

куточків світу, що підвищує інтеграцію міжнародного досвіду в навчальний процес [5, с. 20].

Враховуючи сучасні тенденції, методика інтегрованого навчання є потужним інструментом, що сприяє підготовці висококваліфікованих фахівців для роботи в міжнародному середовищі. Новизна впровадження цієї методики в Україні полягає в активному використанні новітніх технологій, а також у прагненні до інтеграції міждисциплінарних підходів у навчанні. Це дозволяє не лише покращити мовні навички студентів, але й сприяти їх професійному та особистісному розвитку. Для подальшого вдосконалення методики предметно-мовного навчання в Україні необхідно зосередитися на підготовці кваліфікованих викладачів, здатних використовувати сучасні технології та інтегрувати міжкультурні підходи у навчальний процес.

Таким чином, методика інтегрованого навчання є важливим елементом освітнього процесу в Україні, який дозволяє ефективно інтегрувати мовне та предметне навчання. Вона сприяє розвитку професійних, міжкультурних і мовних компетенцій студентів, що дозволяє їм бути успішними в умовах глобалізації та міжнародної мобільності [6, с. 40].

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INTERACTIVE TEACHING IN ACTION: TECHNIQUES TO BOOST LANGUAGE LEARNING IN MIDDLE SCHOOL

The topic of interactive teaching techniques in English classrooms is particularly relevant for Ukrainian schools, given the ongoing challenges posed by war, displacement, and the psychological toll these events have on students. As many students have experienced disruptions such as fleeing from conflict zones, exposure to stress and trauma, and the loss of a stable learning environment, traditional educational methods often fail to engage them fully. Additionally, the decreased motivation to

study and the difficulties of maintaining focus on academics amid such crises highlight the urgent need for innovative approaches.

Interactive teaching techniques, which emphasise student participation and practical application, offer a means to bridge the gap between theoretical knowledge and real-world learning, helping students regain their confidence and enthusiasm for education while developing crucial language skills in an uncertain environment.

The word “interactive” is derived from the Latin verb *agree*, which means *to do*, and the Latin preposition *inter*, meaning *among*. Gordon Wells described “interaction” as a collaborative activity that establishes a triangular relationship between the sender, the receiver and the context of the situation [3, p. 46–47]. An interactive approach stresses teaching through mutual participation, usually in small groups. It is an active, student-centred, cognitive, indirect and personal approach. The teacher’s role is to act as a coach who organises, encourages and guides student interaction. Practically, the teacher prepares and hands out assignments, then circulates from group to group, listening, encouraging and correcting [1, p. 57].

According to W. Rivers, interactive activities should possess five qualities. They should be communicative, meaningful, expressive, and integrated and provide a limited choice (singular or plural; Present Simple or Past Simple – in case of grammar). Interactive activities incorporating all these qualities include group activities such as interviews, guessing games, dialogues, pantomimes, and role plays. These activities also allow students to adopt the accent, intonation and pronunciation of native speakers, encourage students to forget their inhibitions and dramatise the language, and engage students’ minds and imaginations. Students should remember their interactive English lessons as the ones where they performed, drew, labelled, learnt poems, sang songs, danced, read stories, acted out dialogues and improvised.

As stated by W. Rivers, there are two significant types of classroom interaction: student-to-student and teacher-to-student. The first is based on peer relationships, which allow the maximum degree of communication. Teachers, while interacting with students, despite their authority, should demonstrate that they are willing to mingle and adopt an open and playful attitude towards the students [1, p. 65]. J. Scrivener lists a more extended classification of student grouping: whole class working with the teacher, whole class moving around and mixing, small groups, pairs, and individual work [2, p. 84].

A recent survey we conducted among teachers in Ternopil schools reveals significant trends in classroom interaction techniques. According to the findings, small group work and pair work emerge as the most frequently employed strategies, with approximately 68% of teachers reporting regular use of small group activities and 74% favouring pair work. These methods are preferred over alternative approaches, such as whole-class instruction with teacher-led discussions (utilised by about 48% of respondents) and whole-class mixing and movement activities (which only 32% of teachers implement regularly). Though valued for fostering independent learning, individual work is used less often, with only 26% of teachers indicating its frequent application. These results highlight the prominence of interactive teaching techniques

as educators increasingly prioritise student-centred activities that facilitate engagement, collaboration, and active participation within the classroom.

