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**ЗАСТОСУВАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ ВИКЛАДАННЯ
АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ЗАГАЛЬНООСВІТНІХ
ШКОЛАХ ЗАКАРПАТТЯ**

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Студентка 4-го курсу

Освітня програма 014 Середня освіта.англійська мова і література

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Department of Philology

**APPLYING INTERACTIVE METHODS IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE IN SECONDARY SCHOOLS OF
TRANSCARPATHIA**

Bachelor's Thesis

Presented by: Sherban Nikoletta-Pamela

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Professional Education program:

014 Secondary education. English language and literature

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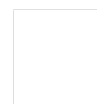
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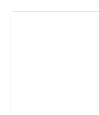
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INTRODUCTION

As is known, today there is an important shift from passive learning to active learning. Therefore, special attention is paid to strengthening the technological aspects of specialized training and the implementation-oriented approach to the learning process in which the student takes an active part in cognitive activity. Teachers of foreign languages must find ways to increase the level of students' participation in the study process, to raise their motivation for learning languages.

One way to reach these goals is to use interactive technologies in the classroom. It helps to develop students' creativity and imagination, increase their cognitive interest in studying foreign languages, and improve their communication skills. The term "interactive learning technology" is usually associated with computer or multimedia learning, because it involves interactive dialogue with real partners and direct exchange of messages. But this idea is broader and means collective cognitive activity in which all participants interact, exchange information, solve problems in an atmosphere of true cooperation, and value their actions (TS Panina, 2008).

Today, teachers are trying to change the way they influence the minds and will of students, experimenting with different new ways to introduce them into the diverse and rich cultural world, the traditions of the countries of the languages studied. Along with traditional teaching, revitalization of the educational process and stimulation of cognitive activity promotes the introduction of interactive methods into the learning process.

Using an interactive method of teaching a foreign language can help the teacher to improve the process of teaching basic foreign language communication skills and make it effective in a comprehensive school setting. (Littlewood W, 2002, p. 4)

The introduction of an interactive teaching method in the teaching of a foreign language becomes necessary in view of the need for people not only to obtain complete and complete knowledge, but also access to it, in a more interesting and understandable educational form. The introduction of interactive teaching methods fully complies with the requirements for the level of education, and this is an important aspect in the global educational space.

The purpose of the work is to identify the effectiveness of interactive methods in teaching foreign language in primary school.

Practical relevance is to point out the most optimal paths of using interactive methods and techniques in the English lesson.

Novelty is the question of the use of interactive methods in the process of learning foreign languages, are they so useful and if so, how?

The theoretical significance lies in the theoretical justification, the need to use interactive techniques in the English lesson in order to increase student involvement in the

learning process.

Object of research is the process of teaching foreign language in secondary school with the help of interactive exercises.

Research subject is the interactive teaching methods in the process of teaching a foreign language and as a means of increasing the effectiveness of learning process in secondary.

Method of research is theoretical and quantitative survey. The data for the study was gathered via a questionnaire. This strategy was chosen because surveys are a very cheap and quick way to obtain a huge amount of data from a large number of individuals.

This year paper has been divided into an introduction, three chapters, conclusion, reference list and appendixes.

The first section of the course paper explains the concept and significance of new interactive technology in English language classes. This chapter also discussed the benefits and drawbacks of various foreign language training methods. This section also stresses how adopting interactive strategies in English language teaching may improve the process of gaining foreign language communication skills in elementary schools while also making it more successful in secondary schools. (F. Delamare, 2005)

The second chapter consist of two major parts, the first of which covers the theoretical definition of interactive games and describes the many forms of interactive exercises, and the second of which is an examination of interactive exercises in secondary school. The book utilized for the analysis was A. Nesvit's English language books for grades 5-9.

The last chapter includes the analysis of the questionnaire made for teachers based on the interactive learning.

Background literature review. The problems of using the interactive methods of teaching foreign languages are highlighted in the works of L. Pyrozhenko, O. Pometun, G. Vashchenko, K. Rogers, Cheetham G., Duskocil, A., Kostomarov V. G., Delamare F., Balayev A., Suzdalova M.A, V. Okon, Messinea, M., Geysler, G., Bot, J., & Ritchie, K., Starkova D.A., T.S. Panina, L.N. Vavilov, Geithman, Carrier M., D.R. Rashty, S. A. Szmakow, George Herbert Mead

PART I. THE CONCEPT AND IMPORTANCE OF MODERN INTERACTIVE TECHNOLOGIES IN SECONDARY EDUCATION

The first part of the course-paper shows the concept and importance of modern interactive technologies in the English language lessons. In this chapter are also highlighted the advantages and disadvantages of different teaching methods of foreign language. The influence, of the teacher on students through interaction is discovered and how it can motivate students and their goals in learning English language. This part also emphasizes, that using interactive techniques in English language teaching, can improve the process of mastering foreign language communication skills in primary schools and make it more effective in the general education school. (Delamare F., 2005).

It is important to highlight those researchers which are mentioned in this chapter, such as Bonner, Cheetham which added that under conditions of pedagogical communication there is an increase in the accuracy of perception, the effectiveness of the work of memory increases, and the intellectual and emotional characteristics of a person develops more intensively, such as;

1. Perception control.
2. The ability to analyze the partner's activities, to find out his motives and goals (Bonner, 1999, 11-39).

The main goal of interactive learning is the creation by the teacher of conditions in which the student himself discovers, acquires and builds knowledge. K. Rogers notes that: "Only that knowledge possessed by students which correlates with the discoveries they have made has a great influence on behavior" (Cheetham G., 1998, pp. 227-228). Interactive technologies during lessons provide an opportunity not only to increase students' interest in the topic under study, but also to develop their creative independence, to teach how to work with various sources of knowledge.

1.1 Traditional learning

Traditional learning is defined as learning that takes place in a classroom, is teacher-centered, and is static. The learning is carried out with the participation of the entire class, both in the classroom and at school. The lesson is taught by the teacher in accordance with the study program and curriculum. Furthermore, the instructor determines the framework of the session as well as the time allocation. Traditional learning includes the use of a chalkboard, books, an instructor, and students in a classroom setting. Typically, the instructor speaks more than the pupils, and the students learn "What" but not "How." The instructor is in charge of assigning all assignments to pupils (D.R. Rashty). Face-to-face classes are one example of traditional learning. If there are no other options, such as online learning or integrated educational modes,

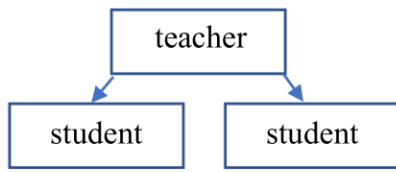
this instructional mode is seen to be the most effective. A typical classroom institution can give traditional learning (Dorskocil, A. 2008). Traditional learning, according to academics, is centered on continuous education techniques that need students' participation in the learning process through studying in a group atmosphere and setting. Generally, the appropriate content is provided in a certain length of time (Dorskocil, A. 2008). The method of education in traditional learning is centered on the transfer of information from the instructor to the pupil. However, learning is not a passive activity. It is both active and self-regulating. Traditional learning approaches include "guided learning, experience learning, and action learning" (Thijssen, Vernooij and Stein, 2008).

In traditional teaching, the goal is to impart students and absorb as much knowledge as possible. The teacher conveys information that has already been understood and distinguished by him, determines the skills that, in his opinion, need to be developed in students, the task of which is to reproduce the knowledge created by others as fully and accurately as possible. The knowledge obtained in the process of such training is of an encyclopedic nature, representing a certain amount of information on various academic topics, which exists in the student's mind in the form of objective blocks that do not always have semantic connections (Delamare F., 2005, p. 14). Traditional learning is, in reality, a teacher-led lecture that takes place in the classroom. The actual presence of students in the classroom and at the scheduled time is one of the most important elements of the conventional learning environment. Students who participate in traditional learning must observe specific guidelines. The framework of the course is imposed by the teacher, as is the timetable (Dorskocil, A. 2008). Traditional learning's major qualities are face-to-face interaction, which promotes efficient communication and fast feedback, an ecologically conducive classroom, and a predetermined time period for the learning process. The course's components include learning process administration, content distribution, communication practices, tests, lectures, and assignments. Books, textbooks, handouts, and some visual/audio resources are typical course materials. (Dorskocil, A. 2008).

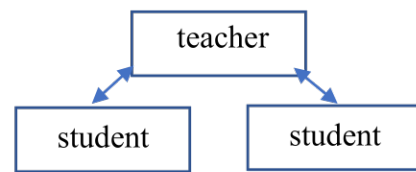
1.2 Interactive teaching as an efficient way of educational interaction

Interactive learning is a type of cognitive activity organization, a method of cognition implemented in the form of joint activities of students in which all participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, and immerse themselves in a real atmosphere of business cooperation to solve the problem. The following example (Figure 1) may be used to highlight the distinguishing characteristics of interactive learning:

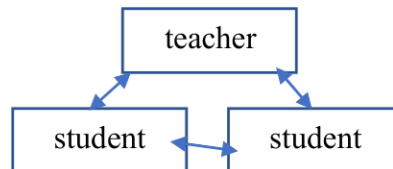
Figure 1:



Passive method



Active method



Interactive method

The goal of interactive learning is to "establish didactic and psychological circumstances that lead to the expression of students' intellectual, personal, and social activities" (Vinogradova, 2014b). Teachers T. Okunevych, M. Pentylyuk, L. Pyrozhenko, O. Pometun, A. Sadovnikova, T. Symonenko, and others are researching interactive teaching approaches. G. Vashchenko distinguished between active and passive teaching approaches. "When passive methods are used, the student is only the object of the teacher's pedagogical influence, but when active methods are used, the student is the subject of the educational process, that is, he does not only accept what his teacher gives to him, but he organizes his ownwork," the scientist stated (Vashchenko,p. 187-188). G. Vashchenko observed that characteristic aspects of active learning techniques rely mostly on the development of students' "initiative and independent thought." "Generally, pupils work alone; only on rare occasions do they seek assistance from an instructor" (Vashchenko,pp. 17-25).

Interactive methods are those that encourage students to connect with one another, assure active involvement in the learning process, and immerse students in communication. As a result, the fundamental attribute of interactive teaching techniques is their capacity to generate student activity, which favorably influences the learning process. This viewpoint defines all current research into interactive teaching approaches by researchers. O. Pometun and L. Pyrozhenko feel that the core of interactive teaching techniques is the arrangement of the educational process that involves almost all students in the process of learning and allows them to discuss what they know and think (Pometun,2007). Thus, the employment of interactive teaching techniques contributes to the development of students' linguistic abilities, cognitive processes, and the

building of emotional relationships between educational process participants. A. Balayev emphasizes that (Balayev A., 1986), interactive teaching methods are crucial in the structure of the educational process. The scientist places a high value on interactive simulation approaches (roleplaying, game design, educational (business) games) since they help to deepen and increase knowledge while also modeling individual and communal speaking activity. The researcher observes that interactive teaching approaches enhance the growth of students' informational and reflective activity, which contributes to their interest in the content under study and provides a high level of stimulating activity (Balayev A., 1986).

1.3 Comparing the Objectives of Traditional and Interactive Learning

Traditional teaching aims to impart and absorb students as much knowledge as possible. The teacher already transmits information that is meaningful and distinct from him, and determines the skills necessary, from his point of view, to develop this in students. The task of the students is to reproduce the knowledge created by others as fully and accurately as possible. The knowledge gained in the process of this training is of an encyclopedic character, representing a certain amount of information on various academic topics, which exists in the student's mind in the form of objective blocks that do not always contain semantic links. (Kostomarov V. G., 1988, p. 14). Thus, the goal of active learning is the creation by the teacher of conditions in which the student himself discovers, acquires and designs knowledge. Rogers in "A Look at Psychotherapy." *Becoming a Man* writes: "I felt that only that knowledge was possessed by the students and related to the discoveries they had made themselves." (Rogers, 1994, 227-228).

