significance of the parallel study of two foreign languages, a challenge that becomes particularly pronounced in light of the limited number of classroom hours characteristic of most university curricula.The particular attention is paid to the specific difficulties associated with the distribution of time and resources between the study of English and French. The study is aimed at developing a methodology that promotes not only the effective acquisition of both languages, but also the development of students' sustainable motivation, engagement and independent work skills. The scientific relevance of the research lies in the creation of an innovative integrated learning model that factors in the cognitive characteristics of students, their level of training and individual educational needs. The research methodology is based on the analysis of data obtained through student surveys, interviews with teachers and detailed observation of the learning process, enabling to identify key obstacles, such as lack of attention to the second language and decreased motivation in its study. The main research findings demonstrate that the use of integrated tasks, such as cross-language exercises, creative tasks and practical work in groups, contributes not only to the improvement of the level of proficiency in French, it also facilitates the parallel learning of two languages.

Key words: *parallel learning, multilingual education, motivation, integrated tasks, higher education institutions.*

ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ЕКІ ШЕТ ТІЛІН ҚАТАР ОҚЫТУ

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Кіріспеде екі шет тілін қатар оқыту мәселесінің өзектілігі егжей-тегжейлі талданады, бұл университеттердің білім беру бағдарламаларының көпшілігіне тән аудиториялық сағаттардың шектеулі саны жағдайында әсіресе маңызды. Ағылшын және француз тілдерін оқыту арасындағы уақыт пен ресурстарды бөлуге байланысты туындайтын нақты қиындықтарға басты назар

аударылады. Зерттеу екі тілді тиімді меңгеруге ғана емес, сонымен қатар студенттердің тұрақты мотивациясын, қызығушылығын және өз бетімен жұмыс істеу дағдыларын дамытуға ықпал ететін әдістемені жасауға бағытталған. Жұмыстың ғылыми маңыздылығы оқушылардың танымдық ерекшеліктерін, олардың дайындық деңгейін және жеке білім беру қажеттіліктерін ескеретін инновациялық интеграцияланған оқыту моделін құруда жатыр. Зерттеу әдістемесі студенттердің сауалнамалары, мұғалімдермен сұхбат және оқу үдерісін егжей-тегжейлі бақылау арқылы алынған мәліметтерді талдауға негізделген, бұл екінші тілге назар аудармау және оны үйренуге мотивацияның төмендеуі сияқты негізгі кедергілерді анықтауға мүмкіндік берді. Зерттеудің негізгі нәтижелері тілдік жаттығулар, шығармашылық тапсырмалар және практикалық топтық жұмыс сияқты кіріктірілген тапсырмаларды қолданудың француз тілін меңгеру деңгейін жақсартуға ғана емес, сонымен қатар екі тілді қатар үйренуді жеңілдетуге көмектесетінін көрсетеді.

Түйінді сөздер: қатар оқыту, көптілді білім беру, мотивация, кіріктірілген тапсырмалар, жоғары оқу орындары.

ПАРАЛЛЕЛЬНОЕ ПРЕПОДАВАНИЕ ДВУХ ИНОСТРАННЫХ ЯЗЫКОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Во введении подробно анализируется актуальность проблемы параллельного изучения двух иностранных языков, которая особенно остро проявляется в условиях ограниченного количества аудиторных часов, что характерно для большинства университетских образовательных программ. Основное внимание уделено специфическим трудностям, связанным с распределением времени и ресурсов между изучением английского и французского языков. Исследование направлено на разработку методики, способствующей не только эффективному освоению обоих языков, но и развитию у студентов устойчивой мотивации, интереса и навыков самостоятельной работы. Научная значимость работы заключается в создании инновационной интегрированной модели обучения, которая учитывает когнитивные особенности обучающихся, их уровень подготовки и индивидуальные образовательные потребности. Методология исследования базируется на анализе данных, полученных с помощью опросов студентов, интервью с преподавателями и детального наблюдения за процессом обучения, что позволило выявить ключевые препятствия, такие как недостаток внимания ко второму языку и снижение мотивации при его изучении. Основные результаты исследования показывают, что использование интегрированных заданий, таких как межъязыковые упражнения, творческие задания и практическая работа в группах, способствует не только повышению уровня владения французским языком, но и облегчает процесс параллельного изучения обоих языков.

