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INNOVATIVE APPROACHES TO TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATION

The article is devoted to solving the problems of the methodological organization of the process of teaching a foreign (English) language in higher education in the context of strengthening its role in all spheres of socio-economic life. By studying theoretical and methodological aspects of innovative learning technologies, the most effective of them have been substantiated in the context of choosing technologies and methods for teaching English in a modern university.

It was emphasized that despite the fact that foreign languages were constantly taught in higher education, its study was not among the priorities for a long time being of a secondary nature. Later, the situation changed radically, and English became objectively considered as a prerequisite for successful employment and career. Therefore, the methodology of its teaching required radical changes, the introduction of innovations in order to achieve practical results.

Disciplines related to the study of a foreign language, in particular "Foreign language for professional purposes" and "Business foreign language" today cover the entire spectrum of communication in the academic environment, as future specialists can be involved in scientific research, conferences, professional discussions, business negotiations, etc.

The process of learning a foreign language should take place with an emphasis on communicative skills, which contribute to transition from learning to using it in practice. Innovative study methods stimulate students to show language activity, speeding up the process of speaking a foreign language.

Another key direction of innovative changes in foreign language teaching, considered by the authors, is the active implementation of various distance learning technologies. The experience of using remote learning technologies available before the COVID-19 pandemic, as well as those that appeared after the introduction of quarantine restrictions, is considered.

It is noted that the effectiveness of using innovative learning technologies directly depends on the level of teaching staff training. In this connection, the role of the teacher changes fundamentally. He ceases to be a repeater of information to the audience. He should become the organizer of the educational process, the effectiveness of which ultimately depends on his professionalism.

Key words: *innovations, innovative pedagogical technologies, higher school, foreign language teaching.*

Problem formulation. Learning foreign languages is of particular importance in the context of European integration of Ukraine. Knowledge of a foreign (primarily English) language is today an objective necessity when preparing a competitive specialist in any field. In turn, the modernization of higher education dictates the search for new methods, and techniques that would contribute to the effective teaching of students, including foreign languages. In order to achieve high results modern education should be characterized by constant information content and use of modern information technologies. At the same time, more and more attention is being paid to substantiating the high educational potential and effectiveness of using innovative technologies in teaching English for higher education students.

The accession of Ukraine to the unified educational space as part of the European integration process and the signing of the Bologna Declaration led to changes in the system of higher professional education regarding compliance with European standards. It requires fundamental transformations in the field of teaching foreign languages in accordance with the recommendations of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment [3].

In November 2023 Verkhovna Rada of Ukraine adopted as a basis the project of the Law "On the Use of the English Language in Ukraine" (No. 9432). The goal of the initiative is to contribute to Ukraine's competitiveness, increase its investment and tourist attractiveness, expand the use of English in public spheres of social life, and create favorable condi-

tions for its mastery by Ukrainian citizens [1]. The law provides for: establishment of a special status of the English language in Ukraine as a language of international communication; significant expansion of the scope of the English language in Ukraine. The English language will be mandatory in certain public spheres of social life where international communications are available.

Expanding the scope of the English language in Ukraine will contribute to the activation of the processes of integration of Ukrainians into the European community. Every Ukrainian who learns English will be much more aware of European life. It will also help the formation of Ukraine's subjectivity in the world globalization processes [7].

Research and publications analysis. The analysis of methodical literature showed that there are many innovative teaching methods that can be used when learning a foreign language. One of the main concepts currently in use is the experiential learning theory created by the American researcher David Kolb. This theory largely explains the essence of the interaction processes occurring during interactive learning. The problem of innovative methods in teaching foreign languages was studied by such scientists as O. Blizniuk, L. Panova, Ye. Borzov, P. Hurvych, M. Demianenko, K. Lazarenko, S. Miller, R. Milrud, H. Savchenko, and others. Among foreign scientists, the issue of innovativeness was investigated by E. Atkinson, L. Barnes, C. Bonwell, P. Carrell, C. Christensen, P. Daly, A. Devine, J. Eison, G. Gibbs, A. Hansen, and others.

However, taking into account the growing role of the English language in all spheres of socio-political and economic life as well as valuable experience gained while working remotely under quarantine restrictions the issues of studying innovative approaches to teaching English in higher education are of paramount importance and require further research.

The purpose of this article is to study innovative methods for increasing the effectiveness of teaching foreign languages in higher education, taking into account modern realities.

Main part. In our country, foreign languages have always been taught in higher education institutions. However, the method of teaching foreign languages changed and was determined by the goals and objectives of the state's development. The emergence of the term "non-language university" testifies to the fact that there was a period in the history of our country when the study of foreign languages was of a secondary nature, and specialists who did not speak a foreign language were opposed to the ones for whom a foreign language was their specialty [2].

