# EXPEDIENCY OF INNOVATIVE METHODS FOR IMPROVING STUDENTS' FOREIGN LANGUAGE COMPETENCE

**KLAK INNA**
Associate Professor, PhD of Pedagogical Sciences,
Associate Professor of the Department of Foreign Languages and Their Teaching Methods,
*Kremenets Taras Shevchenko Regional Humanitarian and Pedagogical Academy, Kremenets, Ukraine*
klakinna@gmail.com
orcid.org/0000-0002-7723-1910

**KUCHER VASYL**
Associate Professor, PhD of Philological Sciences,
Associate Professor of the Department of Foreign Languages and Their Teaching Methods,
*Kremenets Taras Shevchenko Regional Humanitarian and Pedagogical Academy, Kremenets, Ukraine*
kuchervv2016@gmail.com
orcid.org/0000-0002-5078-0805

**YATSENIUK NADIIA**
Associate Professor, PhD of Pedagogical Sciences,
Associate Professor of the Department of Foreign Languages and Their Teaching Methods,
*Kremenets Taras Shevchenko Regional Humanitarian and Pedagogical Academy, Kremenets, Ukraine*
yaz_nadya@ukr.net
orcid.org/0000-0001-9140-9060

*The article reveals the essence of innovative forms and methods of teaching, highlights the features of planning, organizing and conducting non-traditional lessons, substantiates the feasibility of using such forms and methods as video lesson, holiday lesson, musical lesson, project lesson, interview lesson, 'Flipped classroom' method, movie-based learning, which, in turn, involves the widespread use of the Internet and educational platforms. Taking into account the specific goals and content of the lesson, as well as important psychological and pedagogical factors, the teacher determines the structure of the lesson, the appropriate techniques and forms of work. The priority goal of non-traditional lessons is formation and improvement of students' foreign language competence and its practical application. The main function of the teacher as a partner, coach (consultant) and facilitator is to create a positive psychological climate in the classroom which will increase students' interest and motivation to learning a foreign language. Non-traditional lessons are the key to students' successful speech activity, thanks to which the latter get attached to the culture of the country of the studied language, enrich knowledge about the cultural heritage of their home country, which allows them to actively participate in cultural dialogue.*

***Keywords:*** *non-traditional lesson, foreign language competence, method, foreign language teaching, students, teacher, couch, partner, facilitator.*

**The problem.** Traditional teaching methods rely mainly on the methods that utilize using of textbooks, lecture notes, memorization and recitation techniques but teaching effectiveness assessment methods have demonstrated that most students taught by this method do not absorb the course content up to the expected level [1].

The realities of today, demanding radical changes in approaches to education and socio-cultural policy in the world as a whole, are focused on the development of personal qualities. In connection with the integration of Ukraine into the European space the priority of human personality is at the centre of the national education system. The essence of educational changes is to generalize and comprehend the world experience, analyse and reflect the holistic educational process, the causes of difficulties and ways of their overcoming, predicting the learning outcomes, correcting the results and ways of educational process, establishing the necessary communicative relations, their regulation and support, in the

transition from individual pedagogical functions to the systemic ones, from typical pedagogical technologies to innovative, creative, personality-oriented.

**Analysis of recent research and publications.** A number of domestic and foreign scientists and methodologists took care of the issue of implementing innovative technologies in the foreign language learning process. In particular, T. Aleksich, Yu. Doroshenko, L. Gorelova, R. Hurevych, O. Kazachiner, S. Terminasova, Ye. Polat, V. Hezerhuda, J. Shields, O. Zholdak, A. Skrypnychenko, V. Tavro, Yu. Verisokin, M. Shemuda and others devoted their works to the problem of defining the most effective ways of using Internet resources and multimedia technologies in the foreign language teaching process. C. Richards, T. Rodgers, V. Simonok, S. Krashen, A. Swarbric and others reveal new approaches to foreign language teaching. The peculiarities of interactive teaching methods are in the circle of the scientific interests of T. Bychkivska, N. Kuznetsova, P. Phenrykh, O. Pometun, L. Pyrozhenko, Ye. Shevchenko, P. Shevchuk and many others. Nevertheless, the problem of finding effective ways and methods in foreign language learning remains insufficiently studied, thus still needs further investigation.

Methodologically correct use of modern educational technologies, teachers' readiness to creative search together with their students, their ability of creating a productive cognition atmosphere in the classroom contribute to effective formation of students' relevant competencies as well as increasing their motivation to learning [9].

