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INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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The article is devoted to the problem of selection, analysis and use of innovative technologies of English language teaching in non-linguistic institutions of higher education. Modern challenges in socio-economic and cultural spheres require transformation in foreign language teaching, rethinking its objectives, content and technologies. A thorough analysis of modern research and publications on the problem of using innovative technologies and implementing innovative approaches to foreign language teaching in higher education institutions is conducted. The article defines the concepts of «innovation» and «innovative technologies», analyzes innovative methods and technologies and characterizes them in the light of foreign language teaching in higher education institutions.

It is proved that the use of innovative strategies for teaching foreign languages requires application of a set of methods and technologies in the educational process. The complex use of innovative technologies is considered to be the most effective in the process of foreign language teaching. The results of studies and publications of authoritative researchers and scientists both in our country and abroad are presented. A comparative analysis of traditional and innovative technologies of teaching foreign languages in higher education institutions is presented. The features of modern innovative teaching methods that combine a wide range of strategies, concepts, technologies and teaching methods are identified.

The aim of the article is to justify the effectiveness and expediency of using innovative strategies, methods and technologies of English language teaching in higher education institutions. The following research methods were used to achieve the objective: epistemological analysis (methodological, comparative analysis and synthesis of modern paradigms, approaches in the educational process); comparison, generalization and systematization of innovative technologies of teaching students in higher education institutions.

The article proves the necessity of optimal correlation between traditional and innovative technologies of teaching foreign languages, their complex use and combination of modern strategies and methods in the educational process of higher education institutions.

Keywords: innovation, innovative technologies, innovative strategies, teaching methods, foreign language training, foreign language competences, higher education institution.

Тупченко В.В., Пасічник М.В. «Інноваційні технології у викладанні англійської мови в закладах вищої освіти»

Стаття присвячена проблемі відбору, аналізу та використання інноваційних технологій викладання англійської мови в немовних закладах вищої освіти. Сучасні виклики в соціально-економічній та культурній сферах вимагають трансформацій у викладанні іноземних мов, переосмислення його цілей, змісту і технологій. Проведено ретельний аналіз сучасних досліджень і публікацій щодо проблеми використання інноваційних технологій та впровадження інноваційних підходів викладання іноземної мови у закладах вищої освіти. У статті визначені поняття «інновація» та «інноваційні технології», наведений аналіз інноваційних методів та технологій, надана їх характеристика у світлі викладання іноземної мови у закладах вищої освіти.

Доведено, що при використанні інноваційних стратегій викладання іноземних мов необхідно використовувати комплекс методів і технологій у навчальному процесі. Комплексне використання інноваційних технологій визнано найбільш ефективним у процесі викладання іноземних мов.

Наведено результати досліджень і публікацій авторитетних дослідників і науковців як у нашій країні, так і за її межами. Виконано порівняльний аналіз традиційних й інноваційних технологій викладання іноземних мов у закладах вищої освіти. Визначено особливості сучасних інноваційних методик викладання, які поєднують широкий спектр стратегій, концепцій, технологій та методів навчання.

Метою статті було визначено обґрунтування ефективності і доцільності використання інноваційних стратегій, методів та технологій викладання англійської мови в закладах вищої освіти. Для досягнення поставленої мети використовувались такі методи дослідження: гносеологічний аналіз (методологічний, порівняльний аналіз і синтез сучасних парадигм, підходів в освітньому процесі); порівняння, узагальнення й систематизацію інноваційних технологій навчання студентів у закладах вищої освіти.

У статті доводиться необхідність оптимального співвідношення традиційних й інноваційних технологій викладання іноземних мов, їх комплексного використання та поєднання сучасних стратегій і методик у навчальному процесі закладів вищої освіти.

Ключові слова: інновація, інноваційні технології, інноваційні стратегії, методики викладання, іншомовна підготовка, іншомовні компетентності, заклад вищої освіти.

Problem statement. The current stage of Ukraine's international relations development in various spheres of activity has brought it to European and world space, and new political, social, economic and cultural realities require certain transformations in foreign languages teaching, which requires rethinking of its goals, content and technology, significant update of foreign language education and bringing education system realities in Ukraine closer to European and world standards. Globalization, universalization and multiculturalism are based on intercultural communication, which is mainly carried out in English which has recently acquired the status of an international language.

The methodology of teaching humanitarian subjects in Ukrainian higher education institutions is currently undergoing significant transformations. These trends have become particularly widespread in recent years, when the country decided to move in the direction of European integration. In this regard, there is an urgent need to revise traditional approaches to teaching foreign languages in higher education institutions.

