

Gusak Liudmyla*Doctor of Sciences (in Pedagogy), Professor at the Department of Foreign Languages for the Humanities**Lesya Ukrainka Volyn National University, Lutsk, Ukraine*E-mail: lgusak04@ukr.netORCID ID: <https://orcid.org/0000-0001-7570-2574>**Malenitskyi Denys***Postgraduate Student**Lesya Ukrainka Volyn National University, Lutsk, Ukraine*E-mail: den_malenitskyi@i.ua**Modern views on teaching English in higher education**

This article explores innovative strategies for teaching the English language. The significance of this subject has notably increased in recent years, primarily due to advancements in technology that enable the implementation of unique and highly effective teaching methods. A key characteristic of these approaches is their adaptability. Today, there exists a multitude of effective English teaching techniques, in contrast to two decades ago when lessons were largely uniform and conventional. This adaptability is particularly crucial for Ukraine, which is fostering closer ties with more developed nations. Additionally, the Russian invasion of Ukraine has heightened the importance of English language acquisition, as millions of refugees have faced challenges in navigating new environments where communication with locals often necessitates proficiency in English or other languages.

The subject matter is relatively novel and necessitates further exploration. Numerous studies and publications exist concerning inventive methodologies in the teaching of the English language. While these research efforts are thorough and detailed, it is crucial to present fresh insights. This article proposes various groundbreaking strategies within this domain.

The data from the Razumkov Centre Sociological Service have been used in this article. These data have been analyzed to evaluate the command of English among Ukrainian citizens and highlight all problems and weak spots.

This article presents a variety of effective strategies and techniques aimed at enhancing the educational experience, making it both engaging and productive. The central premise revolves around leveraging personal hobbies and interests to facilitate English language learning, which significantly boosts student motivation. Various approaches to this methodology are explored within the article, including some that are particularly innovative and unconventional, such as the 'Artificial English Environment' and 'Virtual Theatre.' However, it is important to note that not all methods will be suitable for every context. Educators must possess a deep understanding of their students to select the most appropriate techniques. The recommendations provided are grounded in our own observations and experiences, with many having demonstrated their practical effectiveness.

Keywords: *English, innovative strategies, unconventional approaches, English language teaching, creativity, motivation, efficacy, creative teaching.*

Introduction. There is no denying the significance of developing fresh, innovative methods for teaching English, particularly at a time when Ukraine is fostering deeper ties with the most advanced nations. Additionally, the Russian invasion of Ukraine has made the study of English much more important. Living in other cities and having to speak English or other languages with locals was a challenge for millions of refugees from our nation.

English is considered a global language, so it is easier for most people to master it and communicate with foreigners without difficulty. Unfortunately, according to a recent survey conducted by the Razumkov Centre Sociological Service, only 1.1% of Ukrainians are fluent in English, and 43.8% of respondents do not know the language at all [1]. Another study shows that 23% of our people can read, write, and communicate in English at regular or even professional levels [2]. According to these pieces of research, it is clear that Ukraine is one of Europe's worst-performing countries in speaking English [3].

There are several factors contributing to this situation:

- 1) the English language differs significantly from Ukrainian;
- 2) many Ukrainians fail to recognize the significance of English;
- 3) the majority of individuals struggle to motivate themselves to learn English due to its perceived complexity and lack of engagement.

For Ukrainians, learning English is a tedious process, primarily due to negative experiences. The majority of them recall those tiresome classes when they first began learning English at school. In a typical Ukrainian school, the teacher is an elderly individual who teaches English using Soviet methods. According to this approach, pupils typically have to endure many grammar drills devoid of engaging or interactive assignments. It is understandable that the majority of Ukrainians do not wish to experience this again.

Grammar exercises, dull lectures, and other unpleasant things are typically what come to mind when we think of standard university English classes. This was the case in the USSR, and not much has changed since then. This strategy does work. The general principle of acquiring grammar in this manner is undeniable. The issue, however, is that students are not inspired or eager to attend these classes. Piquing their interest and convincing them to take English courses is of vital importance these days.

It is also extremely important to implement all modern methods and approaches to increase the efficiency of these lessons. Fortunately, technological progress provides many opportunities to do this.

This article focuses on describing and offering new methods in English language teaching at universities to make this process easier, more pleasant, and more effective.

Analysis of recent research and publications. This topic is relatively new and under-researched. The number of studies and publications is quite limited. Recent works, such as those by Tanana (2024) and Guseva (2025), highlight the potential of technology-driven and student-centered approaches in language education, but further exploration is needed to address specific challenges in the Ukrainian context [6, 7].

