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**ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ ІНТЕРАКТИВНИХ
ТЕХНОЛОГІЙ: ПЕРЕВАГИ, ХАРАКТЕРИСТИКА ТА СТРУКТУРА**

**ELT via INTERACTIVE METHODS:
ADVANTAGES, FEATURES AND STRUCTURE**

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ABSTRACT

The article reveals the aspects of implementation interactive methods. The authors underline that the modern educational research underline that the use of interactive methods has become the subject of scientific work of the national and foreign pedagogues. Today, more than ever, the awareness and skillful use of interactive technologies affect workplaces, education, scientific development, market and political cooperation, communications, and more. Gadgets are no longer reserved for a select few as they exist in all forms of modern life, including educational institutions. The authors make streets on the fact that today we should adjust to process of the educational transformation, which takes place in the whole world. Thus, the interactive technologies gain the world-wide popularity due to the access to the internet of the participants of the educational activities. The Interactive methods effectively improve the students' academic achievements. They are oriented on the active participation in the educational process. They are able to upgrade the motivation and to develop the educational cognitive independence. Thus, teachers of the 21st century will use different interactive technologies. That's why we have to correct the educational training of our students considering the theory and practice of the interactive technologies in ELT (English language teaching). The authors try to prove that the ELT has to be oriented on the interactive learning because it is able to form soft skills, to develop the English language communication, to form communicative strategies of the students. Thanks to the IM (interactive methods) we help students to improve the skills of the team-work, to upgrade the logical skills skills (analysis, synthesis, goal setting, problem-solving etc.)

We should also take into account that the implementation of the IM guarantees that the students will work in the positive, relaxed atmosphere, developing their

emotional intellect. Therefore, it is important to use interactive teaching methods, which play an important role in understanding the subject, as well as to develop spontaneous speech skills, in order to effectively teach English to primary school students and for better memorization. They promote better learning and increase the motivation of primary school students. Using the appropriate IM we can effectively upgrade the students' motivation during the ELT within educational and extra-educational activities.

Keywords: *interactive, interactive methods, learning, effective education, technologies, ELT.*

Within modern conditions of the transformational processes in education we must Ukraine's higher education, using not only traditional methods of education for this purpose but to implement non-standard forms of teaching. The implementation of new effective methods of teaching is the real must-have for the ELT teachers. Modern scientists make stress on the relevance of the interactive methods (IM) because they are grounded on the person-oriented approach, which leads to the revealing of the students' creative potential. Besides the researchers underline the possibility to upgrade cognitive activity, communicative strategies etc.

Today, more than ever, the awareness and skillful use of interactive technologies affect workplaces, education, scientific development, market and political cooperation, communications, and more. Gadgets are no longer reserved for a select few as they exist in all forms of modern life, including educational institutions. Certain aspects of this problem were considered by V. Ivanov, N. Lavrentiev, A. Markova, S. Matushkina, N. Morozova, V. Semenov, M. Tsvetkov, G. Shchukin and others, who believe that when learning English, we encounter a large amount of information that needs to be carefully sorted and then applied. Computer technologies have become part of everyday educational activities, focused on a significant share of independence of even the youngest participants in the process of mastering new knowledge of the English language. This situation caused the search for interactive technologies, effective online educational programs.

Interactive methods (IM) gain the world-wide popularity due to the access to the internet of the participants of the educational activities. The Interactive methods effectively improve the students' academic achievements. They are oriented on the active participation in the educational process. They are able to upgrade the motivation and to develop the educational cognitive independence. Thus, teachers of the 21st century will use different interactive technologies. That's why we have to correct the educational training of our students considering the theory and practice of the interactive technologies in ELT (English language teaching). The authors try to prove that the ELT has to be oriented on the interactive learning because it is able to form soft skills, to develop the English language communication, to form communicative strategies of the students. Thanks to the IM (interactive methods) we help students to improve the skills of the team-work, to upgrade the logical skills skills (analysis, synthesis, goal setting, problem-solving etc.)

