International Perspectives on *Creativity* in the Foreign Language Classrooms

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Education in a Competitive and Globalizing World

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Chapter

PRE-SERVICE PRIMARY SCHOOL TEACHER'S FOREIGN LANGUAGE TRAINING BY MEANS OF USING INNOVATIVE TECHNOLOGIES

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ABSTRACT

This chapter focuses on the issue of pre-service primary teacher's foreign language training by means of using interactive and innovative technologies. The main aim is to study the effect of implementing the interactive and innovative technologies into the pre-service training to prepare future primary school teachers to use technologies in FL

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classrooms. In the study, a multi-method approach was applied (surveys and group discussions). The results showed that only a small amount of the first year students are familiar with various educational technologies, which can be used in FL primary classrooms. However, a considerable amount of technologies is not used in typical Ukrainian FL classrooms.

Keywords: foreign language classroom, interactive technology, teacher training, educational technologies, flipped classroom, blended learning

INTRODUCTION

The effectiveness of teaching a FL to young learners pupils depends on the level of future primary school teachers' skills development to use technologies, FL teaching methods and techniques, rationally plan and realize different forms of the work in classroom, analyze and take into account individual psychological characteristics of primary school pupils depending on the level of knowing and a stage of their learning a FL (Kotenko, 2013).

The purpose of teaching FL in primary school is to develop FL communicative skills of young learners. It will help them in further comfortable adaptation in intercultural society and preparation for intercultural interaction.

The importance of the problem integrates into the task of proper pre-service foreign language teacher training. Taking into consideration the challenge of the 21st century teacher training, the attention should be concentrated upon the innovative technologies.

Currently, there are several approaches to the definition of the term "pedagogical technology." One of the most common is associated with the interpretation of "technology" as a procedural category, in connection with which pedagogical technology is defined as a set of operations (acts of pedagogical activity) carried out in a certain way in a certain sequence from which the process is composed.

There are some definitions of the term "technology." In our work we use the closest interpretations of it. According to the Glossary of

UNESCO, the educational technology is defined as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives and employing a combination of human and technical resources to bring about more effective instruction (UNESCO, 1974).

Technology is an integrated part of teaching and learning. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process (Ahmadi, 2018, p.116).

The concept of "technology" is closely related to the concept "pedagogical technology", which began to be introduced into the pedagogical science since the 1960's. There are different ways of interpreting the concept of "pedagogical technology." It includes not only a set of methods, techniques and ways of teaching, but also pedagogical skills and creative approaches to teaching pupils.

According to Sysoyeva, pedagogical technology is a systematic and consistent implementation in practice of a pre-designed educational process; it is a project of a certain pedagogical system, implemented in practice (Sysoeva et al., 2001).

In relation to pedagogical technology,emphasis is placed on "learning technology" as an area of scientific knowledge, psychological and pedagogical design of learning process at the level of content, forms of interaction of the teacher with the students, monitoring and evaluation of results. This knowledge allows educators to use various technologies.

Using the technology helps teachers to improve their teaching methods and move beyond the usual lesson, provide pupils with practical ways of learning.

Teaching with technology is complicated further considering the challenges newer technologies present to teachers. At the heart of good teaching with technology are three core components: content, pedagogy, and technology, plus the relationships among and between them. The interactions between and among the three components, playing out differently across diverse contexts, account for the wide variations seen in the extent and quality of educational technology integration. These three

knowledge bases (content, pedagogy, and technology) form the core of the technology, pedagogy, and content knowledge (TPACK) framework (Koehler & Mishra, 2009).

According to the Report "The Advancing Educational Technology in Teacher Preparation" of the U.S. Department of Education it is important that all educational programs responsible for pre-service teacher training prepare all graduates to effectively select, evaluate, and use appropriate technologies and resources to create experiences that advance student engagement and learning. (King, South & Stevens, 2016,p. 4).

