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**FOREIGN LANGUAGE TEACHING USING INTERACTIVE TECHNOLOGIES
AT HIGHER EDUCATION ESTABLISHMENTS**

The article deals with the problem of the development of foreign language communicative competence of undergraduate students of non-linguistic specialties through the application of interactive technologies in the process of teaching foreign languages for specific purposes. The formation of professional foreign language communicative compe-

tence is one of the essential aspects of professional training of modern specialists. Among the education techniques, interactive methods based on a person-oriented approach to the student are given special attention, aimed at developing not just learner's creativeness, but also the ability to think and react quickly, thus improving communication skills. In

this case interactive learning technologies are regarded as the means of developing a foreign language competence of undergraduates at higher education establishments.

The purpose of the article is to study the development of foreign language communicative competence of undergraduate students of non-linguistic specialties through the application of interactive technologies in the process of teaching foreign languages for specific purposes.

Methods. The given paper involves the theoretical analysis of scientific sources on the topic, comparison and systematization of the collected material and the empirical method of pedagogical observation and a questionnaire to comprehend the trends of the development of foreign language communicative competence of undergraduate students of non-linguistic specialties through the application of interactive technologies in the process of teaching foreign languages for specific purposes.

Results. The research consists of three stages: the analysis of publications relating to the issue of our research; the analysis of the concepts (communicative competence, interactive model of teaching, interactive learning technology), relating to the topic of the research; the empirical monitoring of the effectiveness of the application of interactive technologies in the process of teaching foreign languages for specific purposes to undergraduate students of non-linguistic specialties.

Originality. The monitoring of the educational process and the conducted survey found that the use of interactive technologies during practical classes stimulates interest, encourages students to learn foreign languages, and contributes to the formation of a communicative and pragmatic approach.

Conclusion. Interactive technologies include learning outcomes that are clearly defined; interactive methods, tools, and forms that stimulate students' learning, cognitive and mental environments, and procedures to accomplish the desired results. The use of interactive technologies is a way of providing the required conditions for communicatively effective learning. It supports personal cooperation and self-development, improves not only foreign language communication but also personal qualities.

Keywords: *interactive teaching; interactive technologies; foreign languages; communicative competence; undergraduate students.*

Introduction. Modern changes that take place in all spheres of Ukrainian society and further development of its economic and political relations with other foreign countries require new approaches for the preparation of future specialists in various professional fields. The importance of foreign language education as a constituent part of overall professional competence underlies the preparation of undergraduate students for their future professional activity in a multicultural context.

Along with the professional competence acquisition, which entails solving problems related to the future professional sphere, undergraduate students must develop independent critical and creative thinking skills, as well as communicative skills in Business English and English for Specific Purposes that will allow future professionals to communicate effectively and interact productively with foreign colleagues.

The formation of professional foreign language communicative competence is one of the essential aspects of professional training of specialists. This process covers the variety of activities directed at the development of practical language skills in a wide range of speech areas connected to personal, public, educational, and chiefly professional spheres, as well as the improvement of previously acquired vocabulary and grammar skills. Various tasks, such as preparing monologues and dialogues, translating specific extracts and texts, annotating professional literature, and so on, that contribute to the formation of foreign language communicative ability can be incorporated into the learning process to attain this goal. Thus, the use of interactive forms of teaching in the process of learning foreign languages at universities may be considered as one of the most effective tools that, undoubtedly, influences the content of the educational process and the occupational training of undergraduate degree students. Moreover, the usage of interactive techniques involves the possibility to build up a real-life communication, develops interpersonal and intercultural abilities of undergraduate students and, consequently, their foreign language communicative competence.

The **purpose** of the article is to study the peculiarities of the usage of interactive technologies of teaching English for Specific Purposes to undergraduate students of non-linguistic specialties.

The methods of the research. The given paper involves the theoretical analysis of scientific sources on the topic, comparison and systematization of the collected material and the empirical method of a questionnaire to comprehend the trends of the usage of interactive technologies in the process of teaching foreign languages for specific purposes to undergraduate students of non-linguistic specialties.

