The fast development of society and technology, the increasing connection between Ukrainian and European societies, and a lot of other processes in education modernization encourage the search for a fast and effective way to learn a foreign language. This study is the result of such seeking in the scientific field and pays special attention to the analysis of innovative approaches in foreign language learning, focusing on Dogme, CLIL and BYOD methods. The history of the specified methods of organizing the educational process, their origin, significance, and founders are examined in detail. It was determined that these methods deviate from traditional teaching strategies, opening up new perspectives for teachers to improve the quality of education and improve existing traditional teaching.

The analysis shows in detail the positive aspects: authenticity, a large amount of speaking practice, individualization of the educational process, stimulation of creativity in Dogme, development of language and subject skills, active speech and interaction, readiness for intercultural communication, promotion of motivation, flexibility and adaptability in CLIL, personalized learning and efficient use of resources, flexibility and availability in BYOD. However, negative points were also identified, such as lack of consistency in studying the material in Dogme, difficulties with a low level of foreign language proficiency in CLIL and the issue of personal data security in BYOD, which emphasizes the importance of a judicious choice of method depending on the specific goals and tasks of learning.

The similarity of Dogme, CLIL and BYOD is outlined by highlighting the following common features: increasing motivation and activity of learners, integration, stimulation of critical thinking. The general conclusions of the study emphasize the need for further scientific studies, including the implementation of the mentioned methods in the school system and the development of own methods based on innovative approaches.

**Keywords:** method, Dogme, communication, integration, CLIL, interdisciplinary, BYOD, cultural context, motivation, interactivity.
Швидкий розвиток суспільства та технологій, зближення української сушільства з європейським, низка інших процесів осучаснення освіти спонукають до пошуку швидкого і ефективного способу вивчення іноземної мови. Наведене дослідження з результатом таких процесів на науковому полі та проявляє особливу увагу аналізу інноваційних підходів у вивченні іноземної мови, зосереджуючись на методах Dogme, CLIL і BYOD. Детально розглянуто історію вказаних способів організації навчального процесу, їх походження, значення, засновники. Визначено, що ці методи відбиваються від традиційних стратегій навчання, відкриваючи для педагогів нові перспективи для поліпшення якості освіти та удосконалення вже існуючого традиційного навчання.

У проведенному аналізі детально відображено позитивні аспекти: автентичність, велика кількість розмовної практики, індивідуалізація навчального процесу, стимулювання творчості в Dogme, розвиток ловкого та предметних навичок, активне мовлення та взаємодія, розвиток готовності до міжкультурного спілкування, сприяння мотивації, гнучкість та адаптивність в CLIL, індивідуалізоване вивчення та ефективне використання ресурсів, гнучкість та доступність в BYOD. Проте, виявлені і негативні моменти, такі як відсутність послідовності вивчення матеріалу в Dogme, труднощі при низькому рівні володіння іноземною мовою в CLIL та питання безпеки особистих даних в BYOD, що робить акцент на важливості розсудливого вибору методу в залежності від конкретних цілей та завдань навчання.

Окреслено подібність Dogme, CLIL і BYOD через виділення наступних спільних рис: підвищення мотивації та активності учнів, інтерактивність, стимулювання критичного мислення. Загальні висновки дослідження наголошують на необхідності подальшого вдосконалення підходів в використанні та розробці власних методик з охоплення інноваційних підходів.

**Ключові слова:** метод, Dogme, комунікація, інтегрованість, CLIL, міждисциплінарність, BYOD, культурний контекст, мотивація, інтерактивність.

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**Introduction of the issue.** Learning English is an important and necessary element in the process of development of the Ukrainian educational system. The last decade is characterized by the need to study this foreign language due to globalization processes, which contribute to the modernization of its methods and means of study. The application of Dogme, CLIL, BYOD characterizes the educational process as modern and close to European standards of education, despite this, these methods have their own peculiarities of use in comparison with traditional methods of teaching a foreign language in Ukrainian educational institutions.

