INTERACTIVE TECHNOLOGIES AND METHODS
OF ELT WITHIN THE CONDITIONS OF DIGITALIZATION

ІНТЕРАКТИВНІ ТЕХНОЛОГІЇ ТА МЕТОДИ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ В УМОВАХ ДІДЖИТАЛІЗАЦІЇ

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ABSTRACT

The article is devoted to the peculiarities of the application of interactive technologies and methods in the process of learning English. The relevance of the research lies in the fact that the specified methods are necessary for a modern teacher who is able to work mobile and effectively in conditions of digitalization.

Therefore, the purpose of the study is to determine the role of interactive technologies that will be useful to the future foreign language teacher.

The analysis of research and publications shows that in the conditions of globalization, interactive technologies have become available, and their influence is especially felt in the process of learning English. Interactive technologies are able to increase students' academic achievements and achievements; they guarantee a high level of involvement of participants in the educational process, form motivation and stimulate independence. Therefore, modern teachers need to know how to use various interactive technologies to increase the productivity of their own activities. This makes the problem of correct and balanced use of interactive technologies in teaching foreign languages extremely relevant

It is emphasized that the use of interactive technologies and methods (brainstorm, case study, project method, aquarium, blogging, multimedia presentations and self-presentations, apps/card/study) contributes to the intensification of educational processes in the conditions of a modern digital society. It can be said that if interactive technologies are used, in particular when using the Internet, online platforms and services (YouTube, FluentU, Geopardy, etc.), independence becomes a certain index of the active position of the student, his ability to respond to information during performing tasks after listening to authentic audio materials. Based on the analysis of scientific research, it can be stated that the author believes that it is independence that ensures the confidence of the individual during the acquisition of communicative English skills, which ensures further readiness to master new educational material. This can be the field of our future scientific research works.

Key words: *interactive technologies and methods, educational process, learning English, brainstorm, case study, project method, aquarium, blogging, multimedia presentations and self-presentations, apps/card/study.*

Formulation of the problem. Studies of modern scientific, educational and methodical literature indicate that the use of interactive technologies and methods in the conditions of digitization of education has become the subject of research by many domestic and foreign researchers.

As we know, «Digitalization is a general term for the digital transformation of processes in society. It describes the transition from the industrial era and analog technologies to the era of knowledge and creativity, characterized by digital technologies and innovations in digital business,» – quote the definition Innolytics (https://innolytics.net/what-is-digitalization/).

Today, more than ever, digitalization and the use of interactive technologies affect education and scientific development. N. Lavrentiev, A. Markova, N. Morozova, V. Semenov, emphasize that when learning English, we work with a large amount of information, which involves searching for or updating interactive technologies, effective online educational programs.

Interactive technologies and methods intensify academic, cognitive activity; integrate and motivate participants in educational processes. The object of research is interactive technologies and methods focused on the intensification of the ELT process.

The purpose of the study is to reveal the features of the application of interactive technologies and methods in the conditions of digitization of ELT.

In the modern conditions of the transfer to the European integration educational community, it involves the implementation of European standards for the creation and implementation of such interactive technologies and methods, which are aimed at raising the level of the educational process.

L. Petrovska, N. Chepeleva, V. Cherevko and others. studied topical issues of implementation of non-standard, interactive technologies in the process of learning English.

The analysis of the literature shows that ELT with the help of interactive technologies guarantees effective and successful learning [3 : 13]; motivates participants to master the linguistic and country studies component during ELT by involving gadgets, online platforms, authentic Internet sources; deepens vocabulary.

Based on the fact that interactive technologies involve cooperation, that is, the interaction of all participants in the educational process, it can be argued that they should be given priority when solving communicative tasks in the context of learning English. Existing interactive technologies for working out discussion issues, interactive technologies of cooperative learning, interactive technologies of collective-group learning and interactive technologies of situational modeling can be effectively implemented in the process of forming independence while learning English.

This guarantees the perception, understanding, memorization and reproduction of linguistic units according to the contextual appropriateness, which is correlated according to the communicative functions [4 : 18].

