

engage with peers and teachers across different cultures and languages [4, p. 4]. *Discussion forums and collaborative document editors*, like Google Docs or Miro, offer opportunities for asynchronous collaboration, where learners can exchange ideas, give feedback, and work together on shared projects. These platforms provide an entertaining environment for students to improve communication and collaboration, enhancing the interactive education experience.

In conclusion, incorporating interactive methods in foreign language teaching significantly enhances the learning experience by promoting student engagement and collaboration. These approaches improve language skills and develop critical thinking, creativity, and the ability to adapt to real-life communication scenarios. As technology continues to evolve, it provides new opportunities for interaction, making language learning more dynamic and accessible. By using these methods, teachers can create a more immersive and supportive environment where students actively participate in their learning, ultimately leading to greater success and persistence in foreign language acquisition.

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METHODOLOGY OF ENGLISH SPEAKING COMPETENCE FORMATION OF HIGH SCHOOL STUDENTS THROUGH MEANS OF INTERACTIVE TECHNOLOGIES

The speaking skill is the most important skill for understanding a foreign language during its study, even though it is the most difficult to master.

There are three main types of speech situations – interactive, partially interactive, and non-interactive. Phone calls and personal conversations are examples of interactive speech situations, where speaking and listening are alternatives in English. During

interactive speech situations, there is always an opportunity to ask for clarification or additional information. This makes interactive situations much more useful for both the speaker and listener in terms of understanding information. In partially interactive speech situations, the speech is presented to an audience, and the audience cannot interrupt the speaker. In such situations, the speaker can observe the audience and gauge their understanding through gestures and facial expressions. After the speech, the audience can clarify any points of interest during an additional “Questions and Answers” session. Comparing interactive and partially interactive speech situations, non-interactive speech situations lack any interaction between the speaker and viewers, as the speaker simply records their speech for internet, radio, or television sources. In all the situations listed above, speaking skills pose a significant challenge in learning a foreign language, as they cannot be mastered in a day or two. The best solution to this problem is practicing speaking both in and outside the classroom [1, p. 14].

Speech activity is an “active, purposeful process of receiving and delivering verbal messages, mediated by language and conditioned by the communication situation, in the interaction between people” [5, p. 59].

Speech activity, like any other activity, is defined by a phased structure, a concept attributed to S. L. Rubinstein. He identified four main phases of speech activity:

- 1) motivational phase (this phase is realized through the interaction of need, motivation, and the goals of communication as its anticipated outcome. For the methodology of teaching a foreign language, this first phase of speech activity is of particular importance);
- 2) orienting phase (this phase examines the conditions of communication and answers questions like: Who is involved in the communication? For what purpose? Where? When? Thus, it serves as both the planning and internal organization phase for the statement);
- 3) executing phase (in this phase, a person speaks, reads, listens, or writes, realized through a set of speech operations and based on the interaction of psychological and psychophysiological mechanisms);
- 4) control and self-control phase (this phase is a component of the executing phase, where control is carried out during and after communication, assessing its results) [4, p. 178].

Speaking is an important language-learning skill that is not easy to master or teach. There are many reasons why skills like speaking are not developed in general school classrooms. If oral tasks are not part of exams, teachers may not prioritize speaking as a learning goal. Another reason lies in teaching methods. A teacher might use materials that emphasize writing skills and grammatical accuracy. As a result, even communicative teaching methods can be limited to improving writing, reading, and listening skills alone [7, p. 51].

As noted by E.A. Bystrova, communicative competence is the ability and readiness for verbal interaction and mutual understanding. The stages of developing communicative competence in speaking are divided into the initial, intermediate, and advanced stages.

Initial stage – its goal is to establish the foundations of oral communication using a limited, selected set of language and speech material. As a result of learning at the initial stage, the student should become an independent user in terms of speaking the language. This stage can last one to one and a half years.

Intermediate stage – its goal is to enable dialogic and monologic oral communication without noticeable restrictions on language and speech material or communication topics.

Advanced stage – this is the final refinement of communicative competence in speaking, allowing for communication in the most complex situations [6, p. 219–220].

To summarize, speaking as a skill can be developed through language-oriented activities (repetition, retelling). Spoken language has its own rules and can be studied accordingly. Language teaching includes the instruction and practice of sociolinguistic competence (politeness, formality, spoken language) and pragmatic competence (conversation, role-switching, speech acts). Teaching speaking involves instructing in three modes: interactive, transactional, and intermediary [7, p. 104–108].

The implementation of interactive learning involves the integration of interactive technologies.

“Interactive learning technologies are a set of methods, tools, and forms of organizing learning that ensure active interaction among participants in the educational process based on collaboration and co-creativity, aimed at achieving specific didactic goals” [1, p. 14].

Interactive learning technology can be implemented in forms such as pair work, debates, changing triads, discussions, carousel, role-playing, aquarium, decision tree, brainstorming, unfinished sentences, and others [2, p. 78].

An important component of interactive learning technologies is teaching aids [3, p. 5].

“Teaching aids are tools and materials of the educational process that help the teacher organize effective foreign language instruction and assist students in mastering it effectively” [2, p. 78].

Teaching aids are divided into traditional (manuals, textbooks, etc.) and prospective (Internet resources). There are also “paper” and electronic learning tools [3, p. 6].

Another component of interactive learning technologies is the form of learning. There are four levels of organizing learning forms: organization of the educational process, organization of the teaching system, organization of the lesson, and organization of student work [3, p. 8].

In summary, interactive learning technologies are an integral part of interactive learning.

Interactive learning is a form of cognitive activity aimed at creating conditions where students feel successful. It is an active learning process during which the teacher and students interact.

The use of interactive learning is considered incomplete without the application of interactive technologies. Interactive technologies are the comprehensive use of methods, tools, and forms of learning to achieve the expected results.

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USING DIGITAL STORYTELLING FOR TEACHING SPOKEN PRODUCTION

Digital storytelling is an effective teaching method that improves students' oral communication abilities by fusing creativity and technology. This approach enhances technical proficiency, teamwork, and critical thinking, enabling students to express themselves more effectively. Digital storytelling, made possible by programs like *Adobe Express*, increases audience participation and boosts public speaking confidence.

Creativity is a crucial 21st-century skill that equips students to tackle real-world challenges. It fosters innovative thinking and enhances cognitive abilities such as problem-solving, adaptability, and emotional intelligence. Creativity helps students explore their identities and communicate ideas in unique ways in education, making learning more engaging and meaningful [3].

Oral communication, a vital skill for academic and professional success, benefits significantly from creative methods like storytelling. Educators can help students develop their voice and narrative skills by integrating creativity into communication exercises, preparing them for diverse communication scenarios [3].

Digital storytelling is a pedagogical approach that combines traditional storytelling with digital technologies such as images, audio, video, and animation. This method transforms the storytelling process, making it more dynamic and interactive [2].