In the present research, the methodology of Rudnik (BorysGrinchenko Kyiv University, Ukraine) is used, who has investigated the problem of primary school teachers' training to innovational foreign languages learning technologies usage. Having analysed the works of Ukraininan scientists as Bigych (2018), Kotenko (2013), Petryk (2019) about preparation of foreign language teachers for primary school and some foreign scholars as Handley (2012), Macaro (2012), Walter (2012) about using innovative technologies in teaching foreign languages to primary school pupils, Rudnik (2018) designed the individual author`s methodology of primary school teachers' training to usage of innovational technologies of foreign languages learning.

The term "innovational foreign languages learning technologies" has been presented as a set of new methodologies, organizational forms, methods, ways and tools of learning, aimed at primary school students' foreign language communicative competence forming and provides cognitive activity of subjects of educational process (Rudnik, 2018).

According to Rudnik (2018) modern learning technologies include both traditional and innovative technologies, as in the process of emergence of new ones, the previous technologies continue to have been acting for a long time. Thus innovative technologies of teaching and learning foreign languages are a component of modern learning technologies.

Among the traditional technologies there are direct methods, translation methods, suggestive methods, Harold Palmer's oral method (1921), Michael West's (Smith, 2003) of teaching reading, TPR (Total

Physical Response) methods, audio-lingual methods, audio-visual methods.

Innovative technologies, which are a component of the modern technologies, contain both traditional and innovative. It depends on the time of technology emergence and its application (Rudnik, 2018).

Innovative technologies for teaching foreign languages are divided into interactive technologies; information and communication technologies (digital): distance, multimedia, computer, Internet, blog, cloud, web-technologies, smart technologies; e-learning; mobile learning technologies (m-learning); flipped classroom; mixed classroom; CLIL; BYOD; Mind Map; training technologies; European Language Portfolio; active learning technologies (Rudnik, 2014).

So, taking into consideration the age, psychological and physiological characteristics of primary school pupils, the teacher is responsible for choosing appropriate and effective technologies, and applying them in the learning process.

THE SPECIFICS OF TEACHING A FL TO YOUNG LEARNERS

In the process of preparing primary school teachers' to teaching a FL it must be considered the specifics of a mother tongue (or a native language). With the help of the mother tongue, children begin to get to know the outside world, to join the society, to join national and world culture, then, after leaving the walls of the educational institution, continue to develop it further as an integral part of the human culture as a form of existence and expression of national and personal self-awareness. The mother tongue is a means of self-knowledge, self-development and self-expression the formation of a new type of personality and social relations in multicultural world.

New modern challenges of a personal development require changes to foreign language proficiency levels of future primary school teachers who will help pupils to form all components foreign language communicative competency.

The preparation of primary school teachers to teach FL should be on a high level and coincide with the language teachers' skills. The primary school teacher should be aware of the main linguistic peculiarities of the mother tongue and a FL.

It should be taken into consideration that the language teachers' skills in the "European dimension" area of language teaching are of a dual nature. In the first place language teachers should be able to function as models of target language communicative competence. This naturally includes a skill in the negotiation of appropriance where necessary. In the second place, in close relation to this nagotiatory skill, language teachers should be aware of cultural diversity as it finds expression in language use (Willems, 1993, p. 39). The teacher is able to cultivate language awareness in the broadest sense of the term (including communicative awareness) in their learners (Willems, 1993, p. 45).

Within the program of preparing primary school teachers' to teach FL it is necessary to achieve the following aims:

- *Practical:* to develop the trainees` competence and fluency in a FL so that they can become good models of effective communication, by forming and consolidating their linguistic, communicative and socio-cultural knowledge and skills.
- *Cognitive:* to expose the trainees` to academic activities that draw on and further develop the full range of their cognitive abilities.
- *Affective:* to develop the trainees' confidence as users and future teachers of the language, and to foster positive attitudes and feelings towards learning the target language and about the culture of the English-speaking world.
- *Educational:* to foster in the trainees powers of self-evaluation and a capacity for autonoumous learning which will enable them to develop themselves professionally after graduation.
- *Professional:* in the course of their own language learning, to expose the trainees to a wide variety of sound models of language teaching practices, and, by their reflecting on the learning

processes involved, to contribute to their development as future teachers.

