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Analysis of Innovative Methods of Ukrainian Language Teaching at the Educational Institutions of General Secondary Education

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Abstract: Ukrainian language is a basic subject of general secondary school and Ukrainian language teaching tends to improvement and innovative development in accordance with the requirements of time. The purpose of the article is to analyze innovative methods of Ukrainian language teaching at the institutions of general secondary education and describe the conditions for their effective application. To achieve this purpose, we employed general scientific methods and experimental methods. General scientific methods included literature examination, analysis, synthesis, generalization, and critical conceptualization of findings on the problems of innovative development of language education and improvement of the process of Ukrainian language teaching. Experimental methods concerned pedagogical observation and survey to gather quantitative and qualitative data. The methods of statistical processing were used for results interpretation and formulation of relevant recommendations. The findings show that innovative methods are widely used within the process of

Ukrainian language teaching. Their application depends on the educational environment, pupils' needs and individual characteristics, and teachers' readiness to use innovative methods. We found that teachers working at the institutions of general and secondary education in Ukraine mostly have average or sufficient level of readiness to use innovative methods. At the same time, students- philologists have slightly lower level of readiness. To enhance the teaching efficiency in the Ukrainian language classroom, we designed the innovative lesson pattern to use innovative methods because they set some conditions to the lesson structure. We found that innovative lesson consists of motivational stage, presentation of learning objectives, explanation of new information, practical exercises, evaluation and making conclusion. Each stage of the Ukrainian language lesson suggests using certain innovative methods.

Keywords: Ukrainian language teaching, innovative methods, teachers, readiness, communicative skills, educational process, innovative lesson pattern.

Introduction

The Ukrainian language is one of the basic school subjects; and language teaching is the main priority area of modern general secondary education as it provides spiritual development of young learners, formation of their humanistic world outlook, national consciousness, high morality, patriotism, and active civic position (Kremen et al., 2022).

According to Ukrainian legislation, regardless of nationality, all citizens of Ukraine must speak the state language fluently. The Ukrainian language is an obligatory component of the content at all institutions of general secondary education in Ukraine. The institutions where pupils from national minority groups study, Ukrainian as a state language is taught as a separate subject from the first grade (Zabolotna et al., 2019).

Learning the Ukrainian language ensures formation of communicative competency, including reading, writing, speaking, and listening comprehension skills, development of pupils' personality using speech activity, ability to communicate in Ukrainian for cultural and national self-expression, use key competencies in personal or social life and during cross-cultural dialogue, enriches emotional and sensual experience, enhancement of language and creative abilities (Savchenko & Lokshyna, 2021).

The necessity to modernize language teaching at the institution of general secondary education is explained by the difference between its content, the level of language competency of pupils and methodical readiness of teachers (Kremen et al., 2022; Payaprom & Payaprom, 2020).

Under modern conditions innovative component becomes an important factor for success and efficiency. In this context there is a requirement to innovate education due to current challenges that actually means to use innovative teaching method and technologies (Mnozhynska, 2022). They most likely improve the learning outcomes and make the time spent in school interesting and captivating.

Today's children do not want to learn through the board presentations or reading the textbook. They prefer dialogues or discussions, collaborative group work, lexical or role play games. Besides, their learning outcomes depend on using computer or mobile device.

That is why new perspectives to enhancement of language teaching in general secondary school are devoted to implementation of innovative activities in the classroom and adjustment of the lesson structure. And every successful teacher is, first of all, an innovative teacher who is ready to implement innovative methods extensively and to improve the existing methodology.

Research Problem

According to Mnozhynska (2022) and Dyka et al. (2019) innovations are becoming more widespread in schools. Innovative methods benefit both teachers and pupils because they give the possibilities to manage the educational process and enhance its efficiency. The use of innovative methods for Ukrainian language teaching suggests a number of modifications that meet current demands. Zaporozhchenko et al. (2022) note that innovative methods contribute to formation of communicative skills, critical thinking, self-actualization, and self-improvement. They better prepare today's pupils for future roles. As a result, modern pedagogical science should pay more attention towards the study of innovative methods for language teaching and design of appropriate algorithm of their implementation in the classroom.

