



UDC 378.147:811.111

INNOVATIVE METHODS AND TECHNOLOGIES OF ACTIVE FOREIGN LANGUAGE TEACHING FOR HIGHER EDUCATION STUDENTS

Zadoienko O.I.,*Assistant,*

ORCID: 0009-0004-3796-6340

Haidai I.O.,*C.Ped.S., As.Prof.*

ORCID: 0000-0003-3180-1479

Suvorova L.K.,*C.Philol.S., As.Prof.*

ORCID: 0000-0002-4616-5041

Verhun T.M.*Assiatant*

ORCID: 0000-0002-8835-5572

Davydovych S.S.*Assiatant*

ORCID: 0000-0002-9844-6718

*Zhytomyr Polytechnic State University,**Zhytomyr, Chudnivska, 103, 10005*

Abstract. *This study describes pedagogical technologies of problem-based learning for future English language teachers and to what extent the project teaching method supports students' motivation to learn English. Problem-based learning is a form of developmental teaching, the purpose of which is a system of problematic tasks of various levels of complexity, by solving which students gain new knowledge and experience. The main goal of the project method of learning is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems. In learning a foreign language, the project method and problem-based learning are special forms of organizing communicative and cognitive activities that create conditions for the joint creative work of students.*

Key words: *teaching technology, the pedagogical technology of problem-based learning, Project Based Learning, foreign languages*

Introduction.

The modern paradigm of higher education in Ukraine emphasizes the priority importance of the comprehensive preparation of a specialist and his development as an individual and a professional capable of success in his own and related fields of knowledge. Ukraine is rapidly integrating into the global economic space, so its production needs qualified professionals with a high level of knowledge of foreign languages. In this connection, there is a need to develop readiness for foreign language communication with foreign colleagues. This is especially due to the specifics of international scientific activity, where the main means of interpersonal and group communication and joint professional activity is a foreign language. It is common



knowledge that students encounter a huge amount of scientific information in a foreign language during their studies and future professional activities. Therefore, knowledge of a foreign language is important for developing a high level of pluralism, obtaining a prestigious job, and training a highly qualified employee.

Main text.

This article aims to reflect on some ways of updating and introducing new methods of learning a foreign language. Justification of the pedagogical technology of problem-based learning of future English language teachers and its partial experimental verification.

The criteria and possibilities for implementing the project method of education are considered. The main issues for consideration are:

1. To what extent does the project teaching method support students' motivation to learn English?
2. What students' language skills can be strengthened through project-based learning (PBL)?

Materials and methods.

This study consists of three parts. The first part explains the problem statement of this study and the contextual, theoretical and methodological conditions. In the second part, the theoretical foundations are briefly presented, the definitions of motivation given by various authors are provided, and some factors affecting the learning process using the project method are analyzed. The third part describes the obtained results and conclusions.

The pedagogical technology we developed aims to achieve a high level of development of the main components of communicative foreign language competence of students for successful professional activity based on a problem-based approach.

The pedagogical technology we designed functions at the following levels: scientific, theoretical-methodical, and praxeological. The scientific level provides the analysis and application of professional pedagogy, which investigates and substantiates the goals, content, and methods of professional education and projects pedagogical processes in higher education. The hierarchy of goals, content, methods, techniques,



means, and organizational forms of training future professionals was determined at the theoretical-methodical level. The praxeological level ensures the practical implementation of pedagogical technology and the timely introduction of corrections [8, p. 118]. This technology represents a set of the most appropriate educational methods, techniques, forms of training, principles, and rules of application, consistent technological actions to achieve the goals of the discipline "Foreign language (English)" based on a problem-based approach, where the integral result will be the formation of communicative foreign language competence of English teachers.

The content elements of the technology include characteristics of the design object, the taxonomy of tasks, pedagogical conditions, stages of the educational process, forms of the project of the educational process (a program that displays the content, forms, and order of activities), a system of forms and methods, methods of problem-based learning, means of implementing the educational process, performance criteria [4, p. 144]. The main stages of technology are organizational, technological-procedural, problematic, and result-corrective.

The main goal of this technology is the formation of communicative competence of future teachers of the English language through expediently designed problematic situations of a quasi-professional nature. The main motives in problem-based learning are cognitive and motivational. Problem-based learning is based on problematic situations that are created in the process of foreign language communication, which stimulates the situational communicative need of students to express themselves [9, p. 9].

The problematic situation itself is connected with stimulating productive thinking, overcoming certain difficulties, and mobilizing activity.

The following situations were distinguished according to the difficulty level: situations that are constructed and solved by the teacher, situations constructed by the teacher and solved by the student, and independent formation of the problem by the student and its solution [1, p.1237].