Overall, our research consists of three stages. At the first stage, publications have been classified by the following topics relating to the issue of our research: foreign language communicative competence, varieties

of foreign language interactive technologies, and efficacy of foreign language interactive technologies in educational process. At the second stage of our research, the analysis of the concepts (communicative competence, interactive model of teaching, interactive learning technology), relating to the topic of the research has been carried out. At the third stage, both teachers and students have been asked to respond the questionnaire to determine the effectiveness of interactive technologies in the process of teaching/studying a foreign language for specific purposes. The questionnaire involved multiple-choice questions and helped to gather respondents' opinions related to the topic of the given research.

Results. While studying the recent scientific publications on the topic, we divided them into three categories: 1) papers dedicated to the essence of foreign language communicative competence (N. Chomskyy, D. Haim, D. Hymes, S. Savignon, M. Canale, M. Swain, H. Widdowson, L. Tarvin, etc.); 2) works on the issues on foreign language interactive methods and technologies, their types, and classification (I. Lutsyk, N. Nychkalo, V. Melnyk, O. Pometun, L. Pyrozhenko, N. Pobirchenko, T. Serdiul, P. Shevchuk, G. Voloshyna); 3) articles on the usage of foreign language interactive technologies in the educational process (O. Horbaniova, T. Ilieva, N. Kolomiets, O. Komar, T. Koval, N. Lalak, M. Teslenko, L. Topolia, O. Sichkaruk).

The analysis of scientific publications has shown that Ukrainian scientists have made a significant contribution to the study of methods and types of interactive learning techniques and ways of their implementation. But, at the same time, the problem of application of interactive technologies of teaching English for specific purposes to undergraduate students of non-linguistic specialties requires further studying.

It is necessary to note that teaching foreign languages at Ukrainian universities to students of non-linguistic specialties is facing serious challenges. Among them are: 1) different level of the foreign language proficiency level of the entrants As our observations have shown, most first-year students (65 %) come to study with A2 level, and only 33 % with B1, and 12 % with B2. This causes many problems in their further education of a foreign language; 2) lack of motivation to learning a foreign language. Partially it is diminished by the curriculum (insufficient number of teaching hours) or by the authori-

ties of a non-linguistic department, who consider foreign languages as an unimportant additional component among the rest of the core/profile disciplines [1].

As far as modern intercultural society requires skilled professionals who will be competent in their specialty, developing foreign communicative competence is the prerogative of high education institutions nowadays. The main goal of higher education is not to overwhelm students with fundamental knowledge, the majority of which will never be required, but to develop the abilities of effective social adaptability, flexibility, cooperation, multicultural communication, and self-education. Foreign language learning is currently becoming one of the most relevant issues to consider in education. It is a great challenge for teachers to provide undergraduates with adequate knowledge of foreign languages at the required level (B2) without understanding the structural components of foreign language communicative competence. In general, communicative competence is defined as a system that performs balancing functions between existing language forms, as specified by the communicant's linguistic competence in the context of certain social functions.

According to L. D. Tarvin, "communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions" [2].

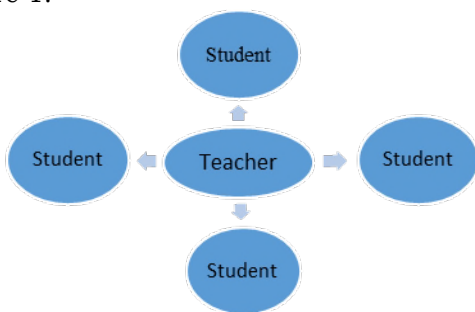
We consider communicative language competence as combination of several components: *linguistic*, *sociolinguistic*, and *pragmatic*. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how. Linguistic competence includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as system. Sociolinguistic competence according to the Common European Framework refers to the sociocultural conditions of language use: rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community etc. Pragmatic competence is the ability to express meaning beyond language rules. It deals not only about grammar but also with the functional use of linguistic resources [3, c. 13].

The concept of "foreign language communicative competence" itself was introduced

into scientific usage by D. Haizm who explained it as knowledge, that provide the possibility for individual to perform functionally directed speech communication to achieve success in communication in the surroundings of foreign language culture [4].

Apart from the formation of foreign language skills, the professional foreign language proficiency requires changes in the content, structure, and technology of teaching a foreign language for specific purposes. The effective formation of a specialist's professional foreign language competence involves the interdisciplinary integration of students' educational activities in a foreign language and special courses, in which foreign language interactions are used to solve simulated professional-subject tasks and problems of a specialist's activity.

