

УДК 811.133'294.4

DOI 10.31494/2412-9208-2021-1-2-134-140

THE PECULIARITIES OF USING INOVATIVE METHODS ON THE LESSONS OF THE ENGLISH LANGUAGE IN HIGH SCHOOL

ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІННОВАЦІЙНИХ МЕТОДІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В СТАРШІЙ ШКОЛІ

Maryna SHEVCHENKO,
The candidate of philosophic
sciences, the associate professor

Марина ШЕВЧЕНКО,
кандидат філософських наук,
доцент

an.skoryk91@gmail.com

<https://orcid.org/0000-0001-5120-5872>

*Donbas state teachers' training
university,*

*Донбаський державний
педагогічний університет,*

✉ 19, Batyuk street, Sloviansk,
Donetsk region, 84116

✉ вул. Батюка, 19, м. Слов'янськ,
Донецька обл., 84116

Original manuscript received: May 28, 2021

Revised manuscript accepted: September 15, 2021

ABSTRACT

The article considers the use of innovative methods in English lessons on the example of personality-oriented method. The tasks of modernization of education cannot be solved without the optimal introduction of modern educational technologies in all its spheres. The use of innovative methods gives impetus to the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level. Work with the use of such methods should be organized in such a way that from the very beginning it becomes a powerful psychological and pedagogical means of forming a motivational plan for students, a means of supporting and further developing their interest in the subject. It is emphasized that properly organized work of students with the use of innovations can promote in particular the growth of their cognitive and communicative interest, which in turn will enhance and expand opportunities for independent work of students to master a foreign language, both in class and after school.

It is emphasized that the use of innovative forms of learning in contrast to traditional methods gives the student a major role in the acquisition of knowledge, in which the teacher is an active assistant, organizes, directs and stimulates learning activities. In his work, the teacher must not only solve educational problems, but also create conditions for students to independently creatively search, encourage them to research, develop skills of orientation in a huge information space and independent decision-making. And as a necessary condition in solving the tasks is the introduction of innovative technologies in the educational process. The constantly evolving system of information support in combination with technical support ensures the quality of the educational process.

Innovative methods have become an integral part of the process of teaching and learning English. They help students to acquire the necessary skills for free use of English in a short time, namely: listening, reading, writing and communication skills. Given the importance of innovative methods, it should be noted that the central place in the teaching process is the personality of the teacher, who selects, evaluates and

implements new methods. Thus, innovative methods help the teacher to solve a large number of organizational issues, to make the lesson more interesting, but innovation cannot completely replace the teacher. An analysis of other innovative trends in the teaching of English may be a prospect for further research.

Key words: educational process, innovation, method, knowledge, project.

Introduction. In the last few years, special attention has been paid to the use of innovative technologies in the teaching of foreign languages and other disciplines. This is primarily due to a change in the structure and content of general secondary education, when the student is required to leave school not just a set of knowledge, skills and abilities, but a certain system of communication, information and some other competencies that will help him quickly navigate in the modern world, where the key point is the information and methods of its receipt and processing. In the teaching of a foreign language, the use of innovative technologies allows to bring students to a fundamentally new level of mastering a foreign language, increase learning motivation, prepare for various exams and tests.

Academician A. Myrolyubov noted that any subject makes its specific contribution to the formation of a creative and independent personality. Learning foreign languages contributes to the intellectual and creative development of students.

Today the school is faced with the problem of active creative perception of knowledge, so it is necessary to make the learning process more exciting and interesting, to reveal the importance of knowledge obtained at school and their practical application in life. Solving these problems requires the use of new pedagogical approaches and technologies in the modern secondary school. Each subject has its own specifics and, accordingly, the specifics of the use of certain methods, innovative learning technologies.

The rapidly changing conditions of modern man-made society make new demands on the modern teacher – a professional, whose creative pedagogical activity at the present stage involves high professional mobility, readiness for creative self-realization, mastery of the art of professional communication, ability to creatively apply and develop pedagogical technologies. responsibility for solving the tasks set before him.

Object of research: activity of the teacher and pupils at a lesson of a foreign language at use of innovative methods.

Subject of research: the process of using innovative methods on a foreign language lesson.

Objective: to study the process of using various innovative methods as an effective means of learning a foreign language.