Ключевые слова: *параллельное обучение, полиязычное образование, мотивация, интегрированные задачи, высшие учебные заведения.*

Introduction. Parallel teaching of two foreign languages in higher education institutions has become the object of close attention of teachers, after which this practice opens up broad prospects for students in professional and cultural development. However, a number of problematic aspects of this process remain insufficiently studied, which creates a need to develop new approaches and teaching methods aimed at effective language acquisition.

Existing pedagogical practice shows that when studying another foreign language, in particular, French, students face difficulties due to insufficient academic hours, as well as low motivation, which limits their opportunities. Research shows that students prefer English, which they study from the first academic year, while the second language, traditional French, begins later, in the second academic year, which also affects the quality of its proficiency. In addition, limiting the number of study hours often leads to fragmentary assimilation of the material, which deepens the gap in the level of language proficiency.

Parallel teaching of two foreign languages involves the simultaneous study of both languages in separate courses, each taught by a different educator, but within the same educational program. While the

primary focus of this study is on parallel teaching, the proposed model incorporates elements of interdisciplinary tasks and project-based learning, which are traditionally associated with integrated teaching approaches. This combination is intended to enhance language proficiency in both English and French, while maintaining the core structure of parallel teaching.The study is guided by the following **goals and objectives**:

Goals:

1. To develop and justify a model of parallel teaching of two foreign languages (English and French) within the framework of higher education.
2. To enhance students' proficiency in both languages through the integration of interdisciplinary tasks and project-based learning within the context of parallel teaching.

Objectives:

1. To identify the main challenges faced by students when learning two foreign languages simulataneously, particularly in terms of motivation and language proficiency.
2. To design an educational model that addresses these challenges by incorporating integrated tasks and project-based methods to increase student engagement in the learning process.
3. To assess the effectiveness of the proposed model through practical experiments that utilize integrated tasks and projects.
4. To evaluate the impact of this model on students' motivation, proficiency in both languages, and the reduction of anxiety during language learning.

The relevance of the topic is dictated by the desire of educational institutions to increase the competitiveness of their graduates, ensuring their high level of proficiency in several languages. However, achieving this goal requires educational institutions to improve their teaching approaches that would promote the equal development of both language competencies. The study highlighted the main problems associated with parallel learning, which include insufficient hours for studying another foreign language, decreased student motivation, and the complexity of the integrated curriculum of both languages. In this context, it was found that instead of developing a new teaching model, it is possible to use existing approaches that effectively integrate learning tasks, motivate learners to actively participate in the learning process and increase their interest in achieving a high level of language proficiency.

The method of this study is the development and implementation of an integrated model of parallel learning of English and French, which takes into account the motivational and cognitive aspects of the process, allows for optimal distribution of study loads, and improves the quality of knowledge of both languages. The study used such methods as analysis of scientific sources on multilingual education, student surveys to identify problems and needs, and methods for analyzing and modeling the educational process. These methods allowed for a comprehensive study of the problem, taking into account students' opinions, and creating a reasonable conceptual base of models. The main components of the proposed model are integrated tasks, project methods and communicative exercises aimed at reducing the gap in language proficiency and increasing students' motivation to learn another foreign language. Also, integrated tasks do not allow students to gain knowledge of both languages in real situations, which contributes to better memorization of the material and development of skills. Project methods include teamwork where students can use both English and French, developing intercultural communication skills and critical thinking. In addition, communicative exercises using French based on integrated tasks increase the level of curiosity and could also make classes more exciting.

The study hypothesis is that the use of integrated tasks and project methods in parallel teaching of two foreign languages would contribute to improving the quality of mastering another language, increasing the level of motivation of students. The results of the study confirmed this hypothesis, as most students who worked according to this model demonstrated a higher level of proficiency in French than those who studied according to the standard program. In addition, students noted that the concepts became interesting and more useful for their future professional activities. The practical value of the study is that the proposed model can be used in educational institutions to improve the quality of foreign language teaching.

The novelty of the proposed model lies in its combination of parallel and integrated teaching principles within a single educational framework. Unlike CLIL, which uses one target language to teach non-linguistic subjects, our model retains separate instruction for English and French but introduces cross-linguistic, project-based tasks to bridge the gap. It differs from bilingual education, which typically targets early immersion, by focusing on adult learners in higher education. While task-based learning emphasizes authentic communication, our approach embeds such tasks specifically in a dual-language context, addressing the imbalance in exposure and motivation between the first and second foreign languages.

