

## THE EFFECTIVENESS OF VARIOUS TYPES OF INTERACTIVE METHODS IN TEACHING ENGLISH FOR YOUNG LEARNERS

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### Abstract

The purpose of this study is to analyse the effectiveness of using interactive technologies in the process of teaching a foreign language at a higher educational institution. The principal result of our research is the analysis of the influence of using interactive techniques on acquiring communicative competence and personal development. The major conclusions estimate the significance of applying interactive technologies in learning process. Moreover, in this article particulars which is considered one of the present-day issues in the English language lessons using interactive methods and its importance.

**Keywords:** interactive methods, learning process, English, interactive material, technology, education.

### Introduction

As it is known, today there is an important shift from passive to active learning. Therefore, special attention is paid to strengthening the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes an active part in cognitive activity. Foreign language teachers must find ways to increase the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to reach these goals is using interactive technologies at classes. It helps to develop students' creativity, imagination, increase their cognitive interest in studying foreign languages and improve their communicative skills. The term "interactive learning technology" is usually connected with computer or multimedia learning, as it implies interactive dialogue with real partners and direct exchange of messages. But this notion is wider and means collective cognitive activity where all participants interact, exchange information, solve problems in atmosphere of real collaboration, estimate their own actions

The word "Interactive" is formed from the word "Interact" (English), where "inter" means mutual, "act" means to act. The name of the method comes from the psychological term "interaction", which means "intercommunication". Interactionism is a trend in modern social psychology and pedagogy, based on the concepts of American sociologist and psychologist J.G. Mead. Interaction is understood as direct interpersonal communication, the most important feature that recognizes the ability of a person to "take on the role of another", to imagine how the communication partner or group perceives it, and accordingly interpret the situation and develop their own actions, Interactive process is a thoughtful process of communication and interaction between participants in the educational process. The basis of this cooperation is the personal experience of each participant. The interactive process is characterized by a high intensity of communication, interaction and exchange of activities, change and variety of



activities, process ability (the condition for changing the status of participants), focused reflection by participants in their activities and interaction. The meaning of interactivity is formed from the definition of the concepts "inter" (between) and "activity" (enhanced activity). In this connection, the term "interactive communication" can be interpreted as an intensified activity of participants in communication with each other, and the term "interactive pedagogical communication" - as an intensified, purposeful activity of the teacher and student in organizing interaction among them for development). Along with the notions of "interactive process" and "interactive communication", such a concept as "interactive learning" is considered. Interactive learning is learning immersed in communication. Here, "immersed" does not mean "replaced". Interactive learning supports the ultimate goal and main content of the learning process. It modifies forms from translating into interactive ones, that is, it includes the exchange of information on the basis of mutual understanding and interaction.

### Literature Review

Modern methodology defines method as a way to reach a goal. There are different points of view at the classification of interactive learning methods. For example, Panina and Vavilova group interactive methods into discussions, games and trainings. Holant first classifies teaching methods depending on the degree of involvement in the studying process and divides them into active and passive ones [8, p. 8]. Smith and Kochubey, following Holant, divide teaching methods into passive and interactive ones. Passive methods include reading, working with literature, etc. Interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including non-situational (dialogue) and situational (game, simulation, analysis of situations, auction ideas, etc.); organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity[8]. The basis of interactive learning is a direct dialogue student – teacher, student – student, students – guest. It can be one lesson, a series of lessons or the whole course. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals.

It is also important to mention that interactive material also refers to the use of technology inside the classroom. It is known that nowadays, most of the students are able to use a smartphone or a computer at a pro level. Most of the students are now more attached to a screen than to the good old whiteboard, and considering the fact that it is sometimes annoying, teachers must face the fact that this technology era is here to stay. With the technology as an effective tool, teachers all around the world had to adapt to it, creating new ways to teach students in a way they can relate.

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As computers have become a mainstream part of the world, teachers at all levels must integrate the technology into the classroom, that is to say that interactive learning is also considered for the use of modernity in class and not only as the teacher being a guide. Interactivity is basically, the integration of computers into the regular classes. One of the most common examples regarding interactive material is the addition of computer games. Some teachers think that students that play games emphasize concepts like Math, History and even grammar rules. Many educators believe that the students are able to perform better and more thoroughly by varying the ways that information is delivered.

