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THE USE OF INNOVATIVE INTERACTIVE TECHNOLOGIES IN TEACHING ENGLISH

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Abstract. *The article analyses contemporary foreign language teaching methods in higher education institutions, with a particular focus on existing and emerging teaching trends and the integration of new technologies into the educational process. The primary goal of the article is to highlight the benefits of adopting innovative approaches, such as multimedia tools, interactive methods, and digital resources, which enable the adaptation of the teaching process to meet modern challenges. The study emphasizes the importance of incorporating these technologies to enhance the effectiveness of English language teaching and learning, particularly in the context of the rapidly evolving educational landscape.*

Keywords: interactive teaching, interactive learning, interactive technologies, foreign languages, communicative competence.

Introduction.

Ukraine's rapid entry into the world and European space creates the need for certain changes in the field of education, and especially in the field of teaching foreign languages in higher education. The modern stage of education development is characterised by the intensive introduction of innovative technologies into the educational process. In teaching English, interactive technologies play an important role, as they contribute to the active assimilation of material, the development of communicative skills and stimulate interest in learning the language. This article is devoted to the analysis of the use of innovative interactive technologies in the process of teaching and learning English.

The introduction of new methods of teaching, in particular into a stable system of education, has always been and will be associated with a certain risk, which, on the one hand, destabilises the pedagogical environment, and on the other hand, causes the opposite effect of the innovation. Geopolitical, communication and technological changes in society bring a large number of people of different professions, ages and interests directly and indirectly into the process of communication. The requirements imposed on an educated person today encourage scientists to review, make changes

and improve the requirements for the level of proficiency in foreign languages, to offer new approaches to the selection of content and organisation of material, to develop adequate forms and types of control. The use of innovative approaches in the process of teaching and learning foreign languages takes a special place among other innovations, especially in the field of development of speech culture (development of linguistic, communicative and socio-cultural competence). The problem of improving the forms and methods of teaching a foreign language, their constant updating, and adaptation to new living conditions has recently become one of the topical issues of higher education. Modern science has a certain experience in solving such issues. Today, there is already a significant number of works that consider the essence of innovations in teaching languages in higher education. Now, a foreign language teacher at a university is faced with the problem of finding ways to increase students' cognitive interest in learning a language and consolidate their positive motivation for learning. One of the possibilities for solving this problem is the use of innovative technologies in teaching. Therefore, the topic of this research is relevant.

The analysis of recent research and publications. The problem of using innovative interactive methods in teaching foreign languages was considered by such scientists as O. Tarnopolsky, the author of scientific and methodological works that examine the issue of foreign language teaching methods; O. Pometun, a researcher who comprehensively analyzes interactive teaching methods; O. Novak – researches interactive methods of teaching foreign languages in higher education institutions; O.V. Krekoten – works on the integration of modern interactive technologies into the process of learning foreign languages. These scientists have made a significant contribution to the development of methods for interactive foreign language teaching in Ukraine, their scientific works help to realise the importance of innovations in language teaching, their role in the formation of students' competencies and skills.

The purpose of the article is to study the possibilities of applying innovative technologies in the educational process, to investigate the peculiarities of the use of innovative technologies and their interaction with traditional forms and methods of teaching English as well as to assess their impact on increasing the effectiveness of

English language teaching, taking into account modern educational requirements.

Presentation of the main material. The experience of many Ukrainian linguistic schools in recent years shows that modern foreign language teaching is based on communicatively oriented methods that allow students to immerse themselves in the environment of live communication. The key elements of such learning are active participation in dialogues, role-playing games, reading texts, mastering grammatical structures and the mandatory mastery of written grammatical and lexical rules. Regardless of the method of presenting information, the end result is always understanding and a confident use of the language.

The study of international experience demonstrates the changing role of the teacher: they are no longer just a source of information, but rather a mentor, consultant and even a colleague for students. This stimulates students to think independently, form their own views and model real situations. The main task of the teacher is to create conditions for practical language acquisition by each student, to provide such teaching methods that encourage creative activity and cognitive activity.

Innovative approaches, in particular, interactive methods, a project approach, as well as the use of modern information technologies and Internet resources, provide a personalised approach to learning. These tools contribute to the individualisation of the process, taking into account the level of training, abilities and interests of students.