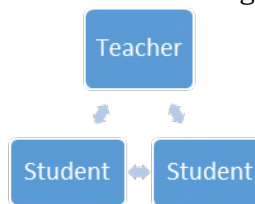
Nowadays, it is popular to distinguish the following models of learning: traditional/classic and active/ interactive. Traditional (classic) approach to learning can be characterized as the process when the students learn the material either from the teacher or from the textbook. It is the teaching-centered model because the figure of the teacher is considered as the fundamental source of information and knowledge. This model does not encourage student participation in knowledge building or decision-making about how that information is applied to students' learning; it also does not emphasise the development of skills such as cooperative work. With little one-way interaction between student and instructor, it focuses on competency rather than cooperation. Only on rare occasions will instruction be two-way to maintain students' attention or ensure knowledge of the information being covered to answer queries. Thus, students are supposed to study what they are suggested without discussing, and in practical classes the learners may only demonstrate their reproductive knowledge as it can be traced in the Picture 1.



Pic. 1. Model of traditional learning

Active model of learning requires involving such tasks or activities that encourage and

stimulate students to learn material through interaction, solving problems, researching, etc. Interactive model (Picture 2) provides comfortable learning environment in which all students actively interact between themselves and the teacher, using the simulations of real-life and professional situations, role-playing games and methods that allow you to create search situations, empathy, contradictions, risk, doubt, belief, satisfaction, analysis and self-assessment of their actions, joint problem solving. Active learning is an excellent way to keep students inspired and engaged in the topic as it can empower and stimulate a classroom by putting students at the centre of the learning process.



Pic. 2. Model of interactive learning

The term “interactive” derived from the word “interact” (inter – mutual and act – to act), i.e., interactive – capable of interaction and discussion. The cornerstone of interactive learning is the process when all students are actively engaged in the learning activity. As a result, it is co-learning, or mutual learning (collective, group, or collaborative learning), in which both the student and the teacher are equal subjects of learning, who realize what they are doing, and reflect on what they know, can, and do. Consequently, students are taught to think critically, analyse situations and conditions, develop unique solutions, assess opposing viewpoints, engage in conversations, and establish their own independent judgment on the subject during classwork.

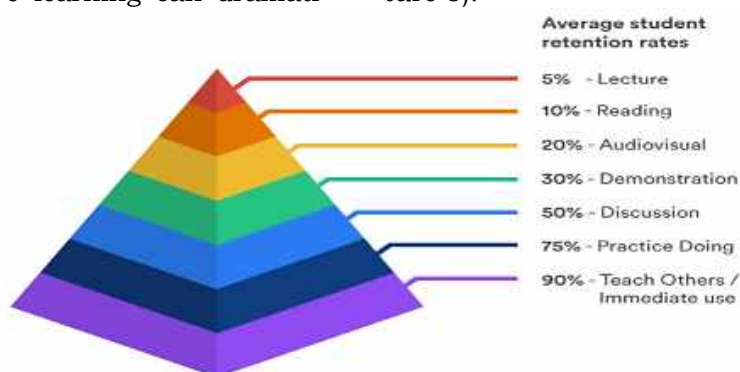
O. Pometun believes that all technologies that are implemented through active interaction of students during the learning process should be considered interactive. They allow, based on the contribution of each participant, to gain new knowledge and organize corporate activities, starting with a separate interaction of two or three people to each other and to the wide cooperation of the whole group [5].

Considering various scientific approaches to the definition, we consider T. Serdyuk’s opinion as the most appropriate as she defines the term “interactive technologies” as didactic technologies, characterized by the achievement of the planned pedagogical results through the organization and imple-

mentation of active educational interaction between the students and learning environment [6].

The research, conducted by the National Training Center (USA, Maryland) in the 80's, show that interactive learning can dramati-

cally increase the percentage of learning, as it affects not only the student's consciousness, but also his feelings, will (actions, practices). The results of these studies are reflected in a scheme called the "Learning Pyramid" (Picture 3).