Then the and techniques used in traditional teaching allow students to achieve the first three levels of goals in the educational process. Consider, for example, the tasks at the end of any paragraph of the textbook. In most cases, to complete it, a simple reproduction of its content is enough. Tasks that require the student's understanding and application of knowledge (level two and three objectives), are usually marked with some signs and are not always used as a teacher. (Kostomarov V. G., 1988, p. 14). The meaning of interactive learning is that the educational process is organized in such a way that almost all students participate, and they have the opportunity to understand what they know and what they think. When using interactive technologies, the student becomes a full participant in the cognition process, and his experience is the main source of pedagogical knowledge. Moreover, this takes place in an atmosphere of goodwill and mutual support, which allows not only to receive new knowledge, but also to develop cognitive activity itself, translating it into higher forms of cooperation and cooperatio. When using interactive techniques, the role of the teacher changes significantly, ceases to be central, he only organizes the process and participates in its general organization,

prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of implementation of the planned plan. Compared with traditional forms of conducting classes, in interactive learning, the interaction of teacher and student changes: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative (Polat, 2005 p. 8-9).

Interactive learning methods also ensure that goals are achieved. As a result, teachers working in the traditional model often use interactive teaching methods in order for students to better absorb information. Continuing the discussion about goals in the context of interactive teaching methods, it should be noted that interactive teaching methods most often allow in the educational process to achieve higher level goals. (Kostomarov V. G., 1988). Compared with traditional methods, students receive the main knowledge and skills in the process of active learning, that is, through their own activity, and not get them ready from the teacher. Thus, in the process of active learning, the teacher must create conditions in which students independently master and ultimately “discover” and build knowledge (Geithman, 2012, p. 74).

1.4 The role of interactive methods in teaching primary school students

Value-based learning is becoming increasingly important, because in conditions of limited time, infinity in the information space and belonging to the virtual world of social networks, sometimes there is a deep gap between student and teacher (and sometimes between teacher and management). It does not contribute to the formation of a single team on the way to achieving educational goals. The school is a microworld, a scaled-down model of society, a kind of ecosystem in which interactions are constantly taking place, and which either self-regulates itself or not. Learning through values helps to create an effective learning environment that enhances academic achievement and develops students' lifelong communication and interaction skills. Of course, a positive learning atmosphere is formed primarily by adults, because it is the teachers at school and parents at home who are the bearers of values that children take for granted. In ancient schools, parents sent their children not only to study, but also to live with a teacher who by his behavior and actions showed the example of a worthy man with a range of values.

Sometimes the learning process is slowed down by confrontational relationships that force students, teachers, and parents to coexist under stress. It is the development of common values in the study group and the school in general that allows us to create an environment in which children and adults will show maximum results. Value education (moral education, character education) is an attempt within schools to create pedagogical and support structures to promote the development of positive, ethical, social tendencies and competencies in young

people, in particular around strengthening their academic orientation and achievements (Marvin W. Berkowitz, 2011).

Learning with the formation of values and education of the child's personality is carried out through certain practices and pedagogical strategies:

1. Effective peer interaction. Marvin W. Berkowitz talks about attending two American schools that have shown good results and received some awards. They were positive, safe and worked with highly educated students, qualified energetic teachers and administrators. But it seemed that under the conditions created, schools could show even better results. During his visits, the researcher noted that students only respond to teachers' requests and work individually (Berkowitz and Bier, 2005a). Schools were advised to gradually introduce group learning - so-called cooperative learning. A common goal in a peer group promotes learning to negotiate, compromise, but also to defend one's position, develop a common learning strategy, and focus on values that are important to each team member. Discussions on moral and ethical issues at the class level allow us to understand the values of society and at the same time compare them with our own.

2. Helping others. "Effective education empowers students to take moral action" (Beland, 2003; Lickona, Schaps & Lewis, 2003). By helping others, students discover both their inner values and develop more moral values, habits, and virtues. Sometimes students have to face moral dilemmas that encourage them to think about ethical issues. They can help other students or adults, people outside the school, animal shelters, charitable foundations and more.

3. Discipline of development. One of the most difficult and controversial problems in learning is behavior management. That is, how to promote positive and effective behavior and how to prevent or respond to undesirable behavior (eg, destructive, antisocial). The discipline of development (Howes & Ritchie, 2002; Watson, 2008) focuses on building relationships, empowering students, critical discussions about behavior and its consequences, and preventing and responding to unwanted behavior. Its focus, rather than the immediate cessation of concrete action, is the long-term development of more desirable and effective behavioral choices.

4. Mentoring (mentoring). Mentors can be both teachers and other students. Conventionally speaking, it is a communication between a "master" and a "student". Positive communication with the mentor helps to identify personal preferences, hidden talents and the implementation of educational ideas.

5. Personality at the center of the vision and mission of the school. When learning is based on our inner values, we take responsibility and are ready to make the effort necessary for the learning process. When students are not compared to each other, but help to determine their

speed on the school path (often with the help of a tutor), the child feels valued and tries to be realized as best as possible within the educational space.

6. Work triangle "school-parents-student". There should be constant interaction between the family and the school. Involvement of parents, in particular, can be implemented on many levels: from "parents as audience" and "parents as clients" to the more desirable "parents as partners" (Berkowitz & Bier, 2005). In the latter case, parents cooperate with the school in the development, implementation and / or evaluation of the quality of education.

1.5 Interactive methods in teaching foreign languages

The goal of interactive learning is to create some special conditions that lead to the participation of all students in the learning process, in which the participants can understand and realize everything that happens, influence each other, and make their own contribution after establishing a friendly and mutually supportive relationship (O. Pometun, p 7) Role plays, brainstorming, the case-study technique, presentations, and conversations are the most common methods. They cultivate conversational abilities, logical thinking, and many sorts of intellectual activity such as analysis, synthesis, comparison, and generalization (O, Pometun, p. 30, 2007). These student-centered techniques are ideal for immersing students more actively in the acquisition of information, skills, and strategies (Westwood P., p. 9). It is well recognized that role plays make the university learning experience more educational and effective, increase interdisciplinary partnerships, connect theory with practical demands of the professional area, and build skills required for future experts. The crucial component is role acting, which allows for the formation of abilities that are difficult to acquire under normal learning settings.(Suzdalova M.A.p. 451)

Role-playing is a complex methodological method of teaching in which a small group in the form of a presentation critically considers an important topic for it, most often a social conflict (diagnosis and solution), while the participants are imagined in protected situations, as in the model of a real situation, they play the roles of various intended persons or variants of the same role, with a critical examination of the complexity of social behavior, which is flexible and critical, i.e. competent - role relationship with the purpose of learning. The role-playing game drives speech activity because trainees are put in circumstances where they need to speak or ask something, find out, verify, or share something with the interlocutor. In pedagogy, there are many synonyms for the term "role playing": "creative play", "role-playing game", "mimic play", "free style play", "staging method", "role playing". Just as there is no single term, there is no general definition of a role-playing game. Everyone who has been or studies this problem gives their own wording. One of the most famous researchers of the problem of role-playing in

pedagogy, S. A. Szmakow, gives the following definition: "Role-playing is a form of child modeling primarily social relations and free improvisation, not subject to rigid rules and unchanging conditions. It recreates the social attitude "by faith" in a new material, available to the child in a form "(Szmakow, 1994, p. 124).

The opinion of the famous Polish educator V. Okon is as follows: "Staged games, called the staging method, consist in playing a role in a fictional situation. An important factor in this method is for the students to create an image of the hero, enter him, assume their "role". It could be the role of an existing person who once lived or lives in the present, or the role of a fictional character. Performing a specific role means submitting to the system of rules functioning within those structures of social life in which this hero functioned or could function. (Okon, 1990, p. 283).

Brainstorming is another great interactive strategy for forming key traits and developing thinking. Brainstorming is the collaborative search for the ideas required to solve any situation. The major benefits of this approach (when used correctly) are that pupils appear to be "liberated" - the language barrier evaporates, there is no fear of saying anything incorrect, the constraint disappears, and so on. The brainstorming approach fosters creative and associative thinking, initiative, the capacity to generate a large number of ideas in a short period of time, and the ability to communicate personal views (Avdeenko,2016)

Depending on teacher's situation, lesson can be started with one of the unique approaches described below. Or a teacher can start with a "basic brainstorming" and then change things as needed to ensure you get plenty of really useful, creative ideas (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

Basic brainstorming is not difficult, although there are important techniques to ensure success. How basic brainstorming works:

1. The group of people is gathered to solve a problem, challenge, or opportunity;
2. The group is asked to generate as many ideas as possible - no matter how "inconspicuous" they may seem. Criticism is not allowed during this period.
3. Considering the ideas, selecting of the most interesting one, and then discussing how to combine, improve and / or implement ideas.

Although this process can theoretically be simple. But it's not always easy to generate new ideas out of nowhere. And that is why so many interesting and inspiring brainstorming techniques have been developed (Ota, B., 2008).

1. Reverse brainstorming

A routine brainstorming invites participants to solve problems. A reverse brainstorming asks participants to come up with great ways to cause a problem. The teacher starts with a

problem and asks, "How can we cause this?" Once a teacher has received a list of great ways to create problems, students are ready to begin solving them (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

2. Silent brainstorming

In some situations, people are so short of time that it is impossible to plan a brainstorming session. In other situations, team members are reluctant to speak in a group or express ideas that others may not approve of. If so, teacher may find useful brainstorming techniques that allow participants to generate ideas without meeting or without the need for public participation (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

3. Brain-Netting (Internet Brainstorming)

Perhaps not surprisingly, the brain network involves brainstorming online. This requires someone to set up a system where people could share their ideas privately but then collaborate publicly. There are software companies that specialize in just such types of systems as Slack or Google Docs (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

Once ideas are generated, it may be a good idea to come together in person, but it is also possible that generating ideas and discussing online will be successful on their own. This is a particularly useful approach for remote teams, although any team can take advantage of them.

4. Brainstorming up the stairs

Starts by sharing the brainstorming problem with everyone in the room. Then teacher sends everyone out of the room to think about the problem - except for two people (George Herbert Mead., 2009), then teacher allows the two people in the room to come up with ideas in a short period of time, and then allow another person to enter the room. Asks a new person to share their ideas with the first two before discussing ideas already created.

In a few minutes, asks another person to come in, and then another. In the long run, everyone will return to the hall - and everyone will have the opportunity to share their ideas with colleagues.

The casestudy approach is another intriguing interactive tool that the instructor might employ. It is a learning strategy in which the learner is presented with a specific situation, the case. The case study allows for the investigation of a genuine issue within a specific context by utilizing a number of data sources. Case studies provide students with the following advantages:

1. enables children to learn by doing Case studies allow students to put themselves in the shoes of decision-makers in actual businesses and deal with the difficulties that managers encounter while posing no danger to themselves or the firm.
2. enhances students' capacity to ask the proper questions in a particular issue situation;

3. exposes students to a diverse variety of sectors, organizations, roles, and responsibility levels. This gives pupils the flexibility and confidence to deal with a wide range of activities and responsibilities in their jobs. It also assists students in making better educated selections regarding their career options.
4. improves the student's understanding of management theory by presenting real-life examples of the underlying theoretical principles. They provide life to theoretical debates by offering rich, intriguing knowledge on real-world business issues;
5. represents the realities of managerial decision-making in the actual world. Students must make judgments based on little information in this situation. Cases represent the uncertainty and complexity that characterizes most management situations.
6. assists in understanding and dealing with diverse points of view and views of team members. Without a doubt, this improves students' communication and interpersonal abilities;
7. gives a comprehensive vision of management. Managerial decision-making requires the synthesis of ideas and concepts learned in several functional areas like as marketing and finance. The case approach exposes students to this managerial reality (Kuimova.M. V. p. 85].