Research Focus

Teaching method means a systematic action for organization of cognitive and practical work of pupils to encourage them to learn, to acquire relevant skills and abilities (Singh, 2018). Methods used for Ukrainian language teaching represent a system of teaching techniques oriented towards preparation of pupils to communication in the Ukrainian language (Goroshkina, 2020).

Methodology of Ukrainian language teaching suggests using of general didactic methods that are applicable for other school subjects and it offers specific methods that can be employed only in this field, especially if they relate to learning of language structure, its syntax and semantics (Goroshkina, 2020; Vintoniv & Tiutiuma, 2022).

General secondary school uses a wide range of language teaching methods. Actually, they are divided according to the following aspects: learning objective as a precondition of interaction between a teacher and a pupil; technique of presentation of the educational material; usage of technical aids; type of assessment of pupils' learning achievements (Aleksandrovych & Malynka, 2020; Zbyr, 2020). Therefore, there are several classifications of language teaching methods that have been developed.

The classification taking into account interaction between teacher and pupils at the lesson involves oral presentation of language material; exchange of views, formulation of conclusion, generalization of rules; monitoring language facts and their discussion; independent learning with the use of a textbook; doing practical exercises (Alem, 2020; Yuldashova et al., 2020).

The classification on the basis of type of learning includes information methods (reproductive methods oriented towards memorization and patterned language exercises), practical methods (tasks to train language skills), explanation and illustrative methods (storytelling, conversation, exercise method), programmed learning methods, and problem-search methods (Payaprom & Payaprom, 2020; Ushakova et al., 2022). Dyka et al. (2019) divide language teaching methods into general, cognitive and communicative. General methods include observation, experiment, and modeling. Cognitive methods concern programmed learning method, linguistic observation, analysis, working in the creative field,

method of linguistic comparison. Conversation, panel discussion, dialogue belong to communicative methods.

All language teaching methods are distinguished in accordance with the level of novelty. Therefore, they fall into two types: traditional and innovative (Dwivedi, 2020).

Traditional methods deal with explanation of the material, encourage its understanding and memorization by young learners. Forms of explanation differ in content, age of pupils and their individual characteristics. Traditionally, a teacher uses oral presentation, facilitation of independent work, and conversation (Payaprom & Payaprom, 2020).

Fast flow of information, usage of technologies, gamification change forms of education. This requires to apply the new methods which children understand. As a result, language teachers tend to use innovative methods more extensively (Yuldashova et al., 2020; Zaporozhchenko et al., 2022).

Innovative methods of language teaching are connected not only with gaining new knowledge but development of learners' creative abilities for problem solving, enhancement of their intellectual possibilities and cognitive activity (Dyka et al., 2019; Dwivedi, 2020).

It is important to note that a pupil perceives only 5 % when listens oral speech. Young learners remember only 10 % of information when they read the text and 20 % when watch video. When children observe the demonstration, they acquire 30 % of material. During participation in discussions, they perceive 50% of information; and when pupils are involved in practical activity including pair, group or cooperative work, they memorize 75 % of material and more (Lupyan et al., 2020). This fact claims that a teacher must pay more attention to interactivity in the classroom to create favourable conditions for mutual learning, where a teacher and a pupil are equal players (Dyka et al., 2019).

Moreover, the use of innovative methods provides the depth of knowledge. The pupils acquire all levels of cognitive activity (getting the knowledge, understanding, implementation, analysis, synthesis and evaluation). Also, the time required for completing the task is decreasing (Tsurkan, 2020).

To apply innovative methods in the process of Ukrainian language teaching correctly, it is necessary to introduce the rules of the tasks and other organizational aspects in advance. Both a teacher and pupils must get used to new activities. In some cases, teachers can carry out so-called organizational lesson and to create the rules together with pupils (Kumpan & Kharlamova, 2019).

