



ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ АГРАРНО-  
ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ

Кафедра філології

СУЧАСНА ПЕДАГОГІКА  
ТА  
ЛІНГВОДИДАКТИКА

Дніпро 2024

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КАФЕДРА ФІЛОЛОГІЇ

**СУЧАСНА ПЕДАГОГІКА  
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навчальні платформи, оцінка мови та зворотній зв'язок, чат-боти для розмовної практики, персоналізовані плани уроків, обробка природної мови (NLP) для аналізу мови, інтерактивні репетитори мови, переклад мови та збільшення словникового запасу, гейміфікація для залучення, вивчення мови за допомогою доповненої реальності (AR), інструменти синтезу мовлення, аналітика вивчення мови, усвідомлення культурного контексту. Автори визначили недоліки використання ШІ, а саме: відсутність персоналізації, надмірна залежність від технологій, відсутність емоційного інтелекту та технологічні бар'єри. Таким чином, застосування даних платформ штучного інтелекту для середовищ навчання мови може створити більш персоналізований, ефективний і цікавий досвід для студентів.

**Ключові слова:** штучний інтелект, навчальні платформи, засоби навчання, англійська для академічних цілей.

**UDC: 378:78**

## **INTERACTIVE METHODS OF LEARNING FOREIGN LANGUAGE AT THE AGRICULTURAL UNIVERSITY**

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*The article deals with interactive methods of learning a foreign language. One of the main tasks of professional higher education at the current stage is the training of a qualified worker who knows a foreign language at a sufficient level to establish personal, scientific and cultural contacts with native speakers and mainly as a tool for establishing professional communication for the effective exchange of information and experience in the future practical activities in the field of agriculture. The article provides a brief overview of interactive methods of foreign language learning. It was found that the essence of interactive learning is that the learning process takes place under the condition of constant interaction. Today, more and more teachers of higher education institutions are aware of the importance of using various interactive methods in the learning process. Modern interactive methods are focused on individualization, provide an opportunity to improve the quality of education and use study time more effectively. It has been proven that the use of interactive teaching methods in the process of learning a foreign language in agricultural higher education allows to actively mastering the content of future professional activity in a close relationship with practice, and allows to increase motivation for interpersonal interaction in professional situations.*

**Key words:** *interactive methods, foreign language, motivation, efficiency, communication, interactivity, professional communication.*

**Introduction.** The development of modern society requires a student who can quickly learn and understand the educational material, especially the language. Nowadays, mastering at least one foreign language is an integral requirement for the professional competence of a specialist. That is why it is necessary to pay serious attention to the efficiency and quality of the process of learning foreign languages.

In modern society, a source of knowledge can be not only a teacher, but also a computer, TV or video. Students must be able to understand the information received, interpret it, apply it in specific conditions; at the same time to think, to understand the essence of things, to be able to express an opinion. This is precisely what interactive methods of training contribute to.

**A research problem.** Recently, the number of professional and academic exchanges in Ukraine is increasing, international cooperation is deepening, and these factors stimulate the progressive development of foreign language education.

In the system of agricultural university it is necessary to train specialists who know a foreign language as a means of establishing personal, scientific and cultural contacts with native speakers, as a tool for establishing professional communication for effective exchange of experience in future activities in the field of agriculture. Therefore, it is essential to change the content and structure of foreign language learning parameters when teaching students professionally oriented communication in the agricultural university.

**Relevance of research.** Information and communication technologies are gradually penetrating all spheres of education. This is facilitated by the global informatization of society, the spread of the latest computer technology in universities and modern software, creation of state and international programs aimed at informatization of education.

Interactive teaching methods can be a means of increasing students' interest in learning foreign languages, making this process more exciting.

**Analysis of publications.** Theoretical and practical aspects of the use of interactive technologies and teaching methods in higher educational institutions are presented in the works of V. Bepalko, V. Yevdokymov, O. Pehota, L. Pyrozhenko, V. Serikova, S. Sysoeva, I. Yakymanska and other domestic and foreign scientists. Interactive learning technologies, as technologies that contribute to the social formation of the individual, are considered in the works of B. Ananiev,

L. Vyhotskyi, and others. The scientific works of M. Bohomolova, B. Lomov, R. Nemov, L. Umanskyi, etc. are devoted to the problems of interactive communication. The classification of interactive learning methods is proposed in their research by L. Vavilova, E. Holant, and T. Panina.

Foreign scientists such as L. Abrahamson, B.S. Bloom, A.L. Brown, C. Burns, N. Fleming, J.K. Hall, M.G. Jones, M. Lowe and C.W. Mario considered the problem of interactive learning within language acts, analyzed the role of the teacher in the organization of interactive learning, were concerned with the problem of interactive learning in the key of student motivation for joint cognitive activity and paid attention to the mastery of competences and also focused their attention on the technologies of interactive foreign language learning.

**The aim of the article** is to describe interactive methods of learning a foreign language.

**Objectives of the study.** It is necessary to identify interactive technologies that ensure the effectiveness of learning professional communications in the agricultural university. The main task of professional higher education at the current stage is the training of a qualified worker of the appropriate level and profile, competitive on the labor market, competent, fluent in his profession and oriented in related fields of activity, capable of effective work in his profession at the level of world standards.

**Scientific novelty.** However, despite such a large number of works of native and foreign scholars devoted to various aspects of interactive learning, the issues related to its use during the training of foreign language professional communication in the agricultural university are not sufficiently researched.