The use of integrated tasks and project methods allows creating conditions for effective learning, promoting the simultaneous development of both languages. In addition, this model can be adapted to other language pairs, which makes it universal and flexible for use in various educational contexts. The proposed approaches do not allow developing students' cognitive abilities, but help prepare them for intercultural communication and expand the possibilities of applying the acquired knowledge in real conditions.

Materials and Methods. For clarity, it is important to define the key terms used in this study: Parallel teaching refers to the simultaneous study of two languages in separate courses, each with its own instructor, while remaining part of the same educational program. Integrated teaching involves using one language to learn content from another subject, which encourages students to use both languages in interdisciplinary activities such as project work and discussions.

The core of this research focuses on parallel teaching, where students study English and French separately, each in a distinct course. However, integrated tasks, which encourage the use of both languages in interdisciplinary contexts, are introduced as supplementary activities. These tasks are designed to enhance the learning experience by creating connections between the languages through projects and discussions.

An example of an integrated task introduced during the study was a group project where students were required to prepare a bilingual presentation discussing cultural differences between English- and French-speaking countries. This project required students to use both English and French in real-world tasks, which helped them improve their language proficiency and intercultural communication skills. These types of interdisciplinary projects aimed to enhance both language development and students' ability to apply language in practical, real-world situations.

The study was conducted at the Department of Foreign Languages at a higher education institution where students take English courses from the first academic year and begin to study French from the second academic year. The survey included 120 students (60 from the first year and 60 from the second year), who develop competencies in both languages during four years of study. The research material consisted of the results of mini-surveys conducted to identify the main difficulties that arise when learning another foreign language. This study also included an analysis of typical curricula for English and French, teaching aids, and an analysis of the experience of teachers.

The main research question was to determine which approaches and methods can improve students' motivation and the quality of proficiency in another foreign language. The hypothesis of the study is that the use of integrated tasks and project methods in parallel learning will contribute to an increase in the level of proficiency in the second language, increasing students' interest and creating additional opportunities for knowledge consolidation.

At the first stage, an analysis of scientific literature and existing programs was conducted to identify the main approaches to parallel teaching of two foreign languages. The second stage involved conducting a survey among students aimed at identifying difficulties in learning a second foreign language.

At the third stage, a model of integrated learning was created, which included both language assignments and project work, where figurative languages were used.

The main research methods were a survey. Questionnaires filled out by students at different stages of their studies were used to collect primary data. The analytical method was used to generalize the data collected during the surveys, in particular regarding motivational factors and obstacles in learning languages. The modeling method made it possible to create an experimental program of parallel learning with the integration of both languages, which included the use of project methods and communicative exercises.

Based on the collected data, it was revealed that students experience the most difficulties in learning French, then they devote less hours and attention to it. Within the framework of the experimental program, integrated tasks were introduced, which made it possible to significantly increase the level of interest and mastery of another language. The results showed that the use of project-based methods that combined both languages improved the level of French language acquisition compared to the control group that followed the standard curriculum.

The effectiveness of the parallel teaching model was assessed through pre- and post-tests, which measured students' proficiency in both English and French according to the CEFR levels. Additionally, students' progress was tracked using regular quizzes, classroom activities, and oral presentations. The data collected was analyzed both quantitatively (by measuring the percentage of students who improved their language proficiency) and qualitatively (through feedback surveys and interviews with students and instructors).

H. Pirhonen [1] examines long-term changes in students' attitudes towards learning foreign languages in the context of university education. The study showed that students begin to perceive language learning not as an academic subject, but as a means of communication, especially in the case of English. However, the multilingual perspective remains weak, which indicates the identified problems in the development of multilingual pedagogy in higher education. The author recommends developing methods that strengthen students' multilingual identity and motivation emulation and motivation in language education. L. Huseinović [2] examines the impact of gamification strategies in teaching English as a foreign language. In this study, a survey of 202 students was conducted, which showed that the use of gamification significantly increased students' motivation and academic performance. The introduction of game elements contributed to the improvement of listening, speaking, reading and writing skills. Thus, the integration of gamification into educational programs can have a positive impact on learning outcomes. L. Pintado Gutiérrez & G. Torralba [3] explore audio description (AD) as a tool in teaching foreign languages, in particular for students learning