The experience of testing situations of different levels of difficulty allows us to state that the most effective in terms of activating communicative activity are



problematic situations, that is, the level of creating one's own speech tasks, given by a new problematic situation and perceived as a solution to one's own personally significant problems.

The main goal of the project-based learning method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. PBL shifts the emphasis from teacher-centered to student-centered, developing students' abilities and professional competencies throughout their lives and encouraging them to create and solve problem situations. In contrast, students' motivation and enthusiasm, ability to find solutions, research skills, sense of cooperation, resource management skills, willingness to communicate and exchange information, and language skills are increasingly evident [2, p.3]. Satisfaction and motivation also arise from the fact that the foreign language situation in the lesson is not determined in advance but depends on the nature of the project.

The project can be linked to real professions, people, and the outside world through authentic methods, practices, and the Internet. This activity is thought-provoking.

A high level of planning and organization is a prerequisite for project-based learning. Thus, several key factors must be taken into account when implementing the project-based learning method. First, the issue of the curriculum should be considered. The goal is for students to learn the core curriculum while working on the project. Therefore, for successful integration, projects must have clearly defined goals and support and demonstrate content learning in both process and product. A second factor is the time frame and materials to support deep understanding and interaction. Another important factor is the connection with the real world. The project-based learning method connects student projects with real life [3, p.30]. It is important to organize opportunities for each student to master real communication practices with a specific purpose: teamwork, project management, and effective use of feedback. Project-based learning not only deepens subject knowledge but also develops a number of skills. From critical thinking to collaboration, preparing students for the complexities of the



real world [6].

As English language learning projects that can be used for students-to-be teachers of English, we would like to suggest the following activities: Communication: oral presentation at the "Young Researchers Conference," "In-class" interviews, holiday lesson, debate, language competitions in English, sketches on a given topic.

Listening: TV, audio, and TV broadcasts in American / British.

Reading: reading medical case histories, various special journals, reviews of books, film reviews/literature/newspaper articles, and advertisements.

Writing: essays, articles, talking points in scientific journals, e-mail chatting, research reports, information brochures, or booklets.

Integrated projects: Project Questionnaire, Project Audition and Writing, Project Reading and Writing, Non-standard Tests and Quizzes, Work Sheets for Target Setting and Self-assessment, Projects for Various Specializations, Linguistic Project, British Culture Project, Student's portfolio.

Translation projects: translations of medical histories, recipes, instructions on using medical devices and equipment, literary translation, projects of consecutive translation, etc.

The educational material mastered by the students was presented as a series of problem tasks, or a special kind of intellectual task, in which the elements for its solution are unknown to the students and which they must find themselves.

Students are offered problem-informative, problem-motivating, and problem-evaluation tasks when conducting English language classes. With the help of problem-based teaching methods, the following tasks of the discipline "Foreign Language (English)" were partially solved: to form the skills of full understanding of texts of socio-political, economic, and professional topics; to form the ability to freely use oral monologic and dialogic speech, to write letters, works, annotations, reports, to translate from a foreign language into one's native language and from one's native language into a foreign language texts of socio-political, general economic and professional orientation; to develop the ability to solve specific problem situations during communication.



To determine the degree of difficulty of the task, the following criteria were proposed: the complexity of language material, the degree of independence of students in performing this task, and the level of difficulty of the task [3, p. 29].

The didactic algorithm for organizing the educational and cognitive activities of students to master the knowledge of the discipline "Foreign Language (English)" based on the problem-based approach includes the following operations: posing a problem that needs to be solved in case of insufficient initial data; identification of obstacles; choosing several options for solving the problem; search for a solution; search and comparison of alternative options; consideration of a specific educational situation; consideration of a phenomenon or event from the perspective of different people, influencing factors, environment; comparison, generalization, formulation of conclusions from the situation [5, p. 132].

Extralinguistic tasks and exercises on the perception of English text by listening and reading, where the formation of a problematic attitude to predicting the topic and plot with the help of illustrations or headings, were also problematic.

In order to correctly restore the missed elements in the tests, the student had to perform a number of the following actions: analyze the content information of the previous and next parts of the text, analyze the grammatical structure of the specified passage, recall lexical units, format from the point of view of grammar.

In the process of studying the academic discipline "Foreign language (English)," students were offered tasks on the following topics: "Problems of science in Ukraine," "Future profession," "Inventions that changed the world," "New scientific discoveries," etc.

Results of the research.

On the basis of the discipline "Foreign language (English)" using a problem-based approach, a partial experimental test of the developed technology was carried out. After the application of pedagogical technology and the students' practice of educational situations of a problematic nature, at the final stage of the research, a control class and questionnaire survey were conducted with students of two groups - I group (21 people) and II group (23 people). The results showed that 27% of students achieved a high level



of knowledge formation. The number of students with a low level of knowledge is 28%. Quantitative and qualitative indicators of the experimental group testify to the superiority of the developed pedagogical technology over the traditional system of the educational process. During the survey, students (82%) rated the effectiveness of such technology quite highly.