Modern scientists advise integrating classical and innovative methods to make traditional classes more interesting and effective. For example, such classes can combine the classical perception of new material, its comprehension and consolidation in non-standard forms. Innovative technologies include interactive methods, the use of technical means, such as computer programmes, multimedia materials and Internet resources. Modern pedagogical technologies such as cooperative learning, project methodology, use of new information technologies, Internet resources help to implement a person-oriented approach to learning, provide individualisation and differentiation of learning taking into account students' abilities, their level of education, inclinations, etc [3]. To make traditional classes interesting, increase the effectiveness of the educational process and the level of knowledge of students, modern

scientists advise using both classical and innovative teaching methods. Unlike ordinary classes, the purpose of which is to master knowledge, skills and abilities, such classes most fully take into account the interests, inclinations, abilities of each student. In such a class, we combine the experience of traditional classes – perception of new material, assimilation, comprehension, generalization – but in unusual forms.

One of the new approaches to teaching foreign languages is the creation of interaction in class, when the teachers actively involve the students in their learning process by way of regular teacher-student interaction. The term "interactive" refers to people collaborating and influencing one another, which involves dialogue or conversation. As a result, these methods focus on fostering interaction between students and the teacher, as well as among students themselves. This approach necessitates students taking an active role in the learning process. The purpose of interactive learning is to create an environment that actively engages all students in the learning process. This approach allows participants to fully comprehend and reflect on their experiences, interact and influence one another, and contribute their own ideas while fostering a friendly and supportive atmosphere. [2].

Incorporating interactive methods into the teaching process encourages educators to be creative, continuously improve, adapt, and grow professionally. As teachers explore various interactive techniques, they assess their educational potential, consider students' characteristics, and align the methods with their own teaching style. Innovative technologies often involve role-playing games, which enhance cognitive engagement and stimulate critical thinking. These activities promote observation skills, help students draw conclusions, and compare facts. Through role-playing, students absorb material more effectively and learn to apply their knowledge in new contexts by making decisions within problem-based scenarios; develop impromptu speech by responding quickly to various situations using their existing vocabulary, improving fluency and adaptability; role-playing boosts motivation by making the process more engaging and natural, increasing students' enthusiasm for language acquisition; it strengthens students' communication skills by developing the ability to express their thoughts, engage in dialogue, and apply language effectively in real-life situations; it

also fosters critical thinking and creativity – students analyse scenarios, think critically, and come up with innovative solutions, enhancing both problem-solving and language skills. Role-playing games include a series of tasks aimed at reaching an agreement or establishing cooperation with a partner. These activities naturally foster social and role-based interactions among participants [4].

Another engaging interactive method that fosters essential qualities and enhances thinking is brainstorming. This technique involves a collective search for ideas to solve a given problem. When applied effectively, brainstorming offers several benefits: it helps students feel more at ease, reduces language barriers, eliminates the fear of making mistakes, and encourages open expression. Additionally, this method enhances creative and associative thinking, promotes initiative, and trains students to generate a wide range of ideas within a limited time while confidently expressing their opinions [1].

Another valuable interactive method that teachers can utilise is the case study approach. This technique presents students with a specific problem, or case, that requires analysis and resolution. It enables students to examine real-world issues within a defined context, drawing on various data sources.

Engaging in case studies offers several benefits:

- It promotes learning through experience, allowing students to take on the role of decision-makers in real organisations, tackling managerial challenges without any real-world risks.

- It enhances students' ability to ask relevant and insightful questions when faced with a problem.

- It introduces students to a diverse range of industries, organisations, roles, and responsibilities, equipping them with the adaptability and confidence needed to handle various professional challenges. It also aids in making well-informed career choices.

- It enhances students' understanding of management theory by presenting real-world examples that illustrate key concepts. By incorporating detailed and engaging business scenarios, case studies bring theoretical discussions to life.

- It reflects the complexities of real-world managerial decision-making, requiring

students to make choices based on incomplete information. This approach reflects the ambiguity and challenges that managers often face.

- It develops students' ability to consider and navigate different perspectives within a team. This, in turn, strengthens their communication and interpersonal skills.
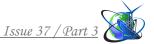
So, students learn and retain educational material more effectively when they engage actively in the learning process rather than passively absorbing information from the teacher. Interactive learning is based on the principle of dialogue between the teacher and students, focusing on collaborative problem-solving and the development of personal qualities. This approach requires the teacher to know modern methods, innovative techniques and techniques that allow adapting classes to the needs and level of training of each student.