**Current state of the issue.** Dogme, CLIL, and BYOD methods were examined by both domestic and foreign scientists. E. Protsk, Yu. Gursky, T. Komisarenko, I. Khrin, I. Kozubai, and O. Talalaeva, who characterize the mentioned methods and their features in their works, can be included in modern research. Considering the origin of these methods of organizing
learning, scientific publications by foreign developers and researchers are important, for example, M. Swan, S. Thornbury, L. Medings, D. Coyle, P. Mehisto, D. Marsh, M. Frigols, P. Ball, K. Kelly, T. Chadwick.

**Outline of unresolved issues brought up in the article.** Along with the present studies, the topic of analysis of the specified methods in the educational process, both in combination with traditional ones and separately, remains unexamined. The scientific literature doesn’t contain complete and necessary information about the advantages and disadvantages of these modern approaches. Consideration of methodological arsenal usage will reveal the challenges and perspectives faced by the foreign language teacher.

**Aim of research.** Characteristics and overview of modern methods of foreign language learning will introduce the pros and cons of these methods. The features analysis of their application in combination with the existing educational programs will allow to point out ways of possible implementation of the mentioned approaches in the educational process. Comparing them among themselves will indicate the key features that need to be taken into account when forming educational plans, creating textbooks, new study methods, etc.

**Results and discussion.** The development of society and globalization processes require the active use of a foreign language as a means of communication, integration, and cultural interaction. These operations stimulate the search for new and effective methods of language learning, as well as enable the emergence of additional methods in a traditional way of studying. Innovative approaches to understanding the learning process, its goals, means, and exchange of experience with other countries create a solid basis for its implementation in the educational process. Among the well-known methods, more modern ones appear - Dogme, CLIL, and BYOD, the common feature of which is the denying of established ideas about learning a foreign language.

The Dogme method in the context of English language learning originated in
2000 through the work of two English teachers, Scott Thornbury and Luke Maddox. The developers of the method published an article called "Teaching unplugged" where they applied the Dogme principles to language teaching. Researchers suggested using natural situations and materials around students to create meaningful language learning. One of the main ones was the idea that learning should be focused on the student and that the best way to learn a new language is through authentic communication and interaction [11]. The teacher can give a small hint, but the emphasis is on what exactly those who are studying think [9: 348]. Taking into account the pupil or student’s opinion allows for better focusing on the topic and remembering it because it is interesting and important for the student.

At the same time, this method appears as a new movement against the use of paper sources, "supporters of which challenge excessive dependence on materials, textbooks, and grammar program" [4: 212]. The following main principles of Dogme can be distinguished as:

- conversational interaction: focus on conversational practice and language communication in real situations;
- use of real materials: using natural materials for learning, such as news, videos, and audio recordings, instead of artificially created texts;
- focusing on the needs of students: structuring lessons according to the individual needs and interests of students;
- language learning in context: practicing speaking in real situations and contexts, which makes learning more natural and effective;
- abandoning textbooks: turning to a variety of resources, but not necessarily textbooks, for language learning;

The Dogme method in learning English is aimed at creating an authentic and emotionally charged learning environment where students can actively interact with the language in real situations. Authenticity is achieved by focusing on real situations and materials, and emotionality is motivated by individualization, since a
student or pupil cannot be indifferent to the material he has chosen. This feature is important because it can increase the effectiveness of learning and stimulate the creativity of both the student and the teacher. According to T. Komisarenko, this approach shifts the emphasis from the cognitive aspect of language learning to the psychological, as it is closely related to the concepts of imagination, reflection, and memorization [5: 128]. Skilled practice of this method, taking into account psychological features, increases its effectiveness, and the presence of a large amount of conversational practice contributes to the development of constructive communication and real use of language.

With the present positive effects, the negative features of the method remain important, in particular, inconsistency of the study, which is found in the lack of planning and orderliness of the sequential disclosure of topics. A lack of systematality can make it difficult to track student progress and assess their achievements. A high level of teacher competence, which is manifested in great flexibility and quick analysis of the creation of a stimulating learning environment. The insufficient number of resources leads to difficulties in using various materials, especially if there is no access to modern technologies.

