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Development of communication skills through the introduction of interactive teaching methods in English lessons

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Abstract. The relevance of the study is due to the need for new educational programmes that will diversify the educational process and increase the effectiveness of language knowledge in live communication. The purpose of the study is to examine the main aspects of using interactive teaching methods in English lessons, considering the development of students' communication skills. The following methods were used in the study: analytical, synthetic, comparative and comparative, which allowed delving into the theoretical aspects of using interactive teaching methods; observation and generalisation of experience, which became the main ones for this study, since their use considered the main positive phenomena in the field of interactive learning in recent years; the analysis was also used to assess the development of communication skills in the process of learning a language. The analysis of the main methods (project creation, interactive, and role-playing games, discussions) and forms of work that can be used in English lessons to develop communication skills is conducted. An assessment of its effectiveness in the application of communication skills has been added to the characteristics of each of the methods. Conclusions on the effectiveness of interactive methods are drawn, considering the age and level of knowledge of students. The basics of implementing interactive learning in an English lesson, in particular, communication between participants in the educational process (student – teacher – student), are considered. The expediency of using various online applications in mastering a foreign language in the classroom and outside of school hours is justified. The results of the study are compared with the results of other studies on this subject related to communication processes in English lessons and interactive learning. The study can be used to further investigate the impact of interactive methods on different student classrooms, for example, during experiments (conducting surveys and questionnaires), considering key educational issues related to the development and implementation of new curricula

Keywords: form of work; role-playing; discussion; project creation; communication; online training applications

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INTRODUCTION

The introduction of interactive methods in foreign language lessons is an important component of the communication process because, through the game nature of the interaction between students and the teacher, close ties are built, which implies an increase in interest and activity on

the part of students. Through interactive teaching methods, a communicative environment is formed in which it is comfortable to learn new tokens, discuss everyday problems, enter into discussions, formulate and express one's own thoughts.



The examination of the main stages of formation and development of communication skills is an important element in the educational process since it is through communication that it is possible to fully immerse oneself in the speech environment and master language patterns at different levels – from phonetic and lexical to syntactic and stylistic. That is why this study is relevant today. The interactive learning format involves engaging interesting and useful forms of work that can be used to model communication situations and solve problems that arise between speakers on the way to understanding. In English lessons, interactive working methods should be actively used to overcome communication barriers and minimise communication failures when using the language in the future (Longnecker, 2022).

The relevance of the examination of methods and forms of work in learning a foreign language is primarily due to the need to choose interactive exercises and game materials for learning that will be most effective for developing the ability to communicate. Since the process of developing communication skills should take place gradually, considering age-specific features and the level of knowledge, it is important to understand which tasks are best used for a particular category of students.

V. Lehan *et al.* (2021) emphasise that globalisation has contributed to the diversity of communication in the educational process during teaching a foreign language. The paper examines interactive methods used in distance learning. A study by Y.V. Zhupan (2021) is aimed at using interactive technologies in learning English, in particular, various methods and forms of work are considered. The author shows how to form a curriculum based on the psychological characteristics of students.

In the paper by T. Grigoreva *et al.* (2021), main focus is on case-learning methods, projects and business educational games, and modern educational technologies for improving speech skills in learning foreign languages, including using multimedia tools, are also considered. Researchers Y.D. Novia *et al.* (2022) emphasise that learning through interactive technologies has a positive impact on the current generation, which is in contact with technological devices from an early age.

H.C. Soon and A.A. Aziz (2022) address the challenge of increasing creativity in lesson planning and increasing learning flexibility. The authors highlight that the transition from attending lessons to an online format is also characterised by a transition from conventional teaching methods to more interactive ones. A study by F. Tuma (2021) is aimed at discussing and evaluating the use of educational technologies through the introduction of interactive learning methods. The author states that the use of technology facilitates communication and promotes interactivity.

The purpose of this paper was to examine and generalise the pedagogical experience of introducing interactive technologies in English lessons and their impact on the development of communication skills of schoolchildren of different ages, the formation of links between interactive and communicative factors in the educational process.