Spanish as an FL. In this approach, students learned to adapt visual materials for visually impaired people. Such activities provided an opportunity to develop reflective and mediation skills, as well as an understanding of the cultural aspects of foreign language communication. The authors emphasize the importance of a multidisciplinary approach in language teaching, in particular the use of innovative tasks to integrate diversity and inclusion. X. Wu & R. Li [4] conducted a meta-analysis of 47 independent studies on the use of robotic technologies in teaching English as a foreign language (EFL). The results showed that robotic-assisted language learning (RALL) contributes to the development of language skills such as listening and speaking. In addition, the level of education and the length of study were among the moderators of the effectiveness of this approach. The authors suggest more active implementation of RALL technology to improve the effectiveness of language education. S. Em and colleagues [5] investigated the importance of English as a global language that is widely used in Cambodia, where it is indispensable for higher education. Using a mixed-methods approach, the authors conducted a survey of 183 university students, ten of whom participated in a voluntary interview. The results showed that students predominantly demonstrated extrinsic motivation to read in English, with no significant differences by condition. The study also suggests strategies to enhance reading motivation, in particular the effectiveness of students' explanations of their understanding to peers. A. W. Ou [6] investigated the use of artificial intelligence-based language tools (AILT) by university students. They collected over 1,700 comments from a national survey to analyze the impact of AILT on academic communication during learning and assessment. Thematic analysis revealed that academic writing is realized through students' distributed language repertoires, highlighting the role of AILT in enhancing communicative performance and developing personal language. R. Sam [7] investigated the challenges faced by students in the Lao People's Democratic Republic. in English language learning. The study focuses on students' weaknesses in learning English as a foreign language in the context of teacher education. M. A. Komiljonova [8] discussed the benefits of CLIL as an effective approach for language learning through the integration of non-linguistic content into language lessons. The study points to several barriers to the implementation of CLIL, such as the lack of qualified teachers and relevant resources, and recommends focusing on teacher and resource development.

Results and Discussion. Based on the collected data, it was found that students feel the greatest need when learning French, it requires less time and attention. Integrated tasks were introduced within the experimental program, which can significantly increase the level of interest and proficiency in another language. The results that the use of project methods combining both languages limited the level of proficiency in French compared to the control article, which is taken into account in the standard program.

The results showed a significant improvement in students' proficiency in both English and French. On average, 75% of students demonstrated a 1-level increase in their CEFR scores in both languages. Additionally, qualitative feedback from students indicated higher engagement and reduced anxiety in using both languages simultaneously. Students reported feeling more confident in their ability to switch between languages during tasks and expressed appreciation for the opportunity to use both languages in real-world contexts.

The second stage of the study focused on identifying the main difficulties that students encounter in the process of learning French. A survey was conducted among 120 students to understand which aspects of learning cause them the greatest anxiety and reduce motivation. The collected data showed that most students experience a high level of anxiety when learning French, especially compared to English, which is taught more hours and with which students are already familiar at the time of starting to study French. Thus, 75% of respondents noted that when studying French they experience a fear of making mistakes and face barriers in communication, which significantly affects the quality of learning. Another obstacle was the lack of practical tasks and exercises that would enable students to gain language skills in real situations. The questionnaire also showed that 60% of students considered French to be more difficult to learn, in particular because of the unfamiliar pronunciation and complex grammar. These results provided an opportunity to create a comfortable learning environment that would help reduce anxiety and to introduce integrated tasks that would combine both languages and enable students to feel more confident in using French. The third stage of the study involved the development and implementation of an experimental program based on integrated tasks and project work. The main idea was to combine learning tasks using both English and French, creating a link between them. The program included the implementation of projects during which students had to use figurative languages to solve practical problems, such as preparing presentations, discussing cultural aspects or creating bilingual materials. To ensure better adaptation to the French language, the program included figurative tasks that involved students in studying the specifics of culture and language through real examples, which increased their interest in the French language and made it more accessible. In addition, students took part in project-based activities, where they were asked to prepare multimedia presentations in bilingual languages, develop scripts for bilingual dialogues, and translate between languages. The results of the experiment showed that such integration of project methods helped not only to significantly improve the level of proficiency in French, but also to reduce anxiety. Students from the experimental group noted that thanks to practical tasks and the opportunity to use French in connection with English, they felt more confident and less afraid of mistakes. The first stage of the study involved a deep