To conclude the first part, interactive approaches allow students to interact with one another, ensure active participation in the learning process, and immerse pupils in communication. As a result, the primary characteristic of interactive teaching strategies is their ability to stimulate student involvement, which positively benefits the learning process. This point of view encompasses all current research into interactive teaching methodologies by academics. The heart of interactive teaching strategies, according to O. Pometun and L. Pyrozhenko, is the arrangement of the educational process that engages practically all students in the process of learning and allows them to discuss what they know and think. According to researchers mentioned in the part I, such as Balayev A., interactive teaching approaches increase students' informational and reflective activity, which increases their interest in the content under study and provides a high level of stimulating activity (Balayev A., 1986).

Several interactive teaching methods were described, with the goal of creating some special conditions that lead to the participation of all students in the learning process, in which the participants can understand and realize everything that happens, influence each other, and make their own contribution after establishing a friendly and mutually supportive relationship. (Pometun, O., p. 7) The most frequent approaches include role plays, brainstorming, the case-

study methodology, presentations, and dialogues. They cultivate conversational skills, logical thinking, and a variety of intellectual activities such as analysis, synthesis, comparison, and generalization.

PART II. INTERACTIVE EXERCISES IN ENGLISH LESSONS FOR SECONDARY SCHOOL STUDENTS

This chapter consist of 2 large parts, the first part outlines the theoretical description of interactive games and describe the different types of interactive exercises and the second part is the analysis of the interactive exercises in secondary school. The book used for the analysis, A. Nesvit, English language, books from 5-9 grade.

Learning is about teaching students to be actively involved in the learning process. There are various ways to create such participation. Most often it happens through:

- Interaction of teacher and student;
- Student-student interaction;
- Use of audio, video, video;
- Practical demonstrations and exercises.

The teacher encourages his students to be active members of your class, to think for themselves using their brains, leading to long-term memory preservation. Not only students' knowledge but also their interest, strength, knowledge, team spirit and freedom of expression will improve. (Starkova D.A., 2009).

2.1 The most widely known and useful interactive games

There are several benefits to using games in the classroom. Some of these are mentioned by Carrier :

- "Games provide a range of instruments to enhance the teaching-learning process;" in other words, teachers may utilize games as one of the complementing duties of a syllabus and as a means for students to better improve their learning techniques.
- "Games are versatile," which means they can be used to teach any facet of the language. One game can even be used to teach two or more concepts.
- "Games make the lesson less boring," since they give a wide range of class activities that keep students' attention and interest in the language without becoming bored.
- "Games increase student motivation" in such a manner that students like their studying so much that they may not notice it.
- "Games encourage pupils to participate and boost their self-esteem." This is the time when students set aside their differences in order to compete for the highest grade or even to be the best in the class. They generally feel considerably more confident in their

performance, which motivates them to learn and practice new structures, learn from their failures, and achieve the class's objectives.

- "Games shift the teacher's function from that of a formal educator to that of a class organizer or moderator." In other words, games decrease the teacher's dominance in the classroom. As a result, there isn't as much instructor talking time as there used to be, merely enough to model and manage the task. (Carrier M.,1980)

This implies that students study and/or refresh any component or ability of the language while concentrating on whether or not they succeed in playing. In other words, they are preoccupied with the thrill of victory. Students generate language without thinking about whether they are doing it correctly or incorrectly.

Examples of effective interactive games:

1. Smart cards

The smart map is a visual tool for improving the brainstorming process. In essence, the teacher paints a picture of the relationship between ideas. Starting by recording his goal or challenge, and then ask participants to think about related issues. Layer by layer add content to their map so teacher can visually see how, for example, a problem with the phone system contributes to problems with quarterly income. Since it has become so popular, it is easy to find software for creating mind maps online. The reality, however, is that a large sheet of paper and a few markers can also do the job.

2. Fill in the blanks

The teacher begins with a statement of where the students are. Then write a statement about where they would like to be. Participants will answer a wide range of answers from general to specific. The teacher collects them all and then organizes them to develop a vision of action (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

3. Driver analysis

Teachers are working with his team to identify drivers of the problem she is solving. What reduces customer loyalty? What drives the competition? What is causing the downward trend in productivity? When a teacher discovers drivers, they begin to consider possible solutions (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

4. SWOT analysis

SWOT analysis identifies the strengths and weaknesses of the organization, opportunities and threats. It is usually used to decide whether to implement a potential project or enterprise. In brainstorming it is used to stimulate collaborative analysis. What are our real strengths? Do we have weaknesses that we rarely discuss? New ideas may emerge from this tried and tested technique (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

5. Five why

Another tool often used outside of brainstorming, five whys, can also be effective in getting thought processes moving forward. Teacher, just start with the problem you are solving and ask, "Why is this happening?" Once they get the answers, ask, "Why is this happening?" Continue the process five times (or more), digging deeper each time until they get to the heart of the matter (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

Once ideas are generated, it may be a good idea to come together in person, but it is also possible that generating ideas and discussing online will be successful on their own. This is a particularly useful approach for remote teams, although any team can take advantage of them.

6. Brainwriting (or Slip Writing)

The brain writing process involves each participant anonymously writing down ideas on cards. Ideas can then be randomly shared with other participants who add or criticize ideas. Or ideas can be collected and screened by the management team. This approach is also called the "Crawford List" because the basic concept was invented in the 1920s by a professor named Crawford (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

7. Joint Brainwriting

Teacher writes question or concern on a large sheet of paper and place it in a public place and asks team members to write or publish their ideas, if they can, within a week, than collects ideas on their own or with their group.

8. Role assault

Teacher asks participants to imagine themselves in the role of a person whose experience is related to their goal of brainstorming (customer, senior management, service provider). Play a scene where participants pretend to follow another's point of view. Why can they be unhappy? What does it take to make them feel better about their experience or results? (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

9. Reverse thinking

This creative approach begs the question, "What would someone else do in our situation?" Then imagine doing the opposite. Will it work? Why or why not? Does the "normal" approach really work, are there better options?

10. Figured assault

Teacher chooses a figure from history or fiction that everyone is familiar with - such as Teddy Roosevelt or Mother Teresa. What would this person do to deal with the problem or opportunity you are discussing? How can this approach work well or badly? (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

11. Quick idea

This simple technique can be surprisingly fruitful. Teacher asks individuals in group to write down as many ideas as possible over a period of time. Then either lets them share ideas out loud or gathers answers. Often certain ideas that come up again and again could be found. In some cases, these are obvious ideas. But in others students may make some discoveries.

12. Trigger Assault

This version of the circular approach starts with a “trigger” to help people come up with thoughts and ideas. Possible triggers include overt suggestions or provocative remarks. For example, "Customer problems always seem to arise when ____" or "The best way to solve customer problems is to pass the problem on to someone else." (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

2.2.1 Word games

The obligatory stage of the lesson is a language warm-up, when children switch from their native language to a foreign language, adjust to the perception and production of English. In order not to waste these 2-3 minutes of the lesson, teacher may conduct an interactive game "Microphone" with students. One of the students acts as a journalist and asks questions, while the others answer after receiving the microphone (this function can be performed with an ordinary pen or pencil). Developmental and educational moments are also important in this game: children listen carefully to their classmates, learn not to interrupt and wait for their turn (George Herbert Mead., 2009). During the development of vocabulary teachers may use a large number of didactic games to introduce, repeat and consolidate the material. Extremely effective is the game "Chain", where children repeat the suggested words not in chorus, but in turn. In this way, students will listen carefully to wait for their turn, each word will be heard several times, and the teacher has the opportunity to hear each student and, if necessary, correct the pronunciation. For example, with a plush ball you can play "Hot Potato", "Translator", "Question and Answer", etc. But children also love the game "Magic Ball", where we throw each other an imaginary ball, this game is also suitable for older students who are no longer interested in toys. The theme of this game can be any lexical or grammatical material (George Herbert Mead., 2009).

The interactive exercise "Brownian movement" is conducted not only to practice the learned vocabulary or grammar, but also will divide the class into pairs or groups, depending on the proposed task. For example, students can compare words with pictures, make a word out of particles, choose synonyms or antonyms, incorrect verbs (two or three forms, or translation), compose particle sentences, and more (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

In order to learn the language not only interactively but also actively, teacher may play the game "Race": the class is divided into two groups, students take turns running to the board and writing words according to the given topic. In lessons systematically the computer technologies can be used, including netbooks and an interactive surface, because with this students have the opportunity to perform tasks from multimedia discs or in author's presentations. For example, make sentences from scattered words or choose the correct verb form, and so on. Carousel game is effective for the formation and development of speech skills. Students form two circles: outer and inner, and face each other. They begin to communicate according to the topic, but after the sound signal the outer circle moves, and accordingly the students will get a new interlocutor. The result of this interactive game can be an oral or written story, which will be based on the information received (George Herbert Mead., 2009).

The Interactive Loan Position exercise can have different variations, depending on the categories chosen. For young students, yes / no answers can be offered, for high school students - Agree / Disagree, but in any case, they must explain their choice. When studying adverbs denoting the frequency of action, the teacher reads the sentence, and students choose which plate to approach: always, often, sometimes, never. Then each student voices a statement, but with his own adverb. It is better to play the game "Everyone who is affected" in the fresh air or in a large hall, because it requires a lot of space for safety. The chairs are arranged in a circle and should be one less than the students. Students sit in chairs, the facilitator makes a true statement about himself, and everyone has to stand up and take a new place. Who is left without a chair becomes the leader. After each statement, the teacher can explain why the children have changed places and asks additional questions. (Messinea, M., Geysler, G., Bot, J., & Ritchie, K. 2007).

2.2.2 Memory games

Memory as one of the levels of reflection of the surrounding reality is a set of processes that contribute to the organization and preservation of past experiences. Memory can be defined as a psychophysiological process that performs the functions of memorizing, storing and reproducing material. Memory is a landmark in the world around us, it is our wealth. Memory is a very complex process. The development of memory depends on how this process is managed. Educators need to create conditions that accelerate learning, enable them to better assimilate and retain knowledge (T.S. Panina, L.N. Vavilov, 2008). A person will only have significant success if he persistently strives to memorize the necessary as much as possible, in general, in detail. Memory is degraded by repeated use. The development of memory depends on the interest in including the individual in productive activities, including educational, aimed at independent knowledge of the world.

The development of memory is inextricably linked with the education of the individual. To develop memory, children need to cultivate positive motives for learning and work, love of knowledge and work, interest in the results of activities and a sense of responsibility. Only the full activity of the individual contributes to the development of good memory.

"Motive"

Objective: To motivate students to practice memory development.

Exercise: Teacher divides students into 2 groups, then invites them to invent situations (household, educational) that would support the following statements:

- a) "a good memory will help me not to cause trouble to others",
- b) "A good memory will help me avoid feeling uncomfortable."

After completing this part of the exercise, asks everyone to come up with a sequel to the next sentence - "a good memory will help me ..." (for example - to maintain faith in their abilities, be proud of themselves, become more competent, change the likelihood of awkward situations, a person close to me, forget a familiar name, etc.), "a bad memory can lead to such dangerous consequences as ..."

Discussion of the results.

"Selection"

Objective: To demonstrate to students the selective action of memory.

Course of the exercise: at the beginning of the lesson teacher gives some students the task to describe the lesson from the point of view of the historian, the other part - from the point of view of the geographer. Or describe a certain event from the point of view of a philologist (physics, mathematics ...).

At the end of the lesson, after the students' stories, discusses the reasons for the significant discrepancies in the descriptions.

"Definition"

Objective: to demonstrate to students the benefits of learning the material in the presence of a mnemonic attitude. Demonstrate the "edge effect". The exercise will allow teacher to determine that the definitions given at the beginning and end of the lesson are reproduced better, and that the middle should be repeated more carefully.

Exercise: Teacher chooses 3 definitions that students should learn during the lesson. Gives the first at the beginning of the lesson, the second - in the middle, the last - at the end (without mnemonic attitude). Checking mastering. Discussing the results. In the next lesson, repeats the task with a mnemonic attitude and with reinforcement (for example, grades)(George Herbert Mead., 2009).

"Plan"

Purpose: to demonstrate the existence of children, functions and the difference between cognitive and mnemonic attitudes; to learn to make a mnemonic plan. This exercise will help the teacher to identify some individual mnemonic characteristics of students.