Over time, the situation has changed. English is required for representatives of all specialties. It is a necessary component for employment and successful career. Many researchers, justifying the effec-

tiveness of innovative technologies in the system of teaching foreign languages, insist on increasing the share of interactive learning and the dominance of innovative pedagogical technologies over traditional ones. The main achievement from our point of view was the rejection of the translation method, which had dominated for a long time in the study of foreign languages. This method made it possible to prepare a specialist who had a certain vocabulary and could read and understand professional texts. At the same time, such a specialist could neither speak a foreign language, nor conduct a professional discussion. Today, almost absolutely all curricula within any specialty include a communication component. The students not only read and translate professional texts, but write essays, prepare presentations, act out dialogues and role-playing situations. They learn to speak, and not to translate.

In non-language universities, several disciplines related to a foreign language are taught: "Foreign language", "Foreign language for professional purposes", "Business foreign language", "Foreign language in research and academic field", etc.

A foreign language for professional purposes covers the language for business communication and communication in an academic environment, as future specialists can be involved in conducting scientific research, communicating with foreign colleagues, in symposia, congresses and conferences, writing articles, abstracts, reports, reading scientific and special materials, in speeches with presentations, listening to lectures. Language learning involves teaching students to communicate in the most important key aspects of the business and professional field, forming skills in writing resumes, carrying out business correspondence and giving presentations, developing foreign language linguistic, sociocultural and professional competences at an appropriate level [3].

Another key direction of innovative changes in foreign language teaching is the active implementation of various distance learning technologies. Since the beginning of 2020, society has realized the importance and relevance of IT technologies, and distance learning in particular. Nowadays, many people use Internet technologies to carry out their professional activities remotely. This forced measure was introduced due to the COVID-19 pandemic, and then the martial law in the country in connection with the large-scale invasion of Russia, leading to significant changes in educational process. In a short period of time, both teaching staff and students had to switch to distance learning, since this form of education fully met all the needs of educational process participants in the existing conditions.

It should be noted that distance learning was not something completely new in the education system. In the National Academy for Public Administration under

the President of Ukraine (NAPA) since 2003, correspondence-distance education has been introduced. Correspondence-distance learning in the NAPA system was a form of organization of educational process and was implemented as a combination of the correspondence training and distance learning technologies. The introduction of distance learning technologies makes it possible to modernize the traditional model of correspondence education in accordance with the requirements of the modern information society and achieve the following advantages:

- shortening the duration of face-to-face sessions (up to 1 week);
- uniform rhythmic distribution of the study load during the semester and improvement of the quality and efficiency of training; full provision of the student with electronic teaching and methodical, informational materials necessary for mastering the educational program;
- study at your own pace, according to your own characteristics and capabilities, in conditions favorable to you, without breaking away from the main activity (remotely);
- permanent consultative support by teachers during the entire period of study [5].

Therefore, academic staff of the NAPA already had a sufficiently significant experience of teaching in conditions of distance between the student and the teacher with the help of modern information and communication technologies.

But here there was another important issue: according to the conditions of distance learning, teachers must not only carry out the educational process in a remote form, but also evaluate the students' work remotely. This necessity created quite a lot of problems for the Academy staff. What is the best way to evaluate students? Should it be done in the test form, or combined with communication using video conferences? There were a lot of challenges. How to ensure that students attend video lessons and keep them motivated throughout the lesson? How to stimulate students to complete tasks on time? All these and many other issues were discussed by educators at various seminars, webinars and pedagogical platforms.

In order to carry out the educational process, the academic staff used the Google Classroom platform, which offers many opportunities for high-quality teaching. This is the ability to post announcements for the entire group or course, posting tasks with an indication of the maximum score and deadline, as well as monitoring their completion. It is also a handy electronic spreadsheet where you can track each students' progress and update their grades. In addition, there is an opportunity to comment on the completed work, point out mistakes, make tests, regulate their timing etc.

Oral communication with students is usually carried out using Google Meets and Zoom video con-

ferences, each app having its supporters. It probably depends on the individual teaching style. Both applications offer enough tools to ensure a quality learning process: the ability to display textbooks in electronic form, as well as presentations, videos, or individual files. The teacher can highlight some part of the text on the screen, or enlarge it, etc... [4]

Under the conditions of teaching foreign languages based on the principle of combining video conferences and classroom-based learning, in order for the process to take place correctly, it is necessary to decide which material requires discussion and processing during video conferences, and which can be placed in classroom tasks. During video conferences, there is not enough time to master all the material, so some types of assignments can be placed in classrooms where homework can also be posted, checked, and graded. Taking into account the above, it can be concluded that the independent work of the student, combined with distance learning, when using Internet resources, makes it possible to solve many tasks of today.

