

Ефективність авторських навчально-методичних розробок з англійської мови

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Анотація. Успішні авторські розробки, здебільшого, ґрунтуються на глибокому розумінні методики викладання, що включає цілі, зміст, методи та засоби навчання, а також створює умови для залучення та мотивації студентів. Ефективність авторських навчально-методичних розробок англійською мовою визначається рівнем їх відповідності сучасним вимогам персоналізації навчання, інтерактивності та комунікативної спрямованості процесу викладання. Метою статті є аналіз потенціалу авторських навчально-методичних розробок англійською мовою в контексті їх ефективності та практичного значення. Методологія дослідження передбачала використання методів аналізу та синтезу, абстракції, індукції та дедукції. У дослідженні аналізуються сучасні педагогічні рішення на основі цифрових технологій, зокрема, онлайн-платформи та мобільні додатки, інтерактивні інструменти, навчальні ігри, імітація автентичного мовного середовища, які активно залучаються до авторських розробок. Особливу увагу приділено ключовим дидактичним підходам – CLIL (Content and Language Integrated Learning) та TBL (Task-based learning), а також інтерактивним педагогічним технологіям (кейс-методи та мозковий штурм, модерація, гра World Café), які засвоюють теоретичні та практичні аспекти. Проаналізовано потенціал аудіо-мовних та аудіовізуальних методів, кейс-методу, гейміфікації, лінгвосоціокультурних та проектних методологій, в контексті поєднання їх елементів у межах авторських навчально-методичних розробок. У дослідженні обґрунтовано, що залучення сучасних цифрових та інтерактивних можливостей розширює функціональність навчально-методичних розробок англійською мовою та дозволяє сформувати ефективну стратегію навчання, що стимулює пізнавальну активність та творчу самореалізацію іноземною мовою.

Ключові слова: Англійська мова, авторська методика, навчально-методичні розробки, інтерактивні технології, іншомовна компетентність, цифрові технології.

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Effectiveness of author's educational and methodological developments in English

Annotation. Successful author's developments, for the most part, are based on a deep understanding of teaching methodology, which includes goals, content, methods and means of learning, and also creates conditions for the involvement and motivation of students. The effectiveness of author's educational and methodological developments in English is determined by the level of their compliance with modern requirements for personalization of learning, interactivity and communicative orientation of the teaching process. The purpose of the article is to analyze the potential of author's educational and methodological developments in English in the context of their effectiveness and practical significance. The research methodology involved the use of methods of analysis and synthesis, abstraction, induction and deduction. Results. The study analyzes modern pedagogical solutions based on digital technologies, in particular, online platforms and mobile applications, interactive tools, educational games, imitation of an authentic language environment, which are actively involved in author's developments. Special attention is paid to key didactic approaches – CLIL (Content and Language Integrated Learning) and TBL (Task-based learning), as well as interactive pedagogical technologies (case methods and brainstorming, moderation, World Café game), which assimilate theoretical and practical aspects. The potential of audio-lingual and audiovisual methods, case method, gamification, linguistic-sociocultural and project methodologies is analyzed, in the context of combining their elements within the author's educational and methodological developments. Practical implications. The study substantiates that the involvement of modern digital and interactive capabilities expands the functionality of educational and methodological developments in English and allows to form an effective teaching strategy that stimulates cognitive activity and creative self-realization in foreign language communication, promotes reflection and motivation for continuous self-education. Key didactic principles of the effectiveness of author's educational and methodological developments in English have been established, including adaptability, personalization, interactivity, cognition, and authenticity. It is substantiated that developments should stimulate students to active communication and interaction, as well as clearly correspond to previously defined educational goals.

Keywords: English language, author's methodology, educational and methodological developments, interactive technologies, foreign language competence, digital technologies.

Вступ

Innovative pedagogical solutions effectively assimilate aspects of face-to-face interaction, the potential of information and communication technologies, emotional intelligence, and critical thinking. Successful modern teaching and methodological developments are mostly based on a deep methodological and pedagogical foundation that includes content, goals, means, and methods of teaching, creating favorable conditions for active interaction between participants in the educational process. Significant potential in these developments is attributed to the digital capabilities of information and communication tools.

The use of online platforms, interactive tools, and mobile applications in the process of teaching English opens up new opportunities for improving the language skills of students, increasing their motivation and engagement in learning. The gradual shift from traditional

verbal methods of information transfer to audiovisual ones, the use of modern technologies and task variability, and elements of gamification make it possible to transform traditional approaches to mastering writing, listening, reading, and speaking skills.

The author's developments are aimed at taking into account different learning speeds and student needs in the context of general individualization of learning, which is achieved through flexible tasks and the ability to adapt the material. The effectiveness of such developments should be measured by the results of students' mastery of aspects of the English language, their success in foreign language communication and task completion, as well as the adaptability of the development to specific learning conditions.