Exercise: teacher asks some students in the class to make a plan for the text to better understand it, and the other part to make a plan that will help them remember it better. After the work, discusses the results (the background was more detailed). Invites the children to use different plans for different purposes.

"Failure"

Objective: To identify individual circumstances of memory impairment to prevent them from occurring in the future.

Course of the exercise: students are given the task to record during the week the conditions and circumstances in which there were cases of memory impairment: where, at what time, in what environment, emotional or physical state it occurred. After the analysis, teacher can give the task to create an individual instruction on what conditions and circumstances a person should avoid, because they are unfavorable for the work of his memory, also a task: to detect the peak (favorable) time of memory performance during the day may be added, to use mnemonics as effectively as possible at that time.

"Gesture"

Objective: Development of motor memory and memory speed.

The course of the exercise: each participant takes the name of a historical figure (in the lessons of other subjects it may be the names of formulas, functions, etc.) and invents a gesture (claps his hands, touches his ear ...). The first player calls "himself" and performs his gesture, the second repeats this and performs "his" ... When someone makes a mistake - the game starts with the previous participant. "The security guard determines who has memorized the longest chain.

"Eye"

Objective: to develop visual memory.

The course of the exercise: the terms included in the work in the lesson, children asked to consolidate as follows:

"Close your eyes, look at the term (name it), name the letters that make it up in reverse order".

2.2.3. Art games

Didactic games differ in educational content, cognitive activity of students, game actions and rules, organization and relationships of students, the role of the teacher. These features are inherent in all games, but in some, some are more pronounced, in others - others.

There are a large number of didactic games, but there is no clear classification by type (T.S. Panina, L.N. Vavilov, 2008).

Often games are related to the content of learning and education. In this classification, the following types of games can be distinguished:

- games on sensory education,
- word games,
- games to get acquainted with the world around,
- on the formation of mathematical concepts, etc.,
- games with didactic toys,
- board printed games
- pseudo story games.

This grouping of games emphasizes their focus on learning, cognitive activity of students, but does not sufficiently reveal the basics of didactic games - features of students' play activities, game tasks, game actions and rules, organization of student life, teacher's guidance. There are several types of didactic games, grouped by type of student activity (T.S. Panina, L.N. Vavilov, 2008):

- travel games
- assignment games,
- guessing games,
- puzzle games
- conversation games (dialogue games).

Of course, this is not the whole list of possible game techniques, but in practice these games are most often used, either in "pure" form, or in combination with other types of games (George Herbert Mead, 2009).

Here are some games that can be used in a foreign language class.

Game 1. "Taboo"

In addition to being an exciting game, Taboo provides great opportunities to develop speaking and listening skills.

Rules of the game: Students need to quickly explain a word without naming it or other related words. These words are taboo, prohibition. For example, try explaining the word "football" without using the words "sport", "game", "goalkeeper", "ball" and "fan". Students only have one minute to do this, and then the move goes to another team of players.

Game could be complicated by requiring the presentation of a taboo word in whole sentences. For example, if the key word is "wedding ring", it could be said as "It's a noun" or "It's what a man gives to a woman he loves on his wedding day."

Game 2. "Slay the demons"

The game aims to check spelling and vocabulary. Knowledge of previously learned words is tested, as well as new ones are studied.

Rules of the game: the teacher prepares texts for teams of 125-150 words, changes the spelling of some words, you should pay attention to the fact that the text contains homophones (words that are pronounced the same, but have different meanings and spellings), for example, cite ", " Sight ", " site ". These corrected words are " demons ". Words that have not been corrected are "angels." The students' task is to find demons and correct mistakes. For each "demon" the team gets one point, but if the students destroy the "angel", they lose five points. The team that scores the most points wins. Students should not be told how many "demons" there are in the text. Three minutes will be enough for a text of 125-150 words (George Herbert Mead, 2009).

Game 3. "Find my family"

This game is suitable for working with phrases, for example, to do a favor, to look down on.

Rules of the game: the teacher makes a list of phrases that should be checked. For example, expressions beginning with the verbs go, make, do, put, take. Verbs should be separated from the words or phrases they are used with. Next, writes each of the verbs (marked as "mother") on a strip of paper. On other strips of paper the words that follow these verbs are written (marked as "children"). Each verb should be matched with three words or phrases that match it. Each team are given a set of strips with "children". Prior to this, the strips should be mixed. The students' task is to connect the "children" with their "mother". It is not necessary to tell students how many "children" there are in the "mother". They have three minutes to complete the task. The teacher then checks the answers and says how many of them are correct. Then give two more minutes to make the correction. But after that the answers will be final (George Herbert Mead, 2009).

2.3. Analysis of interactive exercises in secondary school

Interactive approaches allow students to interact with one another, ensure active participation in the learning process, and immerse pupils in communication. As a result, the primary characteristic of interactive teaching strategies is their ability to stimulate student involvement, which positively benefits the learning process. (Pometun, 2007).

2.3.1 Fifth grade.

In fifth grade a lot of interactive exercises were found. The majority of which were 'work in pairs'. For instance:

Ex. 1

Work in pairs. Where students have to ask and answer the questions about the buildings and places students see in the picture.

Ex. 2

Work in pairs. Where students have to take turns to ask and answer the questions. Use the word and combinations in the boxes given below.

Ex.2

Work in pairs. Where students have to look at the menu and take turns to ask and answer about the food in the menu.

Ex.3

Work in pairs. Where students have to act out the dialogues about the place where they live.

Ex.5

Work in three groups. Where students have to act out the dialogues.

Ex. 5

Speak in class. Where students have to tell their classmates about the results of they survey.

See in appendix 1.

2.3.2 Sixth grade.

In sixth grade a lot of interactive exercises were found. The majority of which were `work in pairs`. For instance:

Ex.1

Work in pairs. Where students have to talk with their friend.

Ex.1

Work in pairs. Where students have to think of the ideas to complete the sentences. What makes a good parent (student A) and a good child (student B)?

Ex.2

Work in pairs. Where students have to tell their friend about their shopping experience in the local supermarket yesterday. Student`s friend listens and guesses the false information.

Ex.3

Work in pairs. Where students have to take turns and answer the questions.

Ex.4

Students have to read and act out a situation.

Ex.5

Play a game. Where students have to work in two groups. Act as in the model. Use the words: milk, apples, juice, peaches, etc.

Ex.6

Work in pairs. Where students have to read, complete and act out the dialogue. Use the words: much, many, any, some.

See in appendix 2.

2.3.3 Seventh grade.

In seventh grade a lot of interactive exercises were found. The majority of which were 'work in pairs'. For instance :

Ex. 1

The task is to work in pairs. Where students have to take turns to ask and answer the questions.

Ex. 1

The task is to work in pairs. Where students have to look at the pictures and talk about Khreshchatyk Street in different periods of history. Use the adjectives: narrow-wide.

Ex. 1

The task is to work in pairs. Where students have to ask their partner about his/her family and tell the class what they have learnt about their friend.

Ex.3

The task is to work in pairs. Where students have to ask and answer the questions.

Ex. 4

The task is to work in pairs. Where students have to complete the dialogue and act it out.

Ex. 4

Students have to read and act out situations.

Ex.4

Work in pairs. Where students have to take turns to ask and answer the questions.

See in appendix 3.

2.3.4 Eighth grade.

In eighth grade less of interactive exercises were found. The majority of which were 'work in pairs'. For instance :

Ex. 1(b)

Work in pairs where students have to discuss the questions with a friend.

Ex. 2

Work in pairs. Where students have to discuss the questions given below.

Ex. 4

Work in pairs or in small groups. Where students have to read and act out the situations.

Ex. 6

Students have to imagine they are touring Kyiv and talk about their walk in Maidan Nezalezhnosti.

See in appendix 4.

2.3.5 Ninth grade.

In ninth grade less of interactive exercises were found. The majority of which were 'work in pairs'. For instance :

Ex. 4

Work in two groups. Where students have to discuss the topic with a friend and draw a spider-gram.

Ex. 4

Work in pairs. Where students have to act out the dialogue between a Scottish giant and MacCool's wife.

Ex.6

Work in pairs or in small groups. Where students have to discuss the quotation. Then make a short presentation in class. Talk about the things they agree or disagree with.

Ex. 6

Work in pairs. Where students have to talk about the youth subcultures in the past and nowadays and to express their attitude toward them.

Ex.6

Work in small groups. Where students have to discuss the questions.

Ex.6

Work in pairs. Where students have to talk about the youth subcultures in the past and nowadays and express their attitude towards them.

See in appendix 5.

To sum up the Part II, using interactive technology in the classroom not only increases students' interest in the subject being studied, but also allows them to develop their creative freedom and learn how to deal with multiple sources of knowledge. Such games guarantee effective acquiring of the English language. Thus, using games in the classroom has various advantages. Some of these are cited by Carrier:

1. "Games offer a variety of tools for enhancing the teaching-learning process";
2. "Games make the class more interesting," ;
3. "Games promote student motivation". (Carrier M.,1980)

After reviewing Anna Nesvit's books, it was determined that there is a paucity of interactive tasks, with much of the contact being student-to-student, due to the abundance of "work in pairs" exercises. Unlike lecture-style teaching, which often causes students to lose interest, interactive teaching styles encourage students' attention and participation, that is why it is important to use interaction, because from the perspective of the student, studying in a relaxed,

casual, and pleasant setting is more interesting. Studying with interactive activities is not only enjoyable, but it is also an excellent source of learning, especially when these activities or games have specific educational components and results

PART III. QUESTIONNAIRE ANALYSIS

3.1 Introduction

Interaction between the teacher and students, as well as between students and students, is required in communicative classroom activities. It will ensure that communication takes place in the classroom. It will aid in the smooth running of the teaching and learning process. The instruction will achieve the aim when the interactions between the instructor and students, as well as between students and students, take place. In the classroom, the divide between instructor and pupils will close. As a result, the instructor and students will be equally involved in the teaching and learning process. Not only will the instructor be involved in communication, but so will the students in the teaching and learning process. Meaningful interaction is carried out in order to enable the sharing of information and avoid communication breakdowns.

While investigating the topic, the following hypotheses were formulated:

- Most of the teachers use interaction in the English lessons;
- Students prefer more interactive lessons;
-

3.2 The process of the research

The chosen questions related to the topic were gathered and written down. Following that, the questionnaire was created. The researcher was unable to visit the teachers because to the difficult situation in the country, thus the questionnaire was completed online. It was forwarded to the teachers. They started it in March and had plenty of time to finish it. It will take them roughly 20 minutes. It was entirely private. The fills were given the option to make a request. If they had any difficulties throughout the procedure, they should seek assistance. After all of the teachers had completed the survey, it was gathered and examined.

3.4 Participants

In Transcarpathia, a number of schools were chosen for this investigation. The study included twenty-four English language instructors, thirteen of whom have been teaching English for more than ten years and eleven of whom have been teaching for less than fifteen years. The study included twenty-one female teachers and three male teachers. These instructors work with students in a variety of grades, with Hungarian or Ukrainian as their first language. The investigation was made more successful by the fact that the schools were located in different sections of Transcarpathia.