- *Social:* to facilitate and develop in the trainee's self-awareness and interpersonal skills that will enable them to function better in and outside the world of school (Nikolayeva & Solovey, 2001, p. 22).

The main purpose of language education in primary school is to provide pupils` general development, to form their motivation to learn FL, to develop their ability to listen and understand a foreign speech, to teach reading and writing on the basis of an available linguistic theory to form practical abilities and skills (communicative), and the most important thing is to form the ability to learn. Teaching a foreign language to pupils in primary school is within the most typical spheres, themes, and situations of communication according to their age characteristics and interests.

So, considering the demands of young learners at primary schools, it is necessary to provide an effective pre-service primary school teacher's preparation to teaching FL using innovative technologies.

The purpose of this chapter is to find out the effect of introduction of traditional and innovative technologies into the pre-service primary school teacher's FL training.

There are some tasks of the work. It is necessary to dwell on the problem of pre-service primary teacher`s foreign language training; to define the main concepts of the study; to analyze the specificity of implementing interactive and innovative technologies into pre-service primary teacher's FL training in Borys Grinchenko Kyiv University (Pedagogical Institute).

The structure of the chapter. The chapter consists of the theoretical part, practical research and conclusions.

The theoretical part involves such component as the problem setting, the analysis of studies and publications within the field of the research. It focuses attention on the methodology of research and specificity of teaching FL to young learners. The practical part describes a scientific research conducted at Pedagogical Institute of Borys Grinchenko Kyiv

University, Ukraine. It consists of sub-chapters as methods, results, discussions and acknowledgments.

METHODS

In the current study we have tried to identify the level of familiarity of interactive tools among first year students. We have also focused our study to understand the effect of introduction of interactive and innovative technologies into the pre-service primary school teacher's FL training in order to prepare students to use digital technologies, distance learning technologies, multimedia technologies, computer technologies, Internet technologies, cloud technologies; m-learning; flipped classroom; CLIL; BYOD; Mind Map; training technologies; European Language Portfolio in the FL classroom.

In order to analyse the effects of interactive tools and techniques, we used quantitative approach to study different thechnologies and methods proposed by Yu. Rudnik in her PhD research entitled "Primary School Teacher's Training to Innovational Foreign Languages Learning Technologies Usage."

Our study comprises both quantitative and qualitative methods within a longitudal analysis. We used quantitative methods(2 surveys) to reach the breadth of coverage of respondednts at Borys Grinchenko Kyiv University (Pedagogical Institute). Qualitative methods (group discussions) contributed to more in-depth view of the problem.

Our major task is to prepare our students to use various technologies in their primary classrooms. Our hypothesis is the following: if we implement desired technologies into the current curriculum; the level of student's awareness about technologies and their ability to use these technologies would rise.

Quantitative Methods

We designed and carried out 2 surveys in Borys Grinchenko Kyiv University (Pedagogical Institute). Both surveys were self-administered. The sample for the first survey, which took place in 2017, comprised 42 first year students. The survey covered three main areas:

- knowledge of educational technology and structure.
- knowledge of specific technologies in FL teaching and knowing how to apply them.
- ability to choose proper technologies in a FL primary classroom.

The survey was addressed to students online in GoogleForms. It consisted of 28 multiple-choice questions with one answer.

After the first survey, we split students into the control and experimental groups. The experimental group consisted of 15 students. We implemented interactive and innovative technologies into the process of pre-service teacher's FL training for experimental group. One of the approaches, we suggested our students, was their immersion into these technologies and learning how to use them from "inside", as their direct participants. We implemented interactive and innovative technologies into five courses of the "Primary Education" curriculum.

In December, 2019, we asked the experimental group of students to go through the final survey in GoogleForms. It had the same structure of three blocks. We analyzed correct answers and identified the average amount of students, who gave correct answers in each block of questions.

