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**THE USE OF INTERACTIVE TECHNOLOGIES IN HIGHER SCHOOL IN  
THE STUDY OF FOREIGN LANGUAGES****ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ВИЩІЙ ШКОЛІ ПРИ  
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**Abstract.** In the article the author analyzes interactive technologies, considers them to be effective methods in motivating students to study foreign languages in a higher education institution. According to the author, these technologies meet the modern requirements, which are set before the High School for training specialists. Namely, they promote the development of creative abilities and logical thinking, integrate the knowledge gained during the educational process and engage the students in solving specific, vital problems.

**Keywords:** educational technologies, educational process, interactive, learning, motivation, teaching methods.

**Introduction.** In the modern educational process, it is natural to intensify foreign language learning with the help of cognitive-communicative forms and methods of learning, which allows students to choose the most effective and modern technologies (Zhernova, 2018; Alexa, 2020). The information load, large amounts of learning material, the need to update their skills all the time require the use of the most effective teaching methods in the shortest possible time. An important indicator of foreign language learning, which gives us technology from cognitive linguistics, is the ability to provide deep knowledge, to intensify the mastery of new material memorization directly in the course of practical lessons. In today's globalized world, many people use languages of international communication (English, Spanish, Chinese etc.), language becomes a means of intercultural and business communication, and it allows communicating to people who come from different countries, facilitates their interaction during work and study (Malik, 2016). Interactive technique is one of the modern methods to intensify foreign language learning. Despite its importance foreign language learning should be comprehensive, it is worthwhile to produce comprehensive approaches to foreign language learning with the involvement of interactive technologies.

The research is aimed at establishing the results of the pedagogical experiment to increase motivation in learning foreign languages by students of Eastern European HEIs through the active involvement of interactive technologies and the attitude of participants in the educational process to informatization of learning. This goal envisaged the solution of several tasks: to establish the feasibility of using online social services, video and audio content, online learning platforms, new technologies in pedagogical activities as components of the interactive field of foreign language learning; to determine the assessment of the participants of the educational process on the involvement of a set of interactive learning tools to increase motivation.



**Main text.** The object of the study are students of Sumy National Agrarian University, who studied a foreign (English) language using interactive technologies during the academic year in 2021. The total number of respondents was 74 students who studied at the first (bachelor) level of higher education. All students were divided into 3 groups. The questionnaire, which was conducted at the final stage, contained a block of questions of closed type, they were preceded by consultations with the moderator.

The survey was devoted to the attitude of students to learning platforms, software and social networks, which were involved in the learning process in order to increase motivation to learn a foreign language. The problem of accessibility of the Internet resource was also considered. The experiment consisted of 3 stages: the first was organizational work on methodological and educational materials, consultations of teachers and students, the second stage was introduced by interactive technology as a significant part of the study of a foreign language, the final stage was determined by the effectiveness of interactive technology and the level of increasing motivation for learning foreign languages using interactive technology.

Current research examines the development and possibilities of using interactive technologies and their impact on increasing motivation in the learning process (Huidu, 2018). Social services and their influence on the organization and quality of students' learning are considered (Kostikova et al., 2019); the activation of virtual universities' positions in foreign language learning is investigated.

In today's educational process, learning foreign languages through interactive technologies is natural, it allows students to choose, master, and use with benefit the most effective and modern technologies (Zhernova, 2018). Many researchers have also focused on the difficulties that reduce students' motivation to learn languages, among them the heavy information load, the significant amount of learning material, the need to update and improve digital literacy all the time (Tawafak et al. 2018). It is in this context that the intensification of university education learning systems (Kritsonis, 2007), ways to apply the most effective teaching methods in the shortest possible time are raised. Due to the coronavirus epidemic, the development of virtual learning methods has become popular, where interactive technologies are leading the way (Ahmad, 2016).

An important indicator of quality foreign language curricula is their focus on technology, the ability to provide the necessary knowledge in a short time (Amrein-Beardsley, 2008), the focus on memorization directly during practical lessons. In the modern educational process, interactive technologies implement fast and quality learning and form the motivation to learn foreign languages. The opportunity to communicate in a foreign language with people regardless of their location also motivates the study of languages of international communication (English, Spanish, Chinese, etc.), speech facilitates communication in work and study, becomes a means of intercultural and business communication, makes dialogue between representatives of other countries possible. The motivation of students in learning foreign languages was considered in modern studies in the context of addressing the potential of interactive technologies in the implementation of the practice of real communication.