Innovative trends in English language teaching have a legislative basis and general framework principles that have long been available in the European Union and around the world. Recently, a number of guidelines and recommendations on methods of foreign language teaching have been introduced in Ukraine. The primary task is to develop a state standard for learning foreign languages, a standard that is based on European experience but also takes into account mental, cultural and historical Ukrainian realities. The main motivating and resource factor of these transformations is need for the presence of Ukraine and Ukrainian products, culture, intellectual potential in European and world markets.

A significant role in humanization of higher education, formation of a specialist of a new reality belongs to foreign language education. Leading experts in the field of language and intercultural communication consider language education as an important reserve of socio-economic transformations in the country, the main tool for successful human life in a multicultural and multilingual community, a factor of cultural and intellectual development and education of a personality with global thinking and also emphasize the need to bring language policy to the new realities of society and the importance of developing new educational methods. With this in view, the topic of innovations becomes important for the entire system of higher education and foreign language teaching in particular.

The research methods used in this article include epistemological analysis (methodological, comparative analysis and synthesis of modern paradigms, approaches in the educational process); comparison, generalization and systematization of innovative strategies for teaching students in higher education institutions.

Analysis of recent research and publications. The essence of innovative processes introduction in technologies and methods of higher education has become an object of study of both foreign and Ukrainian scientists. Scientific researches of A. Aleksyuk, I. Dobroskok, G. Klimova, G. Kotsura, S. Nikitchina, V. Kremen, V. Ilyin, S. Proleyev, M. Lysenko, P. Saukh are devoted to the general theoretical and scientific-practical problems of the innovative paradigm in higher education, some modern forms and technologies of education, experience and prospects of their use in educational practice. The works of M. Bulynskyi, M. Potieiev, and V. Fedorov are devoted to the quality management

technologies of new higher education based on the integrative application of systemic and qualitative approaches and innovative didactic means of training specialists of the new time.

The publications of I. Bogdanova, R. Gurevych, M. Kademina, S. Steshenko and others are devoted to the analysis of innovative technologies and teaching methods. The issues of introducing innovations in the educational process and in education in general are studied. A lot of authors note that the main innovative directions in education are associated with the need to improve and transform the traditional pedagogical process (modernization, modification, rationalization) and complex changes.

The topic of the relevance of innovative trends and their combination with traditional approaches in teaching foreign languages in higher education institutions was studied by well-known scientists and researchers: R. Blair, O. Tarnopolsky [15], Y. Sysoeva, T. Fomina. Foreign scientific publications are related to the problems of using innovative approaches to teaching foreign languages. For example, Carmen Vera notes that computer-assisted language learning provides new opportunities, such as self-education, for collecting and processing information, self-selection of forms of learning from those proposed by the teacher, the choice of forms of learning and material by the teacher. The great advantage of all these new approaches to teaching foreign languages is that the student sets his personal learning rhythm. The personal rhythm of learning, according to the scientist, is the main factor of student motivation.

The methods of teaching English were studied by foreign scientists P. Schmitt, M. Snell-Hornby, H. Hönic, B. Fraser. General methodological recommendations for learning foreign languages were given by M. Tsvetkova, Y. Zhluktenko, K. Ganshina, I. Rakhmanov and others. N. Antoniuk was engaged in study of English in the context of the humanitarian paradigm [2], O. Ishchenko studies methods of learning foreign languages in the framework of European integration [11], Zh. Nikolayeva analyzed the European standards of learning foreign languages in order to implement them in the national educational space, O. Ignatiuk investigates teaching English as a professional language [9]. Thus, pedagogical innovations in teaching foreign languages to students have been repeatedly studied by Ukrainian and foreign researchers. However, these works, as a rule, cover one of the aspects: European integration,

methodological, professionally oriented, etc., so there is need for a general summary of the main innovative strategies of teaching English to students of higher education institutions.

The purpose of the article. The purpose of the article is to substantiate the effectiveness and expediency of using innovative strategies, methods and technologies of teaching English in higher education institutions.

The statement of the main material.

According to Y. Bystrova, the concept of «innovative teaching methods» is a multicomponent as it combines all those new and effective ways of the educational process (acquisition, transfer and production of knowledge), which, in fact, contribute to the intensification and modernization of education, develop creativity and personal potential of higher education students [4].