Qualitative Methods

In thestudy we usedgroup discussions as a method of getting in-depth information and feedback from the participants. All 15 students from the experimental group participated in discussions. We provided open-ended

questions aiming at finding student's experience in being participants of the technology. They were asked questions regarding the difficulties they face with the specific technology, and what goes well for them in the specific technology. Students' feedback was audio recorded and represented in this paper in direct speech.

RESULTS

The preliminary analysis of the results, presented in this paper is based on answers to closed questions in the first survey of the students of Borys Grinchenko University (Pedagogical institute) aimed at measuring their knowledge of the technology itself, different technologies of FL teaching and ability to choose specific technologies for teaching FL in primary classrooms.

Analysis of the First Survey Results

In the first group of questions we asked the students to choose the most suitable definition for the notion "learning technology." Only 31% of the respondents identified the structure of technology correctly.

The next question was about the aim of the technology of education. 16.7% of the students identified it as "…raising effectiveness of organizing educational process while overcoming outdated pedagogical ideas."

One of the key concepts of the suggested questionnaire was "innovational foreign languages learning technologies", as we wanted to find out if our first-year students understand and can apply different technologies into practice. According to Rudnik, these are new techniques, organizational forms, methods, approaches, and means of education aiming at forming FL communicative competence of young learners and ensuring cognitive activity of participants of the educational process (Rudnik, 2018, p. 54). The correct answer was chosen by 28.6% of the respondents.

On average, 25.4% know the concept of technologies, based on the first group of questions.

The second part of our questionnaire was devoted to specific innovative technologies, such as interactive technologies, ICT technologies: distance learning technologies, multimedia technologies, computer technologies, Internet technologies, blog, cloud technologies, web-and smart technologies, as well as e-learning, m-learning, flipped classroom, mixed classroom, CLIL, BYOD, mind map, training technologies, European Language Portfolio, and technologies of active learning.

We asked the students to choose the appropriate answer among the suggested ones. As it turned out, 73% have chosen the correct abbreviation for *"контекстно-мовне інтегроване навчання"* (Content and Language Integrated Learning) as CLIL. We also asked the students to identify the technology according to the following characteristics "… problem-based task with elements of a role-play. To solve this task, you need informational resources of the Internet." 50% of the students identified it as a web-quest technology. Moreover, 45.2% of the respondents defined the technology of "brainstorming" correctly. 76.2% of the respondents identified the correct order of procedures for this technology. 57.1% of the respondents have identified the correct concept for the integrated learning technology. However, one of the technologies respondents failed to identify with only 19% of correct answers was flipped classroom. We assume it can be due to rare usage of this technology by school teachers. At the same time, it has been found, that 61.9% of the students could distinguish the team rewards technology from the individual accountability technology. The results of the survey show that 9.5% of the respondents identified the PRES-method structure; 45.2% of the students know the role-play technology and peculiarities of its usage in the primary classroom (66.7%); 23.8% of the students know the structure of the European Language Portfolio; 21.4% of the students identified a synonym to the concept "mind map"; 61.9% of the students can identify the basic difference between traditional technologies and using information

technologies; 59.5% of the students know what multimedia complex look like in a classroom.

On average, 47.8% of the respondents gave correct answers and demonstrated the knowledge of specific technologies in FL teaching. Thus we intend to implement these technologies into learning FL and related courses for pre-service teachers.

The third group of questions was concerned with students' ability to choose appropriate technologies for primary school FL classrooms. One of the questions regarded the technology, most suitable for organizing an independent group work in FL classrooms and only 9.5% of the respondents identified Linoit/Padlet as possible options. The same amount of the students demonstrated knowledge of case-study technology. 69% of the students identified the correct order of procedures in organizing activities using pyramid technology. 23.8% of the students identified the correct order of procedures for organizing a case-study discussion. 26.2% of the respondents know how to make a mind map with primary school students. At the same time 45.2% of the first-year students suggested using mind map technology for revision of topic "Travelling" with the fourth year primary school students. 28.6% of the respondents chose the flipped classroom technology as the most suitable one for developing primary school students' self-study skills, as well as the one to save more time for practice during lessons. We also asked respondents to identify language skills we can develop using story pyramid technology. 21.4% of the students identified reading and writing as the most suitable skills to develop through this technology. Interestingly, in the previous block of questions we noticed a little number of students knowing the structure of the European Language Portfolio. However, twice as larger number of the students (42.9%) identified it as the most suitable for trekking primary school students' progress in learning a FL. And lastly, 28.6% of the students know how to organize a brainstorming activity with young learners.