The findings (Zaporozhchenko et al., 2022; Zinkevych, 2019) show that it is necessary to take the following steps to implement innovative methods of Ukrainian language teaching more efficiently: to prepare pupils for doing the task in advance; to select the exercises that are connected with the lesson topic; to give the adequate time for performing the exercise carefully; to use one or two exercises in one lesson and, if necessary, dwell on complicated or controversial aspects; to implement supportive practices to reduce psychological unease; to develop creativity through language exercises; to organize short quizzes or one-minute papers to assess the tasks for independent work; to discuss the material thoroughly at the end of the lesson.

Tsurkan (2020), Zinkevych (2019), and Krupko (2022) describe the conditions for positive implementation of innovative methods. They include combination of different methods, formation of positive motivation among pupils, combination of individual, pair and group forms, differentiated

approach to teaching, learners' intellectual abilities and readiness to communicative activity, use of information and communication technologies (ICT).

Zinkevych (2019) claims that effective use of innovative methods for Ukrainian language teaching depends on teachers' excellence. According to Nikolska and Pershukova (2020) the process of training involves small-scale efficiency due to insufficient methodical level of teachers, their poor attention towards innovative communicative methods and inadequate use of ICT.

Bilianska et al. (2021) and Rizashakh et al. (2022) outline the structural components of the teacher's readiness to innovation. Thus, the structure of such readiness includes teacher's ability to realize the significance of innovations, theoretical and methodological innovative knowledge, ability to plan and to use innovative methods, ability to organize the innovative process and to implement appropriate methods at the different lesson stages, possibility to introduce new methods and to adapt them to the lesson type or pupils' level of knowledge and psychological characteristics, ability to evaluate the adequacy of innovations, and ability to integrate technology into Ukrainian teaching.

Currently, Ukrainian language teaching cannot be efficient beyond innovative processes. Innovative methods based on the methodical modifications allow pupils form Ukrainian language competency and to get ready for communicative activity easier, to activate creative and cognitive abilities, to form critical thinking, to extend possibilities of self-control and self-learning. At the same time, innovative methods allow teachers to optimize the educational process, to motivate pupils, to build their interest to learning, and to improve the assessment of learning outcomes.

The use of appropriate innovative methods in Ukrainian language teaching is essential for the educational environment development and education modernization. Simultaneously, the appropriate implementation of innovative methods requires teacher's readiness and methodical excellence.

Research Aim and Research Questions

The purpose of the article is to analyze innovative methods of Ukrainian language teaching at the institutions of general secondary education in Ukraine and describe the conditions for their effective application in the educational process.

The article objectives are the following:

- to conduct an open survey among teachers of institutions of general secondary education in Ukraine to select the methods applied for Ukrainian language teaching;
- on the basis of teachers and students survey to analyze positive and negative features of innovative methods of Ukrainian language teaching;
- to evaluate the level of readiness to use innovative methods of Ukrainian language teaching at the institutions of general secondary education in Ukraine;
- to describe the peculiarities of application of innovative methods in the process of Ukrainian language teaching.

Research Methodology

General Background

While analyzing the problem, we employed two groups of methods: general scientific methods and experimental. General scientific methods included examination of pedagogical and psychological literature, analysis, synthesis, generalization, and critical conceptualization of findings on the problems of innovative development of language education and improvement of the process of Ukrainian language teaching. Experimental methods included pedagogical observation and survey to gather quantitative and qualitative data. The methods of statistical processing were used for results interpretation and formulation of relevant recommendations.

Sample / Participants / Group

The research involves 36 Ukrainian language teachers from 7 institutions of general and secondary education and 78 undergraduate students of Ukrainian philology faculties of various higher educational institutions who underwent an apprenticeship at the institutions of general and secondary education and taught the Ukrainian language. We carried out the questionnaire through the Internet using Google forms. All the respondents took part in the pedagogical experiment on the voluntarily basis. They were explained about the study objectives and the organizational procedures in details.