The purpose of the article is to present novel strategies for teaching English in higher education that enhance the efficacy of the process and make it more enjoyable.

Main body. Over the past 20 years, technological advancements have made it possible to teach English in novel and highly effective ways. The primary characteristic of these approaches is their adaptability. These days, there are many different methods for teaching English efficiently. We can discover something unique for every student today, unlike twenty years ago when most lessons were similar.

The ability to conduct lessons online has also been made possible by technological advancements, which has broadened our perspectives and enabled us to employ even more unconventional and effective techniques. Due to their simplicity and reduced time commitment, online lectures are now preferred by the majority of individuals. They are highly convenient, as these lessons can be attended on any day and at any time.

However, the primary benefit brought about by technological advancement is the ability to use our interests and hobbies to improve our English. Students' motivation can be greatly increased by using this technique. There are various ways to put this strategy into practice. This article describes a few of them.

Watching English-language films is undoubtedly the first thing that comes to mind. The primary advantage of this activity is its simplicity. Learning English and relaxing after a long day are both achievable. Most individuals will find this method fairly enjoyable, and it is not demanding.

Unfortunately, Ukrainians do not think so. According to the previously mentioned survey, only 1.7% of our citizens prefer watching movies in English without subtitles, another 8% watch in English with subtitles, 55% watch films dubbed in Ukrainian, 16% watch dubbed in Ukrainian with English subtitles, and 7% watch dubbed in Russian. The low support for movies in English is due to the poor command of English among citizens [1].

Music is likely the second tool that can be utilized to learn English. This exercise is nearly as effective as the last one and may even be simpler to carry out. Speaking and listening skills can be developed, vocabulary can be expanded, and pronunciation can be improved by listening to English music.

According to another survey conducted by Molnar OSINT-community, around 46% of our citizens prefer listening to music in Ukrainian, another 31.2% in English, 15.8% in Russian, 4.8% without vocals, and 2.2% in other languages. The situation is quite optimistic—much better than the situation with English movies [4].

It is also important to mention different creative approaches to conducting lessons and communicating with students.

Everyone knows that the best way to learn English is to live in an English-speaking country. Fortunately, it is possible to imitate this experience during English lessons. The main rule here is to use English at all times. For weaker students, it can be different, but it is still essential to communicate and write in English. Phone conversations are no exception. The main goal here is to create a so-called "Artificial English Environment". During such lessons, students will be able to receive nearly the same experience as in a real English-speaking country.

In the beginning, it can be difficult to persuade students to start speaking, especially if their English level is low. They may be afraid of speaking due to the language barrier and fear of mistakes.

According to our observations, most students often develop this fear after learning English at school. The main reason for this is the teacher's strictness and negative reaction when dealing with mistakes. They always correct students, reprimand them, and sometimes even roll their eyes in response to even the simplest mistake. Consequently, students try to think for too long before speaking or even avoid this unpleasant experience altogether. It is no wonder that it is difficult to change their attitude towards this at first.

Another disadvantage of this typical "school approach" is focusing students' attention on grammar. That is another reason why students are afraid of speaking English. This is a new activity for them, and it is quite obvious. If we want to learn how to drive, we must drive; if we want to learn to play chess, we must play chess; and if we want to speak English, we must speak English, not do grammar exercises all the time! If you want to be good at doing grammar exercises, then this is the right way to achieve this. However, the main purpose of learning English is to communicate with people! The main goal is to understand other people, while others must understand you.

The main idea is to remember that an English teacher should devote 10%–15% of time to this, not more. Most of the time must be devoted to speaking and listening exercises.

As for correcting students' mistakes during speaking, in our opinion, it is better to correct only serious mistakes that a student makes frequently. Minor single mistakes are better ignored, as even native speakers may make them. It is essential to explain this to students.

The main goal of every English teacher, in our opinion, is to motivate students to learn English, to show them that it can be done in a different way, which is interesting for them. Instead of spending a lot of time with textbooks, they can watch videos, listen to music, play computer games, and learn a foreign language at the same time. As soon as they understand this, they will start showing remarkable results.

For instance, spending 3 hours per week learning English with textbooks at school or university is nothing compared to all the time that students spend on the Internet. If they start doing this in a more sensible way, they will learn the language in no time.

Of course, learning a specific topic from a textbook is a better option than learning something from movies or computer games, because very often this information is less practical. However, taking into account the difference in time that students can devote to each activity makes it clear which option can bring more benefits.