MATERIALS AND METHODS

The theoretical basis of this study was research related to the examination of the impact of the introduction of interactive technologies in foreign language lessons, in particular, the consideration of various game methods and forms of work that involve communicative interaction in learning. The studies of modern teachers are aimed at effective communication processes in the classroom to further use the language resource of students in everyday life and profession. They are related to the examination of pedagogical experience in different countries of the world with a focus on the main advantages and disadvantages.

Methods of analysis and synthesis were used to examine key aspects of the communication process in the classroom, the specific features of communication between students and teachers, and ensuring interaction in the classroom. Attention was focused on the study of interactive technologies necessary to create all the conditions for mastering English. The main theoretical characteristics of various teaching methods and forms of work that can be used in English lessons were also considered.

Comparative methods in this study were used to compare the effectiveness of various interactive methods and forms of work in the educational process, in particular, such methods as discussions, interactive and role-playing games, and project creation were considered. These methods were also compared in terms of age-specific features and level of knowledge, that is, it was indicated which tasks and exercises would be relevant for junior, middle, and high school students.

Methods of observation and generalisation are used to examine pedagogical experience from the standpoint of using various interactive technologies in English lessons. It was indicated what communication skills were formed when applying a particular method, how their development was ensured from primary to middle and high school age students. Examples of forms of work, tasks, and exercises that can be used to improve communication skills were also considered, and the role of relations between students and teachers in the process of communicative interaction was noted.

Analysis related to the assessment of various methods and forms of work in English lessons was also used, in particular, when modelling problematic communication situations, conducting discussions in various formats, creating projects and implementing interactive and role-playing games. Each method was considered from the standpoint of how it can be useful for improving communication skills, improving communication in a team or group, establishing communicative trust between students and teachers, etc. In addition, the role and effectiveness of each method and form of work were evaluated in terms of overcoming communicative and social barriers between communication participants.

RESULTS

Forms of interactive approach to teaching English

The purpose of the interactive approach to learning is to create educational conditions in which active interaction of

students will be ensured and conditions will be created for the formation of a holistic personality capable of learning and understanding new information. The main objectives of interactive learning are to increase interest in subjects and intellectual activity and create conditions for competition between students in the process of collective problem-solving and overcoming contradictions.

The principles of interactive learning have a communicative basis, in particular, the establishment of friendly connections between all participants in the educational process, the observance of a friendly style of behaviour during communication and ensuring interaction between students and teachers. Communicative competence is a prerequisite for the development of intellectual abilities and

professional activities, and communication skills are considered as individual psychological properties that help the student to realise personal development, socially adapt, and receive information independently. They provide effective interaction between communicants when performing joint activities. Communication skills include various skills: responding to criticism of various types, provoking behaviour, making requests, refusing, showing empathy and support, and interacting with acquaintances and strangers (Samofalova, 2022).

Various interactive methods are used in school practice, including discussion, interactive games, case technologies, role-playing games, project methods, etc. Depending on the age of students, different forms of work are used (Table 1).

Table 1. Forms of work in English lessons

Junior classes	Middle classes	High school
Words-associations games	Modelling of a communicative situation "In a medical institution", "In a library", "In a cinema", etc.	Conducting online interviews with native English speakers
Description of items shown on the cards	Various forms of discussion: "round table", "brainstorming", "symposium", "conference", etc.	Creation of projects and discussion of cinema and contemporary musical art
Acting out small scenes with fairy-tale characters	Discussion of a specific problem in the talk show format	Modelling of the communication situation "Job Interview"
Conducting quests	Continuation of a short story (for example, a literary work)	Competitions in groups with the implementation of a specific communication task

Source: created by the authors based on their own research

Implementation of the discussion method during English lessons

Discussion is a method of debate aimed at resolving controversial issues in the process of comparing different views, which develops reflective thinking and encourages students to be active. Among the types of discussions used in English lessons, the following can be distinguished: "forum", "round table", "symposium", "brainstorming", "conference", "debate". The preparatory stage is to discuss a particular problem in groups or pairs, create dialogues, or learn new vocabulary. Each panelist is given the floor, after which each speech is analysed. In the course of such discussions, speaking skills are improved.

