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 <https://orcid.org/0009-0001-1961-8260>

SAMOILENKO Maksym

a post graduate student majoring in Educational, Pedagogical Sciences,
Bohdan Khmelnytsky National University in Cherkasy
e-mail: samoilenko.masta@gmail.com

 <https://orcid.org/0000-0002-6574-1673>

VOVK Olena

Doctor of Pedagogy, Professor,
Professor of the Department of English Philology and Methods of Teaching the English Language,
Bohdan Khmelnytsky National University in Cherkasy
e-mail: vavovk66@gmail.com

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**ENHANCING FOREIGN LANGUAGE INSTRUCTION:
THE POWER OF PEDAGOGICAL INNOVATION**

This article explores the crucial role of pedagogical technologies and innovations in modernizing foreign language pedagogy, particularly within the context of Ukraine's higher education system. It examines the theoretical underpinnings of pedagogical technologies, its hierarchical structure, and its underlying principles. Furthermore, it delves into the concept of educational innovations, outlining its stages, types, and impact on enhancing learning outcomes.

Finally, the article emphasizes the critical role of the teacher as an innovator and the competencies required for effectively implementing pedagogical technologies.

This exploration aims to provide a comprehensive understanding of the interconnectedness of these concepts and their potential to revolutionize foreign language instruction.

Keywords: *pedagogical technology; educational innovation; foreign language instruction; teacher as innovator; learning outcomes; communicative competence.*

This study focuses on the issue of implementing pedagogical technologies and innovations in foreign language (FL) classrooms.

In the context of education (including language education as well), pedagogical technology refers to a structured approach to instruction designed to maximize learning outcomes within practical constraints of time, effort, and available resources. While the terms “methods”, “methodology”, “learning technology”, and “techniques” are often utilized interchangeably, it is crucial to distinguish between them, since they have different pedagogical nuances. In particular, *learning methods* describe specific interactions between teacher and students aimed at achieving defined educational goals. *Methodology*, on the other hand, provides a broader framework for organizing and implementing the entire educational process. *Learning technology*, therefore, is a more encompassing concept that includes both the

careful design of the educational experience and the systematic assurance of its effectiveness (Лелеко, 2012, p. 448). As for *techniques*, they refer to specific classroom activities, assignments, or exercises employed to achieve immediate objectives. As the most concrete level in the framework, techniques represent the practical application of the method that is consistent with the principles of the approach (Shenassa, 2024). In accordance with E.M. Anthony, “a technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well” (Anthony, 1963, p. 64). Thus, techniques encompass the actual practices that students engage in during the learning process, such as role-plays, drills, games, cramming, note-taking, tests, mind mapping etc.

Noteworthy, the field of language education has undergone through the development of increasingly sophisticated approaches to instruction. Educational technology, driven by its purpose, content, and chosen methods and techniques, plays a key role in this ongoing evolution. When educational technology is combined with specific, targeted teaching methods, it gives rise to what is termed “*pedagogical technology*”. However, the precise meaning and scope of this term continue to be debated within research and educational community (Лелеко, 2012, p. 448), highlighting the complexity and dynamism of the field. Despite variations in definition, pedagogical technology can be broadly understood as a systematic and scientifically grounded approach to education. It is intrinsically linked to every facet of an educational process, incorporating its clearly

defined goals, carefully structured organization, available resources, chosen methods, implementation strategies, and dynamic roles of both teachers and students.

More specifically, pedagogical technology is currently understood as comprising three hierarchically related *levels* (Лелеко, 2012, p. 449).

1. *General pedagogical level*: this level characterizes the holistic educational process operating within a particular region (national education system), specific educational institution (a university), or distinct stage of instruction (secondary education). At this broad level of analysis, pedagogical technology may be considered equivalent to the pedagogical system itself. This system comprises articulated learning goals, specific content to be covered, available means and methods of instruction, and the overall algorithmic structure of activities engaged in by both the subjects (students) and objects (teachers) of the pedagogical process. For instance, a national curriculum for FL education, outlining learning objectives, content standards, and assessment guidelines, exemplifies a general pedagogical technology.

2. *Methodological (subject-specific) pedagogical level*: this level focuses on the practical application of teaching and learning strategies within a defined subject-specific context. This might involve particular subject methodologies (e.g., the communicative and cognitive approach to FL teaching), compensatory teaching techniques for struggling students, or even a teacher's unique and personalized approach to instruction within their subject area. To instantiate, a teacher might employ project-based learning as a methodological pedagogical technology to teach English as a FL.