Pic. 3. Learning Pyramid

In Western Europe and the United States, group forms of student learning have been actively developed and improved. Thus, at the end of the twentieth century, interactive technologies became ubiquitous in the theory and practice of the American school. The Learning Pyramid, researched and created by the National training Laboratories in Betel, Maine, illustrates the percentage of what a learner may recall depending on the approaches that were used in the learning process. Thus, the suggested pyramid illustrates that the lowest results may be achieved through passive learning (lecture: 5%, reading: 10%), and the highest due to interactive learning (discussion groups: 50 percent, practice through action: 75 percent, training of others or immediate application: 90 percent).

Therefore, it is essential to plan lessons and activities with keeping this information in mind to guarantee that learners will actively participate and collaborate with each other in the learning process. This is generally achieved through brainstorming, practice exercises, teamwork, and teaching others.

The learning process, which is based on the use of interactive technologies, is arranged to ensure that all students in the group, without exception, participate in the learning process. Each person contributes to learning in a unique way through joint action, which is the sharing of knowledge, ideas, and working methods. It can be done individually or in pairs, in the form of group work, and it can include project work, role-play, document work, and other sources of knowledge.

Interactive technology is based on the application of interactive teaching methods. O.

Siroshtan describes "interactive methods as a system of ways of purposeful intersubjective interaction between the teacher (teacher) and students aimed at solving educational tasks of professional training of future specialists in the process of educational and cognitive activity of the higher education institution" [7, 88].

During the interactive learning, the teacher acts as an organizer of the learning process, a consultant, a facilitator, who never concentrates in the learning process on himself. The main things in the learning process are setting the connections between students, their interaction and cooperation. Learning outcomes are achieved due to the mutual efforts of participants in the learning process, in which students take over the responsibility for learning outcomes.

T. Serdyuk suggested the following classification of interactive technologies, which is based on the following criteria: 1) *didactic purpose*: informational, development of effective and practical sphere, development of mechanisms of self-management of the person, development of sphere of creative qualities, development of key competencies; 2) *dominant forms of organization of educational and cognitive activities*: individual, pair, group, collective; 3) *dominant teaching methods*: informational, problem-solving, simulation-game, research; 4) *dominant learning tools*: homo-oriented (the main partner in interactions - a person or a group of people) and techno-oriented (predominance of technical teaching aids) [8].

According to O. Pometun and L. Pyrozhenko, interactive technologies can be divided into four groups, depending on the purpose of the lesson and the forms of organ-

ization of students' learning activities [9, 27]: 1) interactive technologies of cooperative learning (work in pairs, threes, carousel, work in small groups, aquarium, etc.); 2) interactive technologies of collective-group learning (microphone, unfinished sentences, brainstorming, openwork saw, etc.); 3) technologies of situational modelling (simulation games, role-play, dramatization, etc.); 4) technologies for processing discussion questions (PRESS method, position loans, case method, discussion, etc.).

The scientist T. Koval, who proposes to divide interactive teaching methods into, offers another classification: group (frontal) methods and collective-cooperative methods.

Group (frontal) methods of teaching foreign languages provide a main role in the educational process for a teacher. As a rule, all students should work on one task, and the teacher must check and monitor the results. Collective-cooperative methods of teaching foreign languages are aimed on the organization of training in small groups, united by a common educational goal, such as the method of cooperation in small groups [10].

Therefore, it should be underlined that if the interactive lesson has been chosen by the teacher to conduct, there are some conditions that must be met: individual approach of the teacher, the level of students' intellectual development, the material that is necessary to cover, and the lesson's objectives.

The structure of English classes (for students of non-linguistic specialties) with the use of interactive technologies involves four stages: 1) preparation (this stage foresees certain organizational moments, such as giving handouts, preparing necessary technical means); 2) introduction (at this stage it is important to explain rules, goals, set the task, split students into groups, assign responsibilities and define the time the game); 3) conducting (this stage allows discussion of the situations suggested by the teacher, independent or group search of solutions. The formulation of responses is required); 4) reflection and outcomes (the elements of this stage are discussion of game's results, evaluation, feedback) [11, 7-11].

Within the framework of interactive technologies, the basis of teaching and learning are developed, consisting of the "stage of challenge", "stage of comprehension" and "stage of reflection". The "challenge stage" raises interest in a new topic. Students rely on previous knowledge and language experience to make predictions about the content

of new information. At the "stage of comprehension", the work with the text is carried out and a new material is studied, so that students integrate the suggested ideas from the text with their own. At the "reflection stage", students reflect on the information received, thus consolidating new materials.