One argument in favor of the interactive learning using technology is that students are already internet experts, so the introduction of computer-based learning is very easy and effective for them so as to grasp and hold their attention. As it was previously mentioned, students at a very young age use smartphones and maintain an active social communication, where most of them spend the majority of their free and even the time inside the classroom “connected” in one way or another. Using this already familiar technology into classrooms can help students become more engaged. The idea of joining both concepts of interactive learning, that is to say, the teacher using technology and allowing the students to learn by themselves, is necessary to create the new type of future adults that can be twain independent and fast thinkers.

Interactive learning is a special form of organization of cognitive activity, a method of cognition implemented in the form of joint activities of students, in which all participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, immerse themselves in real atmosphere of business cooperation to solve the problem.

Therefore, the implementation of interactive forms of education is one of the most important areas of modern vocational education. Now it is not enough for a teacher to be competent in his field and transfer a huge base of knowledge to the audience. The use of active approaches is the most effective way to help students learn. In the process of learning, it is necessary, first of all, to pay attention to those methods in which students identify themselves with educational material, join the studied situation, are encouraged to act, worry of the status of success and motivate their behavior. All these requirements are best suited for interactive learning methods.

The learning process, based on the use of interactive teaching methods, is organized taking into account participation in the learning process of all students in the group, without exception. Joint activity means that each contributes to learning in a special way - it is the exchange of knowledge, ideas, and ways of working. It can be organized both individually and in pairs, in the form of group work, using project work, role play, work with documents and various sources of information. Interactive methods are based on the principles of interaction and activity of



students. An environment of educational communication is created that is characterized by openness, interaction of students, equality of their argumentations, accumulation of joint knowledge, possibility of mutual evaluation and control.

Interactive methods:

- communicative language teaching,
- direct method, Interactive methods,
- language immersion, natural approach,
- proprioceptive language learning method,
- silent way,
- storytelling,
- suggestopedia,
- teaching proficiency through reading and
- total physical response (TPR).
- Communicative language teaching

Language is not a subject of factual information or a store house of contents but a skill. Hence, its teaching requires a different treatment and different method of approach.

The interactive material is often used as a connection between the teaching and reality. Ideally it is expected that teaching and learning should be in contact with real life, and therefore interactive material uses a number of means and resources as a bridge between what is taught and learned and the real world. Therefore, it is important to use interactive materials, as these replace reality and try to represent real life in the best way possible, facilitating its objectification, being this understood as expressing or making something abstract in a concrete form. When the theoretical part is related to a real-life situation, this makes content easier to understand. Also learners' experiences can be used to acquire new learning, for instance using examples connected to their daily routines in order to teach a new unit. The interactive materials have to be adapted to the different realities presented in the class, because this helps the students to comprehend the contents in a meaningful way.

He points out that "grammar translation can cut down on chances that some students, when trying to express themselves in English, are likely to produce the native language. From the very beginning, the teacher should bring the students' attention to the conceptual differences in the two languages and help them establish correct concepts in English"

In classroom contexts, it is important that EFL teachers be able to use interactive material, as this influences on the effectiveness of students' learning. In addition, the interactive material plays a crucial role, helping students to develop aspects related to the critical thinking and the oral and written language. Besides, the material motivates teaching and learning but only if the material provided is suitable and is used properly. It also facilitates the learning of concepts, development of procedures and strategies, and the formation of attitudes as well as values related to what is taught and learned. Furthermore, the interactive material represents and illustrates, intuitively, what is verbally explained to facilitate teaching and learning, and contributes to a better fixation of learning.

It is important to use such materials as they aim to bring the student to work, to investigate, to discover and build; it is also relevant to consider that this material must be adapted into a





functional and dynamic appearance, promoting the opportunity to enrich the students' experience and bring them closer to the reality, by offering them the opportunity to act. However it is important to note that the effectiveness of interactive materials depends on how they are used by the teacher and the student, as they must be conceived regarding the methodology that is used in the EFL classroom.