3.5 Research instruments

A quantitative survey was employed to perform this research. A questionnaire was used to collect data for the study. This method was chosen because surveys are a reasonably inexpensive and rapid way to collect a big quantity of data from a large number of people. The questionnaire may be broken down into two components. The first component assesses how teachers agree with certain statements related to interactive teaching. The second segment assesses usage of interactive technologies by teachers in the lessons. Questions on the Likert Scale predominate, although there are also multiple-choice and open-ended options. (see in appendix 6)

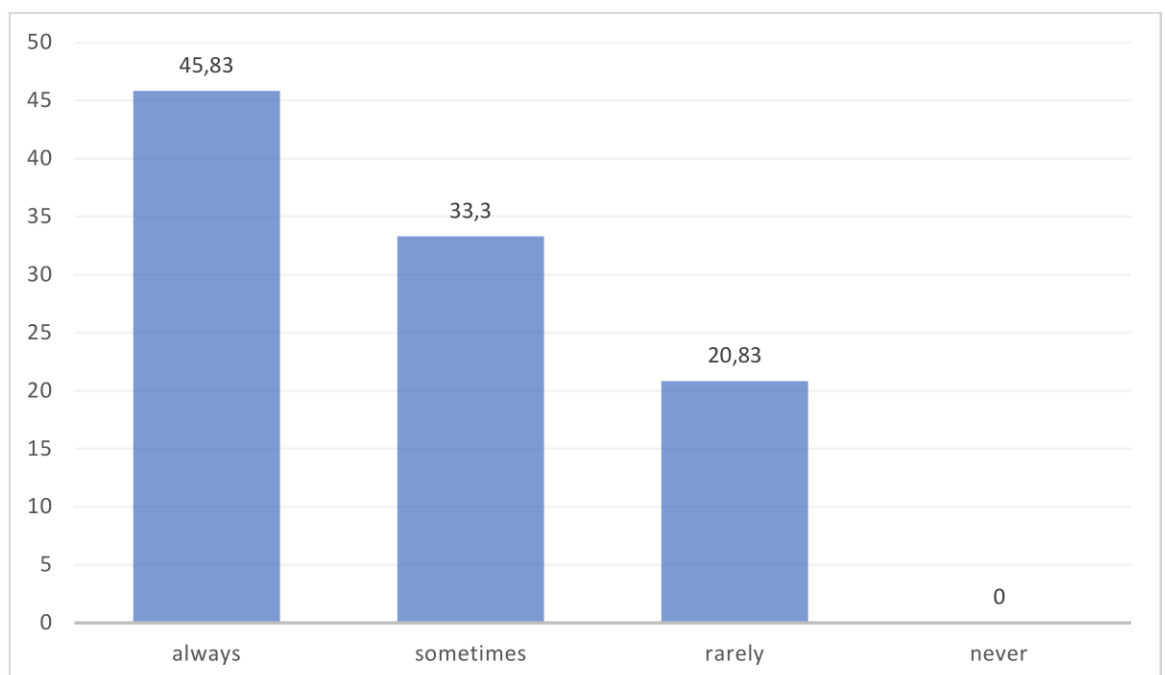
The usefulness of the interactive techniques, as well as their use in lessons, were questioned by English language instructors. The instructors were required to express their personal opinions on the application of the interactive techniques during the lessons.

3.6 Analysis of the questionnaire

The first section of the research investigates the teachers' opinion about the interactive teaching. According to the very first set of questions 95,83% (23 out of 24) of the teachers agree that interactive teaching improves foreign language lessons.

The next question measures the teachers' usage of interactive methods in the lessons. It was a multiple-choice section, where the filler could choose between four options `always`, `sometimes`, `rarely` and `never`. According to the answers 45,83% (11 out of 24) always uses interaction, 33,3% (8 out of 24) sometimes uses interaction, and 20,83% (5 out of 24) rarely uses interaction. The results can be seen in the following diagram.

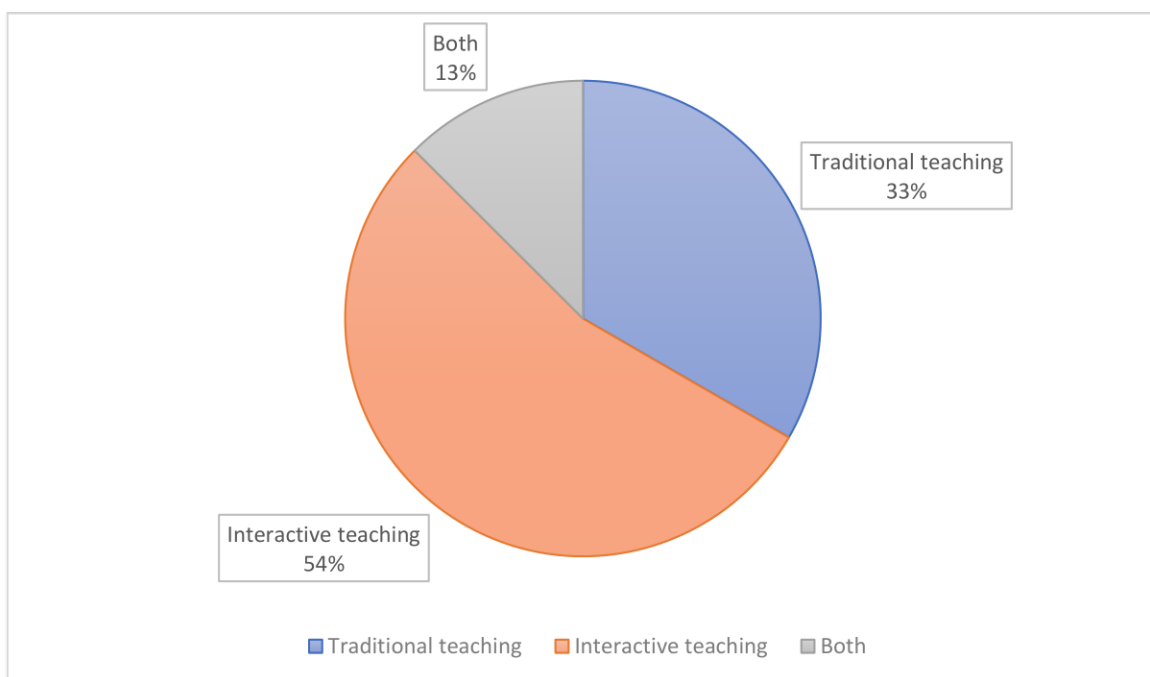
Diagram 3.1.1 The frequency of application of interactive methods in the lessons



The next set of questions investigates the usage of the specific interactive methods, such as: role-playing, brainstorming and smart cards. It was a multiple-choice section, where the filler could choose between four options `always`, `sometimes`, `rarely` and `never`. According to the answers 32% always use proposed methods, 53% sometimes uses, 9% rarely and 6% never uses proposed interactive methods in the lessons. More than half of the fillers make use of interactive techniques. Of course, it is more time-consuming, but if the learner with this methods, the material can be learnt and memorised better.

As it was mentioned in the Part I, interactive learning approaches also guarantee that objectives are reached. As a result, conventional model teachers frequently utilize interactive teaching approaches to help pupils acquire knowledge. (V. G. Kostomarov, 1988). In contrast to conventional techniques, students get the majority of their information and abilities through active learning, that is, through their own action, rather than through the teacher. Thus, in the process of active learning, the instructor must create conditions in which pupils may master independently and eventually "find" and accumulate knowledge (Geithman, 2012, p. 74). Technology will surely continue to improve, and it will be necessary to adapt teaching technique to keep up. The functions of schools are fundamentally shifting. The Ukrainian school system has gone a long way from conventional textbooks to smart boards. Thus, as it is seen in diagram 3.3.2 the 54% of the pedagogues prefer interactive teaching, 33% prefer traditional teaching, and 13% finds both methods productive.

Diagram 3.1.2. The preferred ways of teaching



The personal opinion of the pedagogues is very important. The next question was open-ended, which contained “why do you use traditional/interactive teaching”. Most of the answerers 54% (13 out of 24) described interactive teaching and how it can encourage students, but there were also answers about traditional teaching. The most common answers were the following:

Traditional teaching:

- “Traditional classroom teaching environment increases interaction among students and provides conducive environment to learn fellow students”;

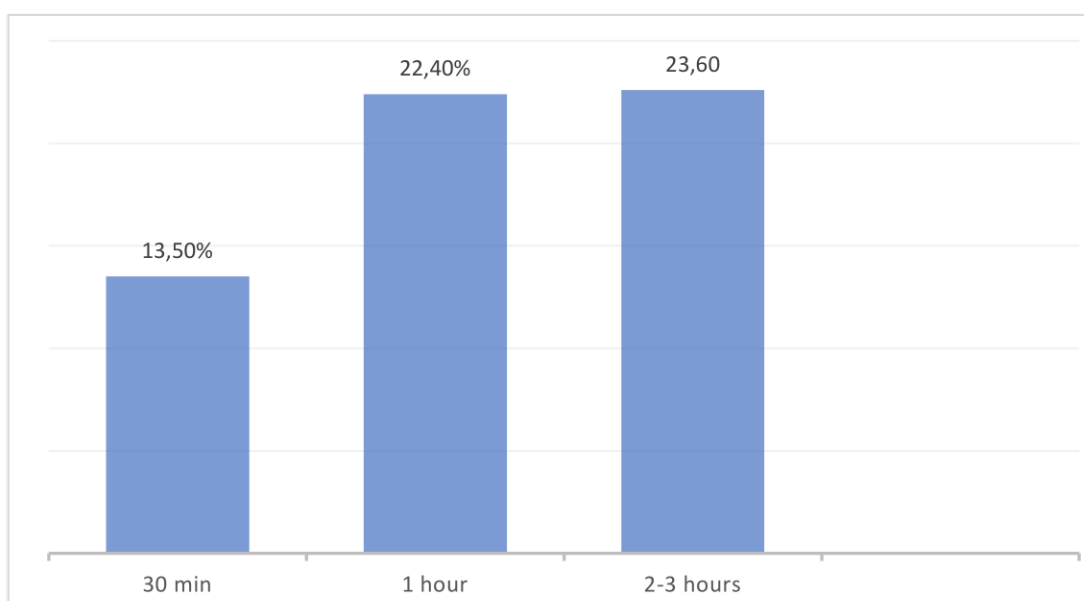
Interactive teaching:

- “Interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning”;
- “There are groups where interactive methods could work, and there are some where you have to use the traditional way of teaching in order to reach the goals”;
- “Because all students are involved into the process of learning and while cooperating strong pupils help weak ones”;
- “At first I used traditional, but later on I started to use interactive, because the students like it better”;
- “It helps to develop necessary life skills”;
- “Students are more interested in studying”;
- “More interesting for the students”;
- “It is more encouraging”

As it can be seen from the answers, most of the teachers use interactive teaching, even those who started teaching in a traditional way, because it is more interesting for students and easily raises their interest in the learning process.

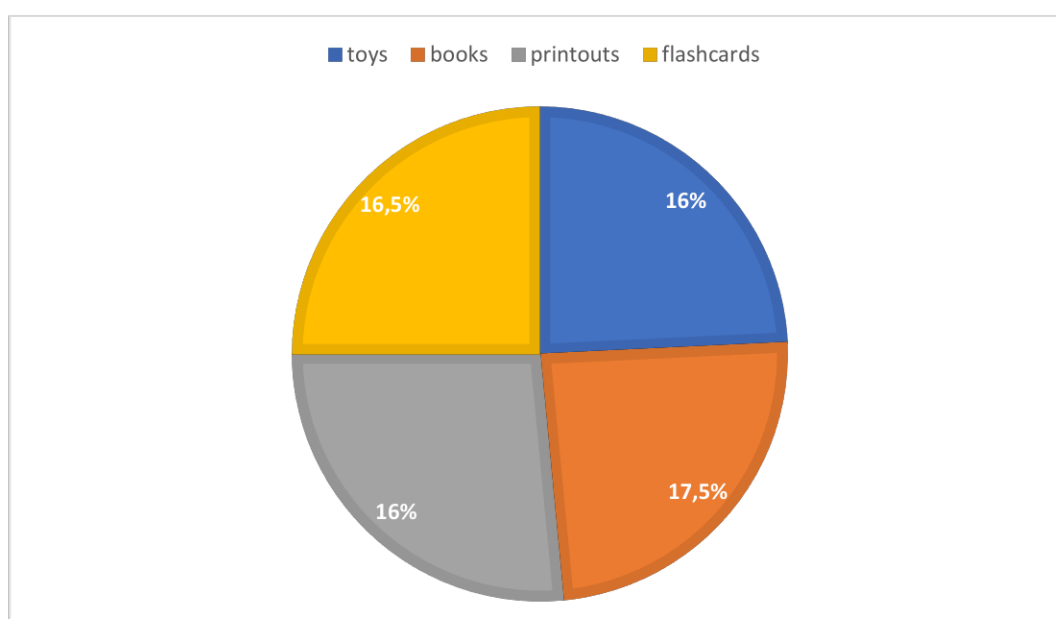
In a comparison of two ways of teaching, the interactive one can be more time-consuming, as it refers some additional objects to prepare, such as flashcards, printouts, colored pencils, even in some occasions laptop, etc. In a traditional teaching it is more simple to prepare to the lesson, because teachers have books, notebooks and work only with them. The English language teachers were asked, about the approximate time they need to prepare for an interactive lesson. The following answers were proposed: ‘30 min’, ‘1 hour’, ‘2-3 hours’. Thus, as it is seen in diagram 3.3.3 the 13,50 % (3 out of 24) need only 30 min for preparations for the interactive lesson, 22,40 (10 out of 24) need 1 hour to prepare for the lesson, and 23,60% of the answerers need from 2 to 3 hours to prepare for the interactive lesson.