The main method of improving foreign language teaching is the introduction of the latest information technologies. In accordance with the innovative ways of development of higher technical education and actualization of foreign language training in the conditions of the global information world, the research and disclosure of topical issues of the development of intercultural communicative competence of students in higher education institutions can be traced in the works of both domestic and foreign scientists: the role and place of modern technologies in the educational process (M. Simonson, R. Hartigan, V. Bezpalko,); the use of new information technologies in the process of forming global competences of graduates of higher education institutions (K. Richards, A. Nisimchuk, O. Tsyrukun,); linguistic and methodological strategies for the formation of foreign language communication (M. Collins, T. Vasilieva, A. Rashevskaya,); online learning and Internet resources (T. Gosteva, T. Ivanova).

Exploring innovative trends in foreign language teaching in the context of European integration, T. Anoshkova notes: «The new socio-cultural reality has made learning foreign languages one of the priority tasks for future specialists and thus necessitated the modernization of modern higher education system. Since the process of teaching and learning a foreign language is considered to be more complex than similar processes for most other subjects, improving the efficiency and effectiveness of learning is a relevant topic for research» [1].

Thus, a foreign language is traditionally a difficult discipline to learn, and on the other hand,

nowadays the overuse of English in the media, the Internet, in the field of linguistic neologisms creates a favorable didactic and extra-didactic situation. According to N. Antoniuk, the new strategy of learning foreign languages in higher education institutions is a deductive principle, according to which the didactic dynamics proceeds from the general (environment, communication) to the particular (individual), which implements a student-centered approach (learner-centered lessons), and the purpose of such educational activities is the professional orientation of foreign language competencies, the ability to intercultural interaction, further socialization and expansion of knowledge, worldview and cultural horizons [2]. O. Ishchenko and O. Matviyas, focusing on the study of foreign languages in the context of our country's accession to the European educational continuum, note that it is necessary to adopt a European template in teaching English, which provides a practical strategic approach that would develop the most basic competencies of a modern person: focus on innovation, readiness for communication at any level (everyday, educational, business), interdisciplinarity and student-centeredness, the ability to self-learning and self-improvement [11]. However, such reforms, as a rule, meet resistance from the older generation of teachers, and sometimes even students.

Having analyzed foreign experience, T. Balanova defends the principle of intervals proposed by A. Mason. Interval repetition involves preliminary study of mainly lexical material with subsequent repetition with increasingly longer intervals: from 20 minutes to several days. The time for repetition becomes less and less, but on average it is 30 minutes a day. The methodical tandem of study-repetition with average linguistic abilities allows to learn up to five hundred words per month. Using this method, of course, requires deep motivation and self-regulation. At the first stages, you can use mobile applications with reminders set for a certain time. In general, methodologist gives a whole list (with comments) of applications and services that are available to every user of a modern smartphone: AnyMemo, Memorize anything, SuperMemo, LinguaLeo, Memrise, EasyWords [3, p. 6].

Methodologists, taking into account the requirements and challenges of the time, realized the inability of traditional methods of teaching English. Based on the above mentioned contradictions and unresolved didactic tasks, it can be argued that the topic of using innovative strategies in teaching English in higher education

institutions is relevant and worthy of scientific explication.

However, even today the issues of an integrated approach to the introduction of innovative strategies, methods and technologies of teaching English in higher education institutions remain insufficiently researched.

One of the priority directions of education reforming according to the State National Program «Education. Ukraine of the XXI century» is «achieving a qualitatively new level in the study of foreign languages» [13, p. 118]. Teaching a foreign language at different stages is of particular importance in the context of the processes of personal development, globalization and the need for specialists to be proficient in at least one foreign language. Therefore, the educational system of Ukraine faces the need to find effective strategies and methods of teaching a foreign language, as well as updating the content and methods of applying innovative approaches to teaching a foreign language.

In modern socio-economic conditions a social order for deep knowledge of a foreign language by students of our country has been formed, as the role of a foreign language as a means of intercultural communication is significantly increasing. There are also such pronounced trends in foreign language education as: the growth of the status of a foreign language, the strengthening of motivation to learn it, the functional orientation of language teaching. The state educational standard of higher education requires taking into account the professional specifics in teaching a foreign language, its focus on the implementation of future professional activities of graduates. However, language teaching with a professional orientation currently remains unsatisfactory and the level of professional foreign language competence of graduates is low which does not meet the modern requirements of society and the labor market.