Along with this, the classical teaching system may suggest a more structured and planned approach that may suit certain students and situations. Such training system includes an objective evaluation, which greatly facilitates are in the understanding of the learning result and its argumentation for the student. Along with this, the teacher’s subjectivism decreases, as this approach can lead to discrimination, lack of openness to other opinions and views. If you get too excited about it, the goal of dialogue with students is lost and proving your opinion comes first, which is not related to achieving further high-quality language mastery [4: 214]. It is important to acquire systematality, consistency, continuity, the necessary high skill in order to understand and apply this method in a correct way with its inherent features, which are
indicated above.

Combining the Dogme method with traditional English language learning methods can create a balanced and effective approach. Using the constructivist principles of Dogme (learning based on interaction and activity) can complement traditional methods, promoting a deeper understanding and application of language in real situations. Traditional methods can provide the necessary structure and systematicity in learning, while Dogme can allow more flexible consideration of individual needs and interests of students. Classical methods can be supplemented with a variety of resources and textbooks to provide more information and additional tasks for students. Dogme can serve as a means to develop practical speaking skills using real situations, while classical methods can focus on a more consistent study of grammar and vocabulary. An important factor that will determine the effectiveness of using this combination is the needs, characteristics of a specific group of students, their goals, and learning conditions.

Along with the Dogme method, it’s CLIL (Content and Language Integrated Learning) method, which is characterized by learning a foreign language through studying a new course or discipline. As N. Yevtushenko notes, with such an approach, “a foreign language is no longer a goal, but a means of studying another course within the program” [3: 69]. When considering and explaining new material the foreign language is used instead of the native language. Thus, students face a pair of adjacent directions of acquiring new knowledge - the novelty of the material and the language, the words and concepts of which are also new to them. Based on an integrated interdisciplinary approach, CLIL differs from all other approaches to language learning and teaching [10: 177]. While Dogme focuses only on English, CLIL combines two subjects - English (foreign) language and any other discipline.

The issues of CLIL implementation in the educational process were repeatedly addressed by scientists: D. Coyle, P. Mehisto, D. Marsh, M. Frigols, who defined the essence of the CLIL visоkу майстерність, щоби розуміти та застосовувати цей метод у коректний спосіб з властивими йому особливостями, що зазначені вище.

Поспільняючи методу Dogme з традиційними методиками вивчення англійської мови може створювати збалансований та ефективний підхід. Використання конструктивістських принципів Dogme (навчання на основі взаємодії та активності) може доповнювати традиційні методи, сприяючи глибшому розумінню та застосуванню мови в реальних ситуаціях. Традиційна методика може забезпечити необхідну структуру та систематику в навчанні, тоді як Dogme може дозволити більш гнучке врахування індивідуальних потреб та інтересів учнів. Класичні методи можуть доповнюватися різноманітними ресурсами та підручниками, щоб забезпечити більше інформації та додаткових завдань для учнів. Dogme може служити засобом для розвитку практичних навичок мовлення, використовуючи реальні ситуації, тоді як класичні методи можуть зосереджуватися на більш послідовному вивченні граматики та лексики. Важливим чинником, який визначатиме ефективність використання такої скомбінованості, виступають потреби, характеристики конкретної групи учнів, їхня мета, умови навчання.

Поряд із методом Dogme знаходимо метод CLIL (Content and Language Integrated Learning), котрий характеризується вивченням іноземної мови через опрацювання нового курсу чи дисципліни. Як зазначає Н. Євтушенко, що при такому підході "іноземна мова виступає вже не метою, а засобом вивчення іншого курсу в межах програми" [3: 69]. Під час розгляду нового матеріалу замість використання рідної мови застосовується іноземна. Таким чином, учні стикаються із парою суміжних напрямків здобуття нових знань – новизною матеріалу та мовою, слова та поняття якої теж є новими для них. Заснований на інтегрованому міждисциплінарному підході, CLIL відрізняється від всіх інших підходів до вивчення мови та навчання [10: 177]. У той самий час, коли Dogme сконцентрований лише на англійській мові, то CLIL поєднує два предмети – англійську (іноземну) мову та будь-яку іншу
methodology, P. Ball, who analyzed the main components of this method, K. Kelly, T Chadwick, who pointed out the special role of language support in this approach [7: 378]. According to the works of these innovative scientists, this method can be characterized by the following principles: authenticity, global communication, interactivity, the presence of modern technologies, and a special cultural context. The first principle is revealed in the focus on language learning through real-life situations and tasks that reproduce realistic contexts. During authentically oriented learning, materials are selected due to the modern language environment. Creating opportunities for interaction and communication with representatives of different cultures and nationalities defines global communication.