Tasks:

- to study the literature on the topic;
- to analyze the practical use;
- to characterize the work with innovative technologies.

Hypothesis - the use of innovative methods in foreign language lessons promotes better and better learning.

Methods: observation, conversation, critical analysis of special literature.

The theoretical significance of the study is to develop a scientifically sound model of teaching English, taking into account the peculiarities of the linguistic material.

The practical significance of the work is that the results of a comprehensive study can be used both by teachers in professional practice and in the theory of didactic research in order to further intensify and improve the quality of education.

The research material is the work of domestic and foreign researchers in the fields of pedagogy and psychology.

Analysis of research and publications. The issue of application of innovative methods has been considered by many domestic and foreign scientists. The results of these studies are reflected in various provisions of psychology and pedagogy: the principles of didactics and theory of informatization and education management (B. Gershunsky, G. Kleiman), leading psychological and pedagogical theories of learning (V. Artemov, L. Vygotskaya, P. Halperin, I. Zimnya, A. Leontiev), methods of teaching foreign languages (I. Berman, I. Bim, N. Gez, M. Weisburd, V. Tsetlin, A. Mirolyubov, I. Rakhmanov, K. Folomkina), principles of technologicalization of training (S. Arkhangelsky, M. Leibovsky, V. Bespalko, R. Williams, K. McLean).

Results and discussions. The new humanistic educational paradigm poses an important task to the educational system: to prepare an educated, creative person who is able to adapt to the changing socio-economic environment, rationally organizes independent activities. Changes in the education system are aimed at making it more adapted to the changes taking place in the economy, social life of the country, integrated into the world education system.

Introduction of innovative technologies into the educational process is a defining feature of modern education. According to many scholars, the concept of innovation originated in the nineteenth century and meant the introduction of some elements of one culture into another. There are many interpretations of this concept in the scientific literature today, but they all have one thing in common: innovation is the introduction of something new. Innovation is understood as a purposeful process of making changes in a certain social unit, which leads to the emergence of new stable elements. Innovation in the field of education is aimed at the formation of personality, its ability to scientific, technical and innovative activities, to update the content of the educational process.

The word technology comes from the Greek word «*techne*» – art, skill, ability. In the dictionary of the Ukrainian language this concept is characterized as follows:

1. A set of knowledge about the methods of carrying out any production processes.

2. The set of operations performed in a certain way and in a certain sequence, of which the process consists. Thus, technologies denote a system of actions that lead to the expected result (Kacherovska, 2000).

Each pedagogical epoch has given birth to its own generation of technologies. The first generation of educational technologies was a traditional technique; second and third generation technologies were modular-block and integral-block training systems; the fourth generation of educational technologies includes integrated technology.

The introduction of non-traditional pedagogical technologies has significantly changed the educational and developmental process, which allows to solve many problems of developmental, personality-oriented learning, differentiation, humanization, formation of individual educational perspective of students.

In our country and abroad serious researches on problems of technology of pedagogical activity are conducted. We are talking about the evolution of this concept, the essence of which, in our opinion, is to consistently expand its scope: from technology as an element of technical adaptation in the teacher to a qualitatively new understanding of teaching as a systemically organized social sphere. Learning technology, as S. Spaulding points out, «includes a holistic goal-setting process, constantly updating curricula, testing alternative strategies and learning materials, evaluating pedagogical systems in general, and setting goals from the outset as soon as new effectiveness information becomes known systems. This is just one of the definitions of pedagogical technology, because there are many of them. In this context, we consider technology as a set of techniques that allow in a certain sequence (guided by logic cognitive activity and features of the method used) to implement such a method in practice» (Kacherovska, 2000).

All technologies are characterized by certain common features: awareness of teachers and students, efficiency, mobility, integrity, openness, independence, individualization.

The process of learning English may have its own specifics and, accordingly, the peculiarities of the use of certain methods and technologies of teaching. While in theoretical didactics there are debates about the boundaries and possibilities of creating new pedagogical technologies, in the system of teaching foreign languages have long been created methods that claim the status of technology, ie have a high degree of reliability, stability and reproducibility. When we talk about the manufacturability of pedagogical experience, we mean those of its elements that correspond to the signs of manufacturability:

- reproducibility (the possibility of repeating the methods and techniques of another teacher);
- efficiency (the ability to achieve results in a cost-optimal way);
- manageability (the ability to design the learning process, step by step to track the result and, if necessary, make adjustments);
- systemicity (integrity and logic of the process, the relationship of its parts).