Instrument and Procedures

Teachers and students were interviewed through Google forms to obtain quantitative and qualitative data. The 15-item questionnaire concerned the information about innovative methods used for Ukrainian language teaching at the institutions of general secondary education. We applied open and close-ended questions. Figure 1 shows the questionnaire used among Ukrainian language teachers and students-philologists.

Figure 1

Online Questionnaire on Readiness to use Innovative Methods for Ukrainian Language Teaching at the Institutions of General Secondary Education in Ukraine

1. Are you a teacher or a student-philologist?			
a) teacher		b) student-philologist	
2. What is your teaching experience? (applicable for teachers)			
a) less than 5 years	b) 5-10 years	c) 10-15 years	d) more than 15 years
3. Are innovations important for the efficiency of Ukrainian language teaching?			
a) very important	b) moderately important	c) not very important	d) unimportant
4. How often do you join advanced training, take additional course on improvement of the educational process or attend methodical conferences?			
a) 5 or more events a year	b) 2-3 events a year	c) one event a year	d) once every 18 months
5. Make the list of 7 innovative methods that you use most often? Describe their positive and negative features.			

6. What difficulties do you face while using innovative methods?

7. How do you plan the usage of innovative methods?

a) watch webinars	b) repeat other teachers' actions or study methodical recommendations	c) design the lesson yourself	b) ask pupils what activities they prefer
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8. Do you evaluate the efficiency of innovative methods you use?

a) always	b) sometimes	c) rarely	d) never
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9. How often do you apply innovative methods?

a) every lesson	b) often but not every lesson	c) rarely, depends on situation and topic of the lesson	d) very rarely, do not remember exactly
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10. At what stage do you prefer using innovative methods?

a) at the beginning, as a warming-up exercise	b) to check home assignment	c) to explain new material	d) to practice communicative skills
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11. How often do you change activities at the lesson?

a) several times a lesson	b) once a lesson	c) change very rarely	b) prefer use two-three favourite activities
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12. Do you adapt methods to your pupils?

a) yes	b) no
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13. How do you assess pupils' learning outcomes?

a) very high	b) average	c) sufficient	d) do not change
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14. How do you evaluate your pupils progress after using innovative methods?

a) regularly	b) quite often	c) rarely	d) never
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15. How often do you use ICT at the Ukrainian language lesson?

a) every lesson	b) at the most of lessons	c) rarely	d) very rarely or never
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Source: author's own development.

Data Analysis

We carefully processed the data received during the experiment to describe the innovative development of Ukrainian language teaching at the institutions of general secondary education in Ukraine. The answers of teachers and students-philologists showed the current level of their readiness to use innovative methods. Also, we managed to make the list of innovative methods used to for the efficiency of Ukrainian language teaching and highlighted their positive and negative features. We revealed our findings in "Research Results" and "Discussion" sections.

