Implementation of innovative methods into the process of professional future foreign language teachers' training

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Abstract. The study was aimed to determine the innovative education objectives of future foreign language teachers'; creative approach to solving educational challenges; communication skills of a future foreign language teacher in media society. In the course of the study, the author found out that in contrast to traditional teaching methods that stimulate "learning for evaluation", innovative methods activate the internal need of the student in "learning for self-development, self-organization". The author highlighted the advantages and disadvantages of innovative methods, autocratic or democratic teachers' style, possibilities and limitations of the use of innovative technologies for the implementation of educational competence of students, gives the interpretation of task requirements and stages of innovatory methodology on the 'debate' example as a means of stimulation creative thinking and idea generation. Therefore, the results of the study demonstrate the need for the implementation in using innovations in professional foreign language teachers' training in purposely qualified language learning and teaching.

Keywords: implementation, innovative methods, long life teachers' training, communication areas in training, creative thinking, high education.

Introduction. Implementation is the process of gaining targeted members' appropriate and committed use of information [9]. Not everyone sees the growth of English as a desirable phenomenon. But since English is now used more often as a lingua franca than as a native language – and since the majority of competent English speakers are not native speakers, but second-language users – the inner circle has lost much of its linguistic power, real or imagined. English language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great gorge at the end. On the other side lies real communication, but the group is stranded on the other side of drills because the teacher sees no strong bridge across. Although there can be no doubt that the spread of English has some impact on other languages, creating a causal link between this.

While 21st skills are crucial everywhere, this notion seems to have found a deep resonance in Ukraine, where it features frequently in discussions of how to complement existing highly effective systems, which often produce superior performance on standardized examinations, with an emphasis on independence, creativity and innovation.

The 21st century requires a new set of skills to keep up with our fast-paced, technology-driven world. The students as Generation Z/iGen are growing up in a time of globalization in which our world is growing increasingly interconnected every day. Each generation has been in the workforce for different lengths of time and accumulated varying degrees of education and wealth; each generation is preparing in accordance with the time and saving; each generation grew up in evolving technological processes; each generation grew up in different financial climates. However, in the past year, the COVID-19 pandemic has had to look for new concepts of education. Trilling B. and Fadel C. describe the shift we perceive in the following way: "This monumental shift from Industrial Age production to that of the Knowledge Age economy – information-driven, globally networked – is as world-changing and life-altering as the shift from the Agrarian to the Industrial Age hundred and fifty years ago" [14, p. 3]. This shift requires from the learners to prepare them to be more connected with people and products from around the world and skilled at searching and processing new information independently. Learners growing up in the "Knowledge Age" will not be successful unless they learn how to process all the information that they will be inundated with throughout their lives. McCain T. and Jukes I. noted, "…In the past, when information had a much longer shelf life, learning was something that was done once in your youth. Then you were done with learning for life. In the good old days, what you learned in your youth prepared you for your single career. Today, learning has become a lifelong process. Given the rapidly changing nature of our world, people of all ages must constantly learn and relearn what they need to know. What they learned yesterday may no longer be valid in tomorrow's world. Tomorrow, they will have to learn again because today's information will already be out of date" [11, p. 89].

Literature review. Theoretical and methodological principles of future foreign language teachers' training were researched by many scientists in the field of pedagogy, psychology, and linguistics including

K. Bliss, Bönsch, Kaiser, Katherine J. Klein, Joann S. Sorra J. Crandall, J. Egbert, C. Fadel, T. McCain, I. Jukes, T. Kolodko, B. Trilling, L. Rantala, D. Rowe, et al.

The objective of this work is to incorporate innovative technologies into teaching process and create a rich learning experience for students and teachers. Thus, we consider the methods implemented in the process of professional foreign language teachers' training to be innovating and suggest examining one of its options.

Research Methodology. The investigation has applied pedagogical research methods, references, theoretical generalization, systematization, collaboration, argumentation, analytical, critical and creative thinking.