Thus, we can point out some advantages of using of interactive learning technologies in the development of foreign language communicative competence:

- they can be implemented in the content of educational process without difficulties to rise students' motivation and interest to learning a foreign language;

- they develop sociolinguistic component of the students' communicative competence as they train to cooperate with each other and in a team;

- being humanistic by nature they promote the pragmatic component of the students' communicative competence as they influence on formation of individual, independent and creative approach to express personal position.

Currently, the application of interactive technologies into the process of teaching Business English and English for Specific Purposes is realized using presentations, heuristic conversations, role-plays, discussions, brainstorming, competitions with practical tasks and their further discussion, carrying out projects or creative activities, the use of multimedia computer programs, and the participation of English-speaking practitioners, etc.

One of the popular techniques of interactive learning is the use of the case method. This method focuses not so much on the acquisition of specific knowledge and skills, but on improving both the general and communicative potential of students. Case is a small literary work that allows not only to obtain information, but also to immerse yourself in the atmosphere of the action. This approach allows students to immerse themselves in solving a life situation, rather than just solving a difficult task proposed by the teacher.

Cases can be used at different stages of learning and for different purposes. The application of this technique is based on the use of two methods: open discussion and individual/collective survey. During the survey, students develop a formal oral assessment of the situation and offer their solutions and recommendations. This method teaches students to clearly articulate their thoughts, defend their visions, and promotes the development of communication skills in general.

According to O. Shovkopliias the following types of cases that can be used in the process of learning foreign languages, there are: practical, analytical training and comparative research.

1. *Practical* cases can cover popular conversational topics, such as business trips, choosing a conference venue, business ethics, marketing, free trade, etc. The task of the case can be presented as an analysis of a specific situation and modelling of similar situations. Each case should include both an informative aspect in the form of a problematic text/article as a subject of discussion, and active vocabulary of the discussion, the necessary grammatical structures, models of possible dialogues.

2. *Analytical* training cases can involve analytical reading of the material, analysis of lexical and grammatical structures, memorization and training of new vocabulary and, finally, problem statement. In addition to philological tasks, articles in the specialty expand the professional knowledge of students and develop reading skills of original and adapted (depending on the level of the group) text. After reading and analysing the text, the scheme of work on the analytical case involves the same step-by-step steps as the other cases.

3. *Comparative* research cases can be used in classes to study the geographical aspects and problems of cultural differences of the countries and Ukraine. Materials can highlight certain business styles in different countries, features of conducting international advertising campaigns, comparative analysis of education systems, career prospects in foreign countries, etc. While working on the case, students may use Internet resources, specialized sites, educational and specialized literature in a foreign language [12].

Other techniques that motivate students to work actively include the implementation of creative and research tasks. By offering such tasks, the teacher seeks to increase students' interest in the subject, explore more deeply certain issues related to a particular topic, and involve them in research work. Examples of creative tasks can be the search for additional information of a cognitive nature, the preparation of analytical tables and materials, creating presentations, and so on.

A business (role-playing) game based on collaborative teamwork is also one of the

most popular kinds of work among students. The fundamental goal of any business game is to simulate a setting as close to reality as possible, in which the student must perform certain professional tasks, appropriately apply learned information, and demonstrate the ability to work with clients, colleagues, and paperwork.

A role-playing game (at the foreign language classes), which simulates future professional activities, contributes to the development of the students' skills and competence as foreseen by the qualification characteristics. The game model of learning allows those who learn not only to feel themselves in a certain communicative role, but also to reveal their emotions, intellectual abilities, creative imagination [13].

Role, imitation, and simulation games, as well as scenario modeling, are particularly beneficial for future professional activities. The employment of imitations and simulations enables not only the repetition of events in the surrounding world, but also the recreation of real-life professional scenarios in specifically designed settings. Role-playing games and imitations in foreign language training to students may be connected to their future professional and scientific activities, like "Job hunting interview", "Booking a room in a hotel", "Dealing with customer's complaints", "Discussing the contract components", "Scientific meeting, symposium" etc.

The use of interactive technologies in the process of learning Foreign Languages for Specific Purposes at Ternopil Volodymyr Hnatiuk National Pedagogical University is generally determined by the content of the educational process, which ensures the theoretical knowledge to the future professional activity and the students' future specialty activities. For this reason, it is important to use such interactive teaching techniques in the classroom that will make the strongest connections between the topic of the lesson and potential future professional activity.

