Innovative approaches and methods in language and literature education professional training

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Abstract The article explores various innovative teaching technologies for the Ukrainian language and the appropriateness of their use to enhance students' knowledge quality and develop their intellectual and linguistic abilities. Presently, the demand for specialists in the labor market and their competitiveness largely depend on competent speech (oral and written), the ability to communicate effectively, knowledge of language influence techniques, and persuasion. It is noted that societal needs are changing, which require a teacher to be an innovator and researcher capable of critical thinking. However, there is a limited number of developed innovative technologies focused on fostering the individuality of future professionals. The article examines innovative educational approaches that are advisable to prepare future professionals, their impact on the professional training of language teachers, and the dilemmas that arise in current educational conditions. It is proven that experts analyze the development of various directions in contemporary education and science and also contribute to future changes in the reform of future teacher training systems. There is a continuous exchange of ideas, experiences, and knowledge on many modern education and science issues. Higher education teachers use the progressive experience of national and foreign scientists and introduce effective, innovative technologies and teaching methods to improve the education of future language teachers at the current stage of education and science development. The discussed content of innovative technologies and their role in the methodological training of present-day language teachers are oriented toward forming and improving professional competencies. The described technologies can be used in teaching various subjects within the philological cycle. It will help develop a conscious readiness of future language teachers to implement innovative approaches in the school practices of secondary education institutions. The use of innovative technologies helps address educational and developmental tasks, such as activating students' mental activities and implementing individualized learning. These will help to save learning time for further use, ensure controllability and predictability of results, utilize the best practices from worldwide educational experiences, and create conditions for the practical application of the potential abilities of future language teachers. Innovative technologies effectively implement important didactic principles of linguistic education, such as scientific nature, visibility, accessibility, and autonomy.

Keywords: language education, literature education, innovative approaches, innovative methods, language competence, literature competence

1. Introduction

Institutions of secondary education in the XXI century are awaiting a teacher who utilizes comprehensive and systematic knowledge of language and literature in their professional practice, possesses a new approach to teaching, is a cultured individual and a catalyst for democratic changes, capable of shaping the national traits of young citizens of our country. At the same time, the rapid flow of information and technological changes in today's world, emphasizing personalized methods, require a paradigm shift in the phenomenon of education, the strengthening of the cultural foundation of society, and the development of skills to mobilize personal potential. These changes necessitate crucial transformations in the language and literature teacher training system's educational, scientific-practical, and research components.

It should be noted that the traditional education system does not correspond to the global socio-cultural changes in Ukraine. It leads to certain contradictions between education and the current social demand. For example, the teaching profession requires creativity and significant innovation. However, the curriculum in higher education institutions is poorly focused on creativity. The requirements for a teacher's personality are increasing yearly, while there is a lack of clearly defined requirements for students of philological faculties.

The Ukrainian language is an academic subject with highly high cognitive value. During these classes, thinking skills are developed, a sense of love for the native language is instilled, general values are comprehended through language, and individuals are nurtured. Through language, the intellectual development of professionals occurs, as well as the assimilation of...
all other academic disciplines. The humaneness of society, expressed through language education, lies in the desire to broaden the boundaries of knowledge and raise the bar of intellectual development for professionals.

The traditional educational system needs to catch up to the needs of society. The concept of modern education has defined the purpose of a teacher’s professional activity as the formation of students’ ability to successfully socialize in the community and actively adapt to the labor market. As a result, the development of innovative teaching technologies has emerged. Innovative methodologies are characterized by a new style of organizing educational and cognitive activities. Contemporary educators recognize that problem-based learning technology offers maximum opportunities for developing creative abilities and intellectual activities.

This article aims to identify innovative approaches to preparing language and literature teachers in the current realities of Ukrainian society.

2. Literature Review

Various scholars have made a significant contribution to the disclosure of intellectual development, problem-based and developmental learning (Fetiukova and Telekhova 2018), (Savchenko 1997), (Potapenko 2006). Our study relies on two strategies: those directly influencing learning and supporting the learning process. The first group includes cognitive strategies used for comprehension of material, memorization strategies for retaining information in memory, and compensatory strategies to help overcome difficulties that arise during communication (Petrychko 2020), (Kucheruk 2007), (Kochan 2008).

The second group encompasses strategies related to creating learning conditions that facilitate overcoming psychological challenges in language acquisition (Konovets 2011), (Kovalova 2009), (Kovalenko 2017), (Karnaukh 2005). In the scientific literature, the issue of the professional development of language teachers is presented from various perspectives:

The conceptual development of a new strategy for the professional training of students in higher education institutions has been explored by Kameneva (2009), Ihnatova (2013), Harna (2018), and others.