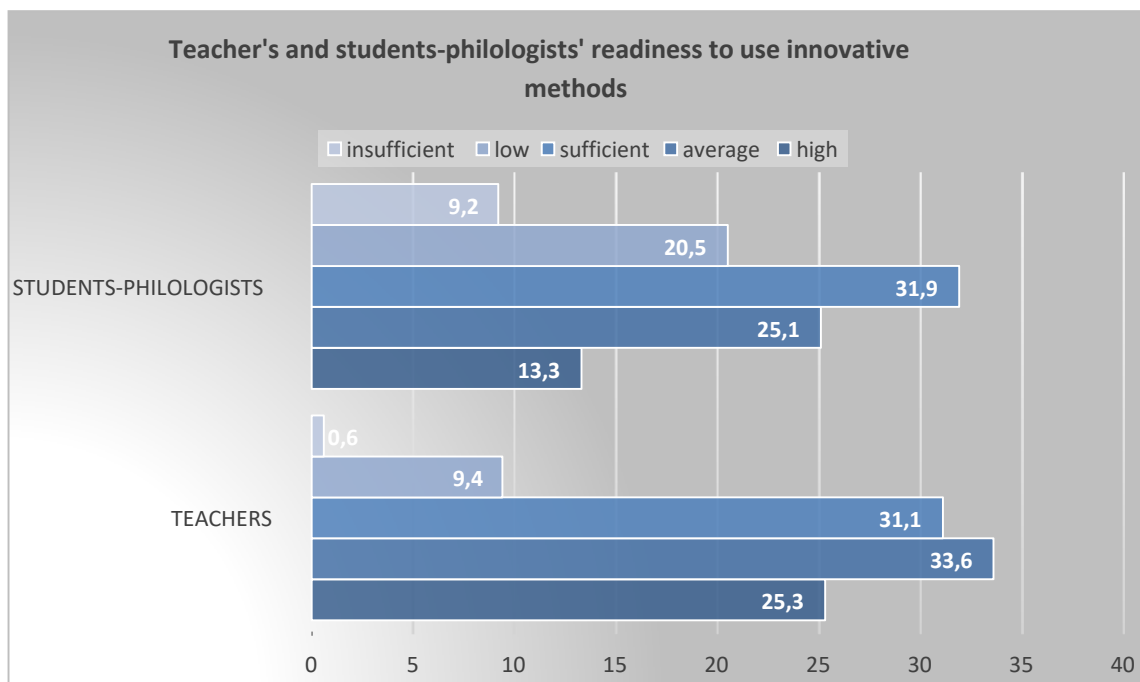
Research Results

Figure 2 shows that teachers working at the institutions of general and secondary education mostly have average (33,6 %) or sufficient level (31,1 %) of readiness to use innovative methods. 25,3 % of teachers use innovative methods regularly and professionally. At the same time, 9,4 % of teachers

have low level of readiness and 0,6 % of educators are not ready to implement innovative methods adequately. The research demonstrated that students-philologists mostly have sufficient level (31,9 %) of readiness to use innovative methods. Only 13,3 % of them are ready to use innovative methods. 25,1 % of students possess average level of readiness and 20,5 % - low level. It is necessary to note that 9,2 % of students presented insufficient level of readiness.

Figure 2

Ukrainian Language Teachers' and Students-Philologists' Readiness to use Innovative Methods



Source: author own development.

Then we analyzed a variety of innovative methods used in the process of Ukrainian language teaching at the institutions of general and secondary education. Findings show that teachers and students-philologists apply a wide range of innovative methods. Table 1 presents the list of the methods, their usage frequency, positive and negative features. We found that debates, round table, brainstorming, project-based method, "Uncompleted sentence", role-playing and lexical games are used by the majority of teachers. Case method, "Find the error", Position-Reason-Explanation, multimedia presentation, activities with interactive textbooks, and conversation are used in five out seven institutions. At the same time, Socratic dialogue, "Cinquan verse", Six hats, podcasting and blogging have minimum usage frequency.

Table 1

Usage Frequency of Innovative Methods Used in the Process of Ukrainian Language Teaching (On the Basis of Teachers and Students Survey)

