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PREPARATION OF FUTURE TEACHERS FOR THE USE OF INNOVATIVE TECHNOLOGIES AT PRIMARY SCHOOL ENGLISH LESSONS

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The issue of preparing future primary school English teachers to use innovative technologies is актyalized. It is emphasized that the effectiveness of foreign language education at the primary stage largely depends on the teacher's ability to integrate modern instructional technologies in accordance with learners' age characteristics and didactic objectives.

Scientific approaches to defining the essence of innovative pedagogical activity and the readiness of future teachers to implement it are analyzed. It is established that a teacher's innovative activity involves the creative application of knowledge, skills, and abilities, the capacity to seek non-standard solutions, and the development of new professional competencies. It is determined that an important condition for effective training is the integration of theoretical and practical components of education, particularly through the organization of students teaching practice at school, during which innovative technologies are tested and implemented by future teachers.

The expediency of using interactive teaching methods, digital platforms, multimedia tools, as well as blended and distance learning technologies as effective instruments for developing students' foreign language communicative competence is substantiated. The role of active learning methods, research and project-based activities to foster creative thinking, professional autonomy and readiness for innovation is emphasized. Particular attention is paid to the creation of a creative educational environment that fosters the development of imagination, reflection, critical thinking, and motivation for professional self-improvement. The necessity of introducing specialized courses and modules aimed at developing the innovative competence of future teachers, as well as the active use of digital resources in their training, is substantiated.

It is concluded that a comprehensive system of professional training ensures the development of future teachers' readiness for innovative activity. Prospects for further research are associated with the development of methodological models for teacher training and the evaluation of the effectiveness of innovative technologies in primary school.

Keywords: innovative technologies, teacher training, innovative activity, learners, English language teaching methodology, active learning methods, practical training.

Problem statement. The current stage of educational development is characterized by active digitalization, which necessitates updating the content, forms, and methods of teaching, particularly in the field of foreign language education. In the context of implementing the New Ukrainian School concept, the issue of preparing future teachers for the effective use of modern technologies in their professional activity becomes especially relevant. This primarily concerns primary school English language teachers, as the foundations of learners' foreign language communicative competence are established.

Innovative teaching technologies open up broad opportunities for increasing the motivation of primary education learners and diversifying teaching forms and methods. At the same time, their effective implementation requires future teachers to have well-developed methodological readiness and the ability to integrate innovations into the learning content in accordance with students' age characteristics.

Analysis of recent research. The study of scientific sources has shown that considerable attention in педагогical science is paid to the problem of preparing future primary school teachers for the use of innovative technologies at English lessons. This issue is addressed by many scholars; in particular, O. Bartkiv examines the general principles of pedagogical innovation and aspects of teachers' readiness for innovative activity. O. Hrechanyk and O. Kabaniska argue that the preparation of teachers for innovative activity should take place during their studies in higher education institutions. Of particular interest is the research by O. Murashchenko, who focuses on the essence and structure of innovative pedagogical activity of future primary school teachers. N. Tsukanova examines the process of developing future primary school teachers' ability to plan and implement pedagogical innovations in order to improve the quality of pupils' education.

In scholarly research considerable attention is paid to the issue of implementing innovative technologies in the process of teaching English. In particular, studies by Y. Zahrebniuk and V. Panchenko demonstrate the effectiveness of interactive teaching methods, while Y. Herasymenko emphasizes the role of digital platforms to increase learners' motivation.

The essence of innovations in education and the role of an innovative environment in the formation of future teachers' professional competence are explored in the studies of O. Dubaseniuk, N. Karapuzova, N. Manzhelii, O. Naboka, and others.

The aim of the article. The conducted analysis of scientific research indicates a growing interest in the issue of using innovative technologies in the process of foreign language teaching; however, the question of purposeful preparation of future teachers for their use in primary school requires further theoretical substantiation and practical interpretation. In this regard, **the aim of the article** is to substantiate the features of preparing future teachers to use innovative technologies at English lessons in primary school, as well as to identify effective approaches and means of developing the relevant professional readiness.