The issues of forming and developing pedagogical mastery and creativity have been examined by Zenko (2009) and Zaperchenko (2000).

The matters of personal culture have been addressed in the works by Diachuk (2011), Dubich (2010), and Hilberh (2002).

The problems of pedagogical innovations have been discussed in the studies by Davydenko (2004), Hrabovska (2004), Holub (2008), Hin (2004), Vainshtein (2001), Buhailuk (2000), Artiushyna (2009), and Borisch (2011).

Using methodological innovations is an effective way to enhance youth awareness and develop their personal qualities. Some directions of methodological training for language teachers and the formation of their linguistic identity have been explored in the research by Bilodid, Bilaiieva, Voloshyna, Donchenko, Karaman, Kononenko, Matsko, and Miroshynychenko.

Innovative teaching technologies and Ukrainian language methodology have been extensively covered in academic studies by Kogan, Tsinko, and Ribatseev have addressed computer technologies’ role in developing future language teachers’ professional potential. Other Ukrainian scientists studied specialized geo-information systems in teaching students and postgraduates (Iatsyshyn et al 2020), emergency distance education (Bakhalov et al 2021), features of managerial activity of education managers (Semenets-Orlova et al 2022), the potential of education in public administration based on a human-centered approach (Semenets-Orlova et al 2022), innovative approaches in modern public administration (Semenets-Orlova et al 2022).

The peculiarities of creative burnout of education workers were also studied (Kryshantanowych et al. 2022), mental and speech development of adolescents (Akimova et al 2022), and the development of a communicative paradigm in the field of social networks (Popovych et al. 2020).

The analysis of the scientific literature on this issue has revealed that scientists and practitioners have not proposed a precise classification of innovative technologies for language teachers’ training. Also, the concept of “technology” includes implementing various operations, using different methods and techniques, pedagogical methods, and materials. In other words, it includes everything that contributes to the effective work of the teacher and the harmonious provision of the educational process.

3. Materials and Methods

The following general scientific methods were used while compiling this article: comparative, comparative, analytical, historical, etc. The research was conducted using a combination of comprehensive methods, ensuring the results’ effectiveness and scientific reliability. The theoretical approach involved the analysis, systematization, and comparison of scientific and pedagogical literature in revealing the state of the assessed problem and in understanding the essence of the reflection and implementation of educational technologies in the learning process. Generalization and systematization methods were employed to substantiate the theoretical foundations of the research. The pedagogical observation was used for diagnosing future language teachers’ preparation levels after a series of activities.

3. Results and Discussion

The features of innovative learning include:
• Proactiveness, anticipating, and preventing development.
• Future-oriented mindset.
• Focus on individuality and personal development.
• Inclusion of creative elements.
• Partnership-based relationships: collaboration, co-creation, mutual assistance, etc.

Educational innovations are defined as follows:
• the innovations in educational content;
• the forms and methods of teaching;
• the "teacher-student" relationship;
• the use of information technology;
• the introduction of new equipment;
• the organization of the educational process and its management, etc.

During classes, it is recommended to employ prospective teaching techniques for the development of student's creative abilities, such as clusters, inserts (during an independent study of theoretical material), completing tables, dual diaries, interrupted reading, collaborative search, cross-discussions, and roundtable discussions. It is also suggested to incorporate elements of TRIZ (Theory of Inventive Problem Solving) methodology, including "Surprise!" (when exploring a writer's biography) and "Spot the Mistake!".

In a modern information society, one of the most advanced methodologies that generate significant interest is using Internet resources as an innovative approach to learning.

The idea of using the Internet in education has been introduced previously. Since the early 1990s, national and international computer networks have been widely employed for educational purposes within various educational approaches. Both students and teachers have been able to exchange information in a time- and location-independent manner. New digital technologies have liberated the human mind for more creative tasks, contributing to personal development.

The Internet is a never-ending information source and a new communication environment for organizing educational work in a new way. It allows for creating an accurate and mobile informational setting to access information and engage in numerous other communicative tasks. Its use helps enhance student motivation, as contemporary participants in the educational process have the opportunity to immerse themselves in familiar informational environments when the Internet is incorporated into the classroom and individual sessions.

Various resources are utilized on the Internet for educational purposes, ranging from web pages with interesting educational materials (often in the form of tests) to extensive projects for comprehensive distance learning from the perspective of course developers. When using the Internet, a teacher can:
• Update the content of their textbooks.
• Find additional information.
• Conduct self-assessment.
• Share educational information.
• Develop interactive educational tools.
• Apply different forms of assessment and provide feedback.
• Facilitate communication among group members.
• Work with hypertexts, audio and video files, and blogs.