Round table is a collective game for solving a common problem in the classroom, a forum – a platform for communication and expressing different positions on a given subject, a symposium – modelling a meeting, a scientific conference with the aim of investigating a certain scientific issue (requires preparation for discussion, in particular, during the search activity in groups), "brainstorming" – a method of finding creative ideas and solutions, which provides for a joint solution of a certain scientific problem, a conference – meeting to discuss a certain problem, a debate – dialogue in which students defend different positions on a particular problem.

The discussion method is also used in English lessons in such forms of work as "summing up results" – this is an analysis of the activities of teachers and students, their

achievements and planning further work based on this. "Circle of ideas" is a method that allows solving acute and controversial issues in groups (the same task is offered for all students).

"Aquarium" is a form of work in which students are distributed to 4-5 people who get acquainted with the tasks, and then each of the groups presents its own solution to the problem. Students take turns evaluating how others have completed their tasks. A "talk show" allows the teacher to control communication processes, and a "microphone" is used to give a word to each participant in the discussion (Moyko, 2020).

The method of discussion with different work options is usually used in English lessons in grades 7-11, but discussion can be practised from grade 5 to gradually develop communication skills. In particular, in the course of discussions, the following skills are formed: convincing another person during a conversation, arguing their opinion, negotiating on a given subject, and speaking clearly about a particular issue.

Interactive game as a form of work in English lessons

Interactive play is one of the most productive pedagogical methods that create the necessary conditions for showing the communication skills of the maximum number of participants (Sukerni & Purnami, 2019). In the format of an interactive game, various competitions in small groups to increase the activity of students can be held.

The word association game in English lessons involves a teacher or one of the students writing keywords, while others add their own associations to the line. For students in grades 1-4, it is better to take specific objects or phenomena: for example, “cloud” (keyword) – “rain”, “wind”, “sky” (associative series), “flower” (keyword) – “ground”, “beauty”, “green”, “red” (associative series). For students in grades 5-9, the vocabulary can be used to refer to abstract names: “wealth” – “money”, “house”, “car”, “sincerity” – “truth”, “tears”, “heart”.

The following game can be used to develop the skill of constructing questions: one of the students thinks of a certain famous person, and the other participants try to guess it by asking questions. The development of communication skills consists in working out simple interrogative and affirmative sentences that are most often used in the communication process. For example, if one of the students thinks of Taras Shevchenko, the dialogue between the students may look like this: “Is it a woman or a man? – This is a man. – Is this a Ukrainian or a foreign figure? – Yes, he is Ukrainian. – Is this a singer? – No, it’s not a singer. – Maybe it’s a writer? – Yes, this is a writer. – A modern writer? – No. – Is this Taras Shevchenko? – Yes, that is the correct answer.”

Such a game can be offered: the teacher guesses a certain type of activity, and students try to guess which profession was guessed. This game helps motivate students and eliminates communication barriers, in particular, it will be effective for junior and middle school pupils when learning vocabulary on the subject of “professions”.

A subject description is a game that involves describing a word or stable construction using language tools without naming the root of the word and without using nonverbal communication. This item can be shown on the card. This form of work is relevant when learning English for students of junior (1-4) and middle (5-7) grades to develop coherent speech and develop skills of quick response to questions.

Chain story is an interactive form of work aimed at developing logic and imagination, involves the continuation of the story. The development of vocabulary and grammatical patterns is the main advantage of this method. In addition, children develop speaking skills and creative abilities (Samofalova, 2022).

During the interactive game, students learn new vocabulary, grammatical and syntactic constructions of the English language, learn creativity, work on creative tasks, which allows them to form a certain interest in the communicative act, go beyond the comfortable speech zone. Students perceive the lesson as a game, so learning about the world and the basics of communication takes place directly and unobtrusively.

Role-playing as an interactive method of developing communication in schoolchildren

Role-playing games contribute to the development of communication, in particular, they develop dialogical speech skills in the process of interpersonal communication (Godovanets & Legan, 2019). In addition, during role-playing games, practical skills of cooperation and partnership are

formed. Students learn to apply the learned lexical material directly when communicating.