The avarage result shows only 32.8% of the respondents know how to use some of the technologies we suggested in primary classrooms.

TECHNOLOGY-FOCUSED CURRICULUM

After identifying the current state of students' knowledge of interactive technologies, we used an implicit approach to teaching technologies and ways to use them. Innovative technologies of teaching FL we implemented into the content of five courses. Among these courses, there is a compulsory course "Foreign Language Education: Foreign Language and Teaching Methods" and courses of the selective block of subjects for specialization "Foreign Language" (Practice of Oral and Writing Skills, Integrated Practical Course of the Foreign Language, Modern Technologies of Teaching Foreign Languages in Primary School, English-speaking Country Studies) (Borys Grinchenko Kyiv University 2018, 14).

The course "Foreign Language Education: Foreign Language and Teaching Methods" a student can do during the first and second year of studies, and it comprises 12 ECTS credits. During three semesters students study FL, and the fourth semester is devoted to learning FL teaching methodology. Every week we have 2 classes, 80 minutes each within this course.

During the first semester we only introduce various technologies to students, because students are going through the adaptation period to the new role of a student and acquiring new ways of learning.

First, we designed a MOODLE-based course to implement distance learning and blended learning. At first, our students struggled with working in the MOODLE-based environment, as it was quite a new experience for them. Among the control group, 33.3% of students agree with the following opinion, expressed by one of the students:

> "It was difficult for me to pass module tests in MOODLE, because I was nervous… You know, there was a time limit for the test and I was worried if I chose the correct answer or if I clicked somewhere I didn't have to and my test wasn't saved…."

However, in 3 months, when we asked students if they felt any troubles with navigating or working in the MOODLE course, all of them mentioned they are able to use the course without difficulties.

The main focus was made on different types of tests. Among typical test questions, there were: multiple choice questions, true/false questions, matching tasks, short answer tasks, essays, drag and drop questions, drag and drop on pictures, select missing words types of questions. As a result of introducing computer tests increased the level of impartial assessment of students' progress.

Besides using tests, we offered students MOODLE course as a source of developing their skills through various m-learning and interactive technologies.

Students are provided with vocabulary sets in Quizlet. It helps them to learn and revise a new vocabulary for every topic of the course on a regular basis. Moreover, using mobile devices for learning purposes shows our students how FL classrooms can look like. In Quizlet we ask students to learn new vocabulary in the "Flashcards" or "Learn" mode. During classes, students have some time for individual practice of vocabulary and team activities while working with mobile devices. We ask them to choose "Write," "Match" or "Test" mode to revise the previously learnt vocabulary or to test their knowledge of vocabulary.

We also used Quizlet as a means for providing questions for discussion. We added such questions, as "Once you graduate, should you stop learning? Explain. How can you continue to learn?", "Do you think it is easier to learn as a child or as an adult? Explain your view" etc. to the Quizlet set and asked students to work on their answer individually. In 5 minutes, we asked students to discuss it in pairs. This m-technology pairs well with interactive technologies "think-pair-share" and "inner-outer circle." We offer a question for discussion. Then we ask students to think it over for 3 minutes. After that we ask them to discuss their opinion in pairs for 4 minutes. And finally we ask students to collaborate and discuss their opinions in a group. As an alternative for this activity, we split students into two groups and arrange them into two circles facing each other. We ask them to discuss the question for 2 minutes and after that to change their

partner in a clockwise direction. This activity aims at developing speaking fluency through using interactive technologies.