A significant number of effective non-traditional technologies have been recently developed in the methodology of teaching foreign languages, in particular: the technologies of collective and group learning, game technologies, problem-based learning technologies, intensive learning technologies, project learning technologies, computer assistant technologies etc.

In this regard, the purpose of the article is to reveal the essence of non-traditional forms of learning, highlight the peculiarities of their planning, arrangement and conducting and prove their expediency for improving students' foreign language competence. Teachers should be in a

constant search aiming at finding new forms and methods that will allow to merge educational work, development and upbringing of students at all stages of learning into a single process.

**Presentation of the main material.** School lesson is actually a main form of transferring knowledge from teacher to student. Today's realities appeal to new approaches to learning. Students should receive information in accordance with modern requirements. Teachers play even more important role in the learning process ever. They are carriers of knowledge that directly affects the formation of all students' competencies necessary for their further life and activity. At the same time students strive for more freedom and independence in the process of acquiring knowledge.

Teacher can choose the form of presentation of the material studied pursuing the only goal – to convey the meaning and content of the lesson to the students in an as accessible as possible manner. Actually non-traditional lessons serve to achieving this goal.

Non-traditional methods, commonly known as innovative/modern/blended teaching methods, are methods that involve the use of the technology, animation, special effects or are generally interactive and blended in nature (for example, the use of computers and videos to enhance delivery content) [3].

In the theory and practice of foreign language teaching non-traditional lessons, characterized by structuring of content and form which primarily appeal to students' interest and contribute to their optimal development and upbringing, are actually essential since they provide an experimental form of presenting material. The teacher knows his audience better, it is easier for him to choose the approach to each of his students. As a rule such lessons are developed by teachers with extensive experience and essentially innovators. There are no textbooks for non-traditional lessons. Only general structures of conducting lessons of a similar order are discussed at pedagogical seminars. The teacher is obliged to consider each fragment of the lesson in a time interval. It is very important to know how quickly children will join the proposed scenario. The class cannot consist of only excellent students or children who need extra time

to solve the task. A competent teacher will calculate in advance every minute taken to explain a new topic in an experimental way.

Any lesson built in the scheme of non-traditional lessons expands the students' outlook. They see much more visual material than at standard lessons. Lesson conducted with the help of technical tools often leads to students' growing interest in the subject called 'Fundamentals of Informatics' [5, p. 47].

There does not seem to be a direct connection. But if the teacher conducts his lesson using a slide show and provides this show with wonderful special effects, the students become deeply interested in the algorithm of the program used for this fascinating lesson. Children are very quick to perceive everything new, especially if it is presented in the form of a game, or at least something wider than the usual school framework. The result can be an excellent synthesis of new technologies and school curriculum.

Non-traditional forms of English lessons are realized, as a rule, after studying any topic or several topics, performing the functions of educational control. Such lessons are held in an unusual, unconventional setting. Such a change of habit is appropriate because it creates a festive atmosphere when summing up the work done, removes the mental barrier that arises in traditional conditions for fear of making a mistake. Non-traditional forms of foreign language lessons are carried out with the obligatory participation of all students of the group (class), as well as implemented with the inevitable use of auditory and visual aids [7, p. 185].

When planning a lesson the teacher's task is how to organize the process of learning and education in a particular lesson. The objectives of the study and the general content of the lesson of this cycle are reflected in the thematic plan, therefore, further specification of the content of education, stages of the lesson, selection of specific educational material, teaching methods, exercises, teaching aids, teaching materials is needed. The teacher must understand the purpose of each element of the lesson, its interaction with other elements of the lesson.

Teacher's preparatory work for the lesson is carried out consistently and includes: analysis of the content of the material, determining the type of the lesson, formulating lesson objectives, phased distribution of educational material, determining the time for its development, development of exercises, lesson plan, preparation of teaching aids. Analysis of the content of the material begins with clarifying the place of the lesson in the system of lessons and establishing its links with previous and subsequent lessons. The content of the lesson is determined by the thematic plan, but it needs to be adjusted taking into account the results of previous lessons.

Determining the place of the lesson in the course of study and analysis of the content of the material give the teacher the opportunity to formulate the main practical objectives of the lesson. General educational, developmental and upbringing goals are specified in connection with practical ones.