3. *Modular level*: at this level, pedagogical technologies are meticulously designed to achieve pre-set learning outcomes. These outcomes might embrace advancement of specific skills (pronunciation in a FL), acquisition of specific knowledge (grammatical rules), implementation of targeted activities (role-playing scenarios), facilitation of personal development (building self-confidence in speaking), or promotion of independent learning (using online language learning platforms). A specific example of this assumption could be a technology designed to improve students' listening comprehension of authentic English texts using podcasts and interactive activities.

Besides, pedagogical technology may exhibit both a hierarchical and a structural

organization. Its structure comprises three key *components*: conceptual, content, and procedural (Матвієнко та ін., 2007, p. 57; Гриньова, 2006, p. 111; Лелеко, 2012, p. 449). They require cursory specification.

1. *Conceptual component*: it articulates underlying ideas and principles that establish the technology and its structure. It often reflects the prevailing educational paradigm (e.g., behaviorism, cognitivism, constructivism). For instance, a pedagogical technology based on constructivism would emphasize student-centered learning, active knowledge construction, and collaborative activities.

2. *Content component*: it specifies the subject matter of teaching and learning. In the context of FL education, this includes the language itself (grammar, vocabulary, pronunciation), cultural insights related to the target language, and the advancement of communicative competence. It also identifies targeted personal development outcomes, such as specific competencies, cognitive strategies, and even aesthetic and moral values that the learning process aims to cultivate.

3. *Procedural component*: this delineates the precise implementation process of a pedagogical technology. It comprises organization of learning activities (lectures, seminars, group work), clearly defined roles of both teachers and students, specific stages of instruction (introduction, practice, assessment), relevant regulations and policies (grading criteria), and all supporting resources (curricula, syllabi, textbooks, online learning platforms, instructional materials). The effectiveness of a pedagogical technology is largely determined by the strength and clarity of its procedural design. A well-structured and detailed lesson plan, for instance, is a tangible manifestation of a procedural component.

According to V.V. Leleko, effective pedagogical technology has to adhere to several key methodological principles that function as a quality control mechanism, ensuring that the technology is sound and likely to produce the desired learning outcomes. These *principles* embrace (Лелеко, 2012, p. 450):

– *conceptuality*: a sound pedagogical technology is grounded on a clear and robust scientific concept. It draws upon a variety of foundational disciplines, including philosophical underpinnings of education, psychological fundamentals of learning, didactic theories of instruction, and relevant socio-pedagogical considerations;

– *systematicity*: a truly effective pedagogical technology is not a random or ad hoc collection of tools and activities; rather, it

is a cohesive and integrated system where all components are interconnected and contribute synergistically to the overall learning objective. At that, each element plays a specific role and works in harmony with the others;

– *manageability*: a technology is supposed to allow for effective diagnostic evaluation of student learning, careful planning and design of the learning process, including an incremental assessment of progress, and flexibility to adjust methods and resources as needed to optimize learning outcomes. The role of the teacher in this case is limited to monitoring, adapting and refining the technology based on student needs and feedback;

– *efficiency*: modern pedagogical technologies must be effectual enough to demonstrably conduce to achieving specific learning standards and objectives proving both effective in the results they produce and efficacious in their use of resources, including teacher time, student effort, and material resources. So, efficiency here is about maximizing learning gains while minimizing waste;

– *reproducibility*: a well-designed pedagogical technology should be adaptable for use in similar educational settings by different educators, and even, with appropriate modifications, across various disciplines. While some tailoring may be necessary, the core principles and procedures should be replicable.

Effective pedagogical technologies are absolutely crucial to successful learning outcomes in any educational context. Therefore, carefully and thoughtfully selecting the most appropriate technology for a given learning situation significantly impacts the achievement of learning goals and overall educational success. In this way, pedagogical technologies can appear powerful tools for modernizing education and improving its quality.

Modernizing Ukraine's higher education system hinges, in part, on the effective integration of innovative pedagogical technologies. Innovations, broadly defined, encompass not only novel technologies that impact various aspects of human activity (Туркот, 2014), but also new organizational and managerial approaches to education. While the term "innovation" entered academic discourse in the 1940s, initially used by German and Austrian scholars analyzing socio-economic and technological change, its application has since significantly expanded to encompass pedagogical research and practice. Within the specific context of education, innovation refers to the intro-

duction of novel and valuable elements into the established goals, content, methods, and forms of teaching and learning, as well as the organization of teacher-student collaboration. Respectively, innovation, is fundamental to the overall development of education and is pivotal for achieving specific, well-defined educational objectives (Волкова, 2007, p. 403). Critically, educational innovations are not accidental or haphazard occurrences. They are the carefully considered product of systematic scientific inquiry, thorough analysis of existing practices, and the thoughtful synthesis of accumulated pedagogical experience. At the very heart of educational innovation lies the practical application of research findings from related fields such as psychology and pedagogy, coupled with the ongoing study, critical synthesis, and widespread dissemination of both domestic and international best practices in education (Туркот, 2014).