CLIL not only enables effective communication using a foreign language in various areas of life, but also improves all language skills [3: 69], which facilitates global integration. This approach is interactive because it involves using active forms of learning, such as: role-playing games, debates, discussions, collaboration on projects – to stimulate the active participation of students in language learning. These methods require the use of a cooperative form of work, which makes it possible to get rid of anxiety in the learning process, stimulate the motivation of students and promote interaction between them. Students’ autonomy created within the framework of the cooperative learning method and interaction with a team member helps to improve their communication skills during language learning. The principle of modern technologies for facilitating language learning is quite clear, which includes video lessons, interactive exercises, and online communication. Another important concept that we trace is the presence of a certain cultural context and features of interaction, where the emphasis is not only on language competence, but also on cultural literacy.

Keep in mind the peculiarities of learning in higher educational institutions, the usage of this method allows you to correctly and more rationally allocate the discipline. Do not forget the peculiarities of CLIL in higher educational institutions, the usage of this method allows you to correctly and more rationally allocate the discipline.
number of hours for studying disciplines. At the expense of CLIL, courses can be combined, which leads to efficient use of workloads. A pupil or student becomes more culturally integrated into a foreign environment, and the availability of new technologies facilitates the achievement of this goal. I. Shevchenko writes that the practice of this method "leads to the formation of social and cultural competences of students" [10: 178]. The motivation to study the material increases, as the studying person sees how the material he/she has studied is applied in the practice of live communication. It is quite clear that such an approach involves increasing communication between teacher and student. There are always a lot of questions when considering something unfamiliar, as a result, the practice of using interrogative sentences in a foreign language arises, the reaction to heard words and expressions is accelerated, which strengthens the ability to quickly adapt in a foreign environment. A positive feature of the method is inherent flexibility and adaptability, that is, the ability to be applied to different age groups and subjects.

Although CLIL can have some positive sides, there are some negative ones of using it. The most important among them is the mandatory basic level of language competence, training of a pupil or student, which we find in the impossibility of perceiving the material, discussing and debating, taking notes. A teacher or lecturer must have a high level of training and competence in the foreign language, as well as in the subject being studied. This requires longer preparation and more workload. Among the other less important shortcomings is insufficient attention to the development of speaking skills, which is revealed in focusing mainly on the subject and not on language practice, especially if the latter is not considered a separate object of study. There is also a lack of connection between subject and language materials: knowledge obtained in one aspect is ineffectively present in another. The contradictions of this method described above can be easily eliminated by proper planning constant improvement of the teacher, and exchange of experience between teachers of different disciplines.
Another modern method that changes the perception of the usual process of learning a foreign language is the modern BYOD method. The abbreviation comes from England and means "Bring Your Own Device". The name originated in 2005 in commercial companies where employees were allowed to use mobile phones for work purposes while at the workplace. Subsequently, it began to spread in other spheres of activity, including education. "BYOD consists in the fact that teachers and the administration of higher education institutions do not prohibit, but allow students to bring their laptops, tablets, and smartphones to class and use them," – O. Muravyova notes [6: 341]. This approach is still quite controversial in the educational field since the use of a phone or tablet specifically for educational purposes is a process that requires a high level of consciousness and understanding of the knowledge importance directly by the pupil or student.

However, performing various educational exercises on a mobile device for learning English is not new and has been used abroad for a long time. Higher educational institutions, including Harvard, Stanford, Princeton, and Massachusetts universities are vivid examples. In the mentioned places the concept of BYOD includes a variety of mobile applications that make it possible to learn English both in the classroom and outside of it [2: 44]. Such applications include DuoLingo, Ted Talks, Liveworksheets, Kahoot, learningapps.org, answergarden.ch, and others.