It is excellent to use online communication with higher education students from developed countries about the classics of Ukrainian literature, which is of great interest to foreign youth. Such communication allows students to consider the work's content from different perspectives.

The Internet enables the implementation of diverse techniques, the provision of methodological resources, the diversification of the learning process, and making it more engaging, considering the needs and interests of the learners, their level of preparedness, and ensuring timely and targeted monitoring of students' work, as well as effective management of it.

When discussing the drawbacks of internet-based work, researchers mention the main limitation of being confined to self-contained educational materials (the inability to connect to live networks). This drawback can be overcome by directing students to specific internet segments related to the studied topics.

This issue can be addressed by ensuring a constant connection and complementarity between traditional and innovative teaching methods. These two concepts should coexist on the same level.

The discussion is one of the most complex forms of language expression that requires prior preparation with linguistic patterns to assist students in articulating their thoughts. This technique is particularly effective when discussing and analyzing literary works during literature classes. The group discussions can be utilized both in the stage of initiation and reflection. In the former case, the goal is to exchange initial information and identify contradictions. Thus, in the latter case, it provides an opportunity for reevaluating acquired knowledge and comparing individual perspectives with others' viewpoints. Group discussions contribute to the development of dialogical communication and the cultivation of independent thinking.

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The development of critical thinking is facilitated by non-traditional classes that increase students' interest in the subject and learning. Creativity in such classes lies not in entertainment but in selecting tasks and didactic materials. Due to their novelty and unconventional presentation (such as journeys, meetings, competitions, games, etc.), this surprise and activate students' attention and thinking. By placing students in unfamiliar situations, they engage in activities and collaboration with the teacher, creating a positive emotional atmosphere and stimulating intellectual and volitional domains. It results in easier knowledge assimilation and faster acquisition of skills and abilities. This process involves creating conditions for mobilizing both the creative reserves of the teacher and the students. Preparation for non-traditional classes is conducted meticulously, requiring significant effort and time from the teacher and the students. The most effective non-traditional forms of lessons are practical exercises, quizzes, research, excursions, problem-based dialogues, business games, and exams. The selection depends on several factors:

- Firstly, the consideration of students' age-specific characteristics;
- Secondly, the tasks, goals, and content of the studied topic.

For example, a seminar lesson has a repeating and summarizing nature. According to the revision tasks, seminars can be organized around the following topics: "Word composition and word formation," "Morphology-Independent and auxiliary parts of speech," "Punctuation of a simple sentence," etc.

One of the modern requirements for the Ukrainian language lesson is working with texts. In this regard, such a class form as research is used in the work. The title "lesson is research" reflects the main task of studying the language based on the texts.

Particular attention should be paid to the choice of text when preparing for such a lesson. The text should be highly artistic, considering the student's age and the content to study. It is advisable to use texts by different authors united by a common theme, different styles, and types of language to conduct comparative and comparative analysis.

The emphasis on an innovative approach is not accidental, as educational reforms affect the entire education system. Therefore, future prospects will be created by today's students, who should be a progressive and educated community. Using innovative approaches to teaching and preparing future language and literature teachers is necessary for modern education in higher education institutions. These methods help better understand and assimilate educational material and develop students' independent cognitive activity. They allow future language and literature teachers to discover and acquire new knowledge, ultimately shaping their professional competence. For educational and developmental activities to be effective for all participants, it should take place in an atmosphere of free creative collaboration. The interaction between students and teachers should be a learning process that benefits everyone. It is facilitated by group activities, where all participants are equal subjects of the learning process, that is, its creators. Innovative technologies have the invaluable potential for preparing future language and literature teachers who can actively and successfully function in various socio-professional fields in our country and beyond its borders.

In educational science, there is no single point of view regarding the understanding of the term "innovative pedagogical approach," and the following are relevant: "innovation," "modernization," and "updating." It is a process of searching for new and original solutions to pedagogical tasks in the researched context. Therefore, innovations are changes that characterize systematic activities of creating, mastering, and utilizing innovations. It is a scientific and creative search process that ensures purposeful selection and evaluation of pedagogical experience, scientific ideas, and methodologies. During this process, a teacher can act as the creator of innovations, a researcher, and a user of new pedagogical theories and concepts. The implementation of innovative technologies is associated with social and societal processes and events, globalization, and the integration of new knowledge. The term "innovation" means a new idea, a replacement of something with a new one. The implementation of various innovations invariably leads to social changes in society. Pedagogical innovation is one of the types of these social innovations. Thus, there is a correlation between the teacher's innovative approaches and their pedagogical mastery.

At the current stage of pedagogical development, we identify the following innovative technological approaches:

- Information and computer technologies.
- Critical thinking technologies.
- Learner-centered learning technologies.
- Project-based technology.
- Problem-based learning technology.