That given, innovation is now a pervasive and powerful force in education, driving change and improvement at all levels. Within the educational system, innovations can be helpfully categorized as intra-subject, general-subject, and ideological. *Intra-subject innovations* are highly specific to individual subjects, arising directly from their unique teaching requirements and often involving the development and implementation of original methodological approaches tailored to the specific subject matter. For example, a new method for teaching complex grammar concepts in a FL class would be considered an intra-subject innovation. *General-subject innovations*, in contrast, involve the application of non-traditional, contemporary pedagogical technologies across multiple subjects or disciplines. The integration of blended learning, which combines online and face-to-face instruction, across various courses would be an example of a general-subject innovation. *Ideological innovations*, driven by evolving societal needs and a shift in educational thinking, encompass broader initiatives that affect the entire educational landscape. These might include large-scale reforms in curriculum design, the adoption of new assessment strategies, or the implementation of national educational standards. Pedagogical conferences and the work of educational and methodological councils often play a significant role in shaping and disseminating ideological innovations (Волкова, 2007, p. 404).

The implementation of any educational innovation, regardless of its specific type (intra-subject, general-subject, or ideological), typically proceeds through a series of six distinct *stages* (Лелеко, 2013a, p. 175):

1. *Initiation*: this stage presumes recognizing a genuine need for change within the educational system or a specific classroom. It also includes the initial proposal of a potential innovation that could address this identified need. This might involve teachers, administrators, or researchers identifying a problem with student engagement or a gap in learning outcomes.

2. *Decision*: once a potential innovation has been proposed, the next stage implies carefully determining the feasibility and overall desirability of actually implementing it. This often entails conducting a needs assessment, reviewing relevant research, and considering the potential costs and benefits of the innovation.

3. *Development*: if the decision is made to proceed with the innovation, the development stage focuses on creating or adapting the innovation to the specific educational context in which it will be used. This may require designing new instructional materials, developing training programs for teachers, or adapting existing resources to fit the particular needs of the students and the institution.

4. *Preparation*: before the innovation can be implemented, the pedagogical team (teachers, administrators) must be thoroughly equipped with the relevant knowledge and skills for successful implementation. This often involves providing professional development workshops, training sessions, or ongoing mentoring to ensure that educators are comfortable and confident in using the new approach or technology.

5. *Implementation*: this stage involves putting the innovation into practice within the educational setting. It often begins with piloting the innovation on a smaller scale, perhaps with a single class or a small group of students, to gather feedback and make any necessary adjustments before fully integrating it into the broader educational process.

6. *Application*: the final stage necessitates sustaining and refining the innovation in practice to maximize its long-term impact. This requires the ongoing monitoring of its effectiveness, gathering data on student outcomes, and making any necessary modifications to ensure that it continues to meet the needs of the learners and achieves its intended goals.

Within the broader field of education, innovations manifest themselves in a variety of ways, including the development of new methodological and technological tools, the updating and refining of existing teaching methods, and the emergence of evolving

pedagogical trends (Волкова, 2007, p. 403). These innovations can range from the introduction of new educational software to the implementation of flipped classroom models or the adoption of gamified learning approaches.

Contemporary pedagogical challenges, particularly in the rapidly evolving digital age, demand the thoughtful and strategic integration of innovative pedagogical technologies into higher education. These technologies not only have the potential to significantly enhance the overall quality of education but also to boost student motivation, which is a key factor in successful learning. Innovative pedagogical technology involves the purposeful, systematic, and consistent implementation of original, innovative methods, techniques, strategies, and pedagogical actions throughout the entire educational process – from the initial stages of defining clear and measurable learning objectives to the ultimate goal of achieving desired learning outcomes (Дичківська, 2004, pp 338–339). It is about creating a dynamic and engaging learning environment that fosters deep understanding and promotes student success.