One of the forms of distance technologies application is blended learning, which is appreciated by students. This is confirmed by studies even among Western universities, which abolished quarantine restrictions long ago. Among the 119 universities in the United Kingdom at the beginning of 2022, 74 chose blended learning, 44 only face-to-face learning, which indicates the superiority of blended learning over face-to-face learning [7].

Blended learning (also known as hybrid learning) is a learning method that combines synchronous (traditional, face-to-face) learning and asynchronous (digital) learning, giving students greater flexibility in their learning experience [7].

The issues of organization and implementation of blended learning in the conditions of martial law are gaining compelling relevance. For several years, scientists from all over the world have discussed the main aspects, disadvantages and advantages of blended learning at various forums, conferences, round tables, etc. Especially during the COVID-19 pandemic, when almost all educational institutions introduced such form of training. Most universities use online or digital learning for lectures, non-interactive online sessions, seminars, labs, hands-on activities, workshops and small group work.

When teaching foreign languages online, foreign language teachers in UK universities prefer Zoom (a cloud-based video conferencing platform that can be used for video conferencing, audio conferencing, webinars, meeting recordings and chat), Google Meet (a video calling service developed by Google) and Teams (a platform for teamwork in Office 365 from Microsoft) [7].

The biggest advantage of the Zoom platform is the ability to divide the group into subgroups in sev-

eral rooms, which is very appropriate for practicing communication in a foreign language. As for Google Meet, the main advantage of this application is that neither the teacher nor the student needs to register additionally. It is enough to have an account on the Google network. This application works well both on a PC and on a smartphone or a tablet. Microsoft Teams is a single app that has chats, video calls, meetings, files, tasks, and calendar in one place [7].

The introduction of innovations in learning foreign languages directly affects the teacher's work in the classroom. For several decades, the education system was dominated by a largely authoritarian approach. As a result, students played the role of passive objects who rarely take the initiative.

While analyzing the teaching experience used in other countries, we can see the following: the teacher is a consultant, advisor, colleague, and not a repeater of information. That is, students take a direct part in the educational process, which encourages independent decisions, modeling situations, and thinking. The teacher creates and controls the process of mastering language skills for each student individually [6].

At present, person-oriented education comes to the fore, being aimed at changing the situation and involving students in the process. At the same time, the teacher strives to develop the necessary qualities in a person in order for him to be an independent person. Due to this, the process of learning a foreign language is more efficient.

It should be noted that the act of communication is the main component of communicative activity, which plays an important role in foreign languages development. The student must be able to communicate in the language he is studying. It is necessary to pay sufficient attention to the formation of speaking skills and the development of communicative competence.

With the development of high technologies, the usual methods of learning from books, doing similar grammar exercises, reading and translating texts are taking a back seat. Traditional methods of grammatical translation do not build language skills. The student may read and translate various texts, but he may experience difficulties when applying knowledge of a foreign language in real situations. The communicative approach allows you to transform knowledge of grammar and vocabulary into the formation of oral and written skills. Herewith, one of the key tasks is vocabulary enrichment when new words are stored not only in the passive, but also in the active form. In other words, a student must not only know the translation of a word, but also be able to use it in oral speech or writing.

As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or

helping with leading questions. During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to "feel" new words and remember situations in which they are used correctly [8].

Besides this movies and videos in a foreign language can be implemented into the learning process. Having watched the video which can be divided into fragments, students are asked questions. Teachers may also organize some group discussion using different techniques to achieve the desired result.

Invaluable help for students in learning a foreign language can be provided by Internet. The global web gives a unique opportunity for students to use authentic texts, communicate with native-speakers, creating natural language environment and forming the abilities of intercultural cooperation. Access to the Internet creates incentives to know a foreign language fluently. Internet as a means of transferring information is especially urgent for students' independent work after classes [8].

Internet-resources, educational software, special multimedia programs, as well as modern technical equipment considerably optimize the teaching process offering the following advantages:

- increase of motivation and enthusiasm of students and teachers through active involvement in the process of live communication;
- visibility of the result after each activity;
- self-education of students, acquiring skills to evaluate and analyze information;
- rational organization of educational process, both in the classroom and in the condition of independent work.
- professional development – communication skills of students and teachers.

The biggest problem when using interactive methods in classes on learning a foreign language is the passivity of students, this is due to their emotional stress. A modern student is afraid to express his own opinion, he has an overwhelming fear of the audience, the fear of being ridiculed for his mistakes. The teacher's task is to use various interactive methods to reveal the potential inherent in each individual, to improve students' communication skills [6].