Nowadays, there is a great variety of online interactive techniques that can be applied in the process of teaching Business English or English for Specific Purposes to undergraduate students. T. Ilieva [14] suggests some interesting interactive techniques that can be used for effective learning foreign languages (Table 1).

Interactive techniques
for foreign language teaching

	Interactive technique	Explanation
1	Word Cloud Guessing	Before introducing a new concept to students, show them a word cloud on that topic. You can use a free online generator or find your own way to create the cloud. Then challenge your online students to connect the cloud with a subject, topic, concept, or a specific problem
2	Self-assessment on learning styles	This technique includes a questionnaire about how each online student prefers to access the learning content. A teacher can use the responses to better schedule your next session and to find new ways to combine visual, tactile, and aural learning styles
3	Opposites	Present online students with two different versions of a theory or a concept. One will be correct, while the other will be its opposite. While trying to figure out the answer they will need to use critical thinking, as well as retrieve previously acquired knowledge.
4	Pass the chalk	Passing the chalk is not a new technique and it works very well when trying to stimulate group cooperation and understanding. In the traditional classroom, teachers usually use a piece of chalk. However, you can find a relevant visual clue that suits your virtual classroom. Whoever has the chalk answers your next question.
5	Photo assignment	Make students create a photomap (like a mood board) that illustrates a specific concept or topic. When ready, each online student should present the project to the class and the others must guess what it is about.
6	Memory matrix	This technique will help the teacher to build a system to memorize new information. Create a taxonomic key and design a grid that illustrates the relationships between the separate elements. The key needs to be simple so that your students understand the mechanism.
7	Switch	This technique will help you discover the power of your subconscious mind. Choose a problem that your students will work on for just a minute or two. Without finding the solution, give them a second problem to solve. After the second solution, make them go back to the first one and solve it. You will be amazed at how the change of focus can help them figure out difficult things.
8	Psycho analysis	Divide your online students into pairs and make them revise your last class. Each student asks different questions about the material. The focus of this activity is on analysing rather than memorizing facts.
9	Creative twist	When selecting group presentations on different topics, assign different groups to complete a task with a creative twist. For example, one group could sing about their topic, while another could dance (use no words) or create a rhyme
10	Live and exclusive	Involve your students in a reporting task with their next assignment. Make them record an event or a reaction to a specific topic or an issue that you recently taught. Focus on a creative approach and be open to different points of view

As practice has shown, students like to participate in the following interactive activities that include elements of game and competitiveness:

“*Make the most words*”. Teacher writes a topical vocabulary item on the board. In twos or threes, students make as many new words from it as they can. For this activity it is better to choose long words such as *apologise*, *dictionary* or *September*. Score teams a point per word and award a bonus point for the longest.

“*Mixed-up question*” It’s always good to start the class with a question. A teacher writes a question on the board but mixes up the word order, then he/she challenges students to reconstruct the question and then

discuss it in pairs or small groups. For example: *most item you have the ever expensive what’s bought?*

“*Hangman*”. This popular game can also be a great way to start a lesson with students who are still unsure of the spelling. The students take it in turns to guess a missing letter in a word.

“*What’s the missing word?*” A teacher chooses a group of compound words or collocations, which share a common word. For example, *bedroom*, *bathroom*, *living room*, *classroom*, *showroom*, etc. The task of students is to guess the missing common word. They try to find it suggesting different variants until they successfully guess the word. Here are some more examples:

ear, boxing, diamond, finger, wedding (ring) tea, soup, table, dessert (spoon)

“Word Association”. The teacher suggests an initial word, for example, *banana* and each student takes it in turns to say a word, which they associate with it. If the connection isn't obvious, the student must be challenged to justify his/her choice. For example: *banana – monkey – zoo – tourists – hotel*

“Thought wave technique”, the goal of which is to predict the reaction of the partner to the given statement /argument. The students should add the proper words or phrases to the statement or argument, such as those of denial, objection, contradiction, etc.; hint at the information to the partner; and remark on any implicit or indirect assertions or queries.

“Mime” is an interactive technique that aims at observing and interpreting a gesture or body movement (whatever is implied by them), to react to the given statement and to show agreement or disagreement, doubt, surprise, etc., to indicate understanding using body language. Mimicry is the activity when the speaker uses non-verbal tactics instead of verbal ones, or to accompany his/her communication strategy.