Another effective interactive method is collaborative learning that involves students working together in groups or pairs to achieve common learning goals. The basic idea is that knowledge and skills are best learned through collaborative work, discussion, and problem-solving in a group setting. Collaborative learning through group projects and interactive discussions helps develop collaboration, critical thinking, and English communication skills.

The advancement of education today is closely tied to the growing expansion of its informational capacity. This key characteristic significantly influences both the evolution of education and the future trajectory of society as a whole. To effectively navigate the global information landscape, it is essential for students to develop information literacy, along with computer and digital media proficiency, as the Internet increasingly becomes the primary tool for information retrieval.

As an information system, the Internet provides users with a vast array of information and resources. Interactive platforms like Kahoot!, Quizlet, Duolingo and Google Classroom enable to create engaging assignments while offering real-time feedback. These resources provide access to interactive exercises, flashcards, tests, and games, which support independent language learning and reinforce the material.

Using software such as Duolingo or Rosetta Stone allows students to choose the pace and content of their learning depending on their level of knowledge, thus

contributing to the personalisation of the learning process.

Virtual platforms like Zoom and Microsoft Teams facilitate real-time communication with native speakers or fellow students, creating an immersive learning experience.

Multimedia resources, including video, audio, and animation, enhance comprehension and retention of material. For instance, YouTube videos help students explore the cultural aspects of the language. Using videos and animations aids in better understanding pronunciation and intonation of native speakers.

Use of multimedia tools (presentations, interactive whiteboards) helps visualise learning material, making it more accessible and engaging for students. Using presentations helps to present material in a structured way, focusing on key aspects. They allow the teacher to illustrate complex topics with images, graphs, and diagrams, which contributes to better understanding. Students can create their own presentations to showcase the material they have learned, which helps develop their research, analytical, and public speaking skills. This promotes better information retention and enhances their ability to express themselves in English. Interactive whiteboards enable teachers to engage students in active participation during lessons by using digital exercises, handwritten notes, multimedia integration, and real-time collaboration. Students can interact with interactive whiteboards to complete group tasks, create collaborative projects, and solve language exercises in real time. This promotes the development of critical thinking, creativity, and improves language proficiency through interactive learning scenarios.

The use of virtual and augmented reality enables immersive language learning experiences. Virtual reality (VR) allows learners to enter an artificially created language environment, enabling them to interact with virtual characters, complete language exercises, and engage with educational content. For example, VR simulators can simulate real-world scenarios such as passing through customs at an airport or exploring museums in English-speaking countries. Augmented reality (AR) integrates learning elements into the real world by adding interactive virtual objects through mobile apps or special glasses. For example, students can point their phone camera at

text and receive its translation or additional explanations, or interact with 3D models of objects related to the lesson topic. Combining VR and AR in group work: students can work on collaborative projects using interactive models and augmented reality to learn subjects, develop communication, and interact.

Here are some examples of how VR can be used for language learning:

➢ Virtual travel experiences – students can take guided VR tours of famous landmarks, such as the British Museum or the Statue of Liberty, while listening to native speakers describe their history and significance.

➢ Simulated conversations – VR applications like Mondly VR allow learners to practice real-life dialogues in various settings, such as ordering food at a restaurant or checking into a hotel.

➢ Interactive role-playing – learners can engage in role-playing scenarios, such as job interviews or business meetings, to practice professional communication skills.

➢ Cultural immersion – VR environments can recreate festivals, markets, or everyday life in English-speaking countries, helping learners understand cultural nuances and expressions.

➢ Problem-solving tasks – gamified VR experiences challenge users to complete tasks, like finding directions in a foreign city or making purchases in a virtual store, reinforcing practical language skills.

So, multimedia technologies, interactive whiteboards, and other modern tools enable teachers to deliver material in a more engaging and effective way. For example, interactive videos and gamified elements enhance information retention and significantly improve listening and speaking skills. Additionally, these tools foster creativity in language learning, allowing students to express their ideas clearly and interestingly.

Conclusions.

Innovative technologies are a key element of modern education, providing interactivity, individualization and increasing motivation for learning. The results show that their use significantly improves the quality of the educational process, contributes

to the formation of linguistic and intercultural competence. The combination of traditional methods with the latest technologies allows you to create an effective learning environment that meets modern challenges. Further research can be aimed at integrating innovations at all stages of the educational process, as well as developing new methods for using digital resources in teaching. Interactive learning technologies engage students in active interaction with their peers, the teacher, and the learning environment. Rooted in a problem-solving approach, these methods and techniques are designed to stimulate cognitive activity and enhance engagement in the learning process.

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