Regarding the motivation of students through the project method of learning, in some groups, students of the 1st year demonstrate a high level of lack of motivation in English classes. There is a systematic failure to complete homework and a lack of willingness to participate in group work, while requests for individual homework are "notorious". Students attending classes were asked about this situation. Most of them mentioned their unpleasant experience in English lessons at school. These informal conversations were systematized using a questionnaire to determine the reasons for such demotivation. After systematizing the questionnaires, we found that most of them revealed a negative experience in the past, related to humiliating remarks from the teacher and negative, insulting comments from classmates. Secondly, students perceive English lessons as boring. They associated this negative perception with classes focused on reading, translating, and "retelling" texts. Thirdly, students perceive English as a secondary subject in the curriculum to move to the next course. Low motivation to learn English prevents students from improving their language skills and demotivates teachers.

The key to forming a professional future teacher is the successful personal development of an individual, his developmental and conscious interpersonal experience, which is organically connected with the forms of interpersonal behavior and the abilities of a specialist. A teacher's communicative competence activity presupposes certain knowledge in psychology and the ability to apply this knowledge in practice [7, p. 27]. "Professionalism" of a teacher is considered the result of organizational and purposeful activity, which involves forming a personality with a high level of professional competence and can solve social, experienced, and personal tasks productively.



Summary and conclusions.

The developed pedagogical technology of problem-based teaching of future English language teachers after its partial experimental verification proved its effectiveness in higher education institutions. In the future, the pedagogical technology of problem-based learning will be introduced into the process of training future teachers in higher education institutions.

According to the authors, this method of project-based learning should also be widely used in higher education institutions, where students should improve authentic knowledge and skills necessary for life and work. Speaking is a language skill that is further enhanced during this process. Students feel much more confident discussing and presenting specific target topics in their projects. They also learn to interact by sharing ideas during teamwork and different activities. The connection between learning English and the educational context makes it possible for students to perceive English as necessary. At the same time, the English teacher becomes a leader in promoting public activities to improve students' quality of life.

References:

1. Becerra-Labra C. Effects of a Problem-based Structure of Contents on Conceptual Learning and the Ability to Solve Problems / C. Becerra-Labra. – International Journal of Education, 2016. – P. 1235–1253.
2. Bodko L. The project method as a means of implementing personally oriented learning / L. Bodko // Primary school. – 2013. – No. 10. – pp. 1-4 [In Ukrainian].
3. Budas I. Assessment of Foreign Language Proficiency in Problembased Learning / I. Budas // European Humanities Studies: State and Society. – 2016. – pp. 29-30.
4. Educational technologies: Teaching method. manual / O.M. Pehota, A.Z. Kiktenko, O.M. Lubarska, and others; Under the editorship OHM. Infantry. - K.: A.S.K. Publishing House, 2003. – 255p. [In Ukrainian].
5. Krain M. The Effects of Case-based Approaches on Student Knowledge, Attitudes, and Engagement / M. Krain. – Journal on Excellence in College Teaching,



2016. – pp. 131–153.

6. Learn solutions. Project-based learning. – URL: <https://pg-group.online/navchannya-na-osnovi-proektiv/>

7. Mora J. Second-language Teaching Methods: Principles and Procedures / J. Mora. – 2014. – 28 p.

8. Petrova A. Language, education, culture: integration trends in the modern world / A. Petrova. – Vinnytsia: Nilan – LTD, 2016. – S. 117–119. [In Ukrainian].

9. Shyshov S. THERE ARE. Project method: problems and perspectives / S.E. Shishov // Project method in technological education students: Materials of the International Seminar. - S-Pb.: Publishing house of RSPU named after A.I. Herzen, 2001. - S. 7-15 [In Ukrainian].

Анотація. Це дослідження характеризує педагогічні технології проблемного навчання майбутніх вчителів англійської мови та наскільки проєктний метод навчання підтримує мотивацію студентів до вивчення англійської мови. Проблемне навчання – це форма розвиваючого викладання, мета якого полягає у системі проблемних завдань різного рівня складності, шляхом вирішення яких студенти отримують нові знання та досвід. Основна мета проєктного методу навчання – надати студентам можливість самостійно здобувати знання в процесі розв’язування практичних задач. У вивченні іноземної мови проєктна методика та проблемне навчання є особливими формами організації комунікативно-пізнавальної діяльності, які створюють умови для спільної творчої роботи студентів.

Ключові слова: навчальна технологія, педагогічна технологія у проблемному навчанні, проєктне навчання, іноземні мови

Article sent: 19.01.2025

© Zadoienko O.I., © Haidai I.O., © Suvorova L.K.

© Verhun T.M., © Davydovych S.S.