The issue of integrating modern pedagogical tools into the process of teaching foreign languages has been addressed in a number of scientific publications. For example, M. Bernacki et al. [1], V. Frank et al. [5], and O. Pylypets [11] explored the potential of interactive learning and cognitive-linguistic educational concepts in the context of increasing the motivation and engagement of learners and improving overall learning outcomes. Researchers R. Hurevych et al. [7] promote the potential of project-based learning, case methodology, and discussion practices, while N. Farah [4] and A. Haleem et al. [6] emphasize the possibilities of integrated learning, online tools, and interactive techniques based on the principles of flexibility, interaction, and individualization of learning.

The development of the research topic can be traced in the works of S. Lytvynova [9], R. Povoroznyuk et al. [10], and D. Wollf [13], who focus on gamification methods, mobile learning, and immersive technologies as part of their original teaching and methodological developments in English. According to the authors, such approaches are particularly effective for developing linguistic and cultural skills, cognitive aspects, and improving overall learning outcomes.

Despite active scientific interest in the subject under study, questions regarding the practical integration of innovative methods into the process of teaching foreign languages remain under-researched, requiring a broader approach and updating. The purpose of this article is to analyze the potential of the author's teaching and methodological developments in English in the context of their effectiveness and practical significance. Key aspects of effectiveness and the measurability of their performance are considered, and the most optimal solutions for the modern educational field are identified.

Результати

Modern pedagogical solutions in the author's teaching and methodological developments. The strategy for sustainable and practice-oriented development of modern education 4.0 is based on the principles of multitasking and systematization, which involves the active integration of digital capabilities into the learning process. Today, portal technologies and immersive environments, interactive content, and mobile learning are actively used, which gives the learning process an innovative context, meets the needs of modern youth, and provides unhindered feedback [12]. Today's authorial teaching and methodological developments focus not only on the development of traditional writing, reading, and listening skills, but also on cross-cultural context, linguistic and cultural skills, creative development, and communication based on authentic materials. The main innovative approaches that are actively used in author's methods of teaching English are summarized in Table 1.

Table 1.

Innovative approaches to developing foreign language communication skills in philology students

<i>Methodology</i>	<i>Example of a decision</i>	<i>Specifics of use</i>
Digital platforms and mobile applications for foreign languages	HelloTalk	An app for language exchange that allows to communicate with native speakers of a foreign language via text, voice messages, and online.
	Busuu	A platform with courses that cover all aspects of the language, with the possibility of communication
Gamification	Wordament	An online game that combines word searches and crossword puzzles, helping to expand your vocabulary.
	Chainstory	Educational game for logic and individualization
Interactive methods	Role-playing games and simulations	Імітація реальних мовних ситуацій
	Interactive panels	All participants receive the same information, but each person chooses their own pace for mastering the training content, reviewing the material an unlimited number of times.
	Discussions and debates	Developing critical thinking, argumentation, and defending one's position
Reproduction of a real language environment	Authentic materials	Strengthening communication skills
	Immersive technologies	Creating an immersive language environment using virtual reality (VR) and augmented reality (AR).

Source – developed by the author

It should be noted that the key methodological approaches to teaching English in the author's developments are currently positioned as CLIL (Content and Language Integrated Learning) and TBL (Task-based learning) concepts, which demonstrate effectiveness at various initial levels of learning of students. In particular, the CLIL methodology involves the simultaneous acquisition of language knowledge and skills in a specific subject based on the principle of the "four Cs": Communication, Content, Cognition, and Culture [3]. At the same time, TBL is based on the completion of meaningful tasks that are as close as possible to real-life situations, based on the principles of systematicity, inclusiveness, and individualization of learning.

Among the key elements of the author's teaching and methodological developments, which are particularly effective, it is worth highlighting the audiovisual method (perception of new material through visual nonverbal imagery), the audio-lingual method (mastering phraseological and grammatical structures by repeating them in dialogical speech), the case method and project methodology (involving the accumulation and systematization of educational and practical experience), the linguistic-sociocultural method (develops the ability to use language forms according to the situation, develops speech and cross-cultural competencies), reproductive methods (for easier memorization of educational material and identification of typical mistakes), didactic games (conditional reproduction of real communication in dialogical speech). These approaches contribute to the development of communicative competences of learners, often through the development of discussion, and stimulate cognitive activity, creativity, and interest in both the learning outcome and the learning process [8; 14].

