EXPERIENCE IN USING INTERACTIVE METHODS AND TECHNOLOGIES IN ENGLISH LANGUAGE SESSIONS

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Abstract

Currently, new pedagogical paradigms and approaches are emerging in the field of foreign language teaching methodology, demanding a fundamental reconsideration of traditional, primarily teacher-centered, and reproductive methods. These changes are closely linked to globalization processes, the expansion of international communication, the increasing demand for foreign languages in the labor market, and the rapid development of information and communication technologies [Selevko, 2010]. Consequently, the process of teaching a foreign language is no longer limited to the mastery of grammatical rules and lexical units but is viewed as a complex pedagogical process directed toward the effective use of language in real communicative situations.

Keywords: interactive methods, pedagogical paradigm, communicative approach, learner-centered education, post-method era, task-based teaching, communicative competence.

Introduction

Modern methodological approaches require a deeper, learner-centered, and contextual approach to the language learning process. In this, the individual characteristics, needs, interests, and prior experiences of the learner are placed at the center of the educational process. Language learning is organized not as a set of artificial exercises, but as a means of communication within a real social and cultural ***context [Richards, 2026]. This necessitates the use of communicative and active*** methods in foreign language teaching.

The central idea of modern methodology consists of interpreting the learner as an active subject of learning and the teacher as the guide and organizer of the educational process. In this approach, the teacher appears not as a provider of ready-made knowledge, but as a creator of a pedagogical environment that encourages students' independent research, thinking, and engagement in communication [Harmer, 2015]. This increases students' responsibility and transforms them into active participants in the educational process.

Literature Review

Within this paradigm, interactive methods and technologies are becoming an integral part of foreign language teaching. Group and pair work, problem-based learning, discussions, role-plays, projects, and sessions based on information technologies increase students' communicative activity. Particularly, the interactive approach brings the language learning process closer to a natural communication environment and forms the skill of free expression in a foreign language [Passov, 2011].

In this regard, as H. D. Brown noted, the effectiveness of foreign language teaching is directly related to the student's activity, motivation, and self-management ability during the lesson. In his opinion, lessons based on an interactive approach strengthen students' interest in language learning and allow for stable results [Brown, 2007]. Thus, modern foreign language teaching methodology requires the systematic and purposeful application of interactive technologies.

The emergence of the communicative approach in the second half of the 20th century marked a significant turning point in foreign language teaching methodology. This approach was based on learning the language as a means of communication rather than just a collection of grammatical rules and lexical units [Richards, 2001]. While previous structural and audio-lingual methods prioritized language form, the communicative approach focused primarily on the functional and meaningful aspects of language.

The communicative approach envisions the integrated development of four main skills—listening, speaking, reading, and writing—which are inextricably linked [Richards, 2006]. Here, these skills are not formed separately, but during the process of performing a single communicative task. For example, students read a text, discuss it, express their opinions orally, and draw conclusions in writing. This brings the language learning process closer to natural communication.

In this approach, priority is given to meaningful communication over grammatical correctness. That is, students strive to convey thoughts clearly and understandably, and errors are accepted as a natural part of the learning process [Harmer, 2015]. This state reduces psychological barriers to speaking without fear of mistakes and increases students' communicative activity.

The fundamental principle of the communicative approach is that the language learning process should be carried out through communication in real-life situations. Therefore, during the lesson, real communicative tasks—such as problem-solving, exchange of ideas, and decision-making—take priority over artificial exercises [Passov, 2011]. This serves to help students master the language in the process of practical activity.

Interactive methods play an important role in the effective implementation of this approach. Specifically, role-plays, work in pairs and small groups, discussions, case studies, and the project method are practical expressions of the communicative approach. These methods involve students in active communication and develop their speech activity, independent thinking, and teamwork skills [Brown, 2007].

Furthermore, through interactive methods, students master not only language structures but also the cultural and pragmatic aspects of the language. That is, they learn which words and phrases to use in which situations, how to adhere to communication culture, and how to take speech ethics into account. This serves the full formation of communicative competence [Savignon, 2002]. Several more specific methodological models have also developed based on the communicative approach. For instance, Task-Based Language Teaching (TBLT) places clear,

outcome-oriented tasks at the center of the learning process. Here, students master the language by performing tasks they might encounter in real life, such as booking a hotel or preparing a product description [Ellis, 2003]. In the Content and Language Integrated Learning (CLIL) paradigm, the foreign language is used not only as an object of study but as a means to master the content of other subjects (history, biology, art). This approach forces students to engage with the essence of the subject and ensures the use of language in a natural context [Coyle, 2010]. Similarly, Competency-Based Language Teaching (CBLT) is aimed at forming specific communicative competencies necessary for a particular profession or field. In this approach, programs and methods are developed based on the future professional needs of the learner [Richards, 2014].

Today, many scholars speak of the "Post-Method Era." This concept emphasizes that there is no single, universal "perfect method" considered effective at all times; instead, teachers must develop their own pedagogical repertoire consisting of various approaches and techniques suited to their own context and their students' needs and goals [Kumaravadivelu, 2006]. In this era, the teacher is seen not merely as an implementer, but as a researcher, innovator, and selector. The wide spectrum of interactive methods and technologies is ideal for this paradigm, as they allow the teacher to design the educational process in accordance with the specific characteristics and learning goals of each group. Thus, modern methodological paradigms are based on seeing interactivity as a logical and natural result of language teaching. These approaches place the learner at the center, emphasize the use of language in real situations, and require flexibility and creativity from the teacher—meaning interactive pedagogy provides the very tools necessary to create such an environment.

Methodology

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Results and Discussion

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Conclusion

In conclusion, the communicative approach and interactive methods are inextricably linked; they increase student activity in English language teaching, form their readiness for real communication, and ensure the acquisition of language as a practical tool. This approach is considered one of the main pillars of modern foreign language teaching methodology.

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