We should also take into account that the implementation of the IM the students will be able to work in the positive, relaxed atmosphere, developing their emotional intellect. Therefore, it is important to use interactive teaching methods, which play an important role in understanding the subject, as well as to develop spontaneous speech skills, in order to effectively teach English to primary school students and for better memorization. They promote better learning and increase the motivation of primary school students. Using the appropriate IM we can effectively upgrade the students' motivation during the ELT within educational and extra-educational activities. It is clear from the term «interactive» that we'll have to organize the effective interaction among the participants of the educational process. The scientists define the «Interactive learning» as the interaction within the process of communication and learning. This interaction during the ELT has to determine and to solve certain tasks, using the appropriate communicative strategies. The teacher has to organize the psychological-pedagogical conditions which will guarantee the positive educational environment which will lead to the effective communication. Interactive method the researchers understand as the method of collective interaction of participants in the effective pedagogical process which takes place due to the implemented non-standard tasks, projects, group work. These methods are able to develop the personal qualities of the students [3].

Interactive learning provides the modelled situations, which reflect the real-life, the case-studies which are oriented on the development of the cognitive team work. The organized process with the implementation of the interactive methods leads to the development of the soft skills, academic skills within the atmosphere of interaction. The reflection takes place during the educational process but takes place at each stage of the lesson/lecture/seminar. This guarantees the great feedback and interconnection of the participants because they learn how to reflect, to analyze themselves or another students. The role of the teacher also has to be changed. During the implementation of the interactive methods the teacher has the opportunity to switch his/her role, delegating the role of the leader to one of the students. It is strongly recommended to practice the switching roles because it helps to form the ability of students to be the leader. For example, during the lecture the students can present some material which will be additional to the main educational issue. Presenting the new material the teacher can ask students to choose of the aspects and to analyze its influence of the global world/environment/community/defense of human rights etc. Implementation of the digital resources during the ELT activates the cognitive activity of the students due to its wide range of opportunities. For example you can suggest your students to become the tourist guide and to make the virtual excursion for the classmates using the 3D tours which could be found online. The choice of the country/city/town/place must be done by the students. This will make them to become more confident and independent personality.

Interactive methods and methods of learning English develop individual creativity, upgrades the motivation to communicate at English language lessons, to choose the correct and appropriate communicative strategy.

There are such features of the interactive learning: 1) two-sided character; 2) joint activity of the teacher and students; 3) management of the process by the teacher; 4) special organization and variety of forms; 5) critical thinking; 6) integrity and unity; 7) motivation and connection with real life; 8) development of academic and soft skills.

In today's conditions, IM should be implemented actively because they are able to form and to develop the personal and social qualities of the students in the positive educational atmosphere. Using these methods gives very good results in ELT because they are interconnected with the real-life situations and help to prepare students for the further professional activity of the students.

There such advantages of the interactive methods of ELT: 1) all students of the class are involved in the work; 2) students learn to work in a team; 3) a friendly attitude towards the opponent is formed; 4) each child has the opportunity to offer their opinion; 5) a «situation of success» is created; 6) volume of the educational material is extended; 7) tolerant communication skills are formed; 8) the ability to argue one's point of view, to find an alternative solution to the problem.

Structure of the EL using interactive methods of teaching:

1) Preparation stage deals with the organization of the psychological-pedagogical conditions, formation of the set of the handouts, posters or presentations, checking of the appropriate technical equipment, which will be used as the technical support with the multi-media content.

2) Introduction stage provides the presentation of the time-management, goals, tasks and rules. The division into groups or diads, choice of the roles (leader, presenter, analytic, critic, etc.).

3) Conducting stage depends on the choice of the interactive method.

4) Reflection stage must be implemented during the lesson, not only in the end of the educational process [2].

The new interactive methods allow teacher to organize the effective pedagogical process, which provides the interaction of the students. The multimedia content and online resources activate the students' attention and cognitive activity, upgrades their ability to study and work within the digital community of the world. Work with the authentic materials during the ELT according to the students' choice develops their confidence and independence. Tasks with the problem-solving content develops the students' critical thinking because they have to analyze the given material, to synthesize, to compare, to ask questions, to make conclusions, to defend their point of view, to take part in the discussion and to find the strong and correct arguments. They learn to reflect and to analyze their own progress in oral or in written form. The team-work skills and soft skills are also formed during the lessons with the IM [1:24].