It should be noted that the potential of online tools within the author's methods contributes to the development of communication skills. For example, interactive elements and immersive reality allow to recreate a real language environment, authentic content allows to practice language skills in the original, and chats and forums for discussing projects contribute to the exchange of experience and the improvement of linguistic and cultural competencies [2]. In addition, a number of online platforms and targeted resources with interactive video lessons, audio and text materials (Khan Academy, BBC Learning English, Quizlet, etc.) are actively developing, each of which has a number of advantages and potential opportunities, allowing teachers to choose elements for a more individualized approach to the methodological process.

Among interactive teaching technologies, case methods (development of communicative competence, adaptability, critical thinking) and brainstorming methods (freedom from inertial thinking and stereotypes), moderation (development of business communication), and the World Café game (development of collective intelligence and encouragement of multi-level dialogue). The content-communicative essence of these methods allows for the formation of stable speech competencies in colloquial language, in accordance with situational conditions.

Assessment of the effectiveness of author's teaching and methodological developments in English. The effectiveness of modern authorial pedagogical methods must be assessed in terms of learning outcomes, i.e., the competencies acquired by students in language acquisition, communication, and task completion, as well as the quality of feedback and the level of adaptability of the developments to specific learning conditions, the level of preparation, and the requests of students. Modern approaches to teaching English allow us to identify the key didactic principles of the effectiveness of original teaching and methodological developments, in particular:

- adaptability: the level of flexibility and resilience of the learning process, which requires a combination of different forms of educational interaction and presentation of material;
- cognitive: the impact of the methodology on aspects of memory development, attention, critical thinking, and intuitive memorization;
- authenticity: imitation of a real language environment for the formation of sustainable communication and linguistic-cultural competencies;
- personalization: maximum compliance with the needs of each student;
- reflection: analytical assessment and feedback.

It is obvious that the effectiveness of the author's teaching and methodological developments is ensured by a certain phased integration into the educational process: first, the goals and objectives are identified, and the teaching and methodological package is compiled; then, interactive elements, language environment simulations, gamification, group projects, case studies, etc. are implemented in practice; the final assessment stage involves formative assessment (discussions, tests, project tasks) and summative assessment (modules, presentations), followed by an analysis of the results.

Analyzing practical experience, it is worth noting the effectiveness of popular authoring techniques, including the method of Ilya Frank, which involves the use of adapted texts with literal translations to expand passive vocabulary; Pimsleur's method, which is an audio course for beginners focused on spoken language and spaced repetition; Berlitz's method, which is aimed at intensive oral communication. In general, the linguistic-sociocultural approach emphasizes the ability to choose linguistic means according to the context and sphere of communication, incorporating the study of phraseology and idioms for a deeper understanding of communication. This develops a lasting ability to communicate in accordance with social norms, making communication more effective and successful.

It is obvious that the effectiveness of the author's teaching and methodological developments in English is determined by individualization and consistency, the use of modern digital capabilities, and a comprehensive approach. At the same time, any methodology must be based on the scientific basis of foreign language teaching, as well as promote constant practice and integration of the language into everyday life to improve communication skills.

Висновки

Globalization processes are transforming foreign language education in the direction of practical significance for communication and linguistic and sociocultural competence. Digital educational technologies, which are actively used in author's teaching and methodological solutions, create additional opportunities for interaction, endow learning with authenticity, interactivity, and variability of formats.

The study highlights modern pedagogical solutions within the framework of author's methods of teaching English, in particular: digital platforms and mobile applications (HelloTalk, Busuu), gamification (Wordament, Chainstory), interactive methods (role-playing games and simulations, interactive panels, discussions and debates), and the recreation of a real language environment (authentic materials, immersive technologies).

Special attention is paid to key didactic approaches – CLIL (content and language integrated learning) and TBL (task-based learning), as well as interactive pedagogical technologies (case methods and brainstorming, moderation, World Café game, etc.), the

potential of audio-lingual and audiovisual methods, case studies and project methodology, gamification, linguo-sociocultural and reproductive approaches in the context of combining their elements within the framework of the author's educational and methodological developments.

The study substantiates that the use of modern digital and interactive opportunities in author's methods allows for the formation of an effective learning strategy that stimulates cognitive activity and creative self-realization in foreign language communication, promotes reflection and motivation for continuous self-education. The key didactic principles of the effectiveness of the author's educational and methodological developments in English are adaptability, personalization, interactivity, cognition, and authenticity.

The effectiveness of the author's developments is determined by individualization and consistency, the use of modern digital capabilities, and a comprehensive approach. It is important to establish unhindered feedback and maintain a positive learning atmosphere. In such conditions, within the framework of English language classes, communication skills are formed as effectively as possible in authentic contexts, and the involvement and motivation of students increase.

In the future, attention should be paid to scientific developments in the formation of foreign language immersion centers based on educational institutions using cognitive strategies for learning a foreign language.

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