The development of innovative pedagogical technologies in Ukraine occurs within the context of broader global educational trends, including (Олексенко, 2008, p. 28–29):

1. A growing and widespread recognition of the fundamental importance of education for both individual personal development and societal progress. This recognition is coupled with an increasing emphasis on empowering learners to actively acquire and apply essential cognitive skills, preparing them to be lifelong learners and active contributors to society.

2. The continuous expansion of educational access, promoting the ideals of lifelong learning and continuous professional development. This trend reflects the understanding that education is not something confined to a specific period of life but rather an ongoing process of growth and learning.

3. A significant shift towards personalized learning experiences that cater to the unique individual needs, learning styles, aspirations, and interests of each learner. This approach emphasizes fostering self-discovery, nurturing individual talents, and promoting personal growth within the educational context.

The successful implementation of innovative pedagogical technologies should demonstrably enhance learners' experiences

(Олексенко, 2008, p. 29) across several key dimensions:

– *communicative, emotional, mental, and practical skills*: innovative technologies should foster the development of essential intellectual, organizational, and practical skills necessary for actively contributing to society, engaging in lifelong learning, and pursuing self-directed education. They should equip learners with the tools they need to succeed in a rapidly changing globalized world;

– *creative activity*: these technologies should stimulate individual abilities and prepare learners to thrive in an ever-changing world characterized by rapid technological advancements and complex challenges. They should encourage creativity, critical thinking, and problem-solving skills;

– *interpersonal relationships*: innovative technologies should equip future professionals to actively and effectively participate in civic life, grounded in the fundamental moral values of contemporary society. They should promote collaboration, communication, and teamwork skills, essential for success in the modern workplace and in civic engagement.

The growing scientific and practical interest in pedagogical technologies as a powerful means of enhancing educational effectiveness, coupled with the ongoing development of specific pedagogical technologies that are constantly revealing new and valuable insights into the intricate learning process, has driven a critical need for clearer definitions of these concepts and a deeper, more nuanced understanding of pedagogical innovative technologies (Дичківська, 2004, p. 89). At its core, *pedagogical innovative technology* involves the strategic selection and thoughtful integration of methods, techniques, resources, and learning formats, along with clearly defined teacher and student roles, all designed to significantly increase student motivation and active engagement in the learning process (Даниленко, 2004). It is about creating a learning environment where students are not passive recipients of information but active co-creators of their own knowledge.

The development of a new pedagogical technology typically involves the following well-defined *stages* (Дичківська, 2004, p. 90).

1. *Identifying a social need*: this crucial first step involves recognizing a genuine gap or challenge in current educational practices that a new technology could potentially address. It's about identifying a problem worth solving.

2. *Interdisciplinary research*: once a need has been identified, foundational research must be conducted across a wide range of relevant disciplines, including philosophy, psychology, pedagogy, computer science (especially in the case of technology-driven innovations), linguistics (particularly relevant for FL instruction), and subject-specific didactics. This interdisciplinary approach ensures that the technology is grounded in solid theoretical and empirical foundations.

3. *Technology development*: drawing upon the findings of the interdisciplinary research, the next stage assumes creating and iteratively refining the actual technology itself. This might involve developing new software, designing innovative learning activities, or creating new assessment tools.

4. *Curriculum integration*: once the technology has been developed, it must be thoughtfully integrated into existing curricula and relevant educational materials. This ensures that the technology is aligned with learning objectives and supports the overall goals of the educational program.

5. *Implementation*: the final stage necessitates putting the new technology into practice within the educational setting. This commonly begins with pilot studies and small-scale implementations before widespread adoption.

Innovative technologies can be differentiated based on several *key factors* (Ломановська, 2002, p. 43; Лелеко, 2013b, p. 34):

– *origin*: technologies can be derived from practical pedagogical experience, emerging from the classroom practice of teachers, or they can be grounded in a specific scientific concept, arising from research and theory;

– *purpose*: the specific learning outcomes that the technology aims to achieve can vary widely. These might include knowledge acquisition, specific skill development, general ability enhancement, or the cultivation of important personal qualities;

– *pedagogical tools*: the range and effectiveness of pedagogical methods, techniques, and learning formats employed by the technology are key differentiating factors. Some technologies might rely heavily on interactive simulations, while others might focus on collaborative projects or problem-based learning;

– *teacher roles*: the specific functions that the teacher performs when using the technology can also vary significantly. Teachers might act as facilitators, guides, mentors, or even co-learners, depending on the nature of the technology and the learning objectives.