Communication with the use of social networks, the possibilities of educational



and social online platforms actualize effective communication skills, proper identification in communication, where participants process not only the intentions and goals of all participants but also the cultural context, form their own motivation. However, interactive technology is one of the technologies used in the study of foreign languages and it affects the increase in motivation. Despite its importance the use of interactive means of learning foreign languages should also be considered as a set of learning activities, where the harmonious work is aimed at improving the skills of reading, writing, listening, and understanding in a foreign language.

Consider social networks and their involvement as a motivation for learning foreign languages: it is group work to learn a foreign language and the formation of communication skills, the creation of texts in oral and written form. Facebook is the world's largest social network, which was launched in 2004. From the beginning, Facebook was intended for students. According to Alexa, facebook.com is the 3rd most visited site (Alexa, 2020). In 2017 the number of users was 2 billion worldwide. To increase motivation to learn foreign languages based on Facebook, students can unite in groups of interest and share interesting information, communicate in a foreign language, there is also the possibility to use the function of private or public messages, communicate in chats. To the significant potential of Facebook as a part of the interactive technology the possibility of blogging should also be attributed, there is an opportunity to have a dialogue in online messenger mode.

Young people have mastered well and use social networks with pleasure. Therefore, they will be tuned to use Facebook to learn a foreign language. A huge amount of information is received through social networks, so it is important to encourage the study of a foreign language for the bias pages, writing comments, creating messages. In the course of the project a Facebook group was created for each study group separately, as well as thematic groups where students could have conversations and correspondence with others, could join other native speakers.

Twitter as a learning platform creates the conditions for successful learning of a foreign language and the formation of motivation. In the form of a microblogging network, that was created in 2006, Twitter makes it possible for users to publish quickly small text messages - tweets. These messages create opportunities to submit interesting and original learning content (images, articles, websites, etc.) and have feedback and evaluations from other users, reviews of their posts. Of course, such direct communication stimulates the work of creating texts, according to the reaction of users to improve the following.

Tweets are limited to 140 characters. This allows you to describe algorithms for action, create informative messages and short essays - anything that might interest education applicants. Very important is the fact that all messages can have links to materials on the topic, facts, videos, photos, etc. The tweet also uses hashtags, which mark the topic created by the message. Twitter statistics shows that every day out of 500 accounts, more than 320 M are active. In the final stage, the data on the use of Twitter by students were presented.

In all groups the use of Twitter and Facebook as tools for the implementation of interactive technologies has increased, indicating an increase in students' motivation to learn foreign languages, as the increase in the number in the text written in a foreign



language shows the interest of students in this form of learning. The use of learning platforms is popular in foreign language learning, their time is used in interactive learning, which means they are an effective part of motivational activities.

Learning a foreign language on an interactive plane correlates with learning the cultural traditions of the people and the country. Targeted learning within cultural contexts motivates by the appeal of another "exotic" culture. Such cultural and linguistic influence in today's world can be accomplished from anywhere in the world and even if the teacher is not a native speaker. Communicating with groups of such native speakers, individuals is possible by bringing the capabilities of Skype into the learning process. This free program will allow conferences, conversations, and round tables. This is a natural linguistic environment, disposes the student to communicate in a foreign language, with views and cultural traditions, different from theirs, and therefore it's interesting. Students were invited to prepare a question for the speakers, to give additional information. After the communication was over, final discussions were held where students were asked to repeat, retell what they had heard. Telegram Cloud messenger, a software for smartphones, tablets, and PCs became widely used for organizing and distance learning for students in conditions of the pandemic. This messenger can provide the exchange of text messages, graphic images, and video files, it is also possible to make a "phone call" to users of the program. The use of Telegram Cloud messenger requires certain changes in teaching methods and organizations.