Defining the practical goals of a particular lesson the teacher can set one main goal and some concomitant. The main goal, of course, is related to the development of speaking skills and abilities therefore in the classroom students should not only learn the material but also practice in a foreign language. Practical goals can be divided into separate tasks within certain stages of the lesson. The objectives of the lesson should determine exactly what you need to pay attention to during the work: to showing and explaining the language material, to forming skills, to developing skills and etc. The formulation of a practical goal should begin with the words 'Teach…', 'Form…', 'Develop…', 'Improve…', 'Enhance..,' etc. Such formulations determine the focus of the lesson on the development of speaking skills, formation and improvement of language skills. From the formulation of the goal it should be clear what you need to learn, to what extent, with what level of mastery. Example:

– to teach to ask general questions;
– to teach to talk on the topic based on a certain set of words and phrases;
– to teach to role play a dialogue;
– to improve the ability to aud ignoring unfamiliar words;
– to enhance the ability to participate a group conversation.

The educational goal provides, on the one hand, involving students in the culture of the

country of the language studied by assimilating new general information; on the other – expanding students' philological outlook. Here are some templates of formulating educational goals:

– to deepen students' knowledge of Shakespeare's work;

– to expand students' knowledge of the political system of Great Britain;

– to form students' ideas about a new grammatical phenomenon – an article;

The developmental goal is realized in the learning process where students use their intellect, will, feelings, memory, attention, imagination, logical and creative thinking etc. It is advisable to formulate it as follows:

– to develop students' language guessing and speech reaction;

– to develop the ability to compare linguistic phenomena of native and foreign languages;

– to develop aesthetic perception of reality;

– to develop a culture of communication in the situation of 'Getting acquainted'.

Educational (upbringing) influence on a foreign language lesson is provided by the use of educational opportunities of learning material and special methods of working with it, thus forming the students' appropriate socio-political views, feelings, attitudes to moral and ethical categories as well as the world around, etc. Here are some templates of formulating educational (upbringing) goals:

– to form a sense of patriotism;

– to educate independence;

– to instill love to work;

– to cultivate respect for the traditions of the people of England (America, Spain, etc.).

While planning the teacher also analyzes the material in terms of the difficulties the students may face. At the same time the teacher predicts students' possible mistakes in further work with the material, outlines the necessary sequence of actions to overcome them.

Taking into account the specific objectives and content of the lesson as well as important psychological and pedagogical factors the teacher determines the structure of the lesson and the relevant techniques and forms of work. The lesson should not be overloaded with different forms of work because they, as well as monotonous exer-

cises, cause rapid fatigue of students. The teacher should strive to develop students' active mental activity, their imagination, intelligence. However we should not forget that creative tasks require careful preparation, accurate selection and dosing of the material, clear organization, development of methods of stimulation, motivation and activation of students.

The teacher's task is to create natural 'bridging' from one part of the lesson to another and from one type of exercise to another. The role of such 'bridges' can be performed by a conversation with students, which switches them to another task, a short witty story, illustration, etiquette dialogue and so on. Thus, each stage of the lesson has its own 'organizational moment' that prepares this stage. Its function is to guide students to the next activity, motivate them, inform about what they will do and what should be done. It is also important to focus students on the outcome of their activities which they should achieve at the end of the lesson or at a certain stage.

The teacher then allocates time in minutes for each stage of the lesson. Without considering learning conditions it is difficult to quote the correlation between different stages of the lesson. It is not stable. Distribution of time most of which falls on oral speech, however, is considered methodologically justified.

Finally the teacher thinks over and prepares visual aids, handouts, selects technical teaching aids and designs a lesson plan.

The lesson plan can be short and detailed. A carefully designed lesson outline helps to make the lesson clear. At the beginning of the plan the date of the lesson, its serial number, group of students, topic, subtopic, goals are indicated and then the procedure of the lesson is brought out in the form of a detailed scenario: the introductory part, then the main and final parts.

To succeed in English communicatively without having been to the country where it is spoken is rather a complicated task. Therefore, teachers should do all their best to overcome the problem and encourage their students to master and speak fluent English. The best and the most appropriate way is creating real and imaginary life situations of communication in the classroom. Indispensable tool in this case becomes Internet and its wide

range of options which provide enormous information capabilities for both teachers and students. However we should consider didactic tasks and peculiarities of students' cognitive activity specified by particular educational purposes. Therefore, it is necessary to determine which didactic tasks in the process of foreign language teaching may be solved with the resources and services represented by the World Wide Web.