We also use m-learning technology with vocabulary games, prepared in LearningApps. For instance, when working on the topic "Home, Sweet Home" we ask students to revise the vocabulary through playing the LearningApps game on their devices (e.g., Match a picture and a type of dwelling, Type in a missing letter). To make sure our students memorized expressions with make and do, we ask them to go through a game. They are asked to slide a part of expression to either a "make" or a "do" part of the screen. After that, we ask students to make a short story with expressions, they made mistakes with. Thus, m-learning technology provides a foundation for the following controlled and freer practice of students.

In the second semester of the first year we ask students to be engaged into the process of creating either Quizlet vocabulary sets or LearningApps games for every topic we learn. It changes the focus of education from an academic teaching staff to a student. Working with activities they have designed on their own, students' engagement into the process of learning rises, as well as the level of their responsibility. At the end of the course, 73,3% of students mentioned:

> "Quizlet helped me a lot. I managed to learn new words with correct pronunciation" or "Now I can also make these sets on my own. I tried using Quizlet with my younger sister. It worked well!."

Within this course we also use project-based learning. We ask students to prepare group projects, such as: to film a video "Student's Leisure Time", to make a poster or a presentation "Jobs of the Future," to make a video-project "Renting a Flat," to prepare a real-time excursion around Kyiv city center etc. The aim of group-projects was not only to develop students' communicative skill, but to provide some time for building their team and personal portfolios.

In the fourth semester of doing the course "Foreign Language Education: Foreign Language and Teaching Methods," students learn the

basics of teaching FL methodology. One of the drawbacks is the amount of face-to-face teaching hours in this semester (42 hours). Within this challenge we introduced students the flipped classroom technology. Our students had to study the theoretical material we suggested and during our classes we discussed students' questions if any and practiced using theory in practice. This technology is quite new for our students and first several classes our students did not demonstrate a sufficient amount of literature reviewed or any commitment to the process. However, in individual interviews after the first module approximately 10 out of 15 students (66.6%) say:

> "Flipped classroom was one of the most difficult technologies this year. We had to study the theory and during classes we had a discussion time. During the discussion I wasn't confident enough to actively participate in it. But at the same time we had much time to practice designing parts of lessons or lesson plans…."

Some of self-study tasks in this semester comprised preparing a mind map on "Teaching Phonetics, Vocabulary and Grammar to Young Learners"; watching a webinar, offered by Herbert Puchta and preparing CLIL activities for young learners; studying the European Language Portfolio and preparing a self-assessment page, etc.

During this course, we used interactive technologies, such as brainstorming, inner and outer circles, think-pair-share, PRES-method, and KWL chart to engage students into a lively discussion during the methodology classes. Several classes devoted to "Classroom Management" were delivered as trainings.

Along the compulsory course, the experimental group was also enrolled into 4 courses of the specialization. In the fourth semester students start a 14 ECTS credits "Practice of Oral and Writing Skills" course, which finishes in the sixth semester. The main aim of this course is to develop students' language skills. Among the qualities we want to develop is the ability to correlate theoretical knowledge with practical demands of the profession; students' cognitive abilities and aspiration for improving

personal professional training; the ability to work with foreign literature; to develop skills of planning, analyzing, organizing, evaluating and reflecting on personal assignments while learning FL; to develop team-working skills, ability to make decisions and express their point of view in FL; to develop creative skills and ability in producing new ideas in FL. Within this course, every week we had 2 classes 80 minutes each with students.

As this course has a practical aim, among the technologies in focus are interactive technologies, multimedia technologies, and m-learning technologies. Among the interactive technologies are "team rewards" and "individual accountability." We split students in several groups and provide them with tasks to do in these groups. After the time for this assignment runs away, we compare answers between groups and discuss them together. If it is "team rewards" technology, the whole group is responsible for the result. In case, we arrange it as individual accountability, the whole group works and each person is responsible for his part of the work.