The novelty of this approach allows avoiding contradictions and conflicts: when a teacher sees that a child is using a phone or tablet despite its prohibition. "The BYOD method is a way to "legalize" them and turn them from enemies into allies. The purpose of BYOD in education is that the teacher does not prohibit and in every possible way motivates students to bring their devices and use them to complete tasks,"- V. Vember points out [1: 45]. The presence of such a technique in any institution will significantly speed up the diagnosis of acquired knowledge, and skills, and will indicate on their weaknesses.

The use of BYOD involves правильному плануванню та постійному удосконаленню пагога, обміну досвіду між викладачами різних дисциплін.

Ще одним новочасним методом, який змінює уявлення звичного процесу навчання іноземної мови, є сучасний метод BYOD. Абревіатура походить із англійської мови та означає "Bring Your Own Device", яка перекладається як "візьми свій власний пристрій". Назва виникла у 2005 році в комерційних компаніях, де співробітникам дозволили використання мобільних телефонів для робочих цілей, перебуваючи на робочому місці. Згодом вона почала поширюватися в інших сферах діяльності, включаючи освіту. "BYOD полягає в тому, щоб викладачі та адміністрація ЕВО не забороняли, а дозволяли студентам приносити на заняття свої ноутбуки, планшети й смартфони та користуватися ними", – зазначає О. Муравйова [6: 341]. Такий підхід є ще доволі суперечливим у освітній сфері, оскільки використання телефону чи планшету саме для навчальних цілей є процесом, котрий вимагає високого рівня свідомості та розуміння важливості знань безпосередньо учнем чи студентом.

Все ж виконання різних навчальних вправ на мобільному пристрої для навчання англійської мови не є новим і вже давно використовується закордоном. Яскравими прикладами є вищі навчальні заклади, зокрема Гарвардський, Стенфордський, Принстонський, Массачусетський університети. У згаданих навчальних закладах концепція BYOD включає в себе різноманітні мобільні додатки, що дають змогу вчити англійську як в аудиторії, так і поза його межами [2: 44]. До таких додатків можемо віднести DuoLingo, Ted Talks, Liveworksheets, Kahoot, learningapps.org, answergarden.ch та ін.

Новизна цього підходу дозволяє уникнути суперечностей та конфліктів: коли педагог бачить, що дитина використовує телефон чи планшет попри його заборону. "Метод BYOD – це шлях до їх "легалізації" і перетворення з ворогів в союзників. Мета BYOD в освіті полягає в тому, що викладач не забороняє, а дозволяє і всіляко мотивує студентів до того, щоб вони приносили свої пристрої та з їх допомогою виконували завдання", – вказує В. Вембер [1: 45]. Наявність такої методики у будь-якому закладі значно пришвидшить
personalization, efficient use of resources, convenience, and availability. By personalization, we mean that students bring their own devices with access to personalized learning resources and platforms, which supports an individualized approach to language learning. At the same time, teachers can monitor students' work in real-time and easily assign new tasks and projects. Tablets and smartphones can be used during group and individual work to create visual and audio effects, as well as a special educational situation favorable for student socialization [6: 341]. With this approach, it is easy to combine individual tasks with group tasks.

Resource efficiency is achieved by working with their own devices, as pupils or students can use a variety of applications, online resources, and interactive materials to enrich their learning. It is faster, easier, and simpler for a person who is learning to work with a device that is familiar to him. The results of previous work can always be viewed and analyzed independently or with parents.

BYOD makes learning more convenient as students can learn a language anywhere and anytime using their devices. This method encourages and motivates, because there is always a shortcut to the program on the phone that reminds you of yourself. Thanks to the above, the foreign language becomes closer and more accessible due to the lack of dependence on books and other materials that must always be brought to class.