The principle of personality-oriented learning involves learning that requires the teacher to engage in dialogue and maintain it by listening and delving into the personal meaning of the student's statement. The possibility of implementing this method is directly related to changing the personal attitude of the teacher. Our verbal and non-verbal behavior has a certain professional imprint and is characterized by excessive categoricalness, authoritarianism, dogmatic judgments. Such an attitude destroys the very idea of dialogue. Therefore, there is a constant process of finding new methods that could be a stimulus, a stimulus to the beginning of a dialogue. The mechanism of motivation must affect all areas: intellectual, motivational, volitional, the sphere of self-awareness. The principle of personality-oriented learning involves learning that requires the teacher to engage in dialogue and maintain it by listening and delving into the personal meaning of the student's statement. The possibility of implementing this method is directly related to changing the personal attitude of the teacher. Our verbal and non-verbal behavior has a certain professional imprint and is characterized by excessive categoricalness, authoritarianism, dogmatic judgments. Such an attitude destroys the very idea of dialogue. Therefore, there is a constant process of finding new methods that could be a stimulus, a stimulus to the beginning of a dialogue. The mechanism of motivation must affect all areas: intellectual, motivational, volitional, the sphere of self-awareness.

Personality-oriented learning is a process aimed at achieving personal activity and maintaining this state. The most important in terms of activating the entire educational process is the maximum use of opportunities inherent in practical classes, because at a certain level of development of communication tools are of great importance such sources of information as the Internet, foreign language correspondence, magazines, newspapers. Intensification of foreign language classes is associated primarily with the rational organization of cognitive activity of students, taking into account their individual abilities (Kacherovska, 2000).

Conclusion. In the process of learning English, innovative teaching methods help in the formation of skills and abilities of spoken language, as well as in teaching vocabulary and grammar, providing real interest and, consequently, effectiveness.

In addition, innovative methods help to develop skills that are important for a foreign language. This is primarily due to mental operations: analysis, synthesis, abstraction, identification, comparison, juxtaposition, verbal and semantic prediction and warning, etc. Thus, skills and abilities, formed with the help of innovative methods, go beyond foreign language competence, even within the language aspect. The process of applying innovative methods also helps to develop social and psychological qualities of students: their self-confidence and their ability to work in a team; creates a favorable atmosphere for learning, acting as a means of interactive approach.

Література

- Алексеев, Н.Г. Организационно-дьяльнисна гра: можливості в області застосування. *Вісник вищої школи*. №7. 1987. с.30-35
- Давидов, В.В. Проблеми розвиваючого навчання. М. : Педагогіка, 1986. 335с.
- Ельконін, Д. Б. Психологія гри. М. : Педагогіка, 1978. 304 с.
- Зимняя, І.А. Проектна методика навчання англійської мови. *Іноземні мови в школі*. №3. 1991. с. 26-32
- Качеровська, Т.В. Психолого-педагогічні аспекти вивчення іноземної мови у вищій школі. *Науковий вісник Кафедри ЮНЕСКО Державного лінгвістичного університету (Лінгвапакс-VIII)*. К. : Видав.центр КДПУ. 2000. 806-808
- Лубянова, О.В. Психолого-педагогічні особливості формування англійської писемної комунікативної компетенції. *Вісн. НТУУ «Київський політехнічний інститут»*. Сер. Філологія. Педагогіка. 2013. Вип. 1. С.118-128.
- Матюшкін, А.М. Проблемні ситуації в мисленні та навчанні. М. : Наука, 1972. 215 с.
- Мінкін, Е.М. Від гри до знань. М. : Наука, 1983. 234 с.

