

# INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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**ABSTRACT--***This article discusses the application of new interactive technologies in teaching English. The purpose of this study is to analyze the effectiveness of using interactive technologies in the process of teaching a foreign language at a university. Interactive learning technologies include clearly planned learning outcomes, interactive methods, tools and forms that stimulate the learning process, cognitive and mental conditions and procedures to achieve the planned results. The main result of our study is an analysis of the impact of using interactive methods on the acquisition of communicative competence and personal development. The main findings assess the importance of using interactive technologies in the educational process. The use of new information technologies in teaching English improves the quality of education.*

**Keywords--** *interactive technologies, interactive method, communication, dialogue, discussion, brainstorming, case study, project, role-playing game, presentation.*

## I. INTRODUCTION

Currently, the importance of effective teaching of a foreign language has grown significantly in the world.

As you know, today there is an important transition from passive to active learning. Therefore, special attention is paid to strengthening the technological aspects of training specialists and a implementation-oriented approach to the learning process, where the student takes an active part in cognitive activity. Teachers of foreign languages should find ways to increase the level of students' involvement in the learning process, to increase their motivation for learning languages. One way to achieve these goals is through interactive technology in the classroom. This helps to develop the creative potential and imagination of students, increase their cognitive interest in learning foreign languages and improve their communication skills. The term "technology of interactive learning" is usually associated with computer or multimedia learning, as it implies interactive communication with real partners and direct messaging. But this concept is broader and means collective cognitive activity in which all participants interact, exchange information, solve problems in an atmosphere of real cooperation, evaluate their own actions (2).

Interactive learning technologies include clearly planned learning outcomes, interactive methods, tools and forms that stimulate the learning process, cognitive and mental conditions and procedures to achieve the planned results (8). Thus, interactive technologies include a set of interactive methods that the teacher uses in his work.

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Modern methodology defines a method as a way to achieve a goal. There are different points of view on the classification of interactive learning methods. For example, Panina and Vavilova group interactive methods into discussions, games and trainings (9, 10). Holant first classifies teaching methods according to the degree of involvement in the educational process and divides them into active and passive (8). Smith and Kochubey, following Holant, divide teaching methods into passive and interactive. Passive methods include reading, working with literature, etc.

Interactive technologies for teaching foreign languages are based on an activity-based approach and include the use of interactive teaching methods, including non-situational (dialogue) and situational (games, simulations, situation analysis, auction ideas, etc.); an organic combination in the educational process of various teaching aids (electronic and paper information), innovative (distance learning) and traditional forms of training based on the principles of their implementation and complementarity (8). Interactive learning is based on the direct dialogue student-teacher, student-student, student-guest. This can be a single lesson, a series of lessons, or an entire course.

This classification reflects the main features of interactive methods of teaching foreign languages: activity, teamwork and situational learning; development of students' reflexive skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and perseverance in achieving goals.

## **II. METHODOLOGY**

Interactive technologies can be characterized by the presence of dialogue, exchange of views and arguments for and against the contentious issue. Any lesson based on the discussion is effective if the participants have basic knowledge on this issue and if the teacher has planned the main stages and key points in advance. At the planning stage, the teacher selects and formulates a question, plans for ways to stimulate and monitor the activity of participants. He must prepare the necessary equipment to record student ideas. When the discussion begins, the teacher acts as a facilitator. It is very important to perceive different points of view on a specific problem, have your own opinion, be able to draw conclusions and evaluate achievements. You can use various ways of presenting the topic to the audience: describe the problem situation, pose problem questions, show the video, play the situation in roles, present several opinions on the problem.

The discussion should include various points of view that ultimately determine the decision.

One of the effective types of discussion is the round table technique. 10-15 students sit at a table and discuss a specific problem. The owner plays a leading role; it can be a student or teacher. The goal of this lesson is not to find a final solution, but to discuss a problem, collect as much information as possible, realize the importance of solving a problem, find ways to achieve the goal. When students sit at a round table, they have eye contact with all participants in the discussion, everyone feels involved and equally important. It stimulates conversation, increases the number of statements and encourages the use of non-verbal means of communication (imitation, gestures).

The round table technique can be combined with role-playing or business game.

The project method is a set of studies, data processing and other actions performed by students on their own or in small groups with the goal of practical or theoretical solution to a significant problem. Project training includes

a fundamentally different philosophy of building the educational process through the focused activities of students in accordance with their personal interests and goals.