In light of these findings, we aim to describe three specific activities that effectively promote collaboration and interaction among middle school students. These strategies are designed to engage students actively, encourage teamwork, and develop essential communication skills. Teachers can foster a supportive classroom environment that enhances peer learning and student participation by integrating these interactive techniques.

The “Picture Identity Card” board game is an interactive activity to enhance speaking skills and a healthy competitive spirit. This activity requires a game board with a start and finish line, dice, counters, and picture cards with various character images. Students are divided into groups of four and, together with the teacher, create a track marked by black dots, with every seventh dot coloured red to signify an interactive prompt. During gameplay, each student takes turns rolling the dice and advancing their counter along the track. Upon landing on a red dot, the student selects a picture card and is prompted to describe the character depicted, aiming to provide up to five accurate sentences. Correct statements allow students to move forward, while inaccuracies require stepping back. The game ends when a student has finished or all the cards have been described.

The “Clock Race” activity is a dynamic movement-based activity designed to reinforce students' understanding of time-telling through collaborative competition. To set up the game, the teacher prepares a set of large numbers from 1 to 12, arranging them on the floor in a clock format. The class is divided into two teams, each provided with its own clock layout (or sharing a single clock if space is limited). At the start of each round, students collectively ask “What time is it?” the teacher responds with a specific time, such as “It's a quarter past 11”. Two members from each team then race to stand on the corresponding numbers (e.g., 11 and 3) to display the specified time correctly. Points are awarded to the first team to demonstrate the time accurately, with the game continuing until one team accumulates ten points. To add variety, teams can alternate in stating times for their opponents to display each other's time displays.

The “Seasons Quartet” activity is a language-focused, collaborative card game designed to enhance vocabulary related to seasonal clothing, colours, and grammatical forms. In this game, the class is divided into small groups, and each group receives a set of cards featuring images of clothing items associated with various seasons. The objective is for each student to collect all clothing items relevant to a particular season. The game begins with one student, Student 1, selecting another student, Student 2, and asking, “Have you got something for (autumn)?” If Student 2 has a relevant card, they respond affirmatively, specifying the item, e.g., “Yes, I have a scarf,” and hands over the card to Student 1, who places another card in the centre. Student 2 may either take the card from the middle or request a card from another player. After taking a card, each player must place a card down to maintain an equal number of cards throughout. Variations of this game include categorising cards by colour or distinguishing between singular and plural forms, requiring students to collect either item of a single colour or items grouped by grammatical number. This interactive format supports vocabulary

acquisition, listening skills, and turn-taking while fostering a structured yet adaptable peer interactive environment.

In conclusion, interactive teaching techniques are vital in improving language learning for Ukrainian middle school students. By integrating dynamic, collaborative activities such as the “Picture Identity Card,” “Clock Race”, and “Seasons Quartet” games, teachers can foster an engaging, student-centred environment that supports both language acquisition and social skills development. These methods encourage students to participate actively, think critically, and communicate effectively with their peers. Given the growing emphasis on student engagement and hands-on learning, interactive techniques are precious in preparing Ukrainian students to become confident, skilled language users. Embracing these approaches can lead to a more enriching and impactful educational experience, aligning with modern pedagogical goals.

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ПРИНЦИПИ ЗАСТОСУВАННЯ КОМУНІКАТИВНОЇ МЕТОДИКИ ПРИ НАВЧАННІ АНГЛОМОВНОЇ ЛЕКСИКИ

Існує значна кількість методик навчання англійської мови, застосування яких залежить від віку учнів, рівня професійних умінь учителя та кінцевої мети заняття. Втім варто зауважити, що найчастіше використовуваною методикою вважається саме комунікативна (*communicative approach*), яка з'явилася у 70-х роках ХХ століття у Великій Британії і майже одразу стала найефективнішою альтернативою класичному підходу навчання іноземних мов. Основною метою цього підходу є націленість на отримання навичок реальної комунікації. Комунікативна методика змінила аудолінгвальний та перекладацький підходи і передбачає заміну пріоритетів із володіння граматикою і розширення словникового запасу на впевнене спілкування мовою, що вивчається, в усіх можливих життєвих ситуаціях.

Навчаючись за комунікативним методом, учні отримують здатність користуватись мовою залежно від конкретної ситуації. Тобто вони навчаються комунікації у процесі самої комунікації. У такому випадку всі розробки та завдання повинні бути виправданими для заповнення дефіциту комунікативних навичок та вмінь. Найбільш важливою характеристикою комунікативного підходу вважається використання матеріалів носіїв мови, тобто автентичної