

# INNOVATIVE-ORIENTATED ENGLISH LANGUAGE TEACHING FOR FUTURE TEACHERS

**Tetiana LAZARENKO**

Simon Kuznets Kharkiv National University of Economics

**Introduction.** The rapid development of digital technologies and the globalization of education have significantly transformed the requirements for teacher training. In this context, innovative-oriented English language teaching has become an essential component in the professional preparation of future educators. Modern teachers are expected not only to possess a high level of language proficiency but also to be capable of applying innovative pedagogical approaches, integrating digital tools, and fostering students' critical thinking and creativity.

**Presenting main material.** The concept of innovative-oriented learning refers to the purposeful integration of new methods, technologies, and educational strategies aimed at improving the effectiveness of the learning process. In the field of English language teaching, this approach involves the use of interactive, student-centered, and technology-enhanced practices that encourage active participation and autonomy. Such an approach shifts the focus from traditional knowledge transmission to the development of communicative competence and professional skills.

One of the key aspects of teaching English to future teachers is its professional orientation. Language learning should not be limited to general communication but must include the acquisition of pedagogical terminology, classroom discourse, and skills necessary for teaching in English. This enables students to function effectively in multilingual educational environments and to engage with international academic and professional communities. (Klimova, 2023)

Innovative teaching methods play a crucial role in achieving these objectives. Project-Based Learning allows students to work on meaningful tasks that integrate language use with real-life professional situations. Through projects, future teachers develop collaboration, problem-solving, and research skills while improving their language proficiency. Similarly, the Flipped Classroom model enhances independent

learning by encouraging students to study theoretical material at home and engage in interactive activities during class time.

Blended Learning, which combines traditional face-to-face instruction with online components, provides flexibility and supports personalized learning. It allows students to progress at their own pace and access a variety of resources tailored to their needs. Additionally, gamification introduces elements of game design into the learning process, increasing motivation and engagement. Activities such as quizzes, simulations, and role-playing games create a dynamic learning environment and help reduce anxiety associated with language learning. (English, 2025)

The integration of digital technologies is another important dimension of innovative-oriented English language teaching. Educational platforms, mobile applications, and online collaboration tools offer new opportunities for developing language skills. For example, virtual classrooms and discussion forums facilitate communication and interaction beyond the physical classroom. Participation in international online projects also promotes intercultural competence and real-world language use. (Reiss, 2021)

An essential outcome of innovative-oriented teaching is the formation of professional competence in future teachers. This includes not only linguistic and communicative competence but also pedagogical, digital, and intercultural competencies. Students learn to design effective lessons, use modern technologies, and adapt their teaching strategies to diverse learning contexts. Furthermore, innovative approaches contribute to the development of critical thinking, creativity, and learner autonomy, which are crucial for lifelong learning. (Poolamannil, 2025)

The development of critical thinking and creativity is an essential objective of innovative-oriented English language teaching for future teachers. Critical thinking enables students to analyze information, evaluate different perspectives, and make informed decisions in both academic and professional contexts. In language learning, this involves interpreting texts, participating in discussions, and constructing well-reasoned arguments in English.

Creativity, in turn, encourages students to generate original ideas, explore alternative solutions, and express themselves in diverse and meaningful ways. Innovative teaching methods, such as project-based tasks, problem-solving activities, and role-playing, provide opportunities for students to engage in creative language use. These approaches not only enhance linguistic competence but also prepare future teachers to design engaging and flexible learning environments that foster students' intellectual and creative potential.

Learner autonomy and self-education are key components of innovative-oriented English language teaching for future teachers. Autonomy implies the ability of students to take responsibility for their own learning, set goals, select appropriate strategies, and evaluate their progress. In the context of teacher training, this skill is particularly important, as future educators must be prepared for continuous professional development throughout their careers.

Self-directed learning is supported by the use of digital tools, online resources, and reflective practices such as learning journals and portfolios. These instruments encourage students to monitor their achievements and identify areas for improvement. Moreover, autonomous learning fosters critical thinking, motivation, and adaptability, enabling future teachers to respond effectively to the changing demands of the educational environment. (Sartini, 2024)

However, the implementation of innovative methods is not without challenges. One of the main issues is the insufficient level of digital competence among both students and teachers. In addition, limited access to technological resources and infrastructure can hinder the effective use of digital tools. Psychological barriers, such as resistance to change and lack of confidence, may also affect the adoption of innovative practices. Another challenge is the need to develop appropriate assessment methods that reflect the outcomes of innovative learning, including collaborative and project-based activities.

To address these challenges, it is necessary to provide systematic training for teachers in the use of innovative methods and technologies. Educational institutions should update curricula to include modern teaching approaches and ensure access to

digital resources. It is also important to create a supportive learning environment that encourages experimentation and continuous professional development. The integration of international experience and best practices can further enhance the quality of teacher training.

In **conclusion**, innovative-oriented English language teaching plays a vital role in preparing future teachers for the demands of modern education. By combining advanced pedagogical methods with digital technologies, it promotes the development of professional competence, critical thinking, and lifelong learning skills. Despite existing challenges, the effective implementation of innovative approaches can significantly improve the quality of language education and contribute to the formation of highly qualified and adaptable educators.

Klimova, B., Pikhart, M., Polakova, P., Cerna, M., Yayilgan, S. Y., & Shaikh, S. (2023). A systematic review on the use of emerging technologies in teaching English as an applied language at the university level. *Systems*, 11(1), 42.

English Teachers' Innovative Approach to Teaching Speaking Skills. (2025). *English Education: Journal of English Teaching and Research*, 10(1), 92-100. <https://doi.org/10.29407/jetar.v10i2.24216>

Poolamannil, M. B. (2025). The Future of English Language Teaching: Innovations in Digital Learning. *Integrated Journal for Research in Arts and Humanities*, 5(1), 166–168. <https://doi.org/10.55544/ijrah.5.1.20>

Reiss, M. (2021). AI and the future of education: A review of adaptive learning systems. *Educational Technology Review*, 26(1), 54-72. <https://doi.org/10.1177/17454949211009825>

Sartini, Ratih, K., & Fauziati, E. (2024). Innovative Pedagogies: Enhancing ELT/TESOL Through Technology and Collaboration. *JLE: Journal of Literate of English Education Study Program*, 5(2), 136-146. <https://doi.org/10.47435/jle.v5i2.3080>