The Internet has great information opportunities and no less impressive area of training programs and therefore creates unique opportunities for those, learning foreign languages, to use authentic texts, listen and communicate with native speakers, create a natural language environment [8]. Moreover using of Internet technologies provides also opportunities for those who cannot attend classes but eager to get education, communicate with students and teachers not only within one school, district, but also other regions of the country and the world. They are welcome to get a so-called on-line (distance) education which is getting more and more popular these days.

It is known that teaching speech activity is successful and effective only in communication, live communication, so the main purpose of foreign language teaching is forming students' communicative competence, which involves forming their ability to not only verbal but also intercultural interaction. Nowadays, this goal is most in demand by students. Internet with all its resources is a perfect means of solving the didactic tasks as well as achieving the goals and objectives of foreign language teaching.

Involvement of students in the cultural values of the country of the studied language is no less important. For these purposes authentic materials provided in the Internet are of great importance.

First of all, let's consider the possibility of using the Internet in the process of learning foreign languages. All this is done through distance learning, working with educational and information sites, e-mail correspondence with students from other countries, creating and conducting joint telecommunications projects, reading books in the original language, participating in various competitions and contests, watching educational videos, movies. In our opinion, the best ways to use the Internet in the system of lessons are as follows:

– The whole lesson is based on networking with the Internet with certain training and information programs.
– Working on the Internet during a certain stage of the lesson (as a structural element of the lesson).
– Students' independent work on the Internet, extracurricular activities associated with finding the necessary information on a particular subject, awareness and processing of new knowledge, individual tasks, creating projects.

Using the Internet during the lesson, as a rule, built on work with educational and information sites. It is effective when presenting new material or studying certain topics. These are virtual trips to Britain and other English-speaking countries, a TV-bridge-lesson and having joint telecommunication projects with other educational institutions, direct communication with native speakers, role plays and games, etc.

The possibilities of Internet technologies are most fully revealed during their application directly in the classroom. The ideal conditions for this is a computer classroom with an Internet connection. The use of the Internet in the classroom should not be chaotic and unsystematic. This means that when designing a lesson with the help of the Internet, the teacher must clearly define the objectives of learning, development and education. At the same time he specifies the level at which the target settings will be carried out: general acquaintance with the new topic, mastering the theoretical aspect of the material being studied, formation of practical skills, testing and checking up the knowledge. Bringing to the attention of students the objectives of the lesson increases the possibility of activating students' cognitive activity, their conscious and consistent work throughout the lesson. Sites that are useful for a foreign language teacher and that can be used in the lesson can be divided into informational and actual educational. Information sites are used to select interesting information, creative tasks, search for additional material. Special training sites contain tasks and exercises for the development of different types of basic skills,

and designed with different levels of students' knowledge. Working with educational sites is interesting and useful when both learning and teaching a foreign language.

One of the most popular and fascinated by the students is video. The advantage of video lessons is evident as it has an emotional impact on students. Therefore, attention should be focused on the formation of students' personal attitude to what they see. The use of video also helps to develop various aspects of students' mental activity, especially attention and memory [6].

While watching the video a special atmosphere of joint cognitive activity occurs in the classroom, which students enjoy very much. As a result even those who are usually inattentive become more attentive, encouraged and motivated. In order to understand the content of the film students need to make some effort. The use of different channels of information (auditory, visual, motor perception) has a positive effect on the strength of the fixation of country study and language material.

Thus, educational videos have a great psychological impact on students and contribute to the intensification and optimisation of the educational process. Practice proves that video lessons are an effective form of learning. [14, p. 31–34].

Besides educational videos students really enjoy watching movies of different genres and doing a great variety of activities based on them. They (movies) arouse thousands of emotions through their larger than life experiences. Movies leave a mark on the human psyche, they allow viewers to encounter a multitude of situations and possibilities that are coupled with tragic moments and coping abilities. Movies with several genres alter our perceptions about the world around us and give meaningful insights. Hence, movies in a way are a great learning method to develop diverse skill-sets. If organizations desire to develop or enhance the cognitive capacities of their workforce, then exposing them to situations that allow them to expand their rational and emotional aspects of the brain must be emphasized. The right choice of narratives churn out the logical and emotional reasoning capabilities and influence aspects of risk-taking, problem-solving, decision-making, sustaining relationships, and many more.