Methods	Positive features	Negative features	Usage frequency
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Brownian Motion	Development of communicative skills, revision of material	Pupils can make mistakes and the topic can be misunderstood	23,1 %
Debates, disputes	Development of critical thinking, grammar revision	Some pupils do not participate in conversation	99,8 %
Socratic dialogue	Deep knowledge of the problem	Some data can be missed	11,7 %
Case method	Formation of problem-solving skills	Time consuming	83,9 %
Aquarium method	Formation of leadership skills, team building	Depends on group structure and requires active participation	9,5 %
Two-four-all together	Formation of decision-making, communicative skills, language knowledge improvement	Requires active participation and high motivation	31,8 %
"Take position"	Formation of ability to persuade	Requires high level of language competency, pupils must have two opposite points of view	60,6 %
Carousel	Enhancement of speaking and writing skills, intensive assessment of performance	Requires collection of lots of information on the topic	19,8 %
Round table	Improvement of communicative skills, persuasion, and generalization skills, conclusion making, experience exchange, mastering the topic	Demands correct summarizing and making resolution	100 %
"Cube"	Team building, formation of leadership skills, improvement of comprehension abilities	Takes lots of time and preparation of many questions on the topic	49,4 %
"Microphone"	Formation of communicative skills, mastering grammar and vocabulary, decision-making	Requires discipline regulation and teachers' additional facilitation	47,0 %
Brainstorming	Improvement of problem-solving skills, critical thinking, production of new ideas, enhancement of evaluation skills	Requires extensive background knowledge	100 %
Find the error	Formation of communicative skills, improvement of self-control	Requires high level of grammatical knowledge to correct errors	98,7 %
Cinquain verse	Used as encouragement	Demands creativity	8,6 %
Fishbone	Development of critical thinking, persuasion, decision-making	Requires deliberate organizational procedure, difficult to assess pupils' participation	36,2 %
Six hats	Development of creative thinking, formation of motivation to learning activity	Use of metaphoric expressions	27,9 %
Portfolio	Systematization of the material, used for revision and extension of knowledge, forms self-learning skills	Demands thoroughness and patience	30,9 %

Position-Reason-Explanation	Formation of communicative skills, leadership competency, self-confidence	Demands the usage of specific phrases and speech patterns according to scenario	85,7 %
Project-based method	Formation of independency while learning, improvement of communicative competence	Takes additional preparation, demands the detailed analysis and mutual assessment	99,7 %
Uncompleted sentence	Develops creativity	Demands preliminary information on the topic	100 %
Role-playing game	Development of creativity, improvement of memory, communicative skills, enhancement of lexical and grammatical knowledge	Demand preliminary organizational work, can be difficult for pupils with low level of knowledge	100 %
Multimedia presentation	Formation of motivation to learning activity, improvement of theoretical knowledge	Requires digital literacy of teachers	90,1 %
Interactive textbooks	Enhances motivation, very interesting for pupils	Requires the use of special equipment	83,0 %
Online quiz	Quick and effective task	Requires special equipment, teachers are obliged to have high level of digital literacy	60,5 %
Multimedia dictionary	Quick search of necessary words or set expressions	Pupils get lazy and do not want to learn new terms	62,3 %
Storytelling	Formation of bright imagination about the event or phenomenon	Requires a teacher to use non-verbal and extralinguistic tools	53,1 %
Conversation	Activization of cognitive activity, development of dialogue and monologue speech	Can become informal and avoid the subject	84,2 %
Lexical game	Improvement of topical vocabulary	Requires concentration and discipline	100 %
“Associative bush”	Stimulates pupils’ thinking, explains language categories, used to summarize the topic	Demands concentration, cannot be played often	43,1 %
Flipped classroom	develops self-control and self-learning skills, improves group work	Requires strong attitudes to learning and high level of motivation, demands special efforts for involvement of pupils	55,9 %
Bring your own devices (BYOD)	Easy to apply when pupils can use their own mobile phones	Deviation of attention, searching the Internet during the lesson	40,7 %
Dynamic evaluation	Motivational activity, contributes to self-assessment	Can provide mistaken assessment in some cases	64,1 %
Podcasting	Enhances motivation to learning activity, proves that the Ukrainian language can be interesting	Applied for senior pupils, needs teacher’s supervision, demands high level of digital and information literacy	20,8 %
Blogging	Allows a teacher to create the course and monitor the performance, send home assignment	Requires special equipment, stable Internet, high level of digital literacy and preliminary additional preparation	16,3 %

Source: author own development.

Also, teachers and students described the difficulties they face while implementing innovative methods for Ukrainian language teaching. Table 2 shows major error in the process of implementation of innovative methods and actions for their elimination. Most errors are connected with time management, style of communication, creation of educational environment and use of ICT.