In our opinion, a modern teacher should do everything to make lessons unusual, more interactive, and less boring.

Apart from speaking English at all times, it is a good idea to communicate with students in messaging apps. Instead of using boring standard phrases, it is possible to use GIFs. A GIF is a type of computer file that contains a still or moving image [5]. It can be a quote from a movie, a well-known joke, or just a funny picture with appropriate meaning. GIFs can also help students learn new phrases and use them afterward.

There is one more unusual approach that can be used to help students overcome a language barrier. This method is frequently used in different private schools. A teacher can visit public places with students. They can go to a café and order something in English. They can also communicate with pedestrians in English.

Such lessons can increase students' confidence as well. After attending these lessons, students can overcome their fear of mistakes. In our opinion, this is the main issue here. Many people are unable to speak simply because of a lack of confidence.

Additionally, these lessons can be related to specific topics. For instance, to learn about animals, students can visit the zoo; to learn about food, it is possible to go to the supermarket and speak English there.

The main idea of this method is to convince students that the people in the street are not native speakers. This means that it is much easier to use English while speaking with them. Spending good time together can also be an effective way to motivate students to become more interested in English.

This method can also lead to improving relationships with students. An English teacher must be a friend to their students. This will help to further motivate them to learn the language. Being a teacher does not mean being serious all the time. It is sometimes possible to joke with students or discuss something interesting: a new movie, book, computer game, or just the latest news.

Conducting lessons outside the university is a great way to help students absorb information better. It is no secret that we remember those things that are associated with strong emotions. Attending such an unusual lesson can evoke such emotions, thus helping students to effectively memorize new information.

It is also important to persuade students to devote more time to English outside classes. All of them have hobbies, and it is a teacher's task to motivate them to consume English content. By doing this, students can gain access to much more reliable sources of information and better content.

For example, many students enjoy computer games, so offering them tasks related to their favorite games can be a good idea. These must be English-language computer games, of course. It is better to choose games with a lot of cut scenes and dialogues, because it is impossible to learn something new if all the missions in the game are connected with shooting or driving. Students can start watching videos on YouTube about their favorite games. After spending a significant amount of time on this activity, they can expand their vocabulary, improve their listening skills, and learn how to think in English.

It is also worthwhile to mention new ways to expand English vocabulary and compare them with traditional ones.

In the past, to expand English vocabulary, students had to learn numerous texts, endless lists of new words, and write dictations.

Fortunately, nowadays, thanks to modern technology, we can find many different ways to achieve this goal easily, without straining ourselves. The main condition here is that it must be interesting for each specific person. This means that everyone must find their own preferred method for expanding English vocabulary. The best option here is to use one's hobbies and interests to do so. Someone who likes watching films should watch English movies; someone who likes singing should learn the lyrics and sing English songs; someone who likes playing computer games should expand their vocabulary by playing computer games.

In our view, the primary measure of the efficacy of any method is its capacity for sustained application over time. A method may demonstrate limited effectiveness in the short term, yet prove highly beneficial in the long run. For example, learning an extensive vocabulary list may yield significant advantages in the initial days or weeks, as one can rapidly learn numerous words related to specific topics. However, a notable drawback of this approach is that the learned words are likely to be forgotten as quickly as they are memorized, due to their lack of meaningful associations. These words lack any engaging context; they evoke no emotions, memories, or connections, rendering them dull and uninspiring.

A notable drawback of this approach is its unsustainability over an extended period. This issue relates to the necessity of willpower, as the method can become monotonous. Most individuals are unlikely to maintain the practice of learning new vocabulary through this technique in the long run, leading to a decline in their English proficiency after a few months.

In contrast, an individual who vocabulary through engaging media, such as videos, films, and music, may sustain this practice for a significantly longer duration, even if their initial progress appears modest. Over a span of three years, for example, the disparity between the two individuals employing these strategies would be substantial. The first individual may experience rapid initial gains followed by a swift decline, while the second individual, despite a slower start, could potentially continue this enriching practice throughout their lifetime.

There are numerous methods to enhance one's English vocabulary through the exploration of personal hobbies and interests. This discussion will focus on one such innovative approach that facilitates the acquisition of not only individual words but also entire phrases, while simultaneously improving pronunciation.

Initially, an individual should select a highly engaging film that resonates with them. After viewing it in English multiple times, they can identify various phrases that incorporate new vocabulary or particularly intriguing expressions. Rather than merely attempting to memorize these phrases, it is advisable to produce several short videos featuring them and store these on a mobile device. By organizing these videos into distinct folders categorized by different films and reviewing them periodically, individuals can significantly broaden their English vocabulary.