The following procedure will help teachers arrange movie-based learning:

– Choose a genre and the movie;

– Set expectations with the audience for the purpose of the screening. They need to know there is more to it than fun.

– Create study worksheets for each learner with questions and reflections about the movie.

– Ensure worksheets include questions about what they would do if they were the protagonists.

– Encourage them to read the sheets before the movie is played and share observations after the movie.

– Give them sufficient time to analyze and come up with their perspectives on the worksheet.

– Facilitate discussions around the relevance of the movie to their everyday roles.

– Solicit responses on how they could relate these observations to their own job roles.

– Check to see if the movie has met the expectations of the program.

Movies can be a great source of learning and encouragement. This methodology is an apt getaway for learners, and it offers learners a different environment and a different way to deal with a diverse array of situations. So, try this method and take a different approach to make learning journeys interesting [10].

There is one more method to attract students in the classroom is the method of projects which has recently gained more and more supporters. As it is aimed at developing students' active independent and creative thinking it teach them not just to memorize and reproduce the knowledge they acquire at school but to be able to apply it in practice.

Project methodology involves cooperative nature of completing the tasks, the activities that are carried out are essentially creative and focused on the student's personality. It also involves a high level of individual and collective responsibility for each project development task since the active communicative interaction of students is the result of collective activity of a group of students. Organizing research cognitive activity in which students take an active subjec-

tive position is one more advantage of using projects. When choosing a project topic the teacher should consider students' interests and needs, their capabilities and personal significance for doing the work as well as practical significance of the outcome of the project. The completed project can be presented in various forms: article, recommendations, album, collage, report, conference, competition, holiday, performance and the like. The main result of the project will be improving of existing and acquisition of new knowledge, skills and abilities and their creative application in new conditions.

When working on the project it is no less exciting to use the Internet resources. The teacher can find different, sometimes even contradictory information on the problem that is currently under discussion and research. By offering such materials to students, the teacher can set a task – to select relevant information for the problem under discussion, agree with it, take note of it in the project, or deny it in an argued way, which requires facts and information. Students can be given the task to pick up material on the problem of discussion on the Internet independently. The sphere of the search is determined by the teacher [5]. For example, when getting acquainted with the customs and traditions of English-speaking countries students find the necessary information on the Internet, share it, work it over and finally bring it out for public discussion.

Among the numerous sites providing information that students need are the following: *BBC Learning English* (https://www.bbc.co.uk/learningenglish/), *Learn American English Online!* (https://www.learnamericanenglishonline.com/), *English Texts* (https://lingua.com/english/reading/), *LinguaLeo* (https://lingualeo.com/ru), *Grammarly* (https://www.grammarly.com/), *Puzzle English* (https://puzzle-english.com/).

The following set of sites is at the service of the teacher: http://putivlrvo.gov.ua/dlia-pedahohiv/105-vchyteliam-inozemnoi-movy/425-korysni-saity-dlia-vchyteliv-anhliiskoi-movy.html; https://library.te.ua/2020/10/11/virt_vlim-help-teacher-eng-lang/.

Work on the project is carried out in several stages and usually goes beyond the educational

activities in the lessons: the choice of topic or problem of the project; formation of a group of performers; development of the plan of work on the project, definition of terms; distribution of tasks among students; performance of tasks, discussion of the results of performing each task in the group; design of the collective result; project report; evaluation of project implementation.

Project methodology requires a high degree of students' independent search activity, coordination of their actions, active research, performance and communicative interaction. The role of the teacher is to prepare students to the work on the project, help them choose the topic and plan the work, to control and consult the students currently in the process of project implementation as a partner and facilitator [13].

The main idea of the project method is to shift the emphasis from different types of exercises to students' mental activity in the process of joint creative work. The lesson-project forms the ability to work independently. The main feature of the lesson-project is the availability of the topic and the possibility of its variation.

No less effective and productive form of improving students' foreign language competence is a lesson-performance. The use of works of foreign literature in foreign language lessons improves students' language skills, ensures creation of communicative, cognitive and aesthetic motivation. Preparation of the play is a creative work that contributes to the development of students' communication skills and reveals their individual creative abilities. This type of work activates students' mental and speech activity, develops their interest in literature, serves to better mastering the culture of the country of the studied language as well as deepens knowledge of the language as it is the process of memorizing vocabulary. The important thing is that students enjoy this kind of work.

