

SECTION 21. PEDAGOGY AND EDUCATION

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ENHANCING STUDENT PARTICIPATION IN ENGLISH LANGUAGE LEARNING THROUGH INTERACTIVE EXERCISES

Modern realities of the educational process presuppose the evolution of interaction between teacher and student. Creating conditions for initiative in foreign language classes is a powerful motivational factor in learning, a stimulus for the development of creative thinking, the ability to express and defend their own thoughts.

Interactive exercises are an important part of this process, they allow the student to be an active participant, have a great didactic potential, contribute to the development of the ability to cooperate, analyse, form research skills.

The process of language learning requires memorising a large number of lexical units, mastering pronunciation rules, studying the principles of organisation and functioning of a new grammatical system, it implies the need to build new logical connections and cause-and-effect relations. In this case, interactive exercises allow to memorise unfamiliar patterns, schemes and ways of expression in a foreign language as naturally as possible, to relieve tension and blocked thinking. In addition, they promote free and constructive communication in the group.

This type of learning makes adjustments in the teacher's behaviour: he becomes an organiser, moderator and mentor in interactive communication, does not give ready-made knowledge, but encourages its acquisition, creates a favourable emotional environment, involves everyone in the work, selecting tasks taking into account the individual characteristics of students. Often the teacher and the student belong to different generations, so working in close interaction and cooperation not only contributes to the development of the student, but also stimulates the teacher, creates a balance of experience and youthful enthusiasm.

Methods of interaction can range from pair communication to large group work, such as in today's online communication channels with millions of participants. Interaction in pairs or groups increases the pace and quality of learning, develops reaction speed and broadens the outlook, increases self-esteem and, consequently, motivation to learn a foreign language, promotes the generation of ideas, when one person's idea prompts and stimulates the emergence of ideas in the group.

Interactive exercises in the form of brainstorming, discussions, role-playing games (simulations), imitating real situations of professional activity, have proved their effectiveness in the process of teaching a foreign language in higher school.

A special place is occupied by discussion, which is a method of problem-based learning, when the teacher proposes to find a solution to a problem situation through independent active discussion. Such classes can involve a different number of students and take different time, depending on the complexity of the task.

There can be debates - speeches of representatives of two conflicting groups. or a round

table, when each participant expresses his/her opinion. So-called expert group meetings, consisting of 4-6 participants, offer the others their solution to the problem, after which the discussion can take a broader form in the form of a forum, where the exchange of opinions can take place between all members of the group. This type of discussion includes brainstorming, which encourages the development of as many ideas as possible to solve a problem, and, for example, a decision tree exercise is used when there is no one right answer and it is necessary to find advantages and disadvantages of options for solving a problem.

The creative novelty of interactive exercises should be supported by using various combinations of them along with classical exercises. Interactive techniques do not exclude, but are combined with traditional exercises that have proved their long-term effectiveness. They (interactive exercises) expand learning opportunities, allow to enliven the learning process, maintain the level of attention, stimulate mental and emotional activity of the student.

References:

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