

учня, так і класу в цілому; КАНООТ – навчальна платформа, що дозволяє проводити заняття в інтерактивному форматі; перевіряти рівень досягнень здобувачів освіти шляхом їх тестування; LEARNINGAPPS – усемереживий сервіс, що дозволяє створювати інтерактивні вправи; STUDY-SMILE– усемереживий ресурс, що покликаний найбільш ефективно й прозоро виконувати певні функції; NAURO – освітній ресурс для вчителів, в якому представлено бібліотеку з авторськими матеріалами, корисними статтями; MIYKLAS пропонує для вчителя готові завдання для дистанційного навчання; покликана мотивувати учнів до навчання шляхом змагання з однокласниками.

Проаналізовані всемереживі ресурси відкривають широкі можливості сучасному викладачеві організувати й провести навчальне заняття, зваживши всі переваги й недоліки; репрезентувати наочний матеріал; дібрати завдання для перевірки рівня навчальних досягнень здобувачів освіти. Правильне й доречне їх використання, безперечно, формує медіаграмотність майбутніх учителів української мови і літератури.

Література

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INNOVATIVE METHODS OF TEACHING ENGLISH IN NON-LINGUISTIC UNIVERSITIES: FEATURES AND ADVANTAGES

Доповідь присвячена розкриттю особливостей застосування інноваційних методів викладання іноземної мови в немовних закладах вищої освіти. Проаналізовано основні переваги застосування таких методів під час занять з англійської мови.

Innovative methods of teaching English focus on the active participation of the higher education student (learner-centered), the use of digital technologies and game elements to increase motivation. The main approaches include the “flipped classroom”, gamification, CLIL (subject integrated learning), project-based learning and intensive methods (Callana, Dogme). Let’s consider some of them.

Flipped Class. New material is studied at home (videos, texts), and practical tasks are performed in the classroom, topics are discussed and consolidated. “Flipped Class” is a type of blended learning characterized by the fact that higher education students receive homework in an online environment. For example, they watch educational videos or information resources to process new material or consolidate what has already been learned. In the classroom, students, under the guidance of a teacher, perform practical tasks on the topic they have learned at home. Flipped Class usually consists of several components: an online platform for distance learning and general access to materials; video resources, audio, texts; Powerpoint presentations; online discussions between the teacher and the students. One of the main advantages of the method is that each higher education student will watch the videos independently and read the texts at his own pace and as many times as he needs to understand the topic [1].

CLIL (Content and Language Integrated Learning). The method consists in learning English through another subject (history, biology, art), which makes learning realistic. The main idea of CLIL is to use language as a means of communication and learning, and not only as an academic subject. This motivates higher education students to actively use the language to solve practical problems, discuss and think critically. They increase the level of language competence naturally, because learning takes place in the context of topics relevant to the students [4].

Gamification. It involves the use of game mechanics (points, badges, quests) to increase engagement. Gamification involves incorporating game-like elements into non-game activities, turning English language learning, even for professional purposes, into an engaging and enjoyable experience. However, the focus of gamification is not solely on entertainment; instead, it serves as an approach to motivating higher education students by increasing their engagement, creating interactive learning materials, and promoting their (student) autonomy [5].

Callan Method. This is an intensive method based on quick question-answer and aimed at overcoming the language barrier and automatism in speaking. The method of rapid learning of a foreign language was developed by Robin Callan. Its uniqueness lies in the fact that it imitates the process of natural speech between people. Students do not have to memorize complex constructions or grammatical rules, they should only be in a continuous conversation in a foreign language. They talk with the teacher throughout the lesson, trying to involuntarily remember language constructions and expressions. And only later do they learn to write and read [2].

Dogme Style (Textbook-free learning). The focus is on live communication, when classes are based on real needs and topics of interest to higher education students, without the use of ready-made textbooks. Dogme is an approach to teaching that claims that teaching should be student-centered, and not guided by available resources, including textbooks. The founders of this method suggest abandoning all materials, instead moving to a live conversation between the teacher

and students, based on real-life experience, using the grammar and vocabulary that they possess at this stage of learning [6].

Communicative Approach. This is a great way to learn a language, because its main goal is to become a tool for communicating with people in real life. Without understanding the use of vocabulary or grammatical structures in real-life situations, studying them simply makes no sense. The communicative approach involves creating situations in the classroom that are as close to real ones as possible, in the circumstances of which students have to practice the material studied. How are such conditions created? The first necessary factor is the material being considered, which becomes the basis of communication. The second is the roles of higher education students, which reflect situations in life. The third important point is the intention and the ultimate goal. Communication and the search for understanding with one's classmate occur in order to achieve a certain goal, fulfill the intention. This can be the purchase of goods or information about the time and date of the interlocutor's departure on a trip. In this case, communication, although artificially created, is the closest to reality [3].

Thus, modern innovative methods, techniques and approaches to teaching a foreign language in non-language higher education institutions determine the best result for the applicant, taking into account the learning conditions, motivation and ultimate goal. Their use mostly forms a successful mix for each specific course. Thus, in the course of spoken English more time is devoted to communicative methodology, and in business English classes it is devoted to task-based learning. These methods shift the focus from the teacher to the applicant for higher education, turning him into an active participant in the educational process.

Literature

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