Scientists also emphasize the fact that interactive technologies provide a high level of interpersonal relations in the context of the student body, form so-called soft skills [8 : 14]. Surely soft skills could be formed due to the active implementation of different ways of interactive educational methods. For example, we propose you to try such methods:

Web Quests

It is rather funny activity for your students who will be able to upgrade their English vocabulary and grammar. You can give them some tasks which should be oriented on their research of the needed information with the help of online resources. You can create Quests which could be devoted to the modern movies, show, musical, political issues, ecological problems etc.

Online Games

Playing online games helps students not only to have fun during the certain time but it also helps them to relax, to break their language barriers and to master their English skills on the PC, laptop or mobile phones. We suggest you to look through: **Funbrain or Starfall**, **Scrabble and Boggle** which propose some books and educational games. You can put up these platforms and games on the interactive smart board and work together with your students online.

According to M. Chang et al., interactive technologies in learning English help teachers in the learning process, provide new opportunities for creativity and two-way communication, and, in addition, challenge teachers to ensure the active participation and independence of all students in learning English [8].

Modern browsers with an interesting graphic design allow you to search by keywords not only for text pages, but also to find relevant images, audio and video content, which actualizes cognitive activities during the study of the English language. Writing e-mails, participating in video conferences also allows you to develop written and oral communication, improve teamwork skills, when all participants can discuss, express their opinions or ask for help. Data transfer ("Screensharing") allows you to display images, video content, audio materials, texts or programs necessary for work in the classroom. Electronic newspapers and searching remote libraries are also alternative and exciting ways to get the information you need.

We suggest you to implement **«Digital Excursions»:**

Students are able to get a great knowledge with the help of small virtual excursions to wonderful places of our planet via the Internet. Ask them to describe the place, to pretend their trip, to solve some ecological problems of that region. They will practice their speaking skills, writing skills. Digital excursions are helpful for the students of different age. There are many options on the Internet to learn about virtually any topic.

Another very interesting method **is Blogging.** There are many useful resources which are able to help you, For example, **Live Journal, Edublog and Blogger** can support you when you teach your students to master their writing skills. Blogging helps us to motivate students to communicate with their peers online. Besides these foreign peers can comment blog of your

student/students' group. They can share and exchange opinions on the given topic, modern movies or episodes from their social life.

If you receive the permission of your students you'll have possibility to post photos with your group for your future collective memories.

Interactive technologies and the Internet should be seen as inevitable learning materials that provide students with new ways of communication, different ways of accessing authentic materials, the initiative for individual research, as well as individual and team work.

One of such examples is Podcasts

Suggest your students to listen to some podcasts for the improvement of their skills of their comprehension. Another possible task is to make them to create their own podcasts. This will help them to improve their speaking skills. You can create Video podcasts which are really funny and cute. They attract students' attention if they want to become successful influencers. We think that it will be interesting to create even your own YouTube channels.

In our research, we positively evaluate the significant role and insist on the importance of the use of interactive technologies during the study of the English language, which involve the use of computers and telecommunications equipment to receive, store, broadcast and manage data, often in the context of education, business, etc. Using IT, we guarantee the possibility of intensifying students' self-education, increasing their technological literacy, improving the skills of analysis, structuring, creativity, quick information search, data processing, time management, problem solving («Soft skills») [8].

One of methods which can assist in forming soft skills is **Video-conference.** Video-conference is a very attractive and effective method which help students to practice their communicative activity and to form soft skills with other people from any location. You can suggest them to have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries.

Video-conference can be used to conduct dean-tutor-students conferences or connect with students' friends who may be abroad.

One of the important part of our life is work or study via the smartphone, tablet or laptop. You can download **Apps on iPads** and tablets if you want to practice English and have fun while doing it. There are some apps which help to master your grammar skills (**Grammar Up).** These apps permit students to test their knowledge on specific topics (verbs, prepositions, etc.). The app also keeps track of students' progress and allows them to skip questions by shaking the tablet. Students can also play classic games like **Scrabble** and **Boggle** on mobile devices. **There is a wide range of apps** for students, ranging from basic letter instruction to pronunciation guides.