Diagram 3.2.3. An approximate time English teachers need to prepare for an interactive lesson



Teachers actively include students in their learning process through regular teacher-student interaction, student-student interaction, use of audio-visuals, and hands-on demonstrations in interactive teaching. Students are continually urged to participate actively. In the next multiple-choice one question English teachers were asked to choose the interactive objects which they prefer to use in the lesson, such as: toys, printouts, flashcards, books. As it is seen in diagram 3.3.4 the 24% (8 out of 24) of the teachers have used toys, other the 24% (8 out of 24) have used books, the 25% of the teachers (9 out of 24) have used flashcards and 27% (11 out of 24) of the pedagogues prefer printouts. As it can be seen, the most widely used are printouts as it is the most chip variant and more widely liked be students.

Diagram 3.1.4. The most preferable interactive objects by English teachers



The last question was an open-ended one. It measures teachers' personal opinion about advantages of using interactive methods in the lessons. It turned out, that the pedagogues find a lot of advantages related to communication and listening skills. The most common answers were the following:

- “Improve listening skills, increase travel opportunities, broaden entertainment opportunities, assists in learning other languages”;
- “Students learn how to work in team, they make their own decisions, share and check their ideas without any fear of being mistaken”;
- “Friendly atmosphere, collaborating, teamwork, self-evaluation, involving more students, better motivation”;
- “Encourage students to study foreign languages to develop speaking skills”;
- “It makes them think, makes them react, makes them use the language”;
- “Improving communication skills”

3.7 Results and implications

Following an examination of all of the questions, the following significant conclusions may be drawn. More than half of all teachers favor interactive teaching instead of traditional. The first component of the study looks into the instructors' perspectives on interactive teaching. According to the first set of questions, 95.83 percent of the instructors (23 out of 24) believe that interactive teaching enhances foreign language training. The following question assesses instructors' use of interactive tactics in the classroom. It was a multiple-choice question in which the filler may select from four options: 'always,' 'sometimes,' 'rarely,' and 'never.' According to the responses, 45.83 percent (11 out of 24) constantly use interaction, 33.33 percent (8 out of 24) use interaction occasionally, and 20.83 percent (5 out of 24) seldom use interaction.

Technology will undoubtedly continue to advance, necessitating the adaptation of instructional techniques to stay up. The roles of schools are fundamentally changing. From traditional textbooks to smart boards, the Ukrainian educational system has come a long way. Thus, according to the answers, 54 percent of educators favor interactive instruction, 33 percent prefer conventional instruction, and 13 percent find both techniques effective. The pedagogues' personal perspectives are crucial. "Why do you use traditional/interactive teaching?" was the next open-ended question. The majority of respondents 54% (13 out of 24) discussed interactive teaching and how it might motivate pupils, but there were also responses concerning traditional teaching. The following were the most often given responses:

Traditional teaching:

- “Traditional classroom teaching environment increases interaction among students and provides conducive environment to learn fellow students”;

Interactive teaching:

- “Interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning”;
- “There are groups where interactive methods could work, and there are some where you have to use the traditional way of teaching in order to reach the goals”;
- “Because all students are involved into the process of learning and while cooperating strong pupils help weak ones”;
- “At first I used traditional, but later on I started to use interactive, because the students like it better”;
- “It helps to develop necessary life skills”;
- “Students are more interested in studying”;
- “More interesting for the students”;
- “It is more encouraging”

It is seen in the results of the analysis, that the advantages of interactive learning activities cannot be emphasized, and various case studies have already highlighted the enormous array of benefits they provide. It entails learning as part of a group or family, which assists academics in not only comprehending the subjects addressed, but also brushing up on social and emotional skills. Interactive learning creates a learning atmosphere in which both the teacher/lecturer and the students may participate in interactive drawings, discussions, role-plays, games, and skits. Such cooperative learning spaces allow students to easily bond while also acquiring new skills and grasping the main elements of the course. Each activity utilized in interactive learning has its own set of advantages that learners get from hands-on experience. When comparing two methods of teaching, the interactive method can be more time-consuming since it requires the preparation of additional things such as flashcards, printouts, colored pencils, and, in some cases, a laptop. Traditional teaching is easier to prepare for since teachers have books, notes, and only work with these. The English language teachers were asked how much time they would need to prepare for an interactive class. The following options were proposed: '30 minutes,' '1 hour,' and '2-3 hours.' According to the responses, 13,50% (3 out of 24) require just 30 minutes to prepare for the interactive lesson, 22,40 (10 out of 24) require 1 hour to prepare for the lesson, and 23,60 percent require 2 to 3 hours to prepare for the interactive lesson. So, it can be seen that interactive lessons requires some preparations, that can be time-consuming. To make lessons more interesting and encouraging for students, teacher may use different interactive things, such as: toys , books, printouts and flashcards. The next multiple-choice one question asked English instructors to select the interactive things they like to utilize in

the class, such as toys, printouts, flashcards, and books. According to the responses, 24 percent (8 out of 24) of instructors have utilized toys, another 24 percent (8 out of 24) have used books, 25 percent (9 out of 24) have used flashcards, and 27 percent (11 out of 24) prefer printouts. As can be observed, printouts are the most commonly utilized since they are the most affordable version and are more popular among students. The most preferable are printouts, as it is less time consuming and the most interesting for the students.

The majority of the fillers believe that the usage of interactive methods has a lot of advantages, such as:

- improving listening skills;
- increasing travel opportunities;
- broadening entertainment opportunities;
- assisting in learning other languages

It can be concluded that, making interactive lessons by including interactive approaches like, brainstorming, role playing etc. can:

- encourage active involvement and responsibility;
- increase student retention and understanding of studying material;
- provide students with practice in building critical-thinking abilities;
- allow teachers to assess how well the class is learning that day

It is complicated to determine which teaching method is more appropriate, desirable and useful, as, from one hand, the traditional classroom teaching setting encourages student engagement and creates a suitable atmosphere for students to learn from one another. It also promotes a higher degree of competition among. From the other hand, interactive teaching is more student-centered than standard lecturing. English teachers can provide opportunities for students to interact on the subject on an equal footing. Students are encouraged to collaborate and converse with one another rather than listening just to the teachers speak. The most suitable way for students and teacher is to combine this two methods and the teaching will has the greatest results.

CONCLUSION

In Part I it is considered that interactive technologies during the lessons provide an opportunity not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach how to work in different situations. It was also described that, interactive approaches allow students to interact with one another, ensure active participation in the learning process, and immerse pupils in communication. As a result, the primary characteristic of interactive teaching strategies is their ability to stimulate student involvement, which positively benefits the learning process. This point of view encompasses all current research into interactive teaching methodologies by academics. The heart of interactive teaching strategies, according to O. Pometun and L. Pyrozhenko, is the arrangement of the educational process that engages practically all students in the process of learning and allows them to discuss what they know and think. According to researchers mentioned in the Part I, such as Balayev A., interactive teaching approaches increase students' informational and reflective activity, which increases their interest in the content under study and provides a high level of stimulating activity (Balayev A., 1986).

Interactive teaching assists teachers in avoiding the monotony of the lesson and making it more interesting. When interactive methods are used, the student becomes a full participant in the perceiving process, and his experience becomes the primary source of instructional information. The instructor does not provide ready-made information, but rather encourages students to conduct their own research. In interactive learning, the relationship between the instructor and the student changes: the teacher's activity gives way to the activity of the students, and the teacher's duty is to provide circumstances for their initiative. Several interactive teaching methods were described, with the goal of creating some special conditions that lead to the participation of all students in the learning process, in which the participants can understand and realize everything that happens, influence each other, and make their own contribution after establishing a friendly and mutually supportive relationship. (Pometun, O., p. 7) The most frequent approaches include role plays, brainstorming, the case-study methodology, presentations, and dialogues. They cultivate conversational skills, logical thinking, and a variety of intellectual activities such as analysis, synthesis, comparison, and generalization.

Part II concludes that adopting interactive technology in the classroom not only boosts students' interest in the subject being studied, but also helps them to develop their creative freedom and learn how to deal with diverse sources of knowledge. Such games provide excellent English language acquisition. As a result, employing games in the classroom provides a number of advantages. Carrier cites a few of these:

1. "Games provide a range of methods for improving the teaching-learning process";
2. "Games make the lesson more entertaining";
- 3. "Games encourage student motivation." (Carrier M.,1980)

After reviewing Anna Nesvit's books, it was discovered that there are few interactive assignments, with much of the interaction being student-to-student owing to the frequency of "work in pairs" exercises. Unlike lecture-style teaching, which often causes students to lose interest, interactive teaching styles encourage students' attention and participation. This is why it is important to use interaction, because studying in a relaxed, casual, and pleasant setting is more interesting from the student's perspective. Studying with interactive activities is not only fun, but it is also a great way to learn, especially when these activities or games include specific educational components and outcomes. In my opinion, there are a lot of different ways to teach students, but if teacher really wants to connect students with the lesson and not just make them memorize facts or numbers, then one of the best ways to teach them is through interactive classroom activities.

The III Part include the analysis of the questionnaire made for teachers. It is seen in the results of the analysis, more than half of all teachers favor interactive teaching instead of traditional. Schools' roles are profoundly altering. The Ukrainian educational system has gone a long way, from traditional textbooks to smart boards. Thus, according to the responses, 54% of instructors prefer interactive training, 33% prefer traditional instruction, and 13% find both strategies successful. In the open-ended questions about traditional and interactive lessons the majority of responders 54% highlighted interactive teaching and how it may excite students, although there were also replies about traditional teaching. The following were the replies that were most frequently given:

Traditional teaching:

- "Traditional classroom teaching environment increases interaction among students and provides conducive environment to learn fellow students";

Interactive teaching:

- "Interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning";
- "There are groups where interactive methods could work, and there are some where you have to use the traditional way of teaching in order to reach the goals";

According to the findings of the investigation, the benefits of interactive learning activities cannot be overstated, and several case studies have already shown the vast diversity of benefits they give. It comprises studying as part of a community or family, which helps academics not only understand the subjects covered, but also brush up on social and emotional

skills. Interactive learning fosters a learning environment in which both the teacher/lecturer and the students can engage in interactive drawings, discussions, role-plays, games, and other activities. Such cooperative learning environments enable students to effortlessly bond while also learning new skills and mastering the course's primary concepts. Each interactive learning activity has its own set of benefits that learners gain from hands-on experience.

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ONLINE SOURCES

1. [https://resilienteducator.com/classroom-resources/5-interactive-teaching-styles-2/;](https://resilienteducator.com/classroom-resources/5-interactive-teaching-styles-2/)
2. [https://www.momjunction.com/articles/class-room-activities-for-kids_00388489/;](https://www.momjunction.com/articles/class-room-activities-for-kids_00388489/)
3. <https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom#:~:text=Interactive%20teaching%20is%20all%20about,student%2Dstudent%20interaction> .

Appendix 1.