We studied students' feedback using a questionnaire at the end of the term during which many of these techniques were used in the foreign language classrooms at different departments (Geography department, Engineering Department and The Art Department of TNPU). The analysis showed the following results. Of the eighty-four participants, 92% (seventy-seven students out of eighty-four) responded that they were more satisfied with the use of interactive techniques in comparison to the conventional pedagogy. 77% of students (sixty-five out of eighty-four respondents) stated that the learning foreign languages with the use of interactive technologies fully corresponded to their real life 'needs' of language use in their future career. Further, the use of interactive methods allowed 68% of students (fifty-seven participants out of eighty-four) to comprehend grammar rules than when they were taught the conventional way.

Conclusion. The primary objective of teaching Business English and English for Specific Purposes at higher education institutions is to prepare undergraduate students for foreign language communication in their future career areas. The application of interactive teaching techniques, which are aimed at interest, encouragement, and, primarily, conveying the worth of the chosen profession,

is a significant component of a teacher's scientific-methodical and educational-methodical activity at a higher education institution. Using various techniques, such as presentations, heuristic conversations, role-plays, discussions, brainstorming, competitions with practical tasks and their further discussion, carrying out projects or creative activities, using multimedia computer programs, and involving English-speaking practitioners, the application of interactive technologies into the process of teaching Business English and English for Specific Purposes can be realized.

Interactive approaches are focused on a student-centered approach. They are designed to help students develop not just their creative potential, but also their capacity to think and respond quickly, which can lead to better communication skills. As a result, we may presume that interactive approaches are among the most sophisticated strategies for efficiently developing foreign language communicative skill.

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ВИВЧЕННЯ ІНОЗЕМНИХ МОВ З ВИКОРИСТАННЯМ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ЗВО

У статті йдеться про проблему розвитку іншомовної комунікативної компетентності студентів нелінгвістичних спеціальностей за допомогою використання інтерактивних технологій у процесі вивчення іноземних мов за професійним спрямуванням. Формування іншомовної професійної комунікативної компетентності є одним із найважливіших аспектів професійної підготовки сучасних фахівців. Серед методів вивчення іноземної мови особливе місце належить інтерактивним технологіям, які передбачають осо-

бистісно-орієнтований підхід до навчання та спрямовані не лише на розвиток творчих здібностей студентів, а й здатності думати та реагувати швидко, тим самим вдосконалюючи навички іншомовного спілкування. З цієї точки зору, інтерактивні технології розглядаються як засіб розвитку іншомовної комунікативної компетентності студентів.

Мета статті – вивчити вплив інтерактивних технологій на розвиток іншомовної комунікативної

компетентності студентів нелінгвістичних спеціальностей.

Методи. Дане дослідження передбачає: теоретичний аналіз наукових джерел; порівняння, систематизацію і узагальнення матеріалу; емпіричний метод педагогічного спостереження та анкети студентів.

Результати. Дослідження складається з трьох етапів: аналіз публікацій, що стосуються питання нашого дослідження; аналіз концепцій (комунікативна компетентність, інтерактивна модель викладання, інтерактивна технологія навчання), що стосується теми дослідження; емпіричний моніторинг ефективності застосування інтерактивних технологій у процесі викладання іноземних мов для студентів нелінгвістичних спеціальностей.

Оригінальність. Проведений моніторинг навчального процесу та анкетування студентів виявили, що використання інтерактивних технологій під час практичних занять викликають інтерес, заохочують

студентів до вивчення іноземних мов, а головне, сприяють формуванню комунікативно-прагматичного підходу.

Висновок. Використання інтерактивних технологій забезпечує досягнення наперед визначених навчальних цілей за допомогою вдало підібраних інтерактивних методів, засобів і форм навчання. Таким чином, інтерактивні технології — це спосіб забезпечення необхідних умов для комунікативно ефективного навчання іноземних мов. Вони забезпечують тісну співпрацю усіх учасників навчання та їх саморозвиток, сприяють вдосконаленню іношомовної комунікації та особистісних якостей.

Ключові слова: інтерактивне навчання; інтерактивні технології; іноземні мови; комунікативна компетентність; студенти бакалаврату.

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