While working on developing reading and writing skills, we suggest students to read the text (e.g., a text about a Paralympic champion, a film review) with further summarizing every part of it in a story pyramid. Students are encouraged to demonstrate a significant amount of critical thinking skills in doing this task. After checking the grammar and spelling, we suggest students to work in groups of three and design an alternative ending of the text/rewrite the text in a different genre etc. Another technology we introduce in this course is the jigsaw technology. We offer students a text split into 5 parts. We divide students into 5 groups of 3 students. Every group gets a slip of paper with their part of the text. They read it and one student from each group moves from group to group retelling their part of the text. The other two students ask questions and fill in the gapped text. As all four language skills are embedded into this technology, it works not only on improving language skills, but also on team-building. At the same time, students become participants of the jigsaw technology and learn its structure "from inside."

Multimedia technologies are reinforced in self-study tasks to this course. We ask out students to make a diagram "Distribution of Students'

Time" and justify your suggestions; write an essay "My way to success"; prepare an audio recording for a radio program "How to be efficient at work" and post it on a Padlet wall. Listen to group mates' tracks and leave comments; using Microsoft Office Publisher make a newspaper ad "Visit our fitness club"; using PowerPoint make a presentation on one the topics: "Alternative medicine," "The AIDS in the modern world" etc.

The second selective course, which our students are enrolled into is "English-speaking Country Studies" (10 ECTS credits). It is taught every week through 4 – 6 semesters with 2 classes lasting 80 minutes each. The main aim of the course is to teach students about English-speaking countries, their geography, climate, state and political system, culture, traditions, education system and lifestyle.

The 9-module course dwells on the topics related to the UK (England, Scotland, Wales and the Northern Ireland) and the USA. In this course beside interactive technologies, we implement flipped classroom, BYOD, and CLIL. After every class we ask students to watch a specific piece of video or a film on their own. When students come to our next class, we discuss these videos with them. For instance, students are asked to watch "Miss Marple: 4:50 from Paddington." At the beginning of the next class we discuss useful chunks of language with students and ask them to compare a typical British countryside and a city life. We also encourage students to come to our classes with their own devices (BYOD technology) to use Google Earth, Google Maps, Google Arts and Culture to learn about the notions and places we discuss through Internet technologies. In self-study tasks we offer students to work with various resources to prepare a PowerPoint presentation on topics suggested in the program.

The other course introduced to students is "Integrated Practical Course of the Foreign Language" (9 ECTS credits). It is offered during5 – 7 semesters with 2 classes a week. This course is focused on the history of language, phonetics, lexicology, grammar, and syntax. In this course, every module is focused on one of the technologies. The History of English Language lectures are reinforced through the group project students are asked to prepare in a cloud service on one of the following topics: "Anglo-Saxon Heritage in the English Language," "French Heritage in the English

Language", "Shakespeare's Heritage in the English Language", or "The Influence of King James' Bible on the Modern English." The phonetics activities are supported with the Internet technology and BYOD. Students are asked to check their pronunciation inthe "Speechace" web-site, so we can individualize phonetic exercises, suggested to them. The module, devoted to grammar, is introduced to students through flipped classroom technology to allow more time for practicing grammar together. Module on Lexicology is paired with QR-codes and web-quests. Students are asked to find out some information in online dictionaries and do some research online. During the module, focused on syntax we ask students for peer-reviewing their assignments before submitting them. It aims at raising student's awareness while writing their own pieces of writing.

"Modern Technologies of Teaching Foreign Languages in Primary Schools" (12 ECTS credits) is the course, which aims at consolidating practical knowledge our students have in various technologies and supporting students with theoretical knowledge in ways these technologies can work in FL primary classrooms.

ANALYSIS OF THE SECOND SURVEY RESULTS

After implementing over 15 interactive and innovative technologies into the curriculum, we took the second survey. It covered three blocks of questions and the results in each of them demonstrated increase. As may be seen from the Figure 1, 66.6% of the students can distinguish between the notions "learning technology," "technology of education," "innovational foreign languages learning technologies." The increase in 41.2% can be contributed to the theoretical course "Modern Technologies of Teaching Foreign Languages in Primary Schools." The increase in 38.8% to 86.6% in average in the knowledge of various technologies is due to the complex of activities we implemented into the curriculum. A slight increase in 13.8% can also be seen in the knowledge of how to use various technologies in a FL classroom.