Along with the positive characteristics of this way of organizing learning, we find the following challenges and limitations: a variety of devices, security and privacy, accessibility for all. A problem with various operating systems of devices (Android, iOS or Windows) related to the reproduction of material distributed by the teacher. Each of the systems requests its file format. A frequent problem is that the personal data located in the account can be used for other purposes and with a breach of confidentiality. Special emphasis should be placed on the protection of personal information, which, as a result, increases the load on the teacher. Despite the
availability of devices of any type, not every student is equipped with them, which differentiates the learning environment, indicating that this approach is not for everyone.

The application of each of these methods has its characteristics. The above analysis makes it possible to construct the following table, which will improve the understanding of the disclosed material.

<table>
<thead>
<tr>
<th>Method</th>
<th>Disadvantage</th>
<th>Practical demonstration</th>
<th>Advantage</th>
<th>Practical demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog-me</td>
<td>inconsistency of the study</td>
<td>lack of planning and orderliness in the disclosure of topics</td>
<td>authenticity of educational environment</td>
<td>concentration on real situations and materials</td>
</tr>
<tr>
<td></td>
<td>insufficient systematicity</td>
<td>complication of tracking the progress of students and evaluating their results</td>
<td>the psychological approach advantage to learning over a cognitive one</td>
<td>emotional environment defending one’s point of view, interest in the material</td>
</tr>
<tr>
<td></td>
<td>higher level of requirements for the teacher</td>
<td>great flexibility and quick analysis of creating an effective learning environment</td>
<td>orientation to the individual needs of the student</td>
<td>the subject of the lesson, the questions to which the student wants answers, he finds on his own</td>
</tr>
<tr>
<td></td>
<td>the problem of learning sources</td>
<td>a small number of resources is caused by the student’s choice of topics</td>
<td>the use of real materials</td>
<td>modern learning sources are present (news, videos, audio recordings)</td>
</tr>
<tr>
<td></td>
<td>mandatory basic level of language</td>
<td>training inability to perceive the material, discuss and debate, take notes</td>
<td>authentically oriented learning</td>
<td>materials are selected taking into account the modern language environment</td>
</tr>
<tr>
<td></td>
<td>dual orientation</td>
<td>the teacher must have a high level of preparation and competence in a foreign language, as well as in the subject which is studying</td>
<td>interactive forms of educational process organization</td>
<td>the presence of active forms of learning, such as: role-playing games, debates, discussions, collaboration on projects, etc.</td>
</tr>
<tr>
<td>GLIL</td>
<td>weak attention to the speaking skills</td>
<td>concentration mainly on the subject, and not on language practice</td>
<td>the involvement of modern technologies</td>
<td>video lessons, interactive exercises, online interaction</td>
</tr>
<tr>
<td></td>
<td>absence of permanent connection between the subject and language materials</td>
<td>the knowledge obtained in one aspect is ineffectively present in another</td>
<td>combination of several disciplines</td>
<td>studying any discipline in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cultural context</td>
<td>language appears as a phenomenon of foreign culture</td>
<td></td>
</tr>
</tbody>
</table>
BYOD

<table>
<thead>
<tr>
<th>variety of devices</th>
<th>not all devices support the same learning file</th>
<th>individualization of the education process</th>
<th>availability of own devices with access to personalized learning resources and platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>security and confidentiality</td>
<td>the data located in the accounts of the training participants can be used for other purposes and with a breach of confidentiality</td>
<td>effective use of resources</td>
<td>the ability to use various applications, online resources, and interactive materials</td>
</tr>
<tr>
<td>The accessibility for all</td>
<td>not every pupil or student is equipped with devices to the full</td>
<td>convenience and accessibility</td>
<td>language learning in any place and time using personal devices</td>
</tr>
</tbody>
</table>

Common to the outlined methods is that they are all aimed at increasing the motivation to learn a foreign language. Activity during classroom classes or independent work is focused on the personality of the student, from the position of the student himself, that is, it has a personal and meaningful character [8: 154]. The Dogme method is encouraging because the student himself chooses the material that is interesting to him and accepts the importance of its consideration during learning. The CLIL method appears to be stimulating, as the learner becomes interested not only in the language itself but also in the new discipline that is being studied in conjunction with it. The BYOD method, offering the convenience of learning a language and using various electronic resources and devices, will always interest the modern individual due to the desire to try something new on his gadget.

