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INNOVATIVE METHODS OF TEACHING ENGLISH IN HIGH SCHOOLS: STRUCTURAL COMPONENTS

The article presents a comprehensive theoretical analysis of innovative methods of teaching English in higher education institutions with a focus on their structural components, didactic features, and pedagogical potential. The relevance of the study is determined by the transformation of the modern educational environment, the intensification of digitalization in education, the growing role of interdisciplinary integration, as well as the need to develop a high level of foreign language communicative competence among higher education students in accordance with European educational standards and labor market requirements.

*The **aim** of the article is to identify, generalize, and systematize the main structural components of innovative methods of teaching English and to substantiate their effectiveness in the context of modern higher education institutions.*

*The study employs a set of theoretical research **methods**, including analysis, synthesis, generalization, and systematization of domestic and international scholarly sources.*

The article analyzes contemporary innovative teaching methods such as blended learning, the flipped classroom model, content and language integrated learning (CLIL), gamification, the use of digital, multimedia, and virtual technologies, as well as the integration of artificial intelligence elements into the educational process.

The structural components of innovative methods of teaching English are identified, including the target, content, methodological, technological, organizational, and result-oriented components, and their interrelationships within the learning process are characterized. It is substantiated that the effective integration of these components contributes to increased student motivation, the development of learner autonomy, the formation of critical thinking, digital literacy, and practical communicative skills. The article concludes that the implementation of innovative methods of teaching English in higher education institutions ensures the flexibility, adaptability, and effectiveness of the educational process in response to the needs of modern society.

Key words: *innovative teaching methods, English language, higher education institution, structural components, foreign language communicative competence.*

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ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ЗВО: СТРУКТУРНІ КОМПОНЕНТИ

У статті здійснено комплексний теоретичний аналіз інноваційних методів викладання англійської мови у закладах вищої освіти з акцентом на їх структурні компоненти, дидактичні особливості та педагогічний потенціал. **Актуальність** *дослідження зумовлена трансформацією сучасного освітнього простору, інтенсифікацією цифровізації навчання, зростанням ролі міждисциплінарної інтеграції, а також необхідністю формування високого рівня іншомовної комунікативної компетентності здобувачів вищої освіти відповідно до європейських освітніх стандартів і вимог ринку праці.*

Метою *статті є визначення, узагальнення та систематизація основних структурних компонентів інноваційних методів навчання англійської мови, а також обґрунтування їх ефективності в умовах сучасного закладу вищої освіти.*

У процесі дослідження використано комплекс теоретичних методів, зокрема аналіз, синтез, узагальнення та систематизацію наукових праць вітчизняних і зарубіжних учених. Проаналізовано сучасні інноваційні методи навчання, серед яких: змішане навчання, модель перевернутого класу, предметно-мовне інтегроване навчання (CLIL), гейміфікація, застосування цифрових, мультимедійних і віртуальних технологій, а також використання елементів штучного інтелекту в освітньому процесі.

Визначено структурні компоненти інноваційних методів викладання англійської мови, зокрема цільовий, змістовий, методичний, технологічний, організаційний та результативний, а також охарактеризовано їх взаємозв'язок у процесі навчання.

Обґрунтовано, що ефективне поєднання зазначених компонентів сприяє підвищенню навчальної мотивації студентів, розвитку автономії навчання, формуванню критичного мислення, цифрової грамотності та практичних мовленнєвих навичок.

Зроблено **висновок,** *що впровадження інноваційних методів викладання англійської мови у закладах вищої освіти забезпечує гнучкість, адаптивність та результативність освітнього процесу відповідно до потреб сучасного суспільства.*

Ключові слова: *інноваційні методи навчання, англійська мова, заклад вищої освіти, структурні компоненти, іншомовна комунікативна компетентність.*

Problem Statement. Contemporary education in Ukraine is characterized by educational innovations aimed at preserving past achievements while simultaneously modernizing the education system in accordance with the demands of the time and the latest advances in science, culture, and social practice. A distinctive feature of this stage in the development of pedagogical education is the search for new content, forms, methods, and teaching tools, as well as the expansion of extensive experimental work focused on the implementation of educational innovations based on modern philosophy of education (Panasiuk Y., 2015:197).

Today, higher education institutions face the challenge of preparing graduates capable of effectively communicating in English within professional and academic environments. Traditional approaches (grammar-translation and lecture-based methods) are

being supplemented or replaced by methodologies that enhance students' motivation, autonomy, and practical skills.

Purpose of the Article. The article examines the main innovative approaches, their advantages and limitations, as well as practical recommendations for their implementation in the context of Ukrainian higher education institutions.

Presentation of the Main Material.

Theoretical Foundations of Innovations in Language Education

Innovations in English language teaching are based on several pedagogical principles: a focus on communicative competence, problem-based and inquiry-based learning, content and language integration, and the use of information and communication technologies for personalization and feedback. Particular attention is paid to the development of critical thinking, collaboration, and learning through the performance of authentic, real-life tasks.