### Methodology

Interactive technologies can be characterized by the presence of a dialogue, exchange of opinions and arguments for and against the disputable matter. Any lesson based on discussion is effective if the participants have basic knowledge of the issue and if a teacher has planned the main stages and key points in advance. During the planning stage a teacher chooses and formulates an issue, plans ways of stimulating and monitoring participants' activity. He must prepare necessary equipment to record students' ideas. When the discussion starts, the teacher performs as an intermediary. It is very important to perceive different points of view on a particular problem, to have his own opinion, to be able to make conclusions and evaluate achievements. You can use various techniques of introducing the topic to the audience: describe problematic situation, put problem questions, show video, role play of the situation, presenting a few opinions on an issue. A discussion should comprise different points of view which at the end evolve the decision. One effective kind of discussion is a "round- table" technique. 10-15 students are seated around the table and discuss a particular problem. A host has a leading role; it can be a student or a teacher. The aim of the activity is not to find a final solution, but to discuss the problem, collect as much information as possible, realize the importance of solving the problem, find ways to reach the goals. When students sit at a round table, they have eye contact with all members of discussion, everyone feels involved and equally important. It stimulates conversation, increases the number of utterances and encourages using non-verbal means of communication (miming, gestures). A "round-table" technique can be combined with a role play or a business play. Project method is a complex of research, data processing and other activities carried out by students on their own or in small groups with a view to practical or theoretical solution of a significant problem. Project-based learning involves a fundamentally different philosophy of building the educational process through students' purposeful activity in accordance with personal interest and goals. It is obvious that the project method opens up opportunities for students to express themselves, to identify their skills and to outline future professional activity. In other words, the student receives an opportunity to try and test himself in different areas, to reveal something intimate and interesting and focus at his desires, strengths and abilities. And, most importantly, all his activities are focused on the formation of his thinking, which is based on personal experience. He shares responsibility for his own development, the level of training for self-employment in the future.

### Discussion

Having more than twenty years of teaching experience at the university, the faculty of international economics, we can state that the effectiveness of learning a foreign language depends on teaching methods greatly. Our students are future economists, managers, businessmen. They must speak at least one foreign language fluently for getting a perspective

job and being successful at it. Nowadays teachers are not supposed only to deliver information to students, such passive approach is not effective at all. A lot of articles are written, speeches are made, seminars are held, but still some lecturers stick to outdated approach of students' passive receiving information. As for foreign language teaching, the shift towards active learning took place long ago. Teachers of our department of foreign languages do their best to get students involved in the process of learning with the help of interactive methods, such as role and business plays, problem solving, brainstorming, etc. Every unit starts with discussing a problem issue. During the lesson students are engaged in communication in pairs, small groups, whole class, with a teacher or a guest. Final step of working with a unit is usually a presentation or a project. For example, studying unit "Marketing", groups conduct real market research, choosing a definite product or service. According to the results of the research, they create an advertisement and present it to the rest. It takes a few weeks and combines such interactive methods as projects, brainstorming and presentation. Applying interactive technologies in a foreign language classroom at the university has proved very effective and motivating for students of any age group and level of mastering a foreign language. Those students who are not used to interactive activities find it difficult at first to participate in discussions or dialogues, but gradually they learn and start feeling as important in their group as the others. Students usually like playing roles of managers, businesspeople. When they act, they do not think much about grammar mistakes, and a teacher shouldn't correct them while speaking. Necessary correction can be done after the activity without mentioning names. Fulfilling a case study or a project requires students' creativity, rich imagination, logical thinking. Ukrainian students are very talented and smart, so such tasks are effective techniques to reach the aim of teaching process – to teach students communicative competency. In other words, modern interactive teaching methods make it possible to shift educational process from ineffective methods of knowledge transfer to promoting foreign communicative competence to university students, ensuring the implementation of systematic activity approach and student-centered learning. As students have fewer and fewer academic hours for classwork, having more and more hours for self-study, according to the curriculum, time is precious at the lesson. But they can read an article, do written exercises and tasks at home, in order to use class time efficiently.

### Conclusion

Interactive technologies are based on dialogical communication between a student and a teacher, so learning process involves all students in cognitive activity. It means that there takes place exchange of ideas, knowledge and experience. Participating in interactive activities, students learn to cooperate, think logically, analyze information, solve problems. Necessary conditions for effective language learning are free communication, expressing opinions and mutual respect. Implementing interactive technologies in teaching process at university, we have made the conclusions that they improve students' communicative skills and raise motivation; develop their personal, intellectual and social competencies; create positive atmosphere in class. Students of universities must be competitive in their future professional sphere. Mastering the English language is one of the priorities for any specialist. Modern world requires strengthening general cultural foundation of education, skills development to activate

personal capacity to deal with social problems. Highly professional graduates who do not just follow instructions, but have creative and constructive potential, are demanded. It is obvious that there cannot be one universal scheme of organizing learning process. Lesson structure depends on goals, contents, target audience, etc. Using interactive technologies is not an objective, but it is a means of creating necessary conditions for communicatively effective learning. It encourages individuals' cooperation, self-development, improves both skills of foreign language communication and personality traits.

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