Modern methods of teaching foreign languages offer a wide range of strategies, teaching concepts, methods and technologies – both traditional and innovative. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. So the term «innovation» comes from the Latin «novus» – new or English «innovation». Innovations are essential active elements of the development of education in general and the implementation of specific tasks in the educational process which cause certain

changes in the educational sphere [6, p. 14]. In other words, innovative methods should use the achievements of science, technology and economics. The analysis of the existing literature allows to define the concept of «innovation» in accordance with the organization of the process of teaching a foreign language as the use of foreign experience and its extrapolation to the domestic educational environment; the use of traditional scientifically based methods of the past in modern conditions; the creation of completely new pedagogical teaching technologies [5].

Innovative technologies include such approaches to teaching foreign languages as interactive and multimedia. The purpose of interactive learning is to create comfortable learning conditions in which students feel their success, their intellectual excellence. It should be remembered that the essence of interactive learning is that the learning process should be constantly filled with active interaction of all students.

To solve educational tasks, the teacher uses such interactive forms as case technologies, round table, debates, business games, trainings, brainstorming, group discussions, project method.

The leading features and tools of interactive pedagogical interaction are: dialogue, intersubjective relations, creating a situation of success, freedom of choice, optimism and positivity of evaluation. The use of interactive methods in the pedagogical process encourages the teacher to constant improvement, creativity, professional growth and development.

One of the most promising methods for the foreign language skills formation of future specialists are games, including business simulation games, which act as a means of adaptation to work, social contacts in professional situations. One of the forms of application of business simulation games is game design. Game design is understood as the process of organizing game interaction of students who develop a project of real activity in the course of group work [14].

Business simulations can be applied in micro case studies (up to 4 students) and macro case studies (from 5 students). They consist of a certain number of professional tasks in which the main goal is to come to an agreement or find interaction with a partner.

Thus, in the situations created by teachers there is a simulation of social and substantive content of future professional activity, which contributes to the understanding of the requirements for a successful specialist. During the game, group discussions are used which focus on both the

subject side of the problems to be solved and the peculiarities of interaction of future specialists.

Innovative teaching methods include: e-learning, m-learning, u-learning, f-learning, blended-learning, which use interactive and computer-based learning technologies.

Electronic learning (e-learning) is a learning system that offers the use of Internet resources, electronic libraries, educational and methodological electronic materials, virtual laboratories and workshops, etc. Mobile learning (m-learning) is the transfer of knowledge to mobile devices using WAP and GPRS technologies, which makes the learning process flexible and accessible. An important point is learning anywhere, at any time. Ubiquitous learning (u-learning) is a technology of continuous learning using information and communication tools in all spheres of society. For the implementation of u-learning, appropriate training materials are needed that are transferred to mobile devices. During the implementation of ubiquitous learning there are the following problems: the need for free Wi-Fi, limited battery life of the mobile device and continuous recharging (wireless), creation of appropriate software and methodological software. «Flipped learning» is a form of active learning that allows to «flip» the usual learning process in the following way: students outside the classroom review the relevant training materials that will be considered at the next lesson, independently study the theoretical material and in the classroom they discuss it, perform practical tasks. Since the effectiveness of these methods in its pure form remains problematic, most often in the educational process a blended learning model is used, which combines the above technologies with classroom lessons according to the traditional system [10].

Among the most effective innovative technologies of teaching English in higher education institutions are the following: virtual learning, project-based learning, case technologies, flipped learning.

In virtual learning, the main role is given to the Internet, which usually plays an important role in teaching English, as authentic materials, texts, tasks, audio and video materials are used in the teaching process. An innovative strategy in teaching English is the use of digital platforms such as Moodle, Google Classroom, Edmodo and others. These resources create an educational space where you can ask questions, discuss problems, conduct classes in the cloud and so on.

Flipped learning, as one of the models of blended learning, involves changing the

traditional methods of classroom and extracurricular learning, individualization, flexibility, differentiation and personalization of learning, changing the role of the teacher and student and the assessment process [8].

The project method occupies a special place among innovative technologies in teaching English. The author of the project method is W. Kilpatrick. Today the project method is widely used in the practice of teaching students in various disciplines, which involves relying on the creativity of students, involving them in research activities and organizing training in cooperation. Group work on projects allows to get the skills of teamwork, to argue the choice, that is, to show your personality, to evaluate oneself as a person and see one's actions through the eyes of others. Thus, one of the main tasks of project activity is to develop students' reflective skills. Project activity is defined as a search and research activity, which involves not only the achievement of a particular result, which is formalized in the form of a specific practical output, but also the organization of the process of achieving this result. The project method can become one of the most effective means of forming and developing the personality of a student who can navigate in a huge flow of information, is able to make non-standard decisions, reveal his intellectual, spiritual and creative potential, increase motivation for educational and cognitive activity.