Table 2

Major Errors in the Process of Implementation of Innovative Methods for Ukrainian Language Teaching and Actions to Eliminate Them

Errors in the process of implementation of innovative methods	Actions for errors eliminations
Authoritarian behaviour, prevailing position of the teacher	Correct mistakes delicately and gently
Poor explanation of grammar, usage of textbooks and encouragement of independent work	Use more profound educational discourse while explaining grammar peculiarities, apply pair and group work to present grammar
Drilling of grammar phenomena	Apply more grammatical-communicative exercises, introduce grammar categories through speaking, listening, reading and writing activities
Stressed environment, pupils' fears to conveying own thoughts	Create convenient relaxed conversations
Lack of communicative interaction	Create engagement for all pupils
Use of artificial and uninteresting topics for exercises	Use real-life examples and prove the importance of something explained by getting
Passive teacher	Get involved into classroom activities to awaken pupils' curiosity and motivation
Low digital competence	Use various ICT, enhance digital competence through the scheme of advanced training
Avoid answering question	Participate in group discussion, answer additional question to fill in the knowledge gaps

Source: author own development.

Discussion

Under the conditions of eurointegration general secondary education and language teaching in particular requires innovative development and excellence enhancement (Kremen et al., 2022). Innovations in education deal with creating, implementing and disseminating of new approaches, ideas, methods, principles, and technologies oriented towards modernizing the educational process in accordance with the requirements of time (Yakushko et al., 2022).

Innovation is a regular phenomenon that has a dynamic character and is oriented towards pupils' personality development. Implementation of innovative methods helps a teacher to improve the educational process and make language teaching more qualitative (Dyka et al., 2019). The main characteristic of innovation is its ability to influence upon pedagogical activity, extend innovative boundaries of educational environment (Vintoniv & Tiutiuma, 2022). Typically, innovative methods deal with gaining new knowledge, development of pupils' intellectual abilities and communicative skills, improvement of self-control and self-learning. Also, they contribute to young learners' creative potential (Dwivedi, 2020).

Readiness to innovative pedagogical activity is a special personal state that includes motivation and value attitudes to profession, usage of efficient means and tools to achieve pedagogical intention, and possession of ability to creativity and reflection. Readiness to use innovative methods is a precondition of effective pedagogical activity, maximal realization of teaching possibilities, and revealing of creative potential (Tsurkan, 2020; Zinkevych, 2019).

The literature analysis and the experiment show that majority of teachers and students of the Ukrainian language faculties have sufficient and average level of readiness to use innovative methods in the educational process at the institutions of general secondary education. They face some challenges connected with organization of activities in the classroom, choosing appropriate task according to learning objectives, using of ICT. Small amount of respondents demonstrated difficulties in using innovative methods to evaluate pupils' learning outcomes. This fact testifies that Ukrainian language teaching can be more effective if teachers apply innovative methods extensively.

To enhance the efficiency of the process of Ukrainian language teaching at the institutions of general secondary education and form language skills of pupils, teachers must implement innovative methods in the Ukrainian language classroom according to learning objectives and pupils' needs and psychological characteristics. This also requires a teacher to design the special lesson plan if innovative methods are applied because they set some conditions to the lesson structure.

Innovative lesson pattern includes flexible structure, change of teacher's roles, extensive usage of pair or group work, frequent change of activities, use of ICT, realization of intersubject links, development of pupils' personality, building of young learners' creativity and cognitive ability, formation of motivation to learning activity and self-learning.

In addition, innovative lesson consists of five stages: motivational stage, presentation of learning objectives, explanation of new information, practical exercises, evaluation and making conclusion.

Motivational stage is organized to focus pupils' attention and generate interest. It is both warming-up exercise and psychological pause that helps pupils realize the social role of the Ukrainian language. It lays the foundation for absorption of new material. At this stage a teacher may introduce short exercises like brief conversation, find the error or storytelling.