Despite their variations, innovative technologies share several inherent *chara-*

cteristics (Даниленко, 2004; Когут, 2005; Нісімчук, 2003):

– *novelty*: they possess a unique spatio-temporal identity, distinguishing them from existing approaches and representing a genuine departure from established practices;

– *relevance*: they address current needs and are demonstrably significant within a specific timeframe. They respond to the challenges and opportunities of the present educational context;

– *effectiveness*: they demonstrate the clear potential to achieve intended goals and produce desired learning outcomes in real-world practice. They are not just theoretical constructs but tools that deliver tangible results;

– *stability*: their core elements remain consistent and replicable over a period of time. While they may be refined and improved, the fundamental principles and procedures remain stable;

– *optimality*: they represent the most efficient and effective way to develop a new tool or method, and provide optimal solutions to identified challenges. They strive to maximize learning gains while minimizing effort and resources;

– *adaptability*: they are flexible and can be refined, modified, and adapted depending on the specific learning context, evolving goals, and changing time constraints. they are not static but dynamic and responsive to change.

In addition, modern innovative pedagogical technologies are supposed to meet the following *requirements* (Криворучко, & Криворучко, 2012; Лелеко, 2013a, p. 173; Лелеко, 2013b, p. 34):

– enhance learning by incorporating active, cognitive, and communicative tools and strategies: they should move beyond passive learning and engage students in active knowledge construction;

– elevate the overall quality of the educational process: they should contribute to a more engaging, effective, and enriching learning experience for all students;

– contribute to the development of professional competencies in future specialists: they should equip students with the skills and knowledge they need to succeed in their chosen fields;

– foster the acquisition of cognitive, organizational, project-based, and communicative skills: they should promote the development of a wide range of essential skills for the 21st century;

– develop the ability to make sound decisions in complex and non-standard

situations: they should prepare students to be critical thinkers and effective problem-solvers;

– serve as a catalyst for updating educational content and restructuring the educational process to align with international standards: they should help to keep education relevant and up-to-date;

– improve key indicators of educational technological advancement: they should contribute to measurable improvements in learning outcomes and educational effectiveness;

– encourage both teachers and students to cultivate their creative potential: they should foster a culture of innovation and creativity in education.

To effectively address the mentioned above objectives, pedagogical innovative technologies are expected to meet the following *criteria* (Туркот, 2014):

– *novelty*: this can be categorized as absolute (genuinely new and never seen before), locally absolute (new within a specific context or institution), conditional (new under certain specific conditions), or subjective (new to the individual teacher or learner). Even if a technology is not entirely new, its application in a new context can be considered innovative;

– *optimality*: they facilitate the achievement of significant and meaningful results while simultaneously minimizing the time, physical, and mental effort required by both teachers and students. They strive for efficiency and effectiveness;

– *effectiveness and efficiency*: they demonstrate consistent positive outcomes in teachers' practice and are not just theoretical constructs. They are proven to work in real-world classrooms;

– *scalability*: successful innovations should be readily adaptable for widespread implementation across universities and other educational institutions. They should be designed in a way that allows them to be easily adopted and adapted by others.

The implication of the foregoing criteria is that teachers, being creative and reflective individuals, are required to be the driving force behind meaningful innovation in education. The subjective element is paramount in the discovery, development, implementation, and dissemination of new ideas and approaches (Туркот, 2014). Creative teachers possess extensive opportunities and an almost unlimited capacity for innovation within their classrooms and schools. In practice, they can experiment with multiple approaches,

carefully evaluate the effectiveness of chosen teaching methods, elaborate on and refine those methods as needed based on student feedback and data, conduct structured research on the educational process within their own classrooms, and even propose entirely new pedagogical technologies and teaching approaches. Therefore, analyzing the nature of teachers' innovative activity is pivotal for understanding and promoting educational progress (Лелеко, 2014, p. 32).

In pedagogical research, this *innovative activity* is understood as a purposeful and goal-oriented activity, grounded in a teacher's ongoing reflection on their own pedagogical experience through comparative analysis and systematic study of best practices. This reflective process leads to positive change and continuous development within the educational process, ultimately leading to improved learning outcomes for students, the acquisition of new pedagogical knowledge for the teacher, and the implementation of alternative and more effective pedagogical practices (Дичківська, 2004, p. 65).

A teacher's innovative activity is deeply rooted in universal educational *principles*, such as (Сиротенко, 2006, p. 12):

1. *Integration*: focusing on each learner's holistic development, with the ultimate goal of cultivating well-rounded, intellectually engaged, and socially responsible citizens. This principle recognizes that education is about more than just acquiring knowledge, it is about developing a well-rounded and versatile personality.