For high school students in an English lesson, the situation “Interview during employment” can be simulated. Previously, a certain group of students is given the task to write their resume, while others prepare questions for those who want to get a job. The teacher can prepare certain templates that students will focus on. For example, questions may include: What salary do you claim? What are your main advantages over other candidates? What hobbies do you have? Do you easily find a common language with people? What are your positive and negative qualities? Why do you want to work with us? How do you rate your own professional level?

Interviews are a form of role-playing that helps develop communication competence (Samofalova, 2022). The situation of communication is played out within the framework of a dialogue or polylogue, which is based on a certain plot. In the course of this, students learn to quickly respond to questions and statements, choose the appropriate style, and build communication strategies. Certain roles can be played to simulate situations: librarian, medical worker, lifeguard, or police officer. Such reproduction of reality allows preparing children for various communicative situations and expands the vocabulary of professional vocabulary.

For middle and high school pupils in English lessons, the method of online interviews with foreigners who are native English speakers can be used. Interesting people who speak good English can be also invited to the lessons. This format of practical classes allows immersing oneself as much as possible in the language environment, overcome communication barriers and difficulties in the communication process. In the course of such conversations, students learn to perceive and understand English in real time, read cultural codes and form certain speech patterns, in particular, grammatical and syntactic ones (Moyko, 2020).

The method of role-playing games is closely related to the method of case technology, which involves simulating certain communication situations to develop communication skills in real conditions. When using this method in foreign language lessons, it is necessary to formulate a problem, analyse a certain situation, suggest solutions to it, and choose the most correct option according to the audience’s opinions. After receiving the task, it is necessary to clearly explain to students what is meant. The case study method allows building communication strategies in accordance with various communication situations.

In the process of role-playing games, the following communication skills are formed: the ability to quickly answer questions, solve problems, and respond to conflict situations, conduct a dialogue and feel confident when communicating with different people, regardless of age, gender, or social status. Role-playing provides an opportunity to tune in to a certain communicative situation, model one’s own speech behaviour, and assess how the interlocutor perceives certain verbal and nonverbal reactions. In the course

of active communication, students achieve their communication goals, gain practice in programming and communication management.

Applying the project method to develop students' communication skills

The project method is used to identify and solve a specific research problem, that is, the learning process becomes pragmatic. An individual and creative atmosphere is created for conducting search and cognitive activities. Research work in an English lesson consists of several stages: first, a subject is selected, then a plan is drawn up, information is collected and drawn up in accordance with the project goal. The presentation is aimed at developing the ability to speak publicly and prove one's own opinion through arguments (Samofalova, 2022).

The project method is usually used to develop communication skills in students of middle (7-9) and high school (10-11) grades. It is necessary to teach children to speak publicly gradually, in particular, the teacher should start with group work and later can move on to teaching kids to create projects by themselves. Subjects for them should be chosen based on the interests of students, their cognitive and creative abilities. For example, the students can view certain tourist sites and develop routes, assess the influence of various historical figures, and create online materials on first aid. Interesting categories are "sports", "cooking", "architecture", "art", "psychology", "music", "cinema", "school of my dreams", etc.

Holding a court session in an English lesson, for example, in relation to a certain literary character, is used to find constructive answers. Communication skills are formed through the improvement of lexical stock and grammatical knowledge, argumentation of one's own opinion, and rapid response. In the course of projects and interactive games, a cluster is often used – this is a form of graphic organisation of information when certain semantic units are examined

based on connections between them in the course of individual, group, and collective work. A cluster develops systematic thinking, comparisons, and analogies.

The method of project work in the English lesson is focused on developing coherent speech, expressing one's own thoughts, and overcoming the fear of public speaking. In particular, this approach to learning English allows getting rid of communication barriers, promotes comfortable communication with classmates and creative self-development. As a rule, a group of people is involved in creating projects, which, after working on the subject, should come to general conclusions. Thus, the whole process and result is focused on communication and mastering professional vocabulary on a particular subject.

Implementation of interactive learning using applications

When learning English, various applications are used, in particular, "Quizlet", "Kahoot", "iSpring", "Plickers", etc. On the Quizlet resource, it is convenient to create sets of cards with unfamiliar words and their definitions for learning vocabulary. It is convenient to combine them into modules, folders, or courses. The app can be used as a personal dictionary for self-testing purposes, i.e. adding words that the students need to remember. Each student can track their own learning progress. Learning vocabulary is definitely an important step for successful communication.