Project activities can also take place in the form of case technologies, which include the method of situational analysis, game design, incident method, discussion method, method of situational role-playing games. Case technologies are traditionally used in teaching when students are offered specific situations from practice. Teachers who use the case method have different understanding of its essence and it is interpreted as: an innovative technology in the methodological context; a complex system in which other methods of cognition are integrated; a form of organizing students' independent work; a project; a method of organizing educational material (for example, foreign language speaking); a type of group work; a means of teaching professionally oriented communication in a foreign language. Methodologists and teachers define certain components in the structure of the case: exercises that ensure the activation of four components that are distinguished in teaching foreign language speaking: motivational, procedural, effective and reflective. The exercises can be divided into three

groups: 1) aimed at providing students with a teaching and speaking situation, topic, problem; 2) aimed at preparing discussions, projects, brainstorming; 3) controlling.

The use of case technologies contributes to a better assimilation of the material content and practice of the acquired skills in practice, personal development of students and the development of their analytical skills, the ability to work in a team and make generalized decisions, plan their actions, anticipating their consequences.

Another technique is «total-physical response». The basic rule of this method is: a person cannot understand what he has not passed through himself. According to this theory, the student at the first stages of learning does not say anything. First, he must receive a sufficient amount of knowledge that accumulates. During the first twenty lessons the student constantly listens to a foreign language, he reads something, but does not speak a single word in the language being studied. Then in the process of learning there comes a period when he has to react to what he has heard or read, but to react only by action. It all starts with learning words that mean physical movements. For example, when they learn the word «stand up», everyone stands up, «sit down» – they sit down, and so on. Only when the student has accumulated enough information, he becomes ready to start speaking. This method is good first of all because the student feels very comfortable in the learning process. The necessary effect is achieved due to the fact that the student passes all the information received through himself. It is also important that in the process of language learning using this method, students communicate (directly or indirectly) not only with the teacher, but also with each other [7].

Another highly effective new method of teaching is the use of language portfolio in the process of studying at a higher educational institution, as it is a means of increasing the level of independence of students in learning activities and their professional and personal development. The language portfolio can be presented in electronic or paper form as a folder containing all completed and checked control works and tests with the teacher's assessment and comment, projects, presentations, feedback on the implementation of various activities to improve language and speech skills (reviews of articles, books, films, participation in competitions, conferences, etc.) Forms of work with the language portfolio can be different depending on the purpose of the foreign language course,

specialization, level of basic knowledge, duration of the course, learning situations. Methodologists emphasize that it is impossible to talk about the only correct way of maintaining a portfolio or its only structure. Variations of this flexible methodology are possible to adapt it to the content of learning and the needs of students.

According to the general opinion of teachers and students, the systematic maintenance of the language portfolio increases the motivation of students, promotes the development of a conscious attitude to learning and its results. This method allows to specify the tasks of learning a foreign language, organize better independent work, teaches students to learn the language on the principle of autonomy, assess their level of language proficiency, present themselves to the employer or educational institution where the student wants to study.

Conclusions and further research prospects. The current state of foreign language teaching can be characterized as a state of struggle between traditional methods and innovations. Undoubtedly, the prevalence of one type of teaching will lead to extremes. If traditions prevail over new trends, then there is stagnation, stagnation in science and practice, but if in the innovation pursuit we forget traditions, then science will have nothing to rely on [12]. An optimal balance of traditions and innovations, an integrated combination of various technologies

and methods of teaching a foreign language is needed, and for this there is a need to use an integrated approach.

As practice shows, combination of traditional and innovative methods in teaching a foreign language activates the cognitive activity of students, enhances their interest and motivation, develops the ability to learn independently, provides the maximum possible connection between students and teacher. The use of such methods in higher education institutions in foreign language classes stimulates the formation of foreign language professional communication abilities of future specialists. It is in the active cognitive activity directed by the teacher that students master the necessary knowledge, skills, abilities not only for educational, but also for future professional activities. Students have a need to establish communicative interaction, develop an orientation towards joint activities, business cooperation, form the ability to compromise, defend their own opinion and at the same time find a collective solution to the problem, trace a clear and logical argumentation of the position, show interest in solving common issues. And all this contributes not only to the expansion of students' sectoral knowledge, but also affects the effectiveness of foreign language proficiency of future specialists as an important tool for their successful professional activity in a modern multicultural and multilingual community.

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