Presentation of the main material. In the current context of educational reform and the active digitalization of the learning environment, the theoretical substantiation of the use of innovative technologies at primary school is gaining particular importance. Their effective implementation requires a clear understanding of the essence of key concepts, consideration of the psychological and pedagogical characteristics of primary school learners, as well as adherence to the didactic principles of foreign language teaching. The introduction of innovations in the field of education, as O. Dubaseniuk argues, is a complex process that involves the gradual renewal and improvement of content, methods, tools, and pedagogical technologies, which undoubtedly affects the quality of the educational process [2].

In the scholarly works of N. Karapuzova and N. Manzhelii, it is substantiated that the effective implementation of pedagogical innovations involves the purposeful modeling and optimization of the processes of developing, mastering, and practically applying new ideas and technologies. In particular, the stage of creating pedagogical innovations includes identifying the essence of novelty within the system of innovative activity, providing a theoretical interpretation and description of the pedagogical innovation, determining a set of objective and subjective conditions for its effective implementation, comparing the proposed ideas with existing criteria of innovativeness, as well as their approbation in a local educational environment followed by expert evaluation [4].

Improving the preparation of future primary school teachers for the use of innovative technologies requires a comprehensive and systematic approach. It is determined by the specific nature of their professional activity and the contemporary demands placed on the organization of the educational process in the context of ongoing primary education reform. The main feature of innovative activity of a primary school teacher is its implementation at the initial stage of pupils' development in primary school. This involves the development of basic cognitive skills, the formation of primary ideas about the surrounding world, and the acquisition of experience in social interaction by pupils. In this context, the teacher acts as the central figure in the educational process – a carrier of the content of education and upbringing, as well as an organizer of pupils' cognitive activity and their holistic development. At the same time, a teacher's innovative activity is complicated by the need to take into account pupils' age-related and individual characteristics, which determine the nature and content of innovations at primary school [7].

According to O. Murashchenko, "the characteristics of innovative pedagogical activity of future primary school teachers include their orientation toward solving new tasks that lack standard solutions; the formation of new competencies that will serve as a basis for the further development of new methods and approaches; a creative search for innovative solutions and the creative application of knowledge, skills, and abilities in practical situations" [5].

It should be emphasized that the preparation of a future teacher for innovative activity is especially important at the stage of their professional formation in a higher

education institution. It is precisely during the period of study that their awareness of the need for continuous professional development, the updating of knowledge, and the pursuit of pedagogical excellence is formed. Under these conditions, it is important for them to adhere to a number of didactic requirements, in particular: to organize a learner-centered educational process [3].

In view of the above, one of the main tasks of teachers in higher pedagogical education institutions is tondesign and implement a comprehensive system of future teachers' professional training, which ensures effective pedagogical guidance of their individual educational activities. In this context, particular importance is attached to the organization of students' independent work, aimed at developing creative inquiry skills, critical thinking, the ability to reflect, and to make non-standard pedagogical decisions. Such activity involves the active engagement of learners in research, project-based, and practice-oriented tasks that contribute to the formation of experience in innovative pedagogical activity.

The implementation of these tasks necessitates a substantial renewal of both the content component of educational programs and the organizational and methodological foundations of the educational process. This involves integrating modern scientific achievements into the content of training, implementing a competency-based approach, and using interactive, digital, and other innovative learning technologies.

Analysis of research shows that innovative technologies are actively integrated into the process of teaching English language methodology. Among them, an important place is occupied by interactive teaching methods such as project-based learning, role-playing, discussions, and the case method. These approaches contribute to the development of students' language skills and the formation of their communicative competence. Considerable attention is paid to the use of digital technologies, including online platforms, multimedia tools, and mobile applications. It ensures the individualization of learning, access to authentic materials, and increases learners' engagement. In our opinion, blended and distance learning represent a separate direction, combining traditional and innovative approaches. They open new opportunities for organizing the educational process and fostering learners' independence.