The described approaches involve active interaction of pupils and students among themselves. This similarity is revealed in each of the methods in the application of group forms of work. BYOD connects individuals through a shared project that can be accomplished when participants are even far enough away. Based on the principle of intercultural interaction, CLIL brings the culture of learning closer to the culture of those who learn, based on the principle of "own-foreign", which creates an atmosphere of unity. Active interaction

Спільними для окреслених методів є те, що всі спрямовані на підвищення мотивації вивчення іноземної мови. Діяльність під час аудиторних занять або самостійної роботи орієнтовано на особистість студента, з позиції самого студента, тобто має особистісно-смисловий характер [8: 154]. Метод Dogme заохочувальний через те, що студент чи учень сам обирає цікавий для нього матеріал, що акцентує важливість його розгляду під час навчання. Метод CLIL постає стимулюючим, оскільки особа, що навчається, стає зацікавленою не лише самою мовою, але й новою дисципліною, яку вивчає суміжно. Метод BYOD, пропонуючи зручність вивчення мови та використовуючи різні електронні ресурси та пристрой, завжди зацікавить сучасну особистість через бажання спробувати щось нове на своєму гаджеті.

Окреслені підходи передбачають активну взаємодію учнів та студентів між собою. Ця подібність розкривається у кожному із методів у застосуванні групових форм роботи. BYOD поєднує особі через спільний проєкт, який може бути виконаний, коли учасники перебувають навіть на достатньо далекій відстані. CLIL, що базується на принципі міжкультурної взаємодії, наближає культуру, яка вивчається, до культури тих, хто вивчає, на основі принципу "свій - чужий", що створює атмосферу єдності. Активна взаємодія учасників – необхідна складова, оскільки не всі
with the participants is a necessary component since not everyone can understand the discipline taught in a foreign language. Dogme generally offers learning through discussions, expressing one’s thoughts about a certain material, which activates attention and the desire to work in groups or teams [4: 214]. Active interaction of students is necessary for understanding the material, discussing it, and creating a certain group solution to the problem.

Integrated learning deserves special attention, where each of these methods offers the integration of different aspects of learning. CLIL is the integration of language and subjects, BYOD is the integration of students’ own devices into learning, and Dogme is the integration of language learning in specific situations. The methods focus on the needs of the students: all three take into account the individual needs and interests of the students. This facilitates more effective and personalized learning. Students or learners receive stimulation of critical thinking as these approaches require analysis, discussion, and application of knowledge in different contexts.

Conclusions and research perspectives. The analyzed methods of Dogme, CLIL, and BYOD can be applied as innovative approaches to learning a foreign language, as they depart from traditional methods. The outlined advantages and disadvantages of each of them force the teacher to skillfully approach the choice of a specific method, thinking about the set goals and tasks of the educational process. Positive features of the Dogme method are its authenticity, a large amount of conversational practice, individualization of the educational process, stimulation of creativity, and negative features are the sequence of study, lack of systematicity, the need for high professional training, and insufficient resources. The advantages of the CLIL method are the development of language and subject skills, active speaking, interaction, development of readiness for intercultural communication, promotion of motivation, flexibility, and adaptability. The difficulties we face are a low level of language training, a high with the participants is a necessary component since not everyone can understand the discipline taught in a foreign language. Dogme generally offers learning through discussions, expressing one’s thoughts about a certain material, which activates attention and the desire to work in groups or teams [4: 214]. Active interaction of students is necessary for understanding the material, discussing it, and creating a certain group solution to the problem.

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workload on the teacher, and a lack of connection between language and subject material. Engaging the BOYD method makes for more individualized learning with efficient usage of resources is convenient and affordable, which is attractive. Along with this, device diversity, security, privacy issues, and accessibility for all remain unresolved. The presented study paves the way for the following ones, the topics of which might involve the implementation of these methods in the school system, the development of own techniques based on CLIL, BYOD, and Dogme, improvement of the existing teaching system.

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