Results and discussion. In the desktop era, the Internet seemed like a separate place partitioned off from everyday life by monitor screens. Now the time has changed it and with mobile devices, especially multiplying smart devices, integrate the virtual and the real as we carry the net with us, entertaining and informing ourselves and

sharing our thoughts and experiences while we navigate our daily lives. Mobile devices also represent a return to personification, enlarging our brains and our senses as we interact with the world around us.

The modern media space has changed significantly as a result of globalization, wide spread of technologies and new consumer habits in the use of information resources [6]. Global trends in the transformation of social interaction, modernization of the basics of social and cultural exchange and accumulation of communication channels in interactive, shift the discourse of research attention to the issues of media education [3].

Teachers' training is a lifelong process. One of the joys of teaching is the opportunity to explore new ideas and new ways of teaching as well as we try to meet the needs of an ever-changing group of learners. If you never taught learners, then you will be learning a great deal during your first years about how to plan, manage, teach, and assess learners. Some is learned from experience. Some you may learn by talking with or observing more experienced colleagues. A language teacher may also continue to grow as a teacher of learners by participating in professional development activities sponsored by school or by a professional association, some of it face-to-face and some of it through online sources. If you are an experienced teacher, you may find that working with colleagues on curriculum or lessons or participating in a conference will enable you to share your experiences, develop a larger network of colleagues, and you provide some new ideas or activities for your classroom [4; 5].

When we think about children's learning, we often focus on "reading, writing, speaking, etc.". As students progress through school, we expand that focus to include science, geography, history and more. Yet, the learning process is much broader and deeper than traditional school subjects. As children grow and develop in their families and communities, they learn incredibly impactful lessons about communication, cooperation and caring; they learn about problem-solving and critical thinking; and they learn about their unique identities and the creative contributions they have to offer the world.

Analysis of the processes of implementation of innovations, e.g. media education in the developed countries suggests the need for a pedagogical transition to the expansion of educational opportunities of students by transferring the interaction of a teacher and a student into a virtual environment as a new form of learning space [7; 3]. Learning isn't just about the content, but also the context. As a result, sometimes, the lessons learners learn are negative ones. Without a caring, supportive environment in which they are safe and their basic needs are met, they may learn to be withdrawn rather than communicative; they may learn to be obstructive rather than cooperative; they may learn to be selfish instead of caring. Without a stimulating, quality education they may learn to seek pre-packaged answers rather than working through problems themselves and carefully analyzing information to find the unbiased truths. Without receiving respect as individuals and opportunities to express themselves creatively, they may learn to repress their voice and talents rather than confidently sharing and implementing their ideas and fulfilling their dreams.

To ensure that our students are learning the lessons ef-fectively will allow them reach their full potential and make positive contributions to society. If we want to open more quality leaning opportunities for our students, our education systems must be responsive and flexible. We are to rethink traditional education systems and processes, remaining open to new ideas about where and when students learn, who teaches them and how, and what we teach and why. For education to have innovations, contemporary methods must be used [10]. As the field of teaching learners English is constantly changing and growing, and the teacher will want to find appropriate ways to keep current. According to some scientists, there is a split in theory and practice of innovative technologies [13], which produces a predominance of traditional learning environment, the dominance of authoritarian school culture over interactive one [12].

Some things need to be said about the view of the teacher's craft. In the first place, a modern teacher must know how to use computer, the Internet and all accessible means of communication. Secondly, the teacher must love his work and feel himself in the right place. Thirdly, he must be creative and democratic. Thus, this teacher is always interesting and modern to students, because a new Generation Z/iGen is a new generation of students. They do not know the world without screens, digital social networks or smartphones, so they are always connected, they are multitask and multiscreen.

Being democratic and letting students participate in decision-making takes more effort and organization than controlling the class from the front. Furthermore, the promotion of learner autonomy (where students not only learn on their own, but also take responsibility for that learning), is only one view of the teaching-learning relationship, and is very culturally biased. In some situations both teachers and learners may feel more comfortable with a more autocratic leadership style, and while this might not suit the preferences of some, it is highly attractive to others.