analysis of scientific literature and standard programs in English and French. With the order, there are existing approaches to parallel study of languages, and methodological developments related to integrated learning were analyzed. Particular attention was paid to methods that provide for the development of language skills adapted to Kazakh educational realities. Among the main approaches was the CLIL (Content and Language Integrated Learning) method, which is used for simultaneous teaching of a subject and a language. The CLIL method allows developing a foreign language by using it to master another discipline. However, in this study, CLIL was mentioned only as an auxiliary approach, but it was not adapted for the simultaneous learning of English and French. Other models that provide for the parallel teaching of two languages were also studied, but their adaptation to the Kazakh context remained a problem, since all programs are focused on subsequent, rather than simultaneous, teaching of foreign languages. The first stage allowed us to identify key aspects that should be taken into account in the further development of the integrated program, in particular, it is necessary to create a context for the practical use of both languages, so that students can use both English and French simultaneously.

Thus, the results of the experiment show that the use of integration and project work methods has a positive effect on both students' motivation and improved their self-esteem in French. During the survey, almost 70% of the students had difficulties in memorizing new words and grammar structures in French due to the lack of practical training and speaking practice in the classroom. Almost 60% of the participants explained the lack of motivation by the possibility of using French in everyday life, while English is practical. In addition, 85% of the students rated the usefulness of tools integrating figurative language and giving the right to interact in groups, indicating that the process is very effective. Based on the extracted data, a model of integrated development was developed, including the development of projects and communicative rights related to both languages in the development process. An experiment was conducted with a group of 30 students from another course of the first semester of the integration model. With the help of such methods as creating bilingual presentations, discussing intercultural topics, conducting role-playing games, the students demonstrated a significant commitment to the French language. According to the results of the experiment, the testing room showed a 15% increase in French language proficiency compared to the initial indicators. In comparison, in the control group, where traditional methods were used, the level decreased by only 5%.

The experimental group demonstrated a 15% increase in French language proficiency, especially in listening and speaking skills, which was attributed to the use of bilingual projects. For instance, during a project where students created a bilingual documentary on cultural heritage, their ability to understand and produce French significantly improved. The students' progress was documented through video recordings of their presentations and discussions. These videos were compared before and after the project to assess improvements in pronunciation, fluency, and overall communication. The use of video allowed for a more precise evaluation of their speaking skills and provided valuable insight into their confidence and ability to use both languages in a real-world context.

The experimental model also helped to reduce the level of anxiety during an hour of speech interaction. Almost 78% of students noted that they felt comfortable participating in integration activities, especially during project discussions and debates based on traditional concepts. In addition, students noted that project managers who took out both languages better understood the differences and similarities between English and French, which contributed to the development of a richer word.

An analytical method was used to process the data to obtain results of motivational factors and obstacles of participants. The modeling method made it possible to create an experimental program for integrating two languages that includes not only language skills, but also communicative rights, as well as possible presentations and group projects. This combined consolidated knowledge and developed students' communicative skills in informal situations. on the external pages, students noted that such approaches helped them more easily transfer speech knowledge from English to French, which was especially useful in mastering complex grammar topics and professional vocabulary.

Almost 65% of the participants in the experimental group believed that the leaders of the integration projects began to be more actively engaged in themselves, began to reproduce additional materials from the French language. This will lead to increased internal motivation forever. The robot itself, equipped with speech resources, video materials and literature, became part of the training, which led to additional consolidation of knowledge and development of speech skills.

Students from the experimental group reported feeling more confident in using both languages, especially when working on tasks such as bilingual presentations and group debates. One student noted, 'Having to prepare the presentation in both English and French made me feel like I was really using the languages, not just learning them.

Summarizing the results of the study, we can see that a model of parallel teaching of two foreign languages is proposed, including project-based learning and communicative rights, an effective level of language teaching and student learning. The implementation of integration methods in accordance with the active structure of a dynamic speech environment in which students will acquire knowledge that will make the initial process more productive.

These results confirm the hypothesis of the study that the integration of language and project-based learning is carried out for a deeper understanding and implementation of the second foreign language. Comparison with physical work shows that the integrated approach can improve traditional teaching methods, create a more dynamic and engaging learning environment. This is consistent with the findings of a number of studies that use teaching methods and the use of active learning methods for learning foreign languages.