2. *Differentiation and individualization*: creating learning conditions that enable all learners to develop their unique abilities and talents, regardless of their family's socio-economic status, gender, nationality, or religion. This principle emphasizes equity and access to quality education for all.

3. *Democratization*: fostering a positive and supportive learning environment that actively encourages activity, initiative, and creativity among both teachers and students. This principle promotes student voice and agency in the learning process.

Adherence to the aforementioned fundamental principles should lead to transformative changes in the educational system, including its content, methods, resources, formats, and underlying technologies. The ultimate and overarching goal of education within this framework is the unfettered development of individual abilities, motivations, and personal values, nurturing well-rounded, creative, and adaptable individuals who are prepared to thrive in the 21st century (Сиротенко, 2006, p. 12). The successful realization of these

core educational principles hinges critically on the teacher's innovative potential. This potential encompasses a complex set of socio-cultural and creative characteristics that demonstrate a genuine willingness to improve pedagogical practice, coupled with the necessary internal resources and effective strategies to actually achieve this improvement (Сисоєва та ін., 2001, p. 97; Bologna Declaration, 1999).

A teacher's innovative potential is significantly affected by several key factors: the individual's capacity to generate truly novel and original ideas; a strong cultural and aesthetic foundation, including a broad general education, intellectual depth, and diverse interests; and the ability to receptively consider new ideas, thoughts, perspectives, and concepts, all of which are facilitated by flexible and expansive pedagogical thinking (Лелеко, 2014, p. 31).

With consideration of the pre-cited premises, successful implementation of innovative practices in education requires much more than just theoretical knowledge of pedagogical innovation. It also demands a specialist's genuine readiness for professional activity, encompassing relevant and up-to-date knowledge, well-developed skills and abilities, and practical experience in applying these in real-world settings. These essential elements collectively form the solid foundation of a teacher's professional competence, which involves the complex and dynamic interplay of personal qualities, professionally relevant skills, and creative abilities (Сисоєва та ін., 2001, p. 99). In essence, to effectively implement innovative technologies and achieve the primary and overarching goal of FL instruction, which is developing students as second language personalities, teachers must possess a deep mastery of both the subject matter itself (the FL, its culture, and its use) and the intricate mechanisms of pedagogical process design. This embraces demonstrated proficiency in a wide range of effective teaching methods and techniques, as well as the highly developed ability to organize and manage student activities using the target language (Бовк, 2008).

Given that the teacher is expected to be a highly educated and experienced professional, their subject-specific knowledge, skills, and abilities have to make up the professional competence of a modern FL instructor. The key areas of essential *knowledge* may comprise (Бовк, 2013, p. 100; Бовк, 2014, p. 32):

– a comprehensive and in-depth understanding of the FL system itself, including core linguistic and linguodidactic

categories, the rich culture of the target language's country/-ies, its history, and contemporary issues facing the societies where the language is spoken;

- knowledge of the main principles of general education at the current stage of societal development and state education policy, specifically as it pertains to FL instruction within the broader educational context;

- a keen awareness of societal expectations regarding teachers, their professional skills, and the personal qualities that are valued in educators;

- a thorough understanding of learners' psychological traits, encompassing cognitive and affective factors that affect learning, and specific patterns of FL acquisition within various educational contexts and age groups;

- knowledge of the fundamental principles of FL teaching, including the specific content and unique characteristics of each component of an educational process: clearly defined goals, relevant content, effective methods, appropriate techniques, and available resources.

The practical application of this robust knowledge base enables teachers to use the FL effectively for communication, instruction, and education. This requires both general and specialized professional skills. General key *skills* may embrace (Бовк, 2008, p. 14):

1. Methodological and didactic skills: the ability to independently identify clear measurable learning objectives and to design a comprehensive and effective model of an educational process, from planning to assessment.

2. Psychological and pedagogical skills: the capacity to thoughtfully consider students' age and individual characteristics, including learning, epistemic, and cognitive styles, motivation levels, and prior knowledge, when planning and delivering instruction.

3. Methodological and linguistic skills: the ability to adapt and apply the teacher's professional experience (both pedagogical and linguistic) to both appropriately challenging and supportive.