Main Innovative Methods

1. Task-Based Language Teaching (TBLT) – learning through tasks

TBLT focuses on real-life, goal-oriented tasks (projects, presentations, discussions) in which language is used as a tool to achieve a specific objective. Research indicates a positive impact of TBLT on speaking skills, student motivation, and learner autonomy, although its effectiveness depends on task design and the level of teacher preparation.

This approach offers numerous benefits for language learners, fostering language acquisition and the development of communicative skills in a meaningful and engaging way. For this reason, this type of instruction focuses on enhancing overall language proficiency. By performing authentic tasks, learners are exposed to a wide range of language structures, vocabulary, and functional language use. Such exposure facilitates the acquisition of new linguistic features and improves overall language competence. The focus on meaning also enables learners to develop fluency and communicative competence, allowing them to express themselves more effectively in real-life situations (Nunan D., 2004: 130).

In addition, TBLT leverages learners' intrinsic motivation by providing tasks that are relevant, engaging, and connected to their personal interests and needs. This approach encourages active participation and fosters a positive learning experience. When learners successfully complete tasks, they experience a sense of involvement and achievement, which enhances motivation and the desire to continue language learning (Skehan P., 2018: 305). On the other hand, TBLT prepares learners for real-world language use by focusing on authentic tasks and promoting meaningful communication. Thus, by engaging in activities such as role-plays, simulations, and problem-solving tasks, learners develop the skills necessary to navigate a variety of communicative contexts (Long M. H., & Crookes G., 1992: 29).

2. Flipped Classroom

In the flipped classroom model, learners are introduced to theoretical material outside the classroom (e.g., videos, articles), while class time is devoted to practical, communicative activities under the guidance of the instructor. Flipped learning increases learner engagement and creates more opportunities for individualized work and the development of higher-order cognitive skills. Evidence suggests improvements in motivation and academic performance when high-quality preparatory materials are provided.

The instructor offers diverse approaches, clarifies content when necessary, monitors students' progress in completing assigned tasks, and organizes learners into specialized working groups to address specific difficulties. As this approach represents a comprehensive shift in classroom dynamics, some instructors implement only selected elements of the flipped model or "flip" only a limited number of sessions during a course (McLaughlin J. E., Roth M. A., Glatt D. M., Gharkholonarehe N., Davidson C. A., Griffin L., Esserman D. A., Mumper R. J., 2014: 240).

The flipped classroom model is relatively easy to apply; however, despite its conceptual simplicity, effective implementation requires careful preparation. Recording lectures demands significant time and effort from instructors, supplementary materials must be carefully integrated to support the learning model, and students must be sufficiently motivated to prepare before class. Consequently, the introduction of flipped learning may involve additional workload and require the development of new teaching skills, although this learning curve can be mitigated through gradual implementation (Persky A. M., Pollack G. M., 2010: 170).

At the implementation stage of flipped learning, higher education institutions need to carefully evaluate their learning spaces to ensure they support the types of active and communicative work envisaged for flipped classrooms (Persky A. M., Pollack G. M., 2010: 170).

Practice: short lecture videos combined with online quizzes before class; in-class activities include debates, case-based work, and peer review.

3. Blended Learning / CALL / MALL (Blended and Computer– / Mobile-Assisted Language Learning)

Blended Learning technology is widely used in Western countries, and statistical data indicate that

employers are more inclined to hire graduates of online or blended programs, as they not only possess skills in using modern computer technologies but are also capable of independent work and self-directed learning (Rossett, Allison, & Frazee, Rebecca Vaughan, 2006: 3).

The integration of online resources and digital tools (LMS platforms, interactive exercises, video conferencing) makes learning more flexible and personalized. Mobile-Assisted Language Learning (MALL) enables the use of smartphones for microlearning, tutoring, and real-time communication. Review studies indicate that MALL increases accessibility and learner motivation; however, it requires thoughtful and well-planned integration into the curriculum.

Examples: interactive exercises on digital platforms, chatbots for speaking practice, and synchronous sessions for oral assessment.

4. CLIL (Content and Language Integrated Learning) – Integration of Content and Language

CLIL combines the study of professional or subject-specific content through the medium of English (e.g., military or engineering disciplines taught in English). This approach allows language learning to be embedded within a specific professional context and contributes to the development of subject-specific language competence. Research demonstrates a positive impact of CLIL on motivation and academic achievement, provided that teaching materials are appropriately adapted and instructors are adequately trained.

In international academic and methodological literature, the concepts of "hard CLIL" and "soft CLIL" are distinguished. The "soft" version focuses primarily on foreign language learning, with language teachers delivering instructional content through a scientific or professional component. The implementation of the "hard" version of CLIL, in which certain course modules or up to 50 percent of the subject content are taught in a foreign language, requires the achievement of two objectives simultaneously: mastery of the subject content and acquisition of the foreign language (Baisha K. M., Stetsenko N. M., 2021: 39).