It should be noted that the essence of interactive learning when learning English is that the learning process is organized in such a way that

almost all students participate in the learning process, they are able to understand and reason about what they know and think. The educational process takes place in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge of the English language, but also to develop the cognitive activity itself, which turns into higher forms of cooperation. In the process of dialogic learning (which is precisely what interactive learning involves), students learn to think critically, solve complex problems by analyzing circumstances and relevant information, weigh alternative opinions, make informed decisions and participate in discussions, communicate with others.

It should be noted that interactive learning while learning English simultaneously solves several problems. First, it develops communication skills in English, helps to form emotional contact between the participants of the educational process. Secondly, it solves the problem of finding and exchanging information, without which it is impossible to implement modern activities. Thirdly, it develops general educational skills (analysis, synthesis, setting goals, etc. Fourthly, it provides solutions to educational problems, as it teaches to work in a team, to listen to the opinions of others. That is, the so-called «Soft skills» that are extremely relevant in modern society are formed.

Interactive learning during English language learning partially solves the problems of nervous stress, because it guarantees switching of attention, changing types of activities, a wide range of cooperative actions.

In modern schools, IT technologies are the most used technologies for teaching foreign languages, because using search engines on the Internet, you can create new content, access remote libraries, find relevant online publications, send messages, discuss problems or ask for help. This proves that the latest interactive technologies are not only a technical auxiliary tool, but an extremely important source for the development of personal qualities of both teachers and their students, in particular, interactive technologies are able to intensify the skills of independent work aimed at improving communicative English skills.

The rapid development of the latest information technologies in the conditions of distance learning, the transition of society to new forms of media communication (Internet, mobile communication, etc.) requires educational institutions to respond promptly to changes. The digitalization of the educational processes provides new approaches and opportunities which could be realised via the web.

Learning is a complex process. Effective teaching may not always necessarily lead to effective human learning. What factors promote or impede student learning? What is the nature of the learner? Considering behavioral, motivational, cognitive, and social factors, the science of learning provides insights into effective instruction, classroom environments that promote learning, and the appropriate use of assessment, including data, tests, and measurement, as well as research methods that inform practice. The workshop is able to enable educators to apply the principles of the science of learning to cases in education and to real-life examples and thus address educators' pedagogical practices

Arranging **workshops** on various interesting and current topics will facilitate the communicative activity of the participants. The trainees should be divided into different groups and each group is receives certain topic for discussion. After that teams have to debate and discuss among themselves. They are encouraged to speak their minds openly. It is important to let student to reveal their points of view. After this debate we transfer to the general discussion when the groups will come on «the stage» (TV show, Political show, business forum, etc). All participants should speak on the stage of the workshop.

There are some tips on organizing workshops

1. Determine the goal of the workshop

2. Choose the audience and active participants

3. Schedule your workshop.

4. Publicize your workshop. Buy or print and hang up flyers, posters. Be sure to include images as well as text in your flyers to catch students' attention.

5. Train your students for the workshop. Perhaps they have to study articles, write a short story, make presentation, shoot a video or read one another's work. Be sure that you have stated your tasks clearly for your students.

6. Use the multi-media content and organize your computer-based materials (prepare and test the content at home and in the auditorium to make sure they are working correctly).

During the workshop the students will apply the key ingredients of the active learning. They'll develop a deeper understanding of what active learning is and how to promote active learning in the classroom. They will be involved in the process of mastering new skills and knowledge an ongoing, lifelong practice.

The method of **Brainstorming** is a method of solving problems, in which the students during in the discussion generate the great number of ideas for solving the problem. Then, the best solutions are selected which could be chosen by the peers. Brainstorming involves the synchronization of the actions of the participants in accordance with the pattern (image) of the process being assessed that they recognize.

It was invented in the late 1930s by Alex Osborne, a copywriter and one of the founders of the BBD & O agency, who described it in his book Applied Imagination.

Brainstorming stages and rules

1. Firstly you should **State the problem**, to formulate the task, to choose the leader and active participants.

2. After that you have **Generation of ideas** when students suggest their variant of the problem solving.

3. Next one is **Expert stage – Grouping**, **selection and evaluation of ideas.** At this stage, chaotic. This stage allows you to classify, analyze and evaluate ideas, to highlight the most valuable ideas and give the final result of the session.