These general pedagogical skills are commonly reflected in more *specialized professional skills*, which may include (Бовк, 2013, p. 111; Бовк, 2014, p. 33):

- constructive skills: related to the careful selection and effective organization of learning materials, ensuring that they are aligned with learning objectives and appropriate for the students' level;

- organizational skills: enabling the effective and productive management of both the teacher's professional activities (lesson

planning, assessment, record-keeping) and student learning (classroom management, group work, project guidance);

- epistemological skills: allowing teachers to recognize and appropriately address individual characteristics of students in a learning process, including their communicative and cognitive abilities, current learning levels, dominant cognitive styles, and relevant mental attributes. This involves understanding how students learn best and tailoring instruction accordingly.

- communicative skills: facilitating effective pedagogical communication within the lesson, conducted primarily, and ideally entirely, in the target language. This presumes clear explanations, engaging instructions, and effective feedback.

These specialized skills are, in turn, reflected in the various pedagogical functions of a modern FL teacher, which are, in turn, incorporated into the teacher's overall professional profile. The acquired knowledge and skills provide a strong foundation for developing key *professional abilities* in future FL teachers (Bologna Declaration, 1999), including:

- effectively managing classroom attention and maintaining a positive and productive learning environment, including addressing any issues that may arise;

- critically analyzing personal pedagogical experience and comparing it to the experience and best practices of leading national and international experts in the field of FL education;

- conducting accurate and appropriate assessments of the learning process, employing a variety of formative and summative assessment techniques to monitor student incremental progress and provide valuable feedback;

- differentiating teaching styles, methods, resources, and techniques based on clearly defined learning goals and objectives, ensuring that instruction is targeted and fruitful;

- effectively and appropriately applying acquired knowledge (linguistic, extralinguistic, background, and sociocultural) in the classroom context, enriching students' learning experience;

- providing individualized instruction tailored to students with diverse abilities, learning styles, and learning preferences, ensuring that all students are provided with an opportunity to succeed.

Summarizing the aforesaid, FL teacher's professional knowledge, skills and abilities are absolutely essential for successful

engagement in innovative educational practices. This, in turn, requires the university to recognize the practical value of integrating innovative technologies into the teacher training and learning process. Such integration allows for the development of students' potential within their chosen professional field of FL education, increases motivation for educational and professional pursuits, fosters pedagogical thinking and reflection, cultivates essential speech, professional, and social skills, and facilitates the mastery of new and emerging technologies for organizing professional activities. For a better understanding of the connections between the aforementioned ideas, they are symbolized in Fig. 1.

In conclusion, innovative technologies in education constitute a purposeful and systematic set of methodologies, methods, resources, techniques, and organizational strategies that encompass the entire learning process, from the initial stage of setting specific and measurable learning goals to the

ultimate achievement of desired learning outcomes. Pedagogical innovative learning technology centers on the dynamic and interactive relationship between teachers and students, utilizing appropriate methods, resources, techniques, and learning formats to enhance both student motivation and overall learning effectiveness. Integrating innovative technologies is crucial for preparing future FL specialists, as these technologies fundamentally transform the very nature of an educational process and drive significant improvements in learning outcomes. Ultimately, however, the teacher and their innovative drive, coupled with their professional competence and dedication to student success, are the key and indispensable factors in successfully implementing and utilizing these technologies to their full potential. It is the teacher who brings the technology to life and makes it a truly valuable tool for learning.