To further enhance the experience, individuals can engage with friends by sharing these videos through messaging, adding an element of enjoyment and eliciting unique emotional responses in the process. Such emotions can greatly aid in the retention of vocabulary, as it is well-established that we tend to remember events linked to strong feelings more effectively.

For instance, many can relate to the discomfort of forgetting a word, an experience that often leaves a lasting impression. This phenomenon occurs for the same reason: the word becomes tied to a powerful emotional experience.

Social media comes last but certainly not least. A teacher can run an English-focused page or channel to further inspire and amuse students. They can post unusual, humorous, and helpful English-related videos. These videos may cover a variety of subjects, such as grammar rules, idioms, prepositions, and more, but they may also include English-language movies, TV series, games, etc. After using this strategy, learning English will never be dull again.

For older teachers who are less accustomed to modern technology, implementing all these unconventional techniques can be challenging. This suggests that the majority of these suggestions are more suitable for younger teachers. This does not imply that this strategy is limited. It simply means that older teachers may not be able to fully utilize it.

Conclusion. It can be concluded that the process of learning the English language has become significantly more engaging. Advances in technology have introduced a variety of innovative strategies that can be readily applied. English educators should be well-versed in these contemporary techniques, understanding and utilizing them to enhance the effectiveness of their instruction.

However, not all previously discussed methods may be suitable for every context. Teachers must assess their students' needs and select the most appropriate strategies.

Additionally, it is crucial to inspire students and encourage them to leverage their personal interests and hobbies to facilitate their learning. They should come to understand that acquiring proficiency in English can seamlessly integrate into their recreational activities.

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Викладання англійської мови у ЗВО: сучасний погляд

Гусак Людмила Євгенівна

доктор педагогічних наук, професор кафедри іноземних мов гуманітарних спеціальностей
Волинського національного університету імені Лесі Українки, Луцьк, Україна

Маленицький Денис Сергійович

аспірант

Волинського національного університету імені Лесі Українки, Луцьк, Україна

У статті аналізуються інноваційні методи викладання англійської мови у ЗВО. Актуальність цієї теми значно зросла в останні роки. Основною причиною цього є технологічний прогрес, який відкриває можливості для використання незвичайних та надзвичайно ефективних підходів до навчання англійської мови. Головною характеристикою цих методів є їхня гнучкість. Сьогодні існує безліч способів ефективного навчання англійської мови. На відміну від 20 років тому, коли більшість

уроків були стандартизовані та однорідні, сьогодні можна знайти щось унікальне для кожного учня. Це особливо важливо для України, яка прагне зміцнити свої зв'язки з найрозвиненішими країнами. Російське вторгнення в Україну також підвищило значущість вивчення англійської мови. Мільйонам біженців із нашої країни було важко адаптуватися в нових містах, де їм доводилося спілкуватися з місцевими жителями англійською або іншими мовами.

Тема відносно нова і потребує додаткового дослідження. Існують численні дослідження та публікації щодо винахідницьких методологій у викладанні англійської мови. Хоча ці дослідницькі зусилля є ретельними та детальними, надзвичайно важливо представити свіжі ідеї. Ця стаття пропонує різні новаторські стратегії у цій галузі.

У статті представлено дані соціологічної служби Центру Разумкова, які використовуються для оцінки рівня володіння англійською мовою серед громадян України, а також для виявлення проблем і недоліків у цій сфері.

Наведено численні корисні поради та методи, що сприяють підвищенню інтересу та ефективності навчального процесу. Основна концепція полягає в інтеграції хобі та особистих інтересів у вивчення англійської мови, що значно підвищує мотивацію учнів. Розглядаються різні підходи до реалізації цього методу, деякі з яких описані у статті. Багато із цих методів є оригінальними та нестандартними, такими як *Artificial English Environment* та *Virtual Theatre*. Однак не всі з них можуть бути застосовані в кожній ситуації, тому вчитель повинен враховувати індивідуальні особливості своїх учнів і вибирати найбільш відповідні методи. Усі ці рекомендації ґрунтуються на наших власних спостереженнях і досвіді, більшість з яких уже продемонструвала свою ефективність у практиці.

Ключові слова: англійська мова, інноваційні стратегії, нетрадиційні підходи, навчання англійської мови, креативність, мотивація, ефективність, креативне навчання.

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