Obviously, the project method opens up opportunities for students to express themselves, define their skills and outline future professional activities. In other words, the student gets the opportunity to try himself in different areas, to reveal something intimate and interesting and focus on his desires, strengths and abilities. And, most importantly, all his activities are focused on the formation of his thinking, based on personal experience. He shares responsibility for his own development, the level of preparation for self-employment in the future.

The project method always provides a solution to some problem. The solution to the problem involves, on the one hand, the use of a combination of various teaching methods and means.

The project-based training includes, in essence, the use of a wide range of research methods that are important for the student, on the one hand, and on the other, for a comprehensive solution to the problem, taking into account many factors and the conditions for its solution. solution and implementation of results. Project training is widely used in many countries of the world, mainly because it allows you to easily integrate the knowledge of students from different areas of problem solving and allow you to put this knowledge into practice while generating new ideas. As mentioned earlier, the project is based on some problem. To solve this problem, students need not only knowledge of the language, but also the possession of a large number of subject knowledge, necessary and sufficient to work with the problem. In addition, students must have certain intellectual, creative, communicative abilities.

They include the ability to work with information, with text (highlighting the main idea, finding the necessary information in a foreign language text), analyze information, make generalizations, conclusions, etc., the ability to work with various reference material. The formation of these skills is the goal of teaching various types of speech activity.

### **III. RESULTS**

One of the most effective exercises is to discuss various topics in a lesson. Discussions on professionally oriented topics are useful for the future communication of students in the workplace, enriching their vocabulary in a certain area. The teacher should engage students in the discussion after reading an article or text that is related to their future work. The teacher organizes, facilitates the discussion, formulating questions, indicating interesting, original ideas, conflicting questions, helping to resolve disagreements.

Brainstorming is a very effective discussion in which all students are involved.

The teacher announces the topic, purpose of discussion, rules for participants and criteria for evaluating ideas. Then, experts and secretaries are elected or appointed. For example, a teacher tells his students of the Faculty of Economics: "Dear ladies and gentlemen! Our company's sales figures are not as good as last year. What can we do to attract customers? »Each student generates ideas that are written by secretaries. The main rule for both the teacher and the student is that criticism is prohibited. All ideas should be accepted at this stage. The teacher encourages student participation. Students can improve the ideas of their group mates. They may even abandon their own ideas and stick to another. Each student speaks several times, but very briefly - for one minute. On the next

At the stage of activity, all ideas are evaluated, grouped and the most acceptable are selected.

To increase the number of ideas, teachers can use the following methods: brainstorming a stepladder, brainstorming, online brainstorming (brain network), role-playing assaults, Crawford's "Slip" approach (9), etc. Role-playing is one of the most popular methods among foreign language teachers. This has a great motivating factor and helps energize the class. Suitable for students of any age group or language level. Each student has a role to play; he / she is involved in a situation that requires communication. If the student is usually shy or does not want to talk, pretending to be someone else, he / she willingly participates. A business game is a kind of role-playing game, rules and procedures, but the difference is that students participate in activities related to their future professional life. Students have business functions, relationships, as they really are.

A business game is an effective tool for learning a language and preparing for future work in higher education.

Students of our university, as a rule, really want to participate in a business game, as they are mature enough and have ambitions for future professional activities. As an example, we can describe the business game "Start a business." Students are offered the roles of managers in their company (top manager, sales manager, financial manager, personnel manager, etc.). The group is tasked with starting a business in any field; it can be a production or sale, service or advertising business. The discussion begins. When students reach an agreement, they create a company name and logo. Then each department receives a task from the president or chief executive officer, which is carried out after the lesson. The following meetings may be devoted to creating a business plan, conducting market research, advertising your product or service. This interactive technique combines a business game with discussion, case study and design.

The use of role-playing games in general and business games in particular increases students' motivation for cognitive activity, the acquisition of knowledge and communication skills in a foreign language. This creates a positive psychological atmosphere in the classroom.

Creating problematic situations, the teacher ensures that the material matches the level of existing knowledge and intellectual capabilities of the group, reflects the real situation of professional activity, is also related to the topic of future work, the text they read, the grammar they learned. By completing these tasks, students can understand the information, presented in the text,

activate lexical and grammatical material. At universities, professional student presentations are becoming an increasingly common type of academic activity. Through the presentation, the material is delivered in the most efficient way thanks to

its visibility and visibility. The material presented is diverse and includes text and graphic slides, various visual images with oral explanations, movie fragments and audio (10). A multimedia presentation is an innovative methodology for teaching foreign languages. At the preparation stage, students should do a lot of research, study various sources of information, which helps to develop creativity and an individual approach to learning.