The educational and gaming platform "Kahoot" allows implementing a gamified approach to learning, that is, to develop interactive educational games that allow learning the necessary information faster and easier. through games, students practice rapid response skills in the "question – answer" format (Fig. 1). "Cambridge English" games hosted on this platform help students learn English not only during the lesson, but also at home and on vacation. Younger students can complete tasks to repeat the Pre-A1 level, and for secondary school students, levels A1 and A2 can be used.

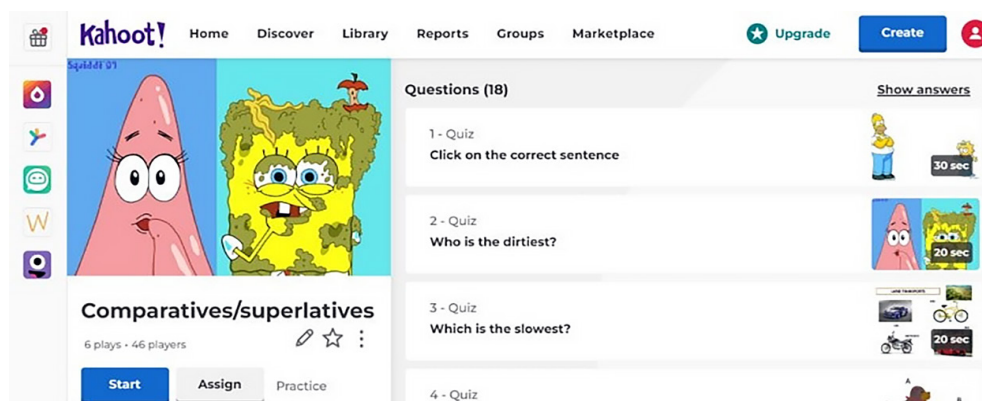


Figure 1. Using the Kahoot app in an English lesson

Source: A.D. Mykytiuk (2023)

The iSpring app can be used to create interactive lessons and training videos. Equipping the dialogue simulation function helps in the development of communication

skills, in particular, to perceive English by ear. The ease of use and no problems with content playback are notable. The web platform "Iscollective" contains a large number of

tasks (including in the form of games) for reading, listening, practising lexical and grammatical skills, and various materials on learning English from around the world.

“Plickers” is used for testing, in particular, tasks are displayed on the screen, and students’ answers are scanned using interactive cards with a QR code. Students’ answers are immediately read, which allows them to quickly evaluate the test results after writing. This app can be used when listening. The Zoom platform is used for conducting online lessons. In this format, it is convenient to hold conferences, discuss certain problems, and model communication situations.

Thus, the examination of interactive methods of work showed that they are aimed at developing various communication skills: the project method helps to implement cooperation in groups, role-playing games allow reproducing communicative situations, practice quick response in the “question – answer” format, discussions are used to form and express one’s own opinion, and interactive games allow forming communication patterns in direct communication.

DISCUSSION

In the course of the study of interactive methods and forms of work in the English lesson, it was determined that they help to ensure direct communication and language learning is conducted in an unobtrusive format. S.F. Omar *et al.* (2020) indicate that the three key factors that affect students’ communication skills are: self-confidence, motivation, and the learning environment, and interactive activities in the classroom encourage overcoming communication problems. In addition, the use of game forms of work contributes to the activation of informal communication, in which communication barriers are overcome.

Interactive teaching methods activate students’ activities and direct them to communication and discussion, in particular, not only among students but also between students and the teacher. The mode of teaching English in China, as noted by T. Pu *et al.* (2021), has certain shortcomings, in particular, the interaction between teachers and students is not presented at a sufficient level. The authors note that interactive teaching methods should be used to mobilise attention in the classroom. In this study, the main forms of work related to role-playing, interactive games, creating projects, and conducting discussions were considered.

