

**Vita Bezlyudna**, *Doctor of Sciences (Education), Associate Professor*  
*Pavlo Tychyna Uman State Pedagogical University*

## **INNOVATIVE APPROACHES IN ENGLISH LANGUAGE TEACHING**

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Education in Ukraine is perceived as a sector which is resistant to change, but at the same time nowadays it faces a crisis of productivity and efficiency. Innovative approaches in English language teaching improve the quality of education and rising demand.

The importance of language cannot be underestimated, because it is the vehicle of thought and communication. The English language is a national and international medium of oral communication [2].

English language teaching is evolving all the time, particularly alongside advances in technology. But what the innovative approaches have had the biggest impact on English language teaching in recent years in Ukraine?

So, the aim of the article is to find out the innovative approaches in English language teaching in Ukraine.

*Digital platforms.* When we discuss innovation, we often immediately think of the internet and what we can now do online. Facebook creates a safe online environment for teachers, students and parents to connect, are popular with teachers.

Cloud-based tools like Google Docs have also become indispensable. For teacher Tyson Seburn, it's where I've moved so much of individual and (because of its functionality) collaborative writing with students...'

*Online CPD (continuous professional development) and the global staffroom.*

The advent of the internet and the growth of social media have certainly allowed teachers of English from all over the world to form online communities that act like a huge global staffroom. Twitter and ELT blogging, for example, have 'opened up a network of people who can offer advice, support and ideas',

says Sandy Millin. Participants who are generous with their time, ideas, and contacts find they receive much in return.

*Communicating with people online.* The ability to communicate online with people outside the classroom via Skype and similar tools has enabled students to meet and interact with others in English. In monolingual classes (i.e., most English classrooms around the world), this could give much-needed motivation to students who otherwise might not have the opportunity to interact with anyone in English.

And as for teachers, the ability to converse with students face-to-face online has opened up a whole new market for Skype lessons and online classes.

*Online authentic materials.* One of the biggest benefits of the internet for language learners is the sudden widespread availability of authentic resources. As David Deubelbeiss points out, this enables teachers to use 'content with messages students want to hear'. We can now access the daily news, watch trending videos on YouTube, read the latest tips on TripAdvisor... the possibilities are endless [3].

*The IWB (interactive white board).* The IWB started appearing in classrooms in the early parts of this century and has now become a staple of many classrooms in Britain and around the world. It allows us to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations, access the internet, and so on. The possibilities seem endless.

But the addition of an IWB to a classroom does not automatically make for a better learning experience. Indeed, unless teachers use them skilfully to complement teaching and learning, they are little more than a distraction.

*Students steering their own learning.* Over the last couple of decades, learning has gradually been moving from a teacher-centred top-down approach to a student-centred, bottom-up one. The trend has accelerated rapidly in recent years with the growing quantity and quality of information on the internet. In many respects, this has changed the teacher's role from that of knowledge-transmitter to consultant, guide, coach, and/or facilitator.

One example is the 'negotiated syllabus', previously the domain of the business English teacher, who would conduct a needs analysis before tailoring a course to suit the participants. But we've come to recognize that there is nothing general about the general English learner either, and increasingly, teachers involve students in decisions about what to do in the classroom.

*Technical equipment and advanced learning technologies.* The use of technical tools in the study of the English language has been a common phenomenon. They can provide students with specific vocabulary and provide learning and language use in their profession; prepare students to read and understand the original literature, developing thus the skills of foreign language communication in certain situations and communication within prescribed program subjects [1].

So, the innovative approaches in English language teaching prove its innovative character and promote its success among students.

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