The preparation stage includes the selection of topics, information search, data processing and organization of the material in the presentation. The next step is the presentation, which must be carefully planned. The group can then have a discussion based on the presentation. Finally, the teacher may ask students to write an essay.

A case is a situation described in the form of a story that needs to be addressed. Usually this story begins with a description of the most important facts about the organization or institution, such as international letters

as historical data on its development and a description of the situation at present. The purpose of the methodology for studying a specific case is to develop students' problem-oriented thinking and develop management decision-making skills based on the analysis of complex real situations, identifying problems and opportunities, analyzing alternatives and finding the best ones with recommendations for corrective action. To deal with the case, students are divided into groups (team or consulting group) of four to five students. The leader of the group is elected. Based on the discussion, the group prepared and presented a report. This phase is aimed at gaining public speaking skills in addition to all of the above. The next step is a discussion involving all groups of students. They should ask questions by providing their comments and indicating the most successful case study discoveries. Finally, the teacher makes general comments and recommendations.

#### **IV. DISCUSSION**

Having more than twenty years of teaching experience at the university, faculty of international economics, we can state that the effectiveness of learning a foreign language depends on our students - future economists, managers, and businessmen. They must be fluent in at least one foreign language in order to get promising work and succeed in it. Currently, teachers should not only provide information to students, such a passive approach is generally not effective. Many articles have been written, speeches made, seminars held, but some teachers still adhere to an outdated approach for students to passively receive information. As for the teaching of foreign languages, the shift towards active learning has occurred a long time ago. The teachers of our department of foreign languages do everything possible to attract students to the learning process using interactive methods such as role-playing and business games, problem solving, brainstorming, etc. Each block begins with a discussion of the problem issue. During the lesson, students engage in communication in pairs, small groups, the whole class, with a teacher or guest. The final stage of work with the unit is usually a presentation or project. For example, when studying the Marketing division, groups conduct real market research, choosing a particular product or service. According to the results of the study, they create advertising and present it to the rest. It takes several weeks and combines such interactive techniques as projects, brainstorming and presentation.

The use of interactive technologies in the class of foreign languages at the university turned out to be very effective and motivating for students of any age group and level of knowledge of a foreign language. For those students who are not used to interactive activities, it is initially difficult to participate in discussions or dialogues, but gradually they learn and begin to feel in their group as important as others. Students usually like to play the roles of managers, businessmen. When they act, they don't think about grammatical errors, and the teacher should not correct them during the conversation. The necessary correction can be made after the activity without mentioning the names.

Performing a case study or project requires students' creative approach, rich imagination, logical thinking, students are very talented and quick-witted, therefore, such tasks are effective techniques for achieving the goal of the educational process - teaching students communicative competence. In other words, modern interactive teaching methods allow shifting the educational process from ineffective methods.

transfer of knowledge in promoting foreign communicative competencies to university students, ensuring the implementation of a systematic approach to student-centered activities and learning. Since students have fewer and

fewer academic hours for classes, and in accordance with the curriculum more and more hours for independent work, the time in the lesson is priceless. But they can read articles, do written exercises and assignments at home to make good use of class time.

## V. CONCLUSIONS

Interactive technologies are based on dialogue between the student and the teacher, so the learning process involves all students in cognitive activity. This means that there is an exchange of ideas, knowledge and experience. Participating in interactive events, students learn to interact, think logically, analyze information, solve problems. The necessary conditions for effective language learning are free communication, expression of opinion and mutual respect. Introducing interactive technologies into the educational process at the university, we came to the conclusion that they improve students' communication skills and motivation; develop your personal, intellectual and social competencies; create a positive atmosphere in the classroom.

University students must be competitive in their future professional field. Mastering the English language is one of the priorities for any specialist. The modern world requires the strengthening of the general cultural basis of education, the development of skills to enhance personal abilities with social problems. Highly qualified graduates are required who do not just follow the instructions, but have creative and constructive potential.

Obviously, there cannot be a single universal scheme for organizing the educational process. The structure of the lesson depends on the goals, content, target audience, etc. The use of interactive technologies is not the goal, but is a means of creating the necessary conditions for communicatively effective learning.

It encourages individual cooperation, self-development, improves both communication skills in a foreign language, and personal qualities.

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