References

- Aleksieiev, N.H. (1987). Orhanizatsiino-diiialnaisna hra: mozhlyvosti v oblasti zastosuvannia [Organizational and action game: the peculiarities in the sphere of use]. *Visnyk vyshchoi shkoly [The edition of higher school]*, 7, 30-35. [in Ukrainian].
- Davydov, V.V. (1986). *Problemy rozvyvaiuchoho navchannia* [The problems of the development education]. Moscow : Pedagogika. 335 p. [in Russian].
- Elkonin, D. B. (1978). *Psykhohohiia hry* [The psychology of game]. Moscow : Pedagogika. 304 p. [in Russian].
- Zymova, I.A. (1991). Proektna metodyka navchannia anghliiskoi movy [Project methodology of the English language learning]. *Inozemni movy v shkoli [Foreign languages at school]*, 3, P. 26-32. [in Ukrainian].
- Kacherovska, T.V. (2000). Psykhohoho-pedahohichni aspekty vyvchennia inozemnoi movy u vyshchii shkoli [Psychological and pedagogical aspects of learning a foreign language in high school]. *Naukovyi visnyk Kafedry YuNESKO Derzhavnoho linhvistychnoho universytetu (Linhvapaks-VIII)* [The scientific editor of the YuNESKO department of State linguistic University (Linhvapaks-VIII)]. Kyiv. P. 806-808. [in Ukrainian].
- Lubianova, O.V. (2013). Psykhohoho-pedahohichni osoblyvosti formuvannia anhlomovnoi pysemnoi komunikativnoi kompetentsii [Psychological and pedagogical features of the formation of English written communicative competence]. *Visn. NTUU «Kyivskiy politekhnichnyi instytut». Ser. Filohohia. Pedahohika* [The editor NTUU «Kyiv polytechnic University». Ed. Philology. Pedagogy], 1, P. 118-128. [in Ukrainian].
- Matiushkin, A.M. (1972). *Problezni sytuatsii v myslenni ta navchanni* [Problem situations in thinking and learning], Moscow : Nauka. 215 p. [in Ukrainian].
- Minkin, E.M. (1983). *Vid hry do znan* [From game to knowledge]. Moscow : Nauka. 234 p. [in Russian].

АНОТАЦІЯ

У статті розглянуто питання використання інноваційних методів на уроках англійської мови на прикладі особистісно-орієнтованого методу. Завдання модернізації освіти не можуть бути вирішені без оптимального впровадження сучасних освітніх технологій в усі його сфери. Використання інноваційних методів дає поштовх розвитку нових форм і змісту традиційних видів діяльності учнів, що веде до їх здійснення на більш високому рівні. Робота з використанням таких методів повинна бути організована таким чином, щоб

вона стала потужним психолого-педагогічним засобом формування мотивації діяльності учнів, засобом підтримки та подальшого розвитку їх інтересу до досліджуваного предмета. Наголошено, що правильно організована робота учнів з використанням інновацій може сприяти зокрема зростання їх пізнавального і комунікативного інтересу, що, у свою чергу, сприятиме активізації та розширенню можливостей самостійної роботи учнів з оволодіння іноземною мовою як на уроці, так і в позаурочний час.

Підкреслено, що використання інноваційних форм навчання на відміну від традиційних методик відводить учневі головну роль на шляху до засвоєння знань, при якій педагог є активним помічником, організовує, спрямовує і стимулює навчальну діяльність. Він має вирішувати не тільки навчальні завдання, а й створювати умови для учнівського самостійного пошуку, спонукання до дослідницької діяльності, формування навичок орієнтування у величезному інформаційному просторі і прийняття рішень. Необхідною умовою у вирішенні поставлених завдань розглядається впровадження інноваційних технологій в освітній процес. Система інформаційного забезпечення, що постійно розвивається, в поєднанні з технічним супроводом забезпечує якість освітнього процесу.

Інноваційні методи стали невід'ємною частиною процесу викладання і вивчення англійської мови. Вони допомагають учням за короткий час оволодіти потрібними навичками для вільного використання англійської мови, а саме: навички аудіювання, читання, письма та комунікації. З огляду на всю важливість інноваційних методів слід зазначити, що центральне місце в процесі викладання займає особистість вчителя, який обирає, оцінює і впроваджує нові методи. Таким чином, інноваційні методи допомагають педагогові розв'язати завдання організаційного характеру, зробити урок цікавішим. Перспективою для подальших досліджень може стати аналіз інших інноваційних тенденцій у процесі викладання англійської мови.

Ключові слова: освітній процес, інновація, метод, знання, проєкт.