1. Work in pairs. Ask and answer the questions about the buildings and places you see in the pictures. Use the words in the box on page 143.



2. Work in pairs. Take turns to ask and answer the questions. Use the words and word combinations in the boxes given below.

Activities

- calculating • doing the sums • reciting poems • reading stories
- singing songs • drawing flowers • playing games • writing compositions
- jumping and running •

Verbs

- (not) to be good at • to be quite good at • to be very good at
- to like doing something • can very well •

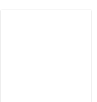
Example.

A: *Do you like Mathematics?*

B: *Yes, I do because I like doing the sums. / No, I don't because I don't like doing the sums.*

A: *Are you good at doing the sums?*

B: *Yes, I am. / No, I am not. I can do the sums very well. / I can't do the sums very well.*



2. Work in pairs. Look at the picture to Ex. 1 and complete the sentences. Then talk about other family members.

Example: This is _ _ _ 's family. – This is *Ann's* family.

1. Ann is Mr and Mrs Smith's d _ _ _ _ _ r.
2. Mr Smith is Mrs Smith's h _ _ _ _ _ d.
3. Mrs Smith is Mr Smith's w _ _ e.
4. Mr and Mrs Smith are Ann and Dan's p _ _ _ _ _ s.
5. Mr and Mrs Brown are Ann and Dan's g _ _ _ _ _ s.
6.

2. Work in pairs. Look at the menu. Take turns to ask and answer about the food in the menu.

Tuesday, 15 October 20__
MENU FOR TODAY

<p><u>Soup</u></p> <p>Vegetable Chicken</p>  	<p><u>Desserts</u></p> <p>Fresh fruit Apple pie</p>  	<p><u>Drinks</u></p> <p>Milk Orange juice Mineral water</p> 
<p><u>Main Courses</u></p> <p>Meat pie Vegetarian pie Salad</p>  	<p><u>Vegetables</u></p> <p>Carrots Peas</p>  	

HAVE A GOOD MEAL!

3. Work in pairs. Act out the dialogues about the place where you live.

1. A: Hi! How are you today?
B: Fine. Where are you going?
A: To the What about you?
B: I'm going to the
2. A: Is there a post office in your city / town / village?
B: Yes, there is. / No, there isn't.
3. A: Is there a / an nearby?
B: Yes. There's a / an around the corner.
4. A: Excuse me. Where's the?
B: It's down the street, next to the / It's right over there.
A: Thank you.

5. Work in three groups. Act out the dialogues.

Travelling to England

The Tames invited you to stay with them in summer.

Role Card A: Make a list of ten things to pack. Discuss your choice with your parents.

Role Card B: Talk with your friends and discuss the weather in the UK at this time of the year.

Role Card C: Introduce yourself to the Tames. Find out about them, and tell them about yourself.

5. Speak in class. Tell your classmates about the results of your survey. Start like this:

I have interviewed two pupils in our class. Oles has got many friends, but his best friend is

Appendix 2.

1. Work in pairs. Talk with your friend.

1. How many people are there in your family?
2. Have you got any brothers or sisters?
3. How do you get on with them?
4. Would you like to have a larger or a smaller family? Why? Why not?
5. What traditions have you got in your family?

1. Work in pairs. Think of the ideas to complete the sentences. What makes a good parent (student A) and a good child (student B)? Compare your lists. Explain your choice.

1. A good parent is someone who:
 - thinks about the child;
 - talks to the child;
 - ...
2. A good child (son or daughter) is someone who:
 - respects his/her parents;
 - helps about the house;
 - ...

- 2. Work in pairs. Tell your friend about your shopping experience in the local supermarket yesterday. Your friend listens and guesses the false information.**

A: *I went shopping with my mum yesterday.*

B: *True.*

A: *We went shopping for food only.*

B: *False.*

A: *True! We didn't buy any clothes.*

- 3. Work in pairs. Take turns to ask and answer the questions.**

1. Who in her family does Kate like the most?
2. What does Kate's aunt look like?
3. What does the girl like most about her aunt?
4. What kind of a person is the woman?

- 4. Read and act out a situation.**

You're talking with your English-speaking friend Jane. She is sharing with you her memories about her family trips. Listen and ask questions to get more information.

Jane: *I remember our family road trips. We had them almost every summer. We went to Brighton to visit our Aunt Emily and Uncle George. It took us more than four hours to get there. When we travelled, my mum usually drove. I sat in the back passenger seat with my suitcase. It was full of different things. I met my friends. We had a lot of fun at the seaside.*

Example:

Did you stay with your aunt for a month?

Did you have any cousins there?

- 5. Play a game. Work in two groups. Act as in the model. Use the words: *milk, apples, juice, rice, peaches, etc.***

Example:

Teacher: *Milk.*

Group A: *How much milk?*

Teacher: *Right. One point. Apples.*

Group B: *How many apples?*

Teacher: *Juice.*

Group B: *How many juice?*

Teacher: *Wrong! "How much juice?" Group B doesn't get a point.*

6. Work in pairs. Read, complete and act out the dialogue. Use the words: *much, many, any, some.*

Dan: How cheese is there?

Ann: There isn't left.

Dan: We need cheese then. What about eggs? How eggs have we got? Ten eggs.

Ann: So, we don't need

Dan: OK. How bread have we got?

Ann: We haven't got bread and flour left.

Dan: How bread do we need?

Ann: One loaf.

Dan: And how flour?

Ann: One kilo, I think.

Appendix 3.

1. a) Work in pairs. Ask your partner about his / her family.

- How many members are there in your family?
- Who do you live with?
- Do other members of your family live near you, or do you have to travel to visit them?
- Are there any traditions in your family?

b) Tell the class what you have learnt about your friend.

Example:

My friend Olena comes from a large family. There are five of them in it – his father, mother and two younger brothers. They are twins. They live in a large flat. Their grandparents don't live with them. They live in another town. Olena and her family often visit them on holidays. Olena's family have got some good traditions – they always celebrate Christmas together and travel to Zakarpattia in summer.

1. Work in pairs. Take turns to ask and answer the questions.

Example:

A: *Do you like to work about the house?*

B: *No, I don't. But I have to do some things to help my parents. I usually dust the furniture in my room, clean my parrot's cage and do the washing. And what about you?*

A: *Saturday is my helping about the house day. I usually help my mother in the kitchen. I wash the floor, take the rubbish out and wash up.*

Questions	You	Your friend
<ul style="list-style-type: none"> • Do you like to work about the house? • What are your household chores? • What did you do about the house yesterday? • It is important to keep your house clean and tidy, isn't it? 		

1. Work in pairs. Look at the pictures. Talk about Khreshchatyk Street in different periods of history. Use the adjectives: *narrow – wide, modern – old, impressive – common, magnificent – simple, etc.*

Example:

A: *Nowadays Khreshchatyk looks like a wide and an attractive street.*

B: *In ancient times the street looked narrower.*



3. Work in pairs. Look at the pictures and make sentences as in the example.

Example:

– Does Ann feel cold?

– Does Peter look sleepy?

– Yes, she does. She feels cold.

– No, he doesn't. He doesn't look sleepy.



Dan / feel hot



Kim / feel thirsty



Tom / feel fine



The worker /
look tired



The farmer /
look angry



The little boy /
look cheerful

3. Work in pairs. Take turns to ask and answer the questions.

1. How did Maidan Nezalezhnosti get its name? What landmark in the square tells the Kyivites and the guests about this historical event?
2. Why does Maidan Nezalezhnosti stand out as the most attractive square in Kyiv?
3. What landmarks in Maidan Nezalezhnosti remind of the historical past? Which of them are of special interest to the visitors?
4. Why is Maidan Nezalezhnosti especially solemn on holidays?

4. Read and act out the situations.

1. You have just moved to a new flat. You feel really happy about it. Tell your English-speaking friend about your house and your household chores.
2. Tell your classmates about your best friend. Say whether you have much in common or how different you are; whether you spend your free time together or not. Say what you like about your friend and whether there is something about him / her which you don't like.

4. Work in pairs. Complete the dialogue and act it out.

- keeping promises • sharing activities • being honest with each other
- staying in contact with each other • taking an active interest in each other's hobbies • caring about each other • doing things for each other • feeling safe and secure with each other • accepting the differences •

A: Hi,! We are doing a survey on family ties. Can I ask you a few questions?

B: Yes, please.

A: What makes a home a pleasant place to live in?

B: Happy families have certain traits in common.

A: Who do you admire most in your family? What have you learnt to do from this person?

B:

A:

B: Children benefit from regular mealtimes, affection, play, traditions and outings with the whole family.

6. You are touring Kyiv. Talk about your walk in Maidan Nezalezhnosti. Use the words given below. Start like this:

Independence Square has played a prominent role in Kyiv's history. Etc.

- to play a prominent role • to stand out • magnificent historic buildings
- to remind of • a patron saint • the Conservatoire • an entertainment centre
- impressive • a statue • to share • solemn • celebrities • a firework display •

Appendix 4.

b) Work in pairs. Discuss the questions with your friend.

1. Do you sometimes listen to the radio? What are your favourite radio programmes?
2. How often do you watch TV? What programmes are your favourite ones?
3. Do you often read a newspaper? If yes, what information attracts your attention there?
4. Do you like to read magazines?
5. Do you often use the Internet? What for?
6. ...

2 Work in pairs. Discuss the questions given below.

1. What school subjects are you interested in?
2. Who helps you cope with difficulties in your studies: friends, teachers or parents?
3. What subjects do you study in the basic secondary school? Which of them are you interested in (good at)?
4. Are there any important subjects or are there any that you think you don't need?



4 Work in pairs or in small groups. Read and act out the situations.

1. You are talking with your family about the newspapers and magazines you want to subscribe to for the next year. Tell your parents about the teenage publications you are interested in.
2. You are talking with a newsagent about the latest issue of the magazine you want to buy. Explain why you are looking for this very issue. Thank for his / her help.

4 Work in pairs. Take turns to ask and answer the questions.

1. Why is music called ‘a universal language’?
2. How does music communicate to different people?
3. What do our emotions depend on?
4. What kinds of sounds did the ancient people listen to?
5. How has the music changed through centuries?
6. What helps modern composers make their expressions more personal?

7 Work in pairs or small groups. Discuss and compare the British and Ukrainian systems of education. Complete the table below.

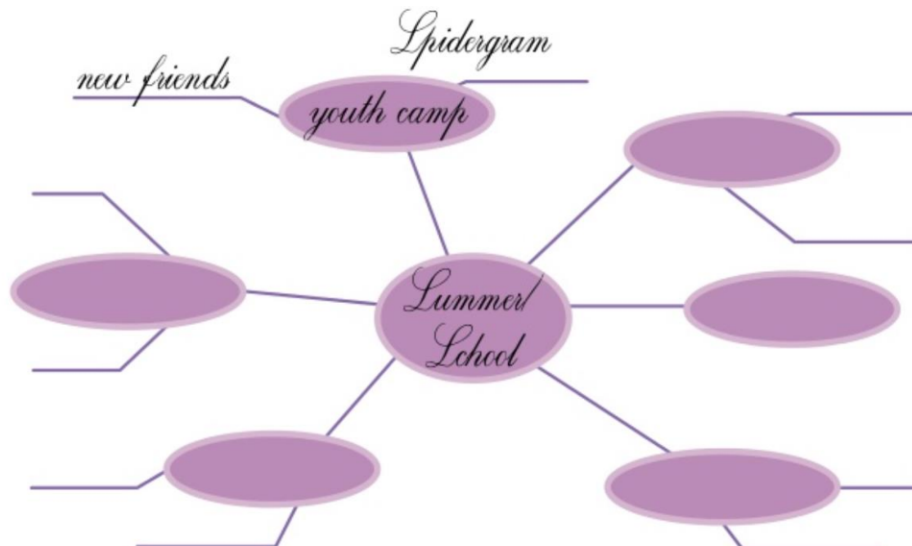
Schools in Great Britain	Schools in Ukraine
Children start school at the age of 5.	Children start school at the age of 6.
...	...