An interesting and fruitful form of lessons is a holiday lesson. This form of lesson expands students' knowledge of the traditions and customs that exist in English-speaking countries, develops students' ability to communicate in other languages allowing them to participate in various situations of intercultural communication.

Reliable evidence of students' language acquisition is their ability to have a conversation on a specific topic. An interview-lesson is a kind of dialogue. Depending on the tasks the topic of the lesson may include separate subtopics. Preparing and conducting lessons of this type stimulates students to further learning a foreign language, contributes to the deepening of knowledge as a result of working with different sources as well as broadens students' outlook.

The lesson-musical promotes the development of socio-cultural competence and acquaintance with the cultures of English-speaking countries. The methodological advantages of song-writing in teaching a foreign language are obvious. It is known that in ancient Greece many texts were learned by singing and in many schools in France it is practiced now. The same can be said about India where the alphabet and arithmetic are currently taught by singing in primary school.

The lesson-musical contributes to aesthetic and education of students, more fully reveals their creative abilities. Due to singing a favorable psychological climate is created, fatigue is reduced and language activity is intensified in the classroom. In many cases it serves as a relief that reduces stress and restores students' working capacity.

As it has been mentioned above, students strive for more freedom and independence in the process of acquiring knowledge. For this purpose the method of 'Flipped classroom' can be used in the educational process.

The method is an instructional strategy and a type of learning aimed at forming an active students involved in familiarizing and learning new material by themselves and having pupils' complete readiness at home and work on live problem-solving during class time. As a result students are capable to think, cooperate, lead a discussion, argue, analyze and express their own opinion. With a flipped classroom students also watch on-line lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with a mentor's guidance to learn and consolidate what has been learned [4].

Thus, the teacher becomes an assistant and consultant who helps students gain practical experience from the acquired knowledge. At the same time such a technique changes the attitude of students themselves to learning. From ordinary listeners they turn into agents who master new information through self-learning that promotes the development of their independence and cognitive activity.

This method promotes more time for practice, development of students' critical thinking, discussions as students go to the classroom already prepared. While learning and working out the material independently students also master modern digital technologies. At the same time they study the material not for evaluation but for the possibility of practical applying the acquired knowledge.

There are several types of the method, namely:

Typical – students work out new material at home and solve practical tasks in the classroom.

Discussion – used for disciplines the study of which involves a visual demonstration of materials as well as experiments.

Group – students are grouped for practical application of new information in the classroom and this teaches them to work in teams, develop their ability to learn from each other.

Flipped 'teacher' – the method involves the students' direct participation in the process of creating videos and practical tasks.

Application of the 'Flipped classroom' method. Active forms of information processing, which should be used by the teacher when creating content, motivate students to study the material independently. Available resources with videos on the topic can also be used. In order to involve students in the processing of information they should be asked to keep a short synopsis, thesis or draw a table.

To consolidate students' knowledge it is better to use creative tasks, educational games, discussions at the lessons, which will make students interested and motivated to acquiring new knowledge for their practical application.

**Conclusion.** Thus, non-traditional lessons allow to diversify forms and methods of work, get rid of patterns, create conditions for developing students' creative abilities, expand and diversify teacher's functions, allow to take into account the specifics of certain materials and

individual characteristics of each student. Conducting the non-traditional lessons contributes to the formation of students' cognitive interests, their direct involvement in the learning process. Students' cognitive activity is mainly collective in nature, which creates conditions for the interaction of subjects of study, provides an opportunity to exchange intellectual values, compare and agree on different points of view on the objects studied at the lesson.

The effectiveness of non-traditional lessons is ensured by the teacher's mastery of the methods of their conducting and skillful use of the lessons in a particular system in combination with traditional forms of work. Non-traditional lessons are the key to students' successful language activity, due to them the latter become attached to the culture of the countries of the language studied as well as enrich their knowledge about the cultural heritage of the native country, which allows them to actively participate in cultural dialogue. Such lessons provide an opportunity not only to raise students' interest and motivation in the subject studied, but to develop their creative independence, teach them to work with different sources of knowledge, form and improve foreign language communicative skills.

The prospects for further exploration are to develop, justify and prove the expediency of using innovative learning methods in the conditions of distant and mixed (blended) education. Non-traditional forms are a great source of learning and encouragement, an apt getaway for learners, and they offer learners a different environment and a different way to deal with a diverse array of situations. So, let's try these methods and take a different approach to make learning journeys interesting.