Active teaching methods play a key role in the training of primary school teachers to use the innovative teaching technologies. According to O. Naboka's findings, it is these methods that ensure a high level of student engagement in the educational process, as well as the acquisition and development of their professional, intellectual and behavioural skills and abilities. They contribute to the students' development of creative abilities and the formation of such important qualities as the ability to make prompt and effective decisions in professional problem situations, as well as to present ideas convincingly and constructively and defend one's viewpoint. Through active learning methods, students develop their own behavioral strategies and, on this basis, their individual styles of professional activity. In addition, these

methods foster a sense of collective responsibility for their work among students [6, p. 34].

Experience shows that, among the active methods used to prepare students for innovative activities, business games, discussions, problem-solving exercises, research projects and others play a significant role.

Students' research activity contributes to addressing the problem of improving their training, while fostering communicative traits and skills of independent creative inquiry. The teacher's task is to create an atmosphere of cooperation and interaction, and to prepare future teachers to make well-considered decisions and choose optimal ways of solving problems. Lecturers encourage future teachers to be agents of change and not to be afraid to implement innovation into their teaching practice. At this stage, it is important to instil in students qualities such as dedication to their work, a high sense of responsibility, strong intrinsic motivation, creative imagination and a drive for continuous self-improvement.

According to O. Bartkiv, the development of cognitive activity, professional orientation, and creative self-expression of future teachers is ensured through the use of specially selected tasks that encourage the search for alternative, multi-variant solutions. At the same time, a key factor in the effectiveness of this process is the creation of a creative atmosphere within the educational environment. She believes that, in order to foster this, it is important to establish certain conditions, namely:

1. **Overcoming internal barriers to creativity**. It is important to create a safe environment that fosters students' confidence in their interactions with peers and teachers.
2. **Activation of subconscious thinking processes**. It is advisable to encourage students to record spontaneous ideas for their further reflection, systematization, and application**.**
3. **Postponement of idea evaluation.** This helps to broaden the range of ideas and focus on a deeper understanding of the problem.
4. **The use of metaphors, analogies, and associations**. The potential for creative inquiry is enhanced through the use of non-standard comparisons and associations. In the process of studying in higher education institutions, working with metaphors not only activates figurative thinking but also promotes the spontaneous emergence of images and their subsequent conscious interpretation.
5. **Development of imagination and creativity followed by reflection.** After the stage of free idea generation, it is important to critically interpret, analyze, and select the most appropriate ideas.
6. **Expanding sensory experience and perceptual sensitivity.** Developing breadth, depth, and richness of perception of the world is the foundation for building professional sensitivity of future specialists.
7. **Supporting creative activity**. It is important to help students recognize the value of creativity and find personal and professional meaning in it [1].

Many scholars and methodologists emphasize that one of the key indicators of future teachers' readiness for innovative activity is their ability to effectively apply innovative technologies during teaching practice. It is practice that serves as an educational environment in which theoretical knowledge is transformed into real professional skills, and the level of development of the future teacher's innovative thinking is also assessed.

The ability to use innovative technologies in real educational settings demonstrates that students have developed not only technological competence, but also readiness for pedagogical change, flexibility of thinking, and the ability to adapt to different learning situations. This involves the use of interactive teaching methods, digital resources, project-based learning, and elements of blended and distance learning, which help to stimulate pupils' cognitive activity and improve the quality of the educational process. In addition, teaching practice enables future teachers to test various innovative approaches, evaluate their effectiveness, reflect on their own activities, and adjust their professional actions. The ability to select appropriate technologies in accordance with educational goals, students' age characteristics, and specific learning conditions is an essential component of their professional competence.