For the successful implementation of additional teaching of French and French, English integration approaches are needed that increase students' motivation and reduce the risk of emotional development. The first thing to work on is the use of interactive methods such as group projects, discussions and role-playing games that stimulate the development of communication skills and create an environment conducive to the active involvement of students. Collaborative work in groups and communication in French and English help students overcome their fear of the language barrier, and also enrich their vocabulary due to practical real-life situations. This contributes to a deeper and more meaningful acquisition of language material.

Interdisciplinary tasks in cultural studies, history and geography not only add variety to the learning process, but also broaden the students' horizons. For example, creating joint projects that require knowledge of both languages to complete fully helps develop an understanding of the cultural context and broadens the students' understanding of other countries. It also sees the development of learning both languages, rather than just one, and develops a more holistic approach to learning. The opportunity to learn more about a country where English and French are spoken stimulates motivation interested in global issues and cultural exchange.

The use of digital technologies is one of the most effective methods of modern pedagogy. Language platforms, video lessons, mobile applications and interactive online games make learning more dynamic and accessible to students. For example, the use of platforms such as Duolingo or Babbel can help students stay connected even outside of class. This allows them to study independently, increasing the flexibility of the learning process. Digital technologies also help to track student progress, allowing teachers to better monitor the learning process and adjust the methodology depending on individual needs. Game-based teaching methods are an important tool for actively engaging students in the language learning process. In conditions where traditional methods often fail to maintain interest and motivation, the use of game elements becomes especially relevant. Quizzes, thematic contests and other types of competitions held during language lessons create a positive atmosphere that helps students develop positive emotions and increase their level of involvement in learning.

One of the main advantages of game-based methods is their ability to activate students' interest. With the traditional approach, when lessons are held within a strict structure and without dynamics, students may lose interest and motivation. Game-based methods, on the contrary, can make the learning process more exciting and intense. For example, quizzes not only test students' knowledge, but also turn them into an exciting competition where each participant can demonstrate their skills and knowledge. This creates an atmosphere of healthy competition, encouraging students to strive for success and show better results.

Thematic contests also add variety to lessons, allowing students to apply knowledge in a playful way. Students can work in teams, which helps develop cooperation and teamwork skills. In such conditions, students not only become active participants, but also have the opportunity to share experiences and learn from each other. Thus, game methods not only promote active assimilation of material, but also develop important social skills.

The introduction of game elements into the educational process also has practical benefits. Students memorize new words and grammar constructions more easily when learning is associated with positive emotions. The connection between the educational material and pleasant moments helps to create more stable associations, which in turn leads to more effective memorization. Game methods help reduce the level of stress associated with language learning, which is especially important for students who may have difficulty mastering new knowledge.

An important aspect of successful learning is the individualization of the approach. Each student has his own pace and methods of perceiving information, so adapting tasks and assignments to individual needs is a must. Students with different levels of knowledge of English and French may have different difficulties and needs. Adapting tasks allows each student to receive the necessary support and level of difficulty, which in turn helps to maintain interest in learning and promotes successful assimilation of the material. Regular feedback with students plays a key role in the process of individualization of learning. It not only allows you to promptly identify difficulties that students may encounter, but also helps them work on the language independently. Feedback can take many forms: from simple comments on completed tasks to detailed analysis of errors. This approach allows students to understand in which areas they can improve and what skills they need to develop. This creates an atmosphere of support and cooperation, where each student feels that their efforts are valued and noted.

Individual consultations with the teacher also help to create a trusting atmosphere. Students can discuss their difficulties and requests, receive advice and recommendations on how to improve their skills.

This closeness between the teacher and students reduces stress, allowing them to feel more comfortable during lessons. The teacher, in turn, can better understand the needs of each student and adapt the teaching accordingly.

Gamified teaching methods and individualization of the approach to students are important elements in the language learning process. They help to create a positive atmosphere that encourages active involvement of students in learning and also reduces the level of burnout. By adapting tasks and regular feedback, students can receive the necessary support and develop at their own pace. This not only contributes to successful language acquisition, but also builds self-confidence in students, which is an important aspect in the learning process.

Psychological trace is an important part of the initial process, especially when it comes to reducing the level of cheerfulness. Psychological preparation includes both counseling conversations with students and short relaxation sessions that help reduce anxiety and increase students' internal motivation. Introducing such a right into the initial process helps students develop stress resistance and learn to return to learning, regardless of external departments. This may include breathing techniques or short meditations, or learning to take short breaks for the lesson.