S.Z. Ntshangase (2022) emphasises that interactive technologies aim to make knowledge producers not only for students, but also for teachers. When using various interactive forms of work in English lessons, it seems that the teacher and students are at the same level of communication, formal communication seems to become informal, which reduces the risks of communication failures.

During English lessons, it is necessary to combine conventional teaching methods with interactive ones, because this way the most effective result can be achieved. A.C. Jabir (2021) focuses on comparing the productivity of the educational process and the achievements of students in the process of using interactive and conventional teaching methods when learning English as a foreign language. In

the study, it was noted that interactive methods of work are primarily aimed at the formation and development of communication skills, while conventional methods form basic speech skills: lexical, grammatical, syntactic.

Since modern students are better able to remember information in an interactive form, it is important to use all possible tools to achieve goals. H.A. Saed *et al.* (2021) show that using YouTube in the classroom can improve the smoothness and coherence of students’ speech. The use of interactive exercises in modern applications allows developing communicative competence since they implement modern educational strategies, in particular, aimed at the simultaneous formation of writing, speaking, reading, and listening skills.

Research M.K. Al-Alawneh *et al.* (2019) showed that communication skills directly affect social and presentation skills. In the course of interactive learning, it is the social interaction between participants in the communication process, in particular, students in pairs, groups, and the classroom, that plays an important role. Skills of expressing one’s own thoughts, solving communicative tasks and options for action in various communicative situations are developed.

Pedagogical experience is based on various methods and forms of work, and on the level of their effectiveness in communicative terms. T.H. Bui (2022) systematises the current experience of integrating interactive technologies and popularising digital education among English teachers. According to the results of this study, interactive technologies are closely related to digital technologies, in particular, the use of applications for Learning English can be useful for developing communication skills.

The study of interactive technologies has shown that communication skills can be formed in English lessons using various methods: discussion, role-playing and interactive games, project work. R.A. Prayudi *et al.* (2021) note that interactive technologies promote language skills, develop creativity, and provide exciting alternatives for learning a foreign language. The communicative orientation of the considered methods is focused on gaining confidence and overcoming barriers in communication.

Changing different methods and forms of work during the English lesson is necessary, because, in addition to mastering subjects and practising written tasks, the ability to communicate is important. E.E. Mbuti (2022) in an experimental study concludes that an interactive approach to learning has a positive effect on students’ activity when communicating with each other. Focusing on a specific task, especially in group or collective work, increases students’ motivation to learn.

Watching videos and listening to audio form the skills to better perceive English by ear. A study by N.R. Putri *et al.* (2022) focuses on investigating the impact of the “Flipgrid” video app on younger pupils. The results of the study showed that digital and information technologies have a positive impact on the development of interactive tasks aimed at increasing the level of communicative competence.

The main goal of interactive learning is to make the process of learning new knowledge as easy and direct as possible. Interpersonal communication is an important criterion for successful employment, however, S.A. Pope (2015) emphasises that teachers still lack the necessary skills for interactive learning. Despite the fact that some teachers still have a negative attitude to interactive forms of work and continue to use conventional methods, there are certain positive changes.

Elements of professional communication are necessary for students to communicate effectively in various situations, in particular, when going to the doctor, cinema, or store. A study by K. Sonnenschein and J. Ferguson (2020) focuses on the development of communication skills for further professional communication, the transition from the formation of lexical competence to work. Professional vocabulary in English lessons can be learned in the process of using project methods of work and dialogic modelling of situations.

Actions of a modern teacher, according to A. Thumvichit (2021), aimed at creating an interactive learning environment, learning platforms for communication, promoting autonomous learning, and forming approaches to formative assessment. The results of the study confirmed the opinion that game methods of work improve communication between participants in the educational process, contribute to a more friendly atmosphere in the team.

K.G. Chau (2021) proved the positive impact of interactive learning on improving conversational skills in English lessons. The results of investigating interactive methods and their impact on the formation of communication skills showed that the main achievement in game forms of work is the reproduction of problematic communication situations, which allows developing patterns of behaviour and using them in the future.