Now let's take a closer look at each innovative approach. It is necessary to acquaint future teachers in general education schools with information and communication technologies. They include educational administration software and computer-based learning programs such as NetSchool, "Network City," "School Office," "School Information System," "School," "Electronic Diary," "Interactive Maps for School," "Interactive Map Builder," "Electronic Learning Materials Kit," and others. These tools will help to develop the annual curriculum of educational subjects and store, accumulate, and present the necessary information. In the era of computer technologies, the fast pace of life demands quick and quality solutions to education-related matters for teachers, students, and their parents. These skills and competencies contribute to the
development of information literacy, enabling individuals to navigate the information space, handle data easily, and utilize them in everyday life per the needs of the job market and the effective execution of professional duties.

Critical thinking technology helps to acquire a specific volume of knowledge and promotes the development of personal qualities. This method’s distinctive features include the following:

- The student’s complete autonomy in decision-making.
- The absence of authority from adults.
- The opportunity for students to explore themselves and their inner “self” in acquiring knowledge.

Critical thinking is a complex mental process that begins with information engagement and culminates in independent decision-making. Using this technology is a crucial way to advance science and education in our country and, consequently, the entire information society.

Let us review the learner-centered learning technologies. The essential condition for this innovative method is the development of individual abilities of students who rely heavily on their own experience to explore themselves and their personalities and, consequently, to self-actualize in their profession. The focal point of this educational scheme is the individual, namely the student, with all their psychological peculiarities, which is crucial for differentiating the educational process. The starting point for this methodology is the revelation of each student's individual capabilities and characteristics. The technology of learner-centered education requires a special design of didactic material and educational texts that consider all the developmental peculiarities of students during the practical implementation of knowledge. This approach demands comprehensive didactic support.

The popularity of project-based learning as an effective approach to teaching and learning continues to grow. Research in this field confirms an increase in students’ motivation to learn and indicates a higher level of achievement. The explored technology directs students towards creating their own intellectual product rather than just mastering a specific course topic. Students acquire new knowledge during project work, consult with teachers and peers, and engage in cognitive, design, and research activities. It implies a comprehensive approach to obtaining a completely different quality of education. The goal of project-based technology is to gain individual experience for students and to create their own projects.

The problem-based learning technology stimulates the independent investigative activity of students, fostering their creative and intellectual abilities. This technology is familiar but remains relevant as a powerful educational tool. When using this technology, students do not receive ready-made knowledge but search for it independently. A student needs to analyze the contradictions between the existing knowledge and those to be learned, mastered, and understood to understand the essence of a problem or issue.

The problem-based approach helps address various issues in modern education and science. However, it is only possible based on the experience of previously solved problems. For example, it would be advisable to organize a literature workshop or a drama class where students can solve the “eternal” issues of characters from Ukrainian literature. It would be a good idea to hold roundtables to address the specific problems: "The Role of Ukrainian Literature in the Life of an XXI Century Teenager," "The Gender Behavior of Ukrainian Literature Characters: Then and Now ("Similarities and Differences")," etc.

5. Conclusions

The content of innovative technologies and their role in the methodological training of future specialists are, thus, focused on the formation and improvement of the professional competencies of the modern language teacher. The described technologies can be utilized while teaching various disciplines in the philological field. These will enable the conscious readiness of future language teachers to implement innovative approaches in the school practices of secondary education institutions in the long term. The utilization of innovative technologies helps to address the following educational and developmental tasks:

- Activating students’ cognitive activities.
- Implementing personalized learning.
- Saving learning time for further utilization.
- Ensuring control and predictability of results.
- Incorporating the best practices from worldwide pedagogical experiences.
- Creating conditions for the practical utilization of the potential abilities of future language teachers.
- Innovative technologies effectively implement important didactic language education principles such as scientifiicity, visibility, accessibility, and autonomy.

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The conclusions section serves as the culmination of the research findings and provides a concise summary of the key outcomes and implications of the study. In this section, the researchers present their final thoughts and insights based on the analysis and interpretation of the data. It is an opportunity to address the research objectives and hypotheses and determine whether they were supported or contradicted by the findings. The conclusions should be supported by evidence from the results and discussion sections, highlighting the significance and novelty of the research outcomes. Additionally, this section may also discuss the limitations of the study and suggest potential areas for future research. The "Conclusions" section aims
to tie together all the threads of the research and provide a clear and coherent summary of the main findings, ultimately contributing to the broader understanding of the research field and potentially influencing future scientific endeavors.

**Ethical considerations**

Not applicable

**Conflict of Interest**

The authors declare no conflicts of interest.

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