It is necessary to take into account the level of training of students. The teacher should divide the roles in such a way that all even weak students participate in the work. It is possible, in our opinion, to distribute simple roles to them, giving roles that require more preparation to advanced level students.

Game method contributes to good assimilation of knowledge, abilities and skills. The use of business games in classes helps to maintain the emotional stability of students. Changing the type of activity con-

tributes to good assimilation of educational material, stimulates attentiveness, memory, and critical thinking. Business situational games allow you to simulate critical situations related to the future professional activity of the student, can evoke every day, extraordinary, conflict, and life situations. Role-playing in classes encourages quick memorization of language patterns. In this way, the effect of improvisation is achieved, the development of creative potential is stimulated, and confidence is formed. Students get rid of the fear of incorrect pronunciation or inappropriate use of words, phrases, language patterns.

Interactive methods include anticipatory creative tasks. For example, shooting mini films in a foreign language is quite interesting and stimulating. It can be tours of the native city, reports, interviews with interesting people [6].

Conclusions. The solution to the problems facing higher education depend on many objective and subjective factors. First of all, educational technologies must change to forms of education that would develop students' creativity and universal skills. The work of a teacher in a classroom under new conditions cannot be reduced only to the repeating of knowledge. The goal of the educational process is to instill in students the skills of participation in acquiring and applying knowledge, and to develop abilities for lifelong education. It is necessary to organize the educational process in such a way that young people develop the need to work creatively with information. In professional activities, this will make it possible to successfully master new specializations and quickly adapt to changing technological and socio-political processes without additional training and corresponding costs.

The quality of training of specialists is influenced by the balance of organizational, methodological, information and technical support. The information environment must be saturated with a sufficient database, various methodological developments, training and monitoring programs. The successful mastering of foreign language is facilitated by the introduction of information technology. They must be considered as a tool with which one can increase the depth of students' assimilation of educational material and significantly enhance students' independent work. Therefore, the development of innovative technologies and their introduction into the educational process is crucially important.

Therefore, the improvement of the methodology of teaching a professional foreign language can be seen in its optimization based on the principles of competence and communicative approaches; in the development of effective models and teaching methods that will motivate higher education students to self-improvement and independent work on improving

a foreign language even after graduating from a higher education institution. At the same time, new innovative methods of learning a foreign language in institutions of higher education are effective under the condition of high professional training of the teacher, his ability to organize the process and adapt students.

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Маєв А. П., Романенко Т. І. Інноваційні підходи до викладання іноземної мови у вищій школі

Статтю присвячено вирішенню проблем методологічної організації процесу викладання іноземної (англійської) мови у вищій школі в контексті посилення її ролі в усіх сферах соціально-економічного життя. Шляхом вивчення теоретичних та методичних аспектів інноваційних технологій навчання обґрунтовано найефективніші з них у контексті вибору технологій та методів викладання англійської мови у сучасному університеті.

Наголошено, що попри те, що іноземні мови постійно викладалися у вищій школі, її вивчення тривалий час не було серед пріоритетів та носило другорядний характер. Згодом ситуація кардинально змінилася, і англійська стала об'єктивно розглядатися як обов'язкова передумова вдалого працевлаштування та успішної кар'єри. Отже, і методика її викладання потребувала кардинальних змін, запровадження інновацій з метою досягнення практичних результатів.

Дисципліни, що пов'язані з вивченням іноземної мови, зокрема «Іноземна мова за професійним спрямуванням» та «Ділова іноземна мова» охоплюють сьогодні весь спектр комунікації в академічному середовищі, оскільки майбутні фахівці можуть залучатися до участі у наукових дослідженнях, конференціях, професійних дискусіях, ділових перемовинах, тощо.

Процес вивчення іноземної мови має відбуватися з акцентом на комунікативні здібності, що відкриває можливість переходу від вивчення до використання її на практиці. Інноваційні методи вивчення стимулюють студентів до проявлення мовної активності, сприяють пришвидшенню процесу говоріння іноземною мовою.

Ще одним ключовим напрямом інноваційних змін у викладанні іноземної мови, що розглядається авторами, є активне впровадження різноманітних технологій дистанційного навчання. Розглядається досвід застосування дистанційних технологій навчання наявних до пандемії COVID-19, а також тих, що з'явилися після запровадження карнатинних обмежень.

Авторами зазначається, що ефективність застосування інноваційних технологій навчання безпосередньо залежить від рівня підготовки викладацького складу. У зв'язку з цим роль викладача принципово змінюється. Викладач перестає бути ретранслятором інформації в аудиторії. Він має стати організатором навчального процесу, від професіоналізму якого залежить у підсумку його ефективність.

Ключові слова: інновації, інноваційні педагогічні технології, вища школа, викладання іноземної мови.