The interactive game method is often used in tasks offered by various applications. Among the most common services for learning the language, L. Sanda and B. Klimova (2021) consider "Duolingo", "EWA", "Mondly", and "Lingo!". In particular, they have a minimalistic design, clear instructions, and easy navigation. In this study, the role of applications used in the classroom and at home to enrich the lexical stock and the formation of communicative competence in various interactive forms is emphasised. Using web resources in English lessons allows creating a game environment in which each student is comfortable and interested to work in.

Thus, the use of various interactive technologies in English lessons not only contributes to the formation of communication skills, but also affects the microclimate in the classroom and the maximum immersion of students in the language environment, in which they have the

opportunity to take part in communication in its various manifestations and learn lexical, grammatical, syntactic, and other patterns.

CONCLUSIONS

This paper considers the main methods and forms of interactive learning that are used in learning English at school for the formation, development, and improvement of communication skills. The study was based on the analysis of pedagogical experience, considering the effectiveness of tasks and exercises that can be used. It was indicated which methods are more appropriate to apply in accordance with the age and level of knowledge of schoolchildren.

The examination of interactive learning methods in the process of learning English has shown that the use of role-playing and interactive games, project technologies, and discussions is necessary to reduce the level of communication failures and reduce the impact of communication barriers directly on the communication process. Each of these methods has its own advantages in terms of communication, so in English lessons, several should be combined simultaneously.

For younger students, game forms of work are more effective (word association game, subject description), for secondary school pupils, the widest range of forms of work can be used (dialogic modelling, interviews, brainstorming). Discussions in various formats and project work can be used to develop communication skills among high school students (conference, symposium, round table).

Improvement of communication skills occurs in the context of complete immersion in the language environment when modelling certain communication situations, discussing problematic issues, audio or video materials, and conducting various games. The educational process within interactive learning takes place as naturally as possible through communication among students and between students and the teacher, who is often a moderator during communicative interaction.

Priority tasks in the future scientific perspective can be the following: development of new educational programmes with active inclusion of interactive methods, formation of the practice of learning foreign languages through the use of various technologies (for example, applications), investigation and comparison of pedagogical experience in different countries of the world.

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CONFLICT OF INTEREST

None.

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Розвиток комунікативних навичок шляхом впровадження інтерактивних методів навчання на уроках англійської мови

Анотація. Актуальність дослідження зумовлено потребою в нових навчальних програмах, які урізноманітнять освітній процес та підвищать ефективність мовних знань у живому спілкуванні. Мета роботи – вивчити основні аспекти використання інтерактивних методів навчання на уроках англійської мови з огляду на розвиток комунікативних навичок учнів. У дослідженні застосовувалися такі методи: аналітичний, синтетичний, порівняльний та зіставний, які дали змогу заглибитися в теоретичні аспекти використання інтерактивних методів навчання; спостереження та узагальнення досвіду, що стали основними для цього дослідження, оскільки з їх використанням розглянуто основні позитивні явища в сфері інтерактивного навчання за останні роки; аналіз застосовано також, щоб оцінити розвиток комунікативних навичок в процесі вивчення мови. Здійснено аналіз основних методів (створення проєктів, інтерактивні та рольові ігри, дискусії) та форм роботи, які можуть використовуватися на уроках англійської мови задля розвитку комунікативних навичок. До характеристики кожного з методів додано оцінку його ефективності в аспекті застосування комунікативних навичок. Здійснено висновки щодо результативності інтерактивних методів відбувалися з огляду на вік та рівень знань учнів. Розглянуто основи впровадження інтерактивного навчання на уроці з англійської мови, зокрема комунікацію між учасниками освітнього процесу (учень – учитель – учень). Обґрунтовано доцільність використання різноманітних онлайн-застосунків в опануванні іноземною мовою на уроках та в позаурочний час. Результати дослідження зіставлено з результатами інших досліджень цієї теми, пов'язаних з комунікативними процесами на уроках англійської мови та інтерактивним навчанням. Статтю можна використати для подальшого дослідження впливу інтерактивних методів на різні учнівські аудиторії, наприклад під час експериментів (проведення опитувань та анкетувань), розгляду ключових освітніх питань, пов'язаних з розробкою та впровадженням нових навчальних програм

Ключові слова: форма роботи; рольова гра; дискусія; створення проєктів; спілкування; навчальні онлайн-застосунки