The purpose of implementing problem-based content and language integrated learning in higher education institutions is the simultaneous study of a core subject and the acquisition of a foreign language. In this context, the language ceases to be the object of instruction and becomes a means of acquiring professional knowledge. Thus, CLIL fulfills its dual objective: learning through a foreign language and learning the foreign language through the content of the discipline being studied.

5. Gamification (Game-Based Elements in Learning)

The use of game elements (points, levels, rewards) increases learner engagement, regularity of practice, and emotional involvement. Review studies suggest that gamification can enhance language skills and learners' attitudes toward learning; however, its effects may be short-term and largely dependent on instructional design. Key risks include excessive competition, technical challenges, and insufficient pedagogical relevance.

Karl Kapp provides one of the most comprehensive definitions of gamification, describing it as the use of game mechanics principles (a set of actions and rules implemented through interactive engagement between the game and the player), aesthetics, and game-based thinking to engage students in the learning process, increase motivation, activate learning, and solve problems (Kapp, 2012: 33).

Illustrative examples include online game-based platforms such as Kahoot and Quizizz. Kahoot is a game-based learning platform widely used as an educational technology. Kahoot learning games typically take the form of multiple-choice quizzes designed to reinforce previously learned material. Overall, this type of learning aims to balance theoretical understanding with gameplay and to develop learners' ability to apply subject knowledge in real-world contexts (Team Editorial, 2013).

Implementation: language-based quests, leaderboards, and interactive quizzes with immediate feedback.

6. Personalized and Adaptive Learning (Including Artificial Intelligence)

The creation of virtualized, device-oriented digital environments represents a full spectrum of learner perception constructed within a generated simulated space. In such environments, interaction is established among students, instructors, and researchers within a digital, computerized systemic framework (González-Zamar, M.-D., & Abad-Segura, E., 2020: 10).

Recent studies demonstrate the considerable potential of integrating artificial intelligence into education. In particular, research by Wallace (2024: 14) showed that learners who studied with the support of artificial intelligence for two hours per day ranked among the top 1–2% of students nationwide.

With the continuous development of digital technologies, online learning and virtual reality technologies stand out among various information technologies and have become important technical and research tools for education (Elaish, M.; Shuib, L.; Ghani, N. A.; Yadegaridehkordi, E., 2017: 257; Karageorgakis T., 2018: 385).

Adaptive platforms and AI-powered tools offer individualized learning pathways, automated feed-

back, and progress analytics. This enables a targeted focus on learners' individual weaknesses (e.g., vocabulary and pronunciation) while saving instructors' time. At the same time, careful attention must be paid to ethical and technical issues, including data privacy and the quality of algorithmic recommendations.

7. Assessment and Portfolios

Innovative approaches require "new" forms of assessment, such as rubrics, learning portfolios, project-based assessment, and digital presentations. Formative assessment and self-assessment enhance learners' reflection and autonomy. The use of electronic portfolios facilitates the collection of evidence of language competence and the demonstration of learner progress.

Teacher Training and Structural Requirements

For innovations to be effective, higher education institutions need to:

invest in the professional development of instructors (training in TBLT, CLIL, and digital tools);

ensure adequate technical infrastructure (LMS platforms, stable internet access, and availability of devices);

adapt curricula and assessment criteria;

conduct pilot projects and research on the impact of innovations on learning outcomes.

Review studies indicate that without sufficient preparation and organizational support, educational innovations often fail to deliver the expected results.

Advantages and Limitations

Advantages: increased motivation, development of practical language skills, personalization of learning, and more effective integration of language with professional content.

Limitations: the need for resources and training, risks of the digital divide, potential challenges in assessment, and the short-term nature of some effects (particularly in gamification).

Practical Recommendations for Higher Education Institutions

Start with pilot projects by selecting a single course or module to test an innovative methodology.

Combine methods by integrating TBLT, the flipped classroom, and MALL to achieve maximum effectiveness.

Train instructors through regular workshops on task design, digital tools, and assessment rubrics.

Ensure inclusivity by providing alternative options for students who do not have simultaneous access to technology.

Evaluate and adjust practices by collecting data (academic performance, student feedback) and refining the approach accordingly.

Conclusions

Innovative methods of teaching English in higher education institutions–including TBLT, the flipped classroom, CLIL, MALL, gamification, and adaptive learning systems–have significant potential to enhance students' practical language competence and motivation. The success of their implementation depends on systematic support, including instructor training, technical infrastructure, curriculum adaptation, and carefully designed assessment practices. It is recommended to begin with pilot projects, combine multiple approaches, and systematically evaluate outcomes.

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