It is worth pointing out that being a 'democratic' teacher (where the teacher shares some of the leadership with the students) is simply one style of teaching, informed by strong beliefs, of course, but nevertheless only the way of doing things. Some teachers are effective when teaching in this way, but others may find it more difficult. Whether or not we are more autocratic or democratic as teachers, we are called upon to play many different roles in a language-learning classroom. Our ability to carry these out effectively will depend to a large extent on the rapport we establish with our students and on our own level of knowledge and skill.

In many ways, the implementation of innovative education's objectives depends on the personal and active commitment of the teachers; creative approach to solving educational challenges; communication skills of a teacher [1]. A high school teacher, using videos, movies, websites, popular music, newspapers and magazines in the classroom, or involving students in the creation of media products using video cameras or computers, provide sustained interest of students in the subject, develops internal motivation of the student [8].

The author's research is an attempt of understanding the prospects of using innovative technologies in traditional educational environments, their advantages and

disadvantages over traditional teaching methods. A key factor in the success of productive-skill tasks in feedback is the way teachers organize them and how they respond to the student's work. Moreover, it's important for the teacher to involve students' creative thinking about possibilities and alternatives, thinking of new combinations of known elements, etc. Bönsch and Kaiser define creative thinking as the ability of the individual towards the transformation of reality and implementation of new ideas [2]. They highlight three components of creative thinking: 1) intellectual aspect (ability to produce ideas); 2) motivational aspect (preparedness to think of something new and articulate these things): 3) emotional aspect (courage to think, resist pressure to conform, take risks) [2].

In view of the high relevance of the issues raised, the author's aim is to explore the possibilities and limitations of the use of innovative technologies for the implementation of educational competence of students. The materials of the author's research include tasks that were offered to Master's Degree students to perform within the discipline "Communication Strategies and Translation" (22 students were trained). In particular, in the classroom students were asked to perform a number of educational tasks that involve independent search, processing and critical analysis of information.

To start thinking about feedback opinions *"Journey. Round-the-world trip"* students we'll set down a basic methodological model for the teaching of *productive skills*.

In the *lead-in stage*, we engage students with the topic. Perhaps we ask them what they know about a certain subject (e.g. we ask them what experience they have of tourism if we are going to have a tourism debate, or we might, if we are going to role-play checking in at the airport, get them think about the kind of conversation that usually takes place when people check in.

Example: The debate
Activity: discussion; making speeches
Focus: making a compelling argument
Level: intermediate

In the following activity, students are going to debate a serious topic; arguing as well as they can for or against a certain point of view. The activity occurs during work on the topic of holidays. Students are told that they are going to debate the statements *"Tourism is bad for the world"/"Tourism is a good thing".* We start the sequence by inviting them to give any opinions on the subject so that the topic gets an airing. Perhaps we put them into small buzz groups first just to give them time to think around the topic.

To perform these tasks, the students were asked to divide into two sub-groups of up to 6-7 people (Group A and Group B), which allowed to introduce a competitive component, provided the development of communication skills of group interaction and skills of group discussions. In Group A students are told to agree with the motion and in Group B they were told to disagree with it. Point out that they will be given an opportunity to air their real views later but that debating is all about how well we argue a case. The groups try to come up with as many arguments as they can or look up facts on the Internet. If not, we can feed in argument, e.g.

Tourism is bad for the world

✓ *According to scientists, 15% of all greenhouse gasses will come from planes by 2050.*
✓ *Water is diverted from agricultural/poor areas to feed tourist centres.*
✓ *Spread different illnesses one which is COVID-19 pandemic.*
✓ *Tourism generates rubbish.*
✓ *Tourism destroys the countryside and pushes wildlife away.*
✓ *Tourism destroys traditional ways of life, etc.*

Tourism is a good thing

✓ *Tourism is fun.*
✓ *The way to improve economic development of countries.*
✓ *It's the world's largest industry.*
✓ *Increase of communication and intelligence between people.*
✓ *Tourism provides employment to many who otherwise would have no jobs.*
✓ *When tourism is restricted, only the rich can travel.*
✓ *Everyone needs a chance to relax, etc.*

Students get a chance to rehearse their arguments in their groups. While they are doing this, we go round monitoring what they are doing, offering suggestions and helping out with any language difficulties they may be having. The subject is opened up for anyone to make the points.