Appendix 5.

4. Work in two groups. Discuss the topic with your friends and draw a spidergram. Complete it with the verbs, nouns and adjectives.

Group A. Your topic for discussion is “Summer Holidays”.

Group B. Your topic for discussion is “School”.



4. Work in pairs or in small groups. Discuss the quotation. Then make a short presentation in class. Talk about the things you agree or disagree with.

I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words. When I was a boy, we were taught to be discrete and respectful of elders, but the present youth are exceedingly wise and impatient of restraint.
~Hesiod

6. Work in pairs. Act out a dialogue between the Scottish giant and MacCool's wife.

6. Work in pairs. Talk about the youth subcultures in the past and nowadays. Express your attitude towards them.

Example.

A: Do you know what a Haul Girl is? I didn't until I read an article in one of the Sunday magazines. They are girls that post videos on You Tube showing off items they have bought in the shops i.e. their haul!

B: It would appear they want to show off their purchases, but can't be bothered to go out.

A: Haul Girls are quite down-to-earth. They are not selling an inaccessible lifestyle, or flogging goods they don't even like. Instead, in an inimitably genuine way, they give us a glimpse into their lives.

6. Work in small groups. Discuss the questions.

1. How popular are the activities from Ex. 2 in your school?
2. Are there any other forms of entertainment that are currently popular with the teenagers?
3. Is the youth subculture influence increasing in the place where you live? In what ways? If so, do you think this is a good or a bad thing?

6. Work in pairs. Talk about the youth subcultures in the past and nowadays. Express your attitude towards them.

Example.

A: Do you know what a Haul Girl is? I didn't until I read an article in one of the Sunday magazines. They are girls that post videos on You Tube showing off items they have bought in the shops i.e. their haul!

B: It would appear they want to show off their purchases, but can't be bothered to go out.

A: Haul Girls are quite down-to-earth. They are not selling an inaccessible lifestyle, or flogging goods they don't even like. Instead, in an inimitably genuine way, they give us a glimpse into their lives.

8.



a) Work in pairs. Choose the five most important characteristics of a good teacher and a good pupil and make a list of them.

b) Discuss your choice with another pair. Then choose a speaker for your group and compare your views with the rest of the class.

- to keep a contact with somebody (the parents, friends and teachers, etc.)
- to maintain discipline and order
- to share his/her views with the others
- to work hard
- to remain up-to-date
- to openly admit a mistake
- to try to help where it is possible
- to set high standards
- to use a lot of different materials and equipment
- to make lessons interesting
- to help the pupils to organize their own learning

8. a) Work in pairs. Read, complete and act out the dialogue. Pay attention to the sentences with the gerund.

b) Write down the dialogue and underline all examples of the gerunds.

- What do you prefer, watching TV or listening to the radio?
- As for me,
- Do you like watching (listening to) the news (.....)?
- I don't mind watching (listening to) the news (.....), but I am fond of and I think such programmes are worth watching, because they show
- I agree with you, that can be useful for those who want to get but sometimes I just want to (have fun, relax, have a little rest from lessons). Then I switch on (turn on) my television (radio) and enjoy
- Yes, you have the point here. When I need some rest I don't mind a sitcom (a comedy programme, a quiz show,).

Appendix 6.

1. How long have you been teaching English?

2. Using an interactive method of teaching a foreign language can help the teacher to improve the process of teaching basic foreign language communication skills and make it effective in a comprehensive school setting. Do you agree with this statement?

Rate from 1 to 5

strongly disagree

- 1
- 2
- 3
- 4
- 5

strongly agree

3. Compared with traditional methods, students receive the main knowledge and skills in the process of active learning, that is, through their own activity. Do you agree with this statement?

Rate from 1-5

strongly disagree

- 1
- 2
- 3
- 4
- 5

strongly agree

4. Interactive technologies during lessons provide an opportunity not only to increase students' interest in the topic under study, but also to develop their creative independence, to teach how to work with various sources of knowledge. Do you agree with this statement?

Rate from 1-5

strongly disagree

1

2

3

4

5

strongly agree

5. When using interactive technologies, the student becomes a full participant in the cognition process, and his experience is the main source of pedagogical knowledge. Do you agree with this statement?

Rate from 1-5

strongly disagree

1

2

3

4

5

strongly agree

6. How often do you use any interactive methods in the lessons?

Always;

Sometimes;

Rarely;

Never.

7. If you use any interaction when you teach English what advantages can you list of using them?

8. How often do you use role-playing games in the lessons?

Role-playing is a complex methodological method of teaching in which a small group in the form of a presentation critically considers an important topic for it.

Always;

Sometimes;

Rarely;

Never;

9. The game promotes the development of skills of discussion, cooperation to achieve a certain goal. Is it advantage or disadvantage?

advantage

disadvantage

10. The complexity of evaluating the activities of participants in the standard system. Is it advantage or disadvantage?

advantage

disadvantage

11. How often do you use brainstorming in the lessons?

Brainstorming is a method of generating ideas and sharing knowledge to solve a particular commercial or technical problem, in which participants are encouraged to think without interruption. Brainstorming is a group activity where each participant shares their ideas as soon as they come to mind.

Always;

Sometimes;

Rarely;

Never.

12. O. Scherbak emphasizes that role-playing games are profitable differ from other teaching methods in that allow students to be involved in the development study topic, give them the opportunity to "live" for a while in the role of someone else, try their strengths in specific life situations. At this researcher emphasizes that role-playing games do not replace traditional teaching methods, and rationally complement them. Do you agree with this statement?

Rate from 1-5

strongly agree

1

2

3

4

5

strongly disagree

13. How often do you use smart cards in the lessons?

Always;

Sometimes;

Rarely;

Never;

14. Which way of teaching do you prefer more?

Traditional;

Interactive;

15. Why traditional/interactive? Explain please in a few words.

16. How much time it takes to prepare for interactive lessons?

30 min;

1 hour;

1-2 hours.

17. What do you prefer to use during the interaction?

You can choose more than 1 answer

Toys;

Flashcards;

Books;

Printouts.

18. Which of the interactive methods below you find the most effective ?

You can choose more than 1 answer

role-playing games;

brainstorming;

smart cards.

19. What do you think, which way of teaching students prefer more?

Traditional;

Interactive;

Both.

РЕЗЮМЕ

У частині I досліджено, що інтерактивні технології під час уроків дають можливість не тільки підвищити інтерес учнів до предмета, що вивчається, а й розвинути їх творчу самостійність, навчити працювати в різних ситуаціях. Також було описано, що інтерактивні підходи дозволяють студентам взаємодіяти один з одним, забезпечують активну участь у процесі навчання та занурюють учнів у спілкування. Як наслідок, основною характеристикою інтерактивних стратегій навчання є їх здатність стимулювати залучення учнів, що позитивно впливає на процес навчання. Ця точка зору охоплює всі поточні дослідження інтерактивних методологій навчання вченими. Серцем інтерактивних стратегій навчання, на думку О. Пометун та Л. Пироженко, є організація навчального процесу, яка залучає до процесу навчання практично всіх учнів і дозволяє обговорювати те, що вони знають і думають. На думку дослідників, згаданих у частині I, таких як Балаєв А., інтерактивні підходи навчання підвищують інформаційну та рефлексивну активність учнів, що підвищує їх інтерес до досліджуваного змісту та забезпечує високий рівень стимулюючої активності (Балаєв А., 1986).

Інтерактивне навчання допомагає вчителям уникнути монотомії уроку та зробити його цікавішим. При використанні інтерактивних методів учень стає повноцінним учасником процесу сприйняття, а його досвід стає першоджерелом навчальної інформації. Викладач не дає готової інформації, а заохочує студентів до проведення власних досліджень. В інтерактивному навчанні відносини між викладачем і учнем змінюються: діяльність вчителя поступається місцем активності учнів, а обов'язок учителя – забезпечити умови для їх ініціативи. Було описано декілька інтерактивних методів навчання, які мають на меті створити особливі умови, які ведуть до участі всіх учнів у процесі навчання, за яких учасники зможуть зрозуміти та усвідомити все, що відбувається, впливати один на одного та вносити власний внесок після встановлення дружніх стосунків та взаємодопомоги. (Пометун, О., с. 7) Найпоширенішими підходами є рольові ігри, мозковий штурм, презентації та діалоги. Вони виховують навички розмови, логічне мислення та різноманітні інтелектуальні види діяльності, такі як аналіз, синтез, порівняння та узагальнення.

У частині II робиться висновок, що застосування інтерактивних технологій у класі не тільки підвищує інтерес учнів до предмета, який вивчається, а й допомагає їм розвинути свободу творчості та навчитися працювати з різноманітними джерелами знань. Такі ігри забезпечують відмінне опанування англійською мовою. Як наслідок, використання ігор у класі дає ряд переваг. Карієр М. цитує деякі з них:

1. «Ігри надають комплекс методів удосконалення навчально-навчального процесу»;

2. «Ігри роблять урок цікавішим»;

• 3. «Ігри стимулюють мотивацію учнів». (Карієр М., 1980)

Після перегляду книг Анни Несвіт можна зробити висновок, що інтерактивних завдань мало, причому велика частина взаємодії відбувається між учнями через частоту виконання вправ «робота в парах». На відміну від викладання в лекційному стилі, який часто призводить до втрати інтересу студентів, інтерактивні стилі викладання заохочують увагу та участь студентів. Ось чому важливо використовувати взаємодію, оскільки навчання у невимушеній, невимушеній та приємній обстановці цікавіше з точки зору студента. Навчання з інтерактивними заходами – це не тільки розвага, але й чудовий спосіб вчитися, особливо якщо ці заняття чи ігри включають певні навчальні компоненти та результати. На мою думку, існує багато різних способів навчання учнів, але якщо вчитель дійсно хоче пов'язати учнів з уроком, а не просто змусити їх запам'ятати факти чи цифри, то одним із найкращих способів навчити їх є інтерактивні заняття в класі.

Частина III включає аналіз анкети, складеної для вчителів. Як видно з результатів аналізу, більше половини всіх вчителів віддають перевагу інтерактивному навчанню замість традиційного. Ролі шкіл глибоко змінюються. Українська освітня система пройшла довгий шлях від традиційних підручників до розумних дощок. Так, згідно з відповідями, 54% викладачів віддають перевагу інтерактивному навчанню, 33% – традиційному, а 13% вважають обидві стратегії успішними. У відкритих запитаннях про традиційні та інтерактивні уроки більшість респондентів 54% виділили інтерактивне навчання та те, як воно може зацікавити учнів, хоча були також відповіді про традиційне навчання. Найбільш часто надавалися такі відповіді:

Традиційне навчання:

• «Традиційне середовище навчання в класі покращує взаємодію між студентами та створює сприятливі умови для навчання однокурсників»;

Інтерактивне навчання:

• «Інтерактивне навчання відточує навички критичного мислення, які є основоположними для розвитку аналітичного міркування»;

• «Є групи, де можуть працювати інтерактивні методи, а є такі, де ви повинні використовувати традиційний спосіб навчання, щоб досягти цілей»;

Згідно з результатами розслідування, переваги інтерактивних навчальних занять неможливо переоцінити, і кілька тематичних досліджень вже показали величезну різноманітність переваг, які вони дають. Воно включає навчання як частину спільноти чи

сім'ї, що допомагає науковцям не лише зрозуміти предмети, які висвітлюються, але й відпрацьовувати соціальні та емоційні навички. Інтерактивне навчання сприяє створенню навчального середовища, в якому як викладач, так і учні можуть брати участь в інтерактивних вправах, дискусіях, рольових іграх, іграх та інших видах діяльності. Такі спільні навчальні середовища дозволяють студентам легко спілкуватися, а також вивчати нові навички та оволодівати основними поняттями курсу. Кожна інтерактивна навчальна діяльність має власний набір переваг, які учні отримують від практичного досвіду.

NYILATKOZAT

Alulírott, Serbán Nikoletta-Pamela angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1. _____

Serbán Nikoletta-Pamela