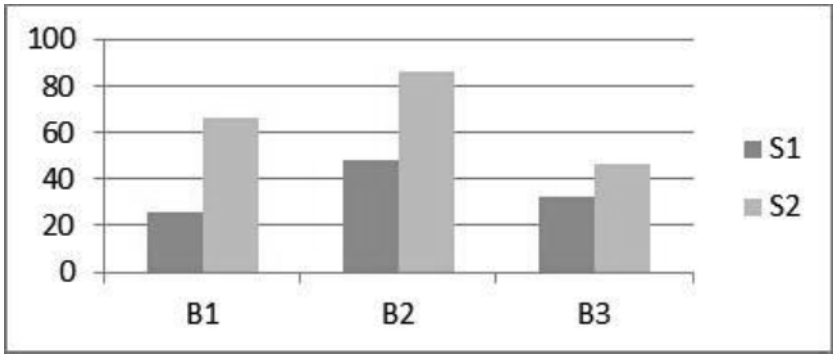

Figure 1. The average results of the research surveys.

We can see the average result of the first and the second survey in the Figure 1, where:

S1 stands for the first survey;
S2 stands for the second survey;

B1 – is the average amount of the students, who demonstrated the knowledge of the notion of "learning technology," "technology of education," "innovational foreign languages learning technologies"; average amount of the students, who demonstrated the knowledge of the notion of "learning technology," "technology of education," "innovational foreign languages learning technologies"; the average amount of the students, who demonstrated the knowledge of the notion of "learning technology," "technology of education," "innovational foreign languages learning technologies";

B2 – the average amount of the students, who demonstrated knowledge of specific technologies in FL teaching and knowing how to apply them;

B3 – is the average amount of the students, who were able to choose proper technologies in a FL primary classroom.

DISCUSSION

In this study, it was revealed the interrelation between the implementation of interactive and innovative technologies into pre-service primary school teacher training and the level of students' knowledge of these technologies and ability to use them.

The preliminary results showed that only a small amount of the first year students are familiar with various educational technologies, which can be used in FL primary classrooms. We assume some these technologies are intuitively known for our students, as they are very common in school classrooms. However, a considerable amount of technologies is not used in typical Ukrainian FL classrooms.

In line with the hypothesis are the results of the second survey. There is an increase in average of those, who identified the correct answer in every block of questions. However, the result of the average of students, who demonstrated the ability to choose appropriate technologies in primary school FL classrooms, demonstrated a slight increase (13.8%). One of the reasons for this can be insufficient time devoted to practicing using technologies in FL primary classrooms. However, we should also consider that students' practical training in specialization "Foreign Language" takes place only during the fourth year of studies. Thus, we were unable to cover the fourth year students in our survey and study, as their curriculum is different from the new one, introduced in 2017.

Further research is need on the effect of pedagogical training on the ability of students choose appropriate interactive and innovative technologies in FL primary classrooms.

The results fit with the theoretical findings of Rudnik (2014) and Ahmadi (2018), however the approach to this problem differs. Implementing interactive and innovative technologies into the curriculum, suggesting students to be not only active participants of it, but to prepare some of the resources for their classes proved its effectiveness.

Based on the results, we conclude as follows:

- this approach has a positive effect onthe process of preparing pre-service primary school teacher to teach a FL;
- it develops the future primary school teachers' skills in choosing the best innovative technologies aiming at promoting their pupils' language skills (listening, speaking, reading and writing, grammar and vocabulary);
- it helps future teachers to use a creative approach in teaching a FL and to intensify their ability to create an interactive environment in the FL classroom.

This chapter has shown that the process of pre-service primary school teachers' FL training by means of using innovative technologies is impacting on forming their readiness to use innovative technologies in their future teaching FL to junior pupils. It ensures their professional development as well. The usage of innovative technologies at Pedagogical Institute provides a formation of a positive motivation for future teachers to actively use them in the educational process. The realization of this pedagogical condition aims at forming the motivational component of future teachers' readiness to use technologies in teaching English to primary school pupils.

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