Presenting learning objectives, a teacher provides an understanding of the lesson content and outlines the expected results. This stage is short and dynamic, that is why a teacher may apply work with multimedia dictionary, multimedia presentation, work with interactive textbook or video podcast.

There is a wide range of innovative methods to explain new material, for example, innovative lecture, multimedia presentation, teacher's blog, flipped classroom, position-reason-explanation, two-four-altogether, etc. The main requirement is to provide enough information and to create conditions for performing practical exercises. Special attention is paid towards explanation of linguistic terms and phenomena. Sometimes a teacher uses short quiz at this stage to find out whether they can proceed to the next lesson aspect.

To make practical exercises more effective for Ukrainian language teaching we suggest that a teacher implement innovative methods. They can be Brownian motion, disputes, case method, aquarium, "Take position", round table, carousel, "Cube", "Microphone", brainstorming, project-based method, role-playing, conversation, lexical game, "Associative bush", BYOD. A teacher explains the rules

of the exercise, pays attention to the objectives. During the activity, a teacher usually takes a role of an assistant, monitors learners' activity and encourages them to participation. Afterwards, pupils present the assignment results.

Evaluation and making conclusion are introduced to realize whether pupils achieved learning objectives and to analyze how they can apply the material in their future everyday activity. It is important to involve pupils to evaluate their outcomes using self-control of peer control. Besides, a teacher may employ Socratic dialogue, two-four-all together, find the error, fishbone, six hats, portfolio, uncompleted sentence, online quiz, conversation, lexical game, "Associative bush", flipped classroom, BYOD, dynamic evaluation.

At the end of the lesson, it is required to compare the expected results and current achievements to evaluate the efficiency of innovative methods. If the difference is relatively large, a teacher must adjust the method considering the peculiarities of educational environment, pupils' needs and individual characteristics.

Thus, Ukrainian language is a basic subject of general secondary schools and its teaching requires innovative development. This means that Ukrainian language teachers must apply innovative methods more extensively. Implementation of innovative methods at the Ukrainian language lessons and the innovative lesson pattern must be considered by teachers at the institutions of general secondary education and instructors of Ukrainian language faculties where future educators are trained.

Conclusions and Implications

The findings show that Ukrainian language teachers should focus on development of their innovative readiness and apply innovative methods in the educational process more extensively.

We found that methods used for Ukrainian language teaching represent a system of teaching techniques or combination of tools oriented towards achievement of pedagogical intention. Methodology of Ukrainian language teaching suggests using general didactic and specific methods that relate to learning of language structure, its syntax and semantics. All language teaching methods are distinguished in accordance with the level of novelty. The methods used for Ukrainian language teaching fall into two types: traditional and innovative.

Innovative methods are connected with gaining new knowledge, development of learners' creative abilities for problem solving, enhancement of their intellectual possibilities and cognitive activity. Also, they create favourable conditions for mutual learning, where a teacher and a pupil are equal players in the Ukrainian language classroom.

We came to the conclusion that innovative methods used for Ukrainian language teaching are not universal and they depend on educational environment, pupils' needs and individual characteristics. Effective use of innovative methods for Ukrainian language teaching depends on pedagogical experience, psychological and pedagogical competency of educator as well.

The findings show that Ukrainian language teachers mostly have average or sufficient level of readiness to use innovative methods in the educational process. At the same time, senior students-philologists who underwent an apprenticeship at the institutions of general and secondary education

and taught the Ukrainian language mostly have slightly lower level of readiness to use innovative methods.

To implement innovative methods for Ukrainian language teaching the innovative lesson pattern was developed that is characterized by flexible structure, change of teacher's roles, extensive usage of pair or group work, frequent change of activities, use of ICT, realization of intersubject links, development of pupils' personality, building of young learners' creativity and cognitive ability, formation of motivation to learning activity and self-learning. Also, a teacher must consider that at different stages of the lesson, different methods must be implemented.

Thus, implementation of innovative methods and their effective acquisition demand high level of teacher's innovative readiness that corresponds the current conditions of education development.

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