It is worth noting that open-ended learning platforms are available for analysis on their use as learning platforms in the process of learning foreign languages and increasing motivation to learn. Multidirectionality and a large number of educational programs presented in university education do not give such a perspective, do not determine the number of Facebook pages in university communities, their direction on the formation of motivation to learn. In the final stage of the experiment, students were surveyed about the appropriateness of using Messenger, Telegram, and Facebook.

Part of the students (20%) noted that they could not feel the impact of the interactive technologies implemented during the experiment and use interactive tools, because in their localities there is no Internet coverage. That is why there are not high enough results. At the final stage, a questionnaire was also conducted among the respondents, which asked them to answer the question: "Has the use of interactive technology affected their desire to continue learning foreign languages?"

The majority of students preferred working with interactive technologies and are willing to use high-tech learning tools. The insignificant number of indeterminate indicates clear and manageable correctness of the majority of respondents. Motivation to learn foreign languages is also shaped and supported through the use of audio and video content. Such interactive technology promotes constant support of practical skills and improves through constant reinforcement. Groups of students used audio and video materials, listened to native speakers, memorized and repeated new phrases, expressions practiced defining grammatical forms, applied the material studied to the topic. Audio listening was used at the level of checking the ability to distinguish and understand speech by ear independently. Also, the combination of images, facial expressions, gestures, intonation helps to understand better the features of communication.



**Conclusions.** In many recent studies (Kuzmina, 2020; Gorard, 2012) it is shown that the use of the whole set of means is a tool of interactive technologies that is an effective method to increase students' motivation. Undoubtedly, the possibilities of social networks and digital technologies are open to further research direction. Several studies that have considered the role of Facebook and Twitter in the study of foreign languages (Giachanou, Crestani, 2016), shows that the effectiveness of such application is quite high and it is expressed in increased academic performance, greater motivation; students approve the use of such interactive learning tools. The conducted gamma study also confirms this hypothesis, more than 80% of students responded positively to the active use of interactive technology, increased their presence on online platforms, making more intense their foreign language lessons.

Undoubtedly, large amounts of information, the complexity of mastering, lack of certain technical capabilities makes it difficult to implement interactive technology. But as this study shows the positive dynamics in the organization of the educational process are present. The modern educational process of learning foreign languages should combine the traditional form of learning (direct communication) and learning with the help of interactive technologies (Howardjones, 2014). Social electronic networks, learning platforms, a wide range of software applications is a good pivot for the formation of an active user of a foreign language. This process in close combination with pedagogical theory, modern technology is not only effective but also increases the motivation of education applicants. Pedagogical science to use social networks, learning platforms, is part of the modern educational space as a platform for the formation of educational competencies.

As the study shows, there is a steadily growing demand for advanced interactive technologies that can be applied effectively in the educational environment and significantly affect the increase in motivation to learn foreign languages. Most students (80% in total) preferred working with interactive technologies and are ready to use high-tech learning tools, programs, educational platforms. The insignificant number of uncertainties indicates clear and manageable correctness of the majority of respondents.

Mastering the means of implementation of interactive technology contributes to the possibility of quality learning, including its distance forms. Social networks, messaging-Cloud keeps constant feedback between all participants in the process and has a permanent effect on motivation. It also makes it easy to adjust the course of the learning process. In this regard, our study has seen an increase in positive feedback and overall work on social media and an increase in the number of users within learning platforms.

Accordingly, this requires advanced technologies, methodologies, the new educational product with software. That is why interactive technologies provide for the use of Twitter, Telegram, and Facebook (SIM, POP, 2014) in foreign languages learning. Educational content serves to learn foreign languages, can be more effective in the space of applying interactive technologies, working with social and educational online platforms, can be useful in the process of creating effective techniques in higher education. This determines the directions for further research in this area.



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**Анотація.** У статті автор аналізує інтерактивні технології, вважає їх ефективними методами мотивації студентів до вивчення іноземних мов у вищому навчальному закладі. На думку автора, ці технології відповідають сучасним вимогам, які ставлять перед вищою школою щодо підготовки фахівців. А саме вони сприяють розвитку творчих здібностей і логічного мислення, інтегрують знання, отримані під час навчального процесу, залучають студентів до вирішення конкретних, життєво важливих завдань.

**Ключові слова:** інтерактивний, методи навчання, мотивація, навчальний процес, освітні технології.