There are such methods which could be implemented within the interactive learning: the method of project, case studies, ICT (information and communication technologies), brainstorming, the roleplaying method, tandem, extensive reading, method podcasts, the associative method, training in collaboration or cooperative learning, collaborative learning, sliding, the method of contrastive linguistics, discussions), dilemma, jigsaw reading, the method of theater production, Scrum, round table, peer review, mnemonics, grammar translation method grammar-translation method), the direct method, the method of reading, the audio-lingual method, Dr. West's flipped learning or lipped classroom, content and language integrated learning (CLIL) and the cooperative learning method.

E. S. Polat notes that the project method involves a certain set of educational and cognitive tools and actions of students, which allow solving one or another problem as a result of independent cognitive actions and presupposes the presentation of these results in the form of a concrete activity product. As a pedagogical technology, it is a pack of research, problem-solving methods, creative in nature [7]. In the project work, students are involved in the search educational and cognitive activity created by the teacher. The use of project technologies makes possible the formation and development of search and research, communicative, technological, and informational competencies, upgrades the cognitive activity, reveals and forms the communicative strategies, allows to form interdisciplinary connections, teaches to use information and telecommunication technologies when learning a foreign language, helps to master work skills in a group, forms social mobility.

Brainstorming. The method of «brain attack» («brainstorming») is used when the team is faced with the problem of finding new solutions, new approaches to the situation. Its main task is to find a number of solutions to one problem in a short period of time. The «brainstorming» method encourages students to propose new and original ideas thanks to the ban on critical remarks from the teacher or other group members at the idea generation stage.

Microphone. A type of group-wide discussion is the «Microphone» technology, which allows everyone to say something quickly, taking turns answering questions or expressing their opinion or position: 1. Ask the class a question. 2. Offer the class some object (pen, pencil, etc.) that will act as an imaginary microphone. Students will pass it to each other, taking turns to speak. 3. Give the opportunity to speak only to the one who receives the «imaginary» microphone. 4. Suggest that students speak concisely and quickly (no more than 0.5–1 minute). 5. Do not comment on and do not evaluate the submitted answers.

Aquarium. Unite students into groups of 4–6 people and suggest that they familiarize themselves with the task. One of the groups sits in the center of the class (or at the beginning of the middle row in the class where there are desks). You have to create the distance between the *active group* and the group of the *listeners*. This group is given a task for conducting a group discussion, formulated roughly as follows: read the task out loud; discuss it in a group; reach

a joint decision or summarize the discussion in 3–5 minutes. While the active group is in the center, I present the task to the other pupils and remind them of the rules for discussion in small groups. The group is invited to discuss out loud for 3-5 minutes the possible options for solving the problem situation. Students in the outer circle listen without interfering in the discussion.

Case study. The Case study method provides the work with real-life or created situations. Students take part in the group work: analysis, discussion or development of decisions by students from a certain section of the study of the discipline. Work on the problem situation takes place in groups of students, and it can be presented in such stages: 1. Analysis of the given material; 2. Formulation of the problem; 3. Search of the additional content; 4. Discussion of potential solution; 5. Choice of the best solution; 6. Presentation and defense of the solution.

Some samples of interactive methods and activities:

1. **Encrypted pictures** (grades 1-4) – primary school students are offered several pictures, the teacher asks them to put them in sequence and retell the story, using new grammatical constructions or new vocabulary. The teacher then asks the other student to change the sequence of events and tell their story. Continuing to work in the classroom, the teacher asks students to discuss both stories and provide evidence of their own visions of these stories.

2. **Broken phone** (grades 1-2) – the teacher divides the children into two teams, they become two lines. He whispers a word (1-2 grade), a short sentence (2-4 grade) to the first-graders. Students take turns passing this word or sentence to the last member of the team. The team with the last player to name the correct answer wins. If both teams answer correctly, the victory is credited to both teams.

3. **Mystical subject** (1-2 class) – the teacher orally describes the subject, which lies in a prominent place in the classroom, and students try to guess what it is.