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# ЗАСТОСУВАННЯ ІННОВАЦІЙНИХ МЕТОДІВ У ПРОЦЕСІ УДОСКОНАЛЕННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ

## КЛАК ІННА ЄВГЕНІЇВНА
кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та методик їх навчання
*Кременецька обласна гуманітарно-педагогічна академія ім. Тараса Шевченка*

## КУЧЕР ВАСИЛЬ ВАСИЛЬОВИЧ
кандидат філологічних наук, доцент, доцент кафедри іноземних мов та методик їх навчання
*Кременецька обласна гуманітарно-педагогічна академія ім. Тараса Шевченка*

## ЯЦЕНЮК НАДІЯ ІВАНІВНА
кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та методик їх навчання
*Кременецька обласна гуманітарно-педагогічна академія ім. Тараса Шевченка*

***Постановка проблеми.*** *Суть освітніх змін полягає в узагальненні та осмисленні світового досвіду, аналізі та відображенні цілісного навчально-виховного процесу, виявленні труднощів, їх причин та шляхів подолання, прогнозуванні результатів навчання, корекції результатів і шляхів навчально-виховного процесу, встановленні необхідних відносин у спілкуванні, їх регулювання та підтримка при переході від індивідуальних педагогічних функцій до системних, від типових педагогічних технологій до інноваційних, творчих, особистісно-орієнтованих.*

***Метою статті*** *є розкриття сутності інноваційних форм та методів навчання, висвітлення особливостей планування, організації та проведення нетрадиційних уроків, обґрунтування доцільності застосування таких форм і методів як відео-урок, урок-свято, урок-мюзикл, урок-проєкт, урок-інтерв'ю, метод перевернутого навчання, навчання за фільмами, що, своєю чергою, передбачає широке використання мережі Internet та освітніх платформ.*

*Для досягнення поставленої мети в роботі **використано комплекс сучасних методів педагогічного дослідження:** теоретичний – аналіз, узагальнення, порівняння, синтез, систематизація наукової та навчальної літератури – для визначення сучасного стану проблеми; емпіричні – діагностичні (спостереження, інтерв'ю, анкетування, тестування) – для визначення ефективності сучасних методик удосконалення іншомовної компетентності учнів та надання практичних рекомендацій щодо їх використання.*

*Враховуючи конкретні цілі та зміст уроку, а також важливі психолого-педагогічні чинники, вчитель визначає структуру уроку, відповідні прийоми та форми роботи. Пріоритетною метою нетрадиційних уроків є формування та удосконалення іншомовної мовленнєвої компетентності учнів та її практичне застосування. Головна функція вчителя як партнера, коучера (консультанта) та фасилітатора – створення на уроці позитивного психологічного клімату, який сприятиме підвищенню інтересу та мотивації учнів до вивчення іноземної мови. Нетрадиційні уроки є запорукою успішної мовленнєвої діяльності учнів, завдяки чому останні долучаються до культури країни, мова якої вивчається, збагачують знання про культурну спадщину своєї рідної країни, що дозволяє їм брати активну участь у діалозі культур.*

***Наукова новизна результатів дослідження*** *полягає в обґрунтуванні, впровадженні та доведенні доцільності нетрадиційних форм навчання, таких як відео-уроки або навчання за фільмами, проєктне навчання, метод перевернутого навчання та ін., наданні інструкцій та методичних порад вчителям, які прагнуть удосконалювати іншомовну компетентність своїх учнів, а також підвищувати їх мотивацію до оволодіння іншомовними комунікативними навичками та вміннями.*

***Перспективи подальших розвідок*** *полягають у розробці, обґрунтуванні та доведенні доцільності використання інноваційних методів навчання в умовах дистанційного та змішаного навчання. Нетрадиційні форми є чудовим джерелом навчання, заохочення та мотивації учнів до оволодіння іншомовною мовленнєвою*

*компетентністю, вдалим способом відпочинку або релаксу, передбачають наявність реального або штучно створеного іншомовного середовища, у якому у різний спосіб вирішуються поставлені комунікативні завдання. Використання таких методів дозволяє перетворити урок у цікаву та захоплюючу освітню подорож.*

***Ключові слова:*** *нетрадиційний урок, іншомовна компетентність, метод, іншомовне навчання, студент, вчитель, коучер, партнер, фасилітатор.*

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