Thus, the students ability to implement innovations during teaching practice serves not only as their indicator of readiness for innovative activity but also as an important factor in the formation of a creative, flexible, and competitive teacher.

In our view, it would be advisable to introduce specialised courses and modules aimed at developing the innovative competence of future teachers. It is precisely purposeful training that ensures their systematic mastery of modern approaches to organizing the educational process. Such courses should be focused not only on students' mastering the theoretical foundations of pedagogical innovations but also on developing their practical skills to design and implement them. In particular, it is advisable to include topics such as digital pedagogy, the design of the educational environment, the use of interactive and blended learning methods, as well as techniques for evaluating the effectiveness of innovations, in the training programme for future specialists. It is important that the educational modules are practice-oriented and involve carrying out project-based tasks, developing their own educational products (interactive lessons, digital courses, teaching materials), analysing pedagogical case studies, and participating in training sessions and masterclasses. This approach helps students develop the ability not only to replicate existing technologies, but also to adapt them creatively to the specific conditions of their professional practice.

Equally important is the active use of modern educational platforms, digital resources, and technologies in the process of student training. This enables future teachers to experience the potential of the digital educational environment firsthand, master tools for organizing distance and blended learning, and learn to effectively combine traditional and innovative forms of instruction. The use of digital learning

environments, collaborative platforms and interactive services helps to develop students' digital literacy, information literacy and pedagogical flexibility.

Conclusions and prospects for further research. Thus, preparing future teachers to use innovative technologies at English lessons in primary school is a complex and multifaceted process. It involves the development of professional competence, readiness for innovative activity, and the ability for continuous self-development. Students' mastery of pedagogical innovations will help them foster an innovative culture, encourage a positive attitude towards new approaches, and develop a research-oriented mindset. Prospects for further research include the development of methodological models for training future teachers and the study of the effectiveness of specific innovative technologies in primary schools.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ У ПОЧАТКОВІЙ ШКОЛІ

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Актуалізовано проблему підготовки майбутніх учителів англійської мови початкової школи до використання інноваційних технологій. Наголошено, що ефективність іншомовної освіти на початковому етапі значною мірою залежить від здатності педагога інтегрувати сучасні технології навчання відповідно до вікових особливостей учнів і дидактичних цілей.

Проаналізовано наукові підходи до визначення сутності інноваційної педагогічної діяльності та готовності майбутніх учителів до її здійснення. З'ясовано, що інноваційна діяльність педагога передбачає творче застосування знань, умінь і навичок, здатність до пошуку нестандартних рішень, а також формування нових професійних компетентностей. Визначено, що важливою умовою ефективної підготовки є поєднання теоретичної та практичної складових навчання, зокрема через організацію педагогічної практики, у процесі якої відбувається апробація інноваційних технологій.

Обґрунтовано доцільність використання інтерактивних методів навчання, цифрових платформ, мультимедійних засобів, а також технологій змішаного та дистанційного навчання як ефективних інструментів формування іншомовної комунікативної компетентності учнів. Підкреслено роль активних методів навчання, дослідницької та проєктної діяльності у розвитку творчого мислення, професійної самостійності та готовності до інновацій. Особливу увагу приділено створенню творчого освітнього середовища, яке сприяє розвитку уяви, рефлексії, критичного мислення та мотивації до професійного самовдосконалення. Доведено необхідність упровадження спеціальних курсів і модулів, спрямованих на формування інноваційної компетентності майбутніх педагогів, а також активного використання цифрових ресурсів у процесі їх підготовки.

Зроблено висновок, що цілісна система професійної підготовки забезпечує формування готовності майбутніх учителів до інноваційної діяльності. Перспективи подальших досліджень пов'язані з розробленням методичних моделей підготовки педагогів та оцінюванням ефективності інноваційних технологій у початковій школі.

Ключові слова: інноваційні технології, підготовка вчителя, інноваційна діяльність, здобувачі освіти, методика навчання англійської мови, активні методи навчання, практична підготовка.