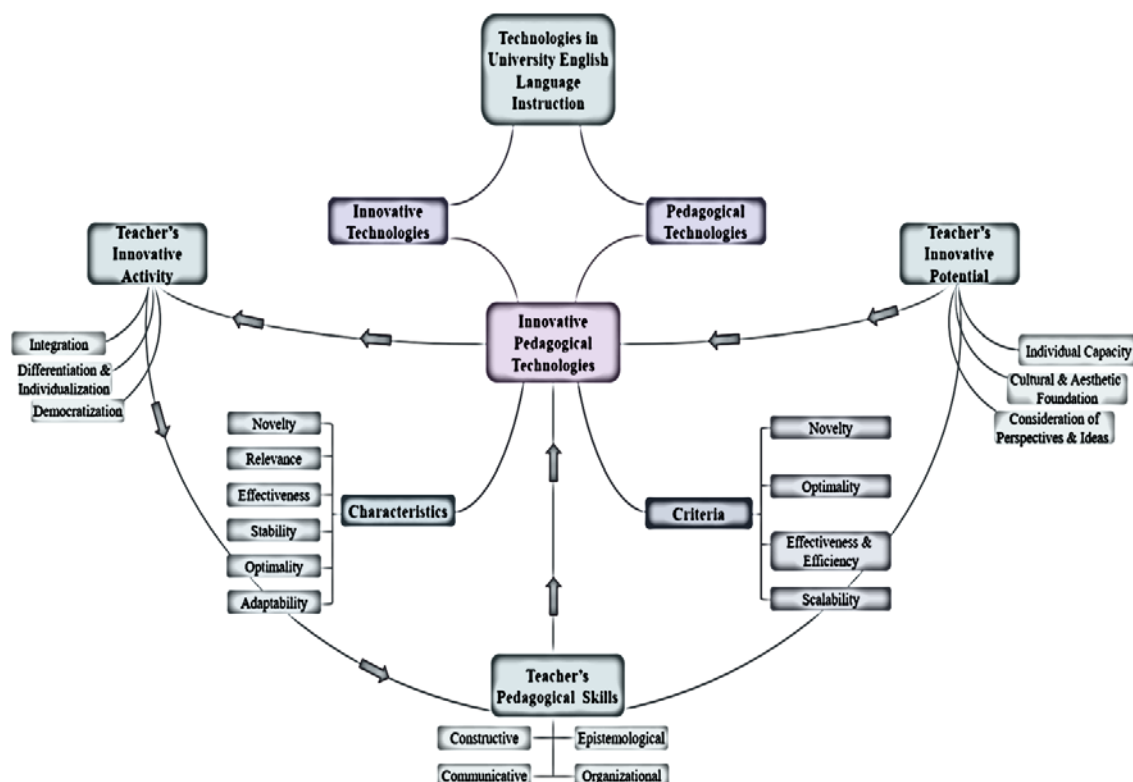


Fig. 1. The key objective of technological innovation in language learning

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This article provides a comprehensive overview of the key concepts and principles related to pedagogical technology and innovation in FL instruction, laying the groundwork for further exploration and research in this dynamic and evolving field. It is recommended that future research focus on specific examples of innovative technologies and their practical application in diverse learning contexts, as well as the development of effective strategies for supporting teachers in their efforts to integrate these technologies into their FL classrooms.

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САМОЙЛЕНКО Максим

аспірант спеціальності 011 – освітні, педагогічні науки,
Черкаський національний університет імені Богдана Хмельницького

ВОВК Олена

докторка педагогічних наук, професорка,
професорка кафедри англійської філології та методики навчання англійської мови,
Черкаський національний університет імені Богдана Хмельницького

МОДЕРНІЗАЦІЯ НАВЧАННЯ ІНОЗЕМНИХ МОВ: СИЛА ПЕДАГОГІЧНИХ ІННОВАЦІЙ

Анотація. У статті досліджується ключова роль педагогічних технологій та інновацій з метою модернізації навчання іноземних мов, зокрема в системі вищої освіти України. Детально висвітлюються теоретичні засади педагогічних технологій, їхня ієрархічна структура, а також основні принципи їх застосування. Розглядаються також базові методологічні принципи, які забезпечують успішність реалізації педагогічних технологій, а саме концептуальність, системність, керованість, ефективність, відтворюваність.

Особлива увага приділяється концепції освітніх інновацій, яка охоплює не лише впровадження новітніх технологій, а й новітні організаційні та управлінські підходи у процес навчання. Визначаються основні етапи впровадження освітніх інновацій, які включають ініціацію, прийняття рішення, розроблення, підготовку, реалізацію та подальше використання з урахуванням зворотного зв'язку, рефлексії та корекції.

Важливим аспектом дослідження є розгляд ролі викладача як новатора, здатного творчо застосовувати педагогічні технології у процесі навчання іноземних мов. Підкреслюється, що успішне використання педагогічних технологій вимагає від викладача високо-

го рівня професійної компетентності, яка включає методологічні, дидактичні, психологічні, мовленнєві навички та комунікативні вміння.

У статті також пропонуються практичні приклади застосування педагогічних технологій у навчанні іноземних мов, зокрема використання інтерактивних платформ, технологій змішаного навчання, проектно-діяльності та методик розвитку іншомовної комунікативної компетентності. Наголошується, що впровадження означених інновацій сприяє підвищенню мотивації студентів, розвитку їхніх когнітивних і мовленнєвих навичок та комунікативних умінь, а також забезпеченню високих навчальних результатів.

Метою дослідження є комплексне розуміння взаємозв'язку цих понять та їх потенціалу для революційних змін у навчанні іноземних мов.

Ключові слова: педагогічна технологія; освітні інновації; навчання іноземної мови; учитель як новатор; результати навчання; комунікативна компетентність.

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