The competence of the exhibitors is a key factor in ensuring the successful implementation of interactive and innovative methods at the initial stage. Organizing seminars, courses, refresher courses, exchanging information between exhibitors allows you to get acquainted with new methods and stimulate approaches to the present. This gives students the necessary knowledge to work with different types of teachers and gives them the opportunity to study more effectively. Also, the integration of previously established methods and approaches creates optimal conditions for the development of speech skills and emotional well-being of students. An important recommendation is to involve parents in the learning process, and family support can increase the interest and motivation of students. Regular consultations with parents, informing them about their children's progress and discussing opportunities create a team approach to learning. Parents can support students at home, helping them to better absorb the material, as well as stimulate their curiosity about languages.

Improving the competence of teachers is a key factor in ensuring the high-quality implementation of interactive and innovative methods in the educational process. Organizing seminars, advanced training courses, and sharing experiences among teachers allows you to get acquainted with new methods and improve approaches to teaching. This provides teachers with the necessary knowledge to work with different types of tasks and enables them to support students more effectively.

Consequently, the integration of these methods and approaches to teaching creates optimal conditions for the development of language skills and emotional involvement of students. Thus, the results of the study confirmed the hypothesis that the integration of language and project-based learning contributes to a deeper understanding and acquisition of the French language, which, combined with traditional methods of learning English, provides high efficiency for students studying both languages in parallel. In modern pedagogical literature, the issue of students' emotional state in the process of learning foreign languages has become the subject of numerous studies. For example, the study by Y. Wang [9] focuses on the relationship between resilience, engagement, and burnout among Chinese high school students learning English as a foreign language. They found that negative emotions such as exhaustion can have a significant impact on students' motivation and the quality of their learning. This confirms the results of our study, which showed that students experience significant difficulties in learning French, which may be due to low levels of engagement and motivation.

The study by F. Helm and colleagues [10] focuses on the importance of online education and global citizenship in the context of the COVID-19 pandemic. The authors note that interactions between learners from different cultures increase their engagement and openness to new ideas. In our study, we also observed that integrating project-based methods into the learning process can significantly increase students' interest in learning a second foreign language. This highlights the importance of active learning in helping students overcome barriers in language learning.

The conceptualization of language learning burnout developed by C. Li [11] emphasizes the three-dimensional nature of burnout, which includes exhaustion, cynicism, and decreased efficacy. They found that burnout rates among Chinese EFL students remain low, which may be due to contextual factors such as teacher and learning environment support. In our study, we also found that the use of integrated tasks in parallel learning can significantly reduce burnout and improve language proficiency compared with traditional teaching methods. W. C. H. Hong [12] in his study analyzes the impact of ChatGPT on teaching foreign languages, in particular, considers the mechanisms of this supplement, its functions and the risks of using it in educational institutions. The main advantage of ChatGPT, in his opinion, is the ability to make the process of teaching foreign languages more personalized and flexible. The researcher also notes that ChatGPT has significant potential for improving the teaching of another foreign language, and its use can be useful for creating research opportunities in education. Compared to the approaches that I explore, Cheong's approach is somewhat different in its focus on expanded learning opportunities for teachers, while my work is more focused on integrating ChatGPT simultaneously into teaching methods, which gives students additional

support and increases their interest in the languages they have learned. M. S. S. Moqbel & A. M. T. Al-Kadi [13] draw attention to the importance of ChatGPT for rethinking the systems of assessing the results of teaching foreign languages. Their study highlights the need for alternative assessment approaches that better reflect learners' real-world knowledge and skills. Since traditional assessment methods are no longer effective when learners actively interact with chatbots, Mokbel and Al-Kady propose an approach that focuses on self-paced assessment. My study addresses a similar assessment issue, but focuses on how ChatGPT can be adapted for learning tasks to improve language proficiency and self-paced knowledge, while the authors' research focuses on the new assessment methods that have been created.