Online Brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas by your students. You

can choose some platforms (Jeopardy, Padlet, etc). They may then be used as the basis for another activity (individual, pair writing, presentation or discussion). It is very mobile and productive idea generating process.

Brainstorming provides the group discussion and involves thinking quickly and without inhibition, which can ultimately lead to an interesting piece of writing.

The teacher should remain in the background, only giving the support (grammar rules) when the students need it. Don't evaluating students' ideas during brainstorming because it could be harmful for the self-esteem.

Suggest your students to draw a mind map or spidergram which is also an organised display of information, which can be more easily done on the online platforms. Such graphics also make the (hierarchical) relationship of ideas more easily obvious, which will help students with the structure of their texts.

Groups in Zoom

All of the above activities work best if carried out in groups as groupings make the tasks livelier and more enjoyable. Moreover, if students can work together, assisting each other, then the atmosphere of the writing class may be less intimidating, and perhaps students will not be afraid of the complexity of writing tasks.

Writing

The next method involves the learners in writing the first draft of their texts with a partner. This pair writing-work will help students see that writing really is co-operative, a relationship between writer and reader. Usually, the writer has to imagine a reader, but co-operative writing provides each writer with a reader and makes the task more realistic and interactive.

Thus, interactive methods can encourage learners to think more freely and creatively than if they were doing a more controlled planning exercise. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

It can be said that if interactive technologies are used, in particular when using the Internet, online platforms and services (YouTube, FluentU, Geopardy, etc.), independence becomes a certain index of the active position of the student, his ability to respond to information during performing tasks after listening to authentic audio materials. Based on the analysis of scientific research, it can be stated that the author believes that it is independence that ensures the confidence of the individual during the acquisition of communicative English skills, which ensures further readiness to master new educational material. This can be the field of our future scientific research works.

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АНОТАЦІЯ

Стаття присвячена особливостям застосування інтерактивних технологій та методів у процесі вивчення англійської мови. Актуальність дослідження полягає в тому, що вказані методи є необхідними для сучасного педагога, здатного мобільно та ефективно працювати в умовах діджиталізації.

Тому метою дослідження є визначення ролі інтерактивних технологій, які стануть у нагоді майбутньому вчителеві іноземної мови.

Аналіз досліджень і публікацій свідчить про те, що в умовах глобалізації інтерактивні технології стали доступними, а їхній вплив особливо відчувається у процесі навчання англійської мови. Інтерактивні технології здатні підвищувати учнівські академічні досягнення та здобутки; вони гарантують високий рівень залученості учасників до освітнього процесу, формують мотивацію та стимулюють самостійність. Тому сучасним учителям необхідно знати, як використовувати різні інтерактивні технології для підвищення продуктивності власної діяльності. Це робить проблему коректного та виваженого використання інтерактивних технологій у навчанні іноземних мов надзвичайно актуальною. Можна сказати, що за умови використання інтерактивних технологій, зокрема під час користування Інтернетом, онлайн-платформами та сервісами (YouTube, FluentU, Geopardy тощо), самостійність стає певним показником активної позиції студента, його здатності реагувати на інформацію під час виконання завдань після прослуховування автентичних аудіоматеріалів. На основі аналізу наукових досліджень можна стверджувати, що саме самостійність, на думку автора, забезпечує впевненість особистості під час набуття комунікативних навичок англійської мови, що забезпечує подальшу готовність до опанування нового навчального матеріалу. Це може стати полем наших майбутніх наукових досліджень.

Підкреслено, що застосування інтерактивних технологій та методів (brainstorm, case study, метод проєктів, акваріум, блоггінг, мультимедійні презентації та само-презентації, apps/card/study) сприяє інтенсифікації освітніх процесів в умовах сучасного діджиталізованого суспільства.

Ключові слова: інтерактивні технології та методи, освітній процес, вивчення англійської мови, brainstorm, case study, метод проєктів, акваріум, блоггінг, мультимедійні презентації та само-презентації, apps/card/study.