Finally, the proposer and opposer make a short closing speech and then everyone votes on whether they agree with the motion or not. Perhaps the best way to ensure that this all works well is to have the teacher as the debate organizer and controller. Or make this into a TV-style debate, and give students from both Group A and Group B different roles, such as an airline executive, a travel writer, an environmentalist, a holidaymaker, a hotel employee, a local fisherman, a politician and a travel agent. Each one can use the arguments they have come up with, but from the point of view of the role they are playing.

When we *set the task,* we explain exactly what students are going to do. At this stage we demonstrate the activity in some way. For instance, if we want students to work in pairs, we show the group how the activity works by being one of a public pair ourselves so that everyone sees the procedure in action. We may get students to repeat the task instructions back to us. We also make sure that students are given all the information they need to complete the tasks (e.g. role cards).

When the students have started, we *monitor the task.* This means going round the class, listening to students working and helping them where they are having difficulties. With writing tasks, we become actively involved in the writing process as we respond to the students' work. In this activity students join together to write a story and read out their stories.

When the activity has finished, we give *task feedback.* This is where we help students to see how well they have done. We show positive aspects of what they have achieved and not concentrate only on their failings. Finally, we move on from the task with a *task-related follow-up.* We may re-set the task and follow the similar procedure.

All the tasks have a specified objective to be achieved,

often in a given time. They are goal-oriented. That means that emphasis is on understanding and conveying meaning in order to complete the task successfully. While students are doing the tasks, they are using language in a meaningful way; they need to be equipped with the knowledge of the global challenges and realities that our planet is facing. Education for sustainable development prepares students with the knowledge, skills, and mindset to care for our planet and its inhabitants and to find solutions to the challenges of today and the future.

Conclusion. As contemporary world goes ahead, a new generation moves on quickly and the task of a 'new' foreign language teacher is to be in the center of innovations, use new technologies in teaching, and be creative, mobile and flexible.

The results showed that innovative methods of implementing educational competence of students develop analytical skills in the analysis of the texts, contribute to the consolidation of sustainable motivation for further study of the course. It was found out that unlike traditional teaching methods, that stimulate "learning for evaluation", innovative technologies activate the internal need of the student in "learning for self-development". The students, when assessing the advantages of using the innovative teaching methods, particularly noted the development of such skills as: segmentation of media space and critical approach to the selection of media texts for analysis; the use of a multidimensional approach to the selection of information channels, the volume of information array and units of analysis of media texts. Such skills as flexibility and critical thinking, systematization and structuring of information data are highly appreciated.

Many students noted the complexity of fulfilling the tasks, most of them did not start their implementation immediately attempt (it took a multiple revision of the texts, a return to the already analyzed array of information to clarify and/or correct errors). While working in a group, some students were not included in the group discussion, which illustrates the high level of differentiation in the development of both professional and communicative competencies. Some students noted the unfairness of the assessment of assignments, which is more typical for students with a low level of development of skills in design and presentation of the results of research activities.

The disadvantages of using interactive technologies in the formation of educational competence were the complexity of the tasks, the inability to assess fairly their implementation. However, the results of the study highlighted a certain pattern: the higher the involvement of students in the performance of the educational task and the better they have developed the skills of presentation of their research results, the less dissatisfaction and criticism is caused by interactive teaching methods. Therefore, the results indicate that feedback is not yet a meaningful interaction between a teacher and a learner.

As some recommendations to facilitate the work of students with different texts, we can offer a deep methodological study of tasks, taking into account such factors as: the objectives of the discipline, the level of students' training, time parameters, the complexity and effectiveness of the educational task. Particular attention should be paid to the tools: the algorithm of the task, the system of evaluation of individual and group indicators, methods of activating the discussion. It can be assumed that for students with a weak level of training and motivation, it is a need to strengthen the active role of the teacher. For such groups, the functions of the teacher can be expanded in terms of overcoming the detachment and involvement of students in the work. The role of a teacher as a conductor of ideas, of the formation of conditions for self-organization of groups, is more effective.

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