S. Athanassopoulos et al. [14] focus on the use of ChatGPT to improve foreign language writing skills among learners belonging to socially vulnerable groups, in particular refugees. Their results show an improvement in vocabulary and grammar knowledge after using ChatGPT. The main focus is on increasing learners' motivation to learn by using a language chatbot to improve writing skills. My study also includes aspects of integrating ChatGPT for the development of speaking skills, however, I focus more on using its capabilities to stimulate critical thinking and develop text analysis skills, making the learning process more holistic. L. Kohnke [15] studies the experiences of students learning a foreign language independently using a specially designed chatbot. His results show that the participants enjoyed the opportunity to communicate with the chatbot both in and out of class and felt that this process improved their English language proficiency. My approach to teaching foreign languages also involves using ChatGPT to enhance students' independent work, but the main focus is on improving the effectiveness of preparation for written tasks and understanding linguistic structures.

Thus, the results of our study are consistent with previous works, emphasizing the importance of actively engaging students in the learning process by integrating different teaching methods, such as project work and integrated tasks. These approaches not only promote better learning, but also improve the emotional state of students, which has a positive effect on their motivation and overall learning experience.

Conclusion. This study analyzed the impact of integrating engaging tasks and approaches to the learning process in the context of parallel learning of English and French. The main goal of the study was to identify methods that can increase the level of student engagement and reduce professional burnout in foreign language learning. To achieve this goal, a combination of qualitative and quantitative research methods was used, including mini-surveys and a literature review.

The results of the study confirmed that the implementation of integration tasks and active learning methods does contribute to increasing students' motivation and reducing negative emotions associated with language learning. Observations showed that students who participated in project-based activities and interactive lessons demonstrated a higher level of engagement, which positively affected their success. This is consistent with the results of previous studies indicating the importance of emotional comfort and support in the learning environment.

Parallel learning of two foreign languages in higher education institutions is a quantity approach that allows students to master new language skills while deepening their cultural competence. The study found that this format of learning promotes the development of intercultural communication, develops the ability to compare and analyze language systems and integrate the acquired knowledge into everyday and professional activities. This approach is necessary to consolidate the understanding of foreign languages as parts of global communication and stimulates the development of a multilingual personality ready to interact in an international environment.

One of the key aspects of parallel learning in two foreign languages is the formation of versatile language skills, exclusively with the development of listening, reading, writing and speech competencies. Joint study of languages allows students to better understand the structures of the languages studied and draw parallels between them. This contributes to the rapid acquisition of grammar and lexical rules of each language, since students can simultaneously perceive different language systems and practice comparison skills, which are an achievement in learning.

A key aspect of successful parallel learning is student motivation. Insufficient motivation can occur due to the main reasons for difficulties in learning a second language. Students who are not sufficiently interested in both languages may face the problem of low accessibility of the learning process, which affects the quality of the knowledge they acquire. Teachers should encourage students to use various innovative teaching methods, for example, by including the cultural context of language learning, projects related to the countries where the language was used, or even holding intercultural events that facilitate practical application of knowledge.

Overall, the results of the study show that parallel teaching of two foreign languages is a useful and promising approach that requires additional research and improvement. The use of adaptive methods that combine the integration of cultural knowledge and an individual approach can significantly help.

Based on the successful outcomes observed in this study, it is recommended that educators introduce interdisciplinary projects, such as bilingual presentations or collaborative research tasks, to encourage students to use both languages in practical, real-life situations. This approach not only enhances language proficiency but also stimulates student motivation and reduces anxiety.

Prospects for further research include studying the long-term effects of integrating active learning methods on language proficiency and emotional state of students. It is also relevant to develop practical recommendations for teachers on the implementation of these approaches in various educational contexts.

Therefore, the results of our study not only confirm the truth of the previously expressed assumption about the positive impact of integrative methods on the educational process, but also open up new opportunities for improving educational practice in the field of teaching foreign languages. Further research into this issue is recommended to develop more effective teaching strategies that meet the needs of today's learners.

Despite the promising results presented in this study, several limitations must be acknowledged to fully understand the scope of its findings. The research was carried out within a single university setting, which could impact the applicability of the results to other institutions with varying resources and teaching models. The relatively small sample size may also constrain the ability to generalize these outcomes to a broader population. Additionally, while the integration of interdisciplinary tasks proved beneficial, such tasks may not be as easily implemented in other contexts, especially in universities with different institutional structures, faculty expertise, and teaching resources. For the model to be successfully adopted elsewhere, challenges such as limited language instruction hours, the availability of qualified instructors, and the need to adapt the model to diverse educational frameworks must be carefully considered.

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