4. **Filled boxes** (grades 1-2) – the teacher divides the children into two teams, they become two shireng. He gives two members of each team two boxes with the same items (eraser, pencil, pen, stapler). Only the first student sees how the teacher places the objects. He turns and tells the location to another and so on the range of students up to the one who has the box. The last student should place the objects as the student placed them. Good practice of prepositions (over, under, near, beside).

5. **Running dictation** (grades 1-4) – students from the team take turns running to the board and writing words or phrases under dictation. The team with the most words spelled correctly wins.

There are interactive activities and resources which provide material for Interactive technologies' implementation: WriteOnline; Mobile games; Lifeplayer; Telecollaboration; Photopeach.com – photo-based slide shows; Edmodo (www.edmodo.com); Voxopop (www.voxopop.com); Travelling through arts; Blogs (e.g. www.wordpress.com; www.blogger.com); Wikis (e.g. www.pbworks.com; www.wikispaces.com); Picture book reading;

Cross curricular story writing; Interactive books (Adobe Creative Suite); iBook – Bubble and Pebble (www.bubbleandpebble.com); Talking books; Travelling; Talking pens and stickers; Edugaming (3wish – www.3wish.com); Sharing the experiences; Feedback videos (www.educations.com); Online exhibition via Glogster (www.glogster.com); Video conferencing (Polycorn); Digital storytelling; Wiki for project work (www.wikispaces.com); Cartoon strips using Toon Doo (www.toondoo.com); Quick Response (QR) codes; Online grammar quizzes; Dictionary app; Interactive Whiteboard; Audacity (<http://audacity.sourceforge.net>); Moviemaker; Learn English website (<http://learnenglish.britishcouncil.org>); VoiceThread (www.voicethread.com); myBrainshark (www.brainshark.com); Developing speaking skills –Vocaroo (<http://vocaroo.com>); Language improvement for language (www.wordpress.com; www.blogger.com).

Therefore, it is important to use interactive teaching methods, which play an important role in formation of the personal and social skills of the students during the ELT. Our further research will be devoted to the analysis of the challenge of the implementation of the interactive methods during the distance learning.

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АНОТАЦІЯ

У статті розглядаються аспекти впровадження інтерактивних методів. Автори підкреслюють, що дослідження сучасної наукової, навчально-методичної літератури свідчать про те, що використання інтерактивних методів стало предметом дослідження багатьох вітчизняних та зарубіжних дослідників. Сьогодні, як ніколи, обізнаність і вміння використання інтерактивних технологій впливає на робочі місця, освіту, науковий розвиток, ринкову та політичну співпрацю, комунікації тощо. Гаджети більше не зарезервовані для небагатьох обраних, оскільки вони існують у всіх формах сучасного життя, включаючи навчальні заклади. Автори стверджують, що сьогодні, в умовах глобалізації, інтерактивні технології стали доступними, і їх вплив особливо

відчувається в процесі навчання. Інтерактивні методи здатні підвищити навчальні досягнення та досягнення учнів; вони гарантують високий рівень залучення учасників до навчального процесу, формують мотивацію та стимулюють самостійність. Аналіз та дослідження сучасної наукової, навчально-методичної літератури свідчить про те, що використання інтерактивних технологій стало предметом дослідження багатьох вітчизняних і зарубіжних дослідників. Автори намагаються довести, що інтерактивне навчання вирішує одночасно кілька завдань: розвиває комунікативні навички, сприяє встановленню емоційного контакту між учнями; вирішує проблему інформатизації, оскільки забезпечує вихованців необхідною інформацією, без якої неможлива реалізація сучасної діяльності; розвиває загальнонавчальні вміння (аналіз, узагальнення, цілепокладання тощо), забезпечує розв'язання навчальних завдань, оскільки вчить працювати в команді, прислухатися до думки інших.

Таким чином, працюючи з інтерактивністю, ми отримуємо розслаблення, звільнення від нервового навантаження, переключення уваги, зміни форм діяльності тощо. У цьому сенсі інтерактивне навчання як форма навчального процесу дійсно може оптимізувати характер, зміст і структуру педагогічної взаємодії.

Ключові слова: інтерактивні методи, навчання, вища освіта, вивчення англійської мови, сучасні методи дослідження.