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FOREIGN LANGUAGE PROFICIENCY IN ACADEMIC AND PROFESSIONAL CONTEXTS: KEY FACTORS AND EFFECTIVE APPROACHES

In the contemporary globalized world, proficiency in foreign languages significantly enhances individuals' economic opportunities and cognitive development. Research indicates that learning new skills, including languages, stimulates neurogenesis—the formation of new neural connections – which may delay cognitive decline in later life (Ste. Consequently, lifelong learning contributes not only to mental acuity but also to long-term financial stability.

The rapid advancement of artificial intelligence (AI) presents both opportunities and challenges for human intellectual development. While AI-powered tools, such as neural networks, can serve as cost-effective educational resources (e.g., language tutors), concerns arise regarding their potential impact on cognitive engagement and labor market dynamics. Notably, the increasing reliance on automation has exacerbated unemployment in certain regions. For instance, Kosovo faces a severe youth unemployment crisis, with rates reaching 57.7% [4].

Empirical evidence underscores the correlation between language skills and employability. A comparative analysis of 24 European countries revealed that in 17 cases, foreign language proficiency positively influenced employment status [3, p.2]. These findings highlight the necessity of integrating language education into workforce development strategies to mitigate unemployment disparities.

Providing individuals with access to education is essential for empowering them to improve their lives. AI-powered tools, such as ChatGPT, have demonstrated significant potential as accessible resources in various fields,

including foreign language acquisition, programming education, and even preliminary medical diagnostics through rapid information retrieval. However, while such technological solutions enhance knowledge accessibility, the parallel development of interpersonal communication skills remains a crucial aspect of comprehensive education. To learn a language. Task-oriented approach: This approach focuses on learning a language through performing tasks that should the use of the target language. This approach emphasizes the development of problem-solving and critical thinking skills and can be effective in developing practical language skills. Instead of traditional language learning by means of grammar and vocabulary, this approach aims to teach students how to use the English language in real situations and tasks.

A foreign language is a tool. Applied to it, one can get new knowledge and work, and therefore, have a promising life. People can live without knowledge of a foreign language, but this cuts off many opportunities. Luxurious life, life in peace without worrying about money. Against this backdrop, foreign language skills are viewed as a component of Europeans' human capital that can generate benefits in the domestic labor market, such as higher wages or better employment opportunities [1, p. 1].

In 2019, before the turmoil caused by the Covid-19 pandemic, the 27 member states of the European Union spent 3.4 percent of their GDP (i.e., 473 billion Euro) on primary and secondary education, and a significant share of these resources were invested in foreign language teaching [2, p. 2]. This provided an opportunity during the pandemic to distract the population from depression due to the virus and to generally help their state in a difficult moment so that people could receive more information online while sitting at home thanks to a foreign language. So, learning a foreign language is handy for both the brain and the population. Therefore, we use neural networks and applications such as Duolingo or Mondly to develop our communication skills in a foreign language, especially English, which is valued because everything is written as a rule in this language.

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