**Research material.** The main task of education is not simply to give the student fundamental knowledge, but to provide him with all the necessary conditions for further social adaptation, to develop a tendency to self-education. Professional training is aimed at the development of students' competencies that go beyond the scope of a narrow agricultural orientation, and includes the student's professional

self-development, which includes the mastery of foreign language communicative competence. Interactive technologies can help teachers in this.

Interactive learning technologies include a clearly planned and expected learning result, separate interactive methods, means and forms of learning that stimulate the cognitive process, mental and educational conditions and procedures, with the help of which the planned results can be achieved [7, p. 230].

Interactivity in education can be explained as the ability to interact, learn in the mode of conversation, dialogue, and action. So, the method in which the learner is a participant can be called interactive. The student is not only a listener, an observer, but he takes an active part in what is happening in the lesson [2, p. 6].

In the system of interactive learning, the following main principles of the cooperation method are distinguished:

1) positive interdependence (the group succeeds under the condition that each student performs the tasks well);

2) individual responsibility (working in a group, each student performs his task, which is different from the others);

3) equal participation (each student is given the same amount of time to conduct a conversation or complete a task);

4) simultaneous interaction (when all students are involved in the work) [1, p. 57].

In the course of teaching written speech, interactive forms of work are used in isolated cases. Interactive teaching of written speech in higher education should form and develop the skills of discussion, analysis, mutual verification and mutual evaluation [3, p. 4].

The main task of learning written communication is the development of practical skills and abilities that allow you to effectively create written statements of the required volume and format, in accordance with the given parameters, as well as analyze and correct the written text for its maximum improvement [3, p. 5].

The method of organizing interactive teaching of written communication is governed by the basic principles of English language learning:

1) activity – all students are involved in participating in each stage of learning written speech and are responsible for the development of their skills. The use of interactive methods at the same time involves active interaction between students, mutual assistance and participation in group work, which allows to reduce the number of errors when writing the text;

2) personality development – students have all the conditions for personal development, cognitive activity and creative independence, acquire the most important social skills;

3) the integrative relationship between the development of written speech and other types of speech activity: listening, reading, and speaking [4, p. 48-52].

In the course of interactive training, the problem of not only correction, but also warning against mistakes is primarily solved. By offering students exercises to detect errors, their correction, analysis and discussion during interactive work, as well as by organizing peer review of written works by students, conditions are created for the maximum prevention of errors in oral speech.

The use of interactive learning methods motivates not only the student, but also the teacher to constant creativity, promotes the development of pedagogical abilities and orients the search for unique qualities of students, peculiarities of their thinking.

Interactivity is the ability of an information and communication system to respond differently to any user actions in active mode. Interactive technologies are an indispensable condition for the functioning of a highly effective learning model, one of the main purposes of which is the active involvement of each student in the educational and research processes. The use of the latest technologies in education increases visibility and facilitates the perception of the material, which favourably affects the overall effectiveness of foreign language learning in the conditions of the agricultural university.

Interactive learning in English lessons is focused on: development of proper thinking, certain independence of thoughts, expression of one's own opinion,



development of a creative attitude, perception of a foreign language medium, development of correct speech, independent comprehension of the material, acquisition of vocabulary, clear and correct speech; development of the ability to suggest thoughts, patterns of behaviour, defend one's opinion, create a discussion situation, clash of opinions; solving a certain problem situation in the conditions of interactive technologies, which actively stimulates thinking activities aimed at overcoming contradictions and misunderstandings; developing a critical attitude towards oneself, the ability to see one's mistakes and adequately treat them; development of such skills as seeing positive and negative, comparing oneself with others and adequately evaluating oneself.

The most common interactive methods include:

- brainstorming (brainstorm);
- round tables (discussion, debate);
- Case-study (analysis of specific situations, situational analysis);
- business and role-playing games; - master classes.

However, there are other popular methods, such as Socratic dialogues, group discussions, trainings, interactive conferences and much more. All these methods are combined with high efficiency and have a number of advantages.

The advantages of interactive technologies in foreign language learning include: • individualization of education taking into account the personality characteristics, interests and needs of each student;

- the ability to comprehensively and concisely present any amount of educational information;
- improvement of visual perception, which facilitates the process of assimilation of educational material;
- activation of students' cognitive activity, they acquire theoretical knowledge and practical skills.

Realization of these advantages is possible with such an organization of interactive foreign language learning, when the activity of the teacher is replaced by

the activity of students, and the task of the teacher is to create conditions for the activation of educational and cognitive activity of students.

Among the difficulties faced by teachers in the process of using interactive methods in the educational process, the following can be identified:

- ignorance of the content of the method;
- inability to apply it in practice;
- misunderstanding of the place of the method in the structure of the lesson;
- disbelief in the effectiveness of using interactive methods in the learning process.

While studying the theoretical material, it is important to draw attention to the fact that the most frequently used forms of organizing foreign language classes for students of specialties in the sphere of agriculture are business and role-playing games. These methods are an effective means of modeling various conditions of professional activity and social interaction. The game removes the contradiction between the abstract nature of the educational subject (object) and the real nature of professional activity, forms cognitive professional motives and interests, expands the opportunities of both the teacher and students, stimulates students to communicate, to dialogue within the group in a foreign language, enables for each student to personally meet and experience the realities of foreign language communication without leaving the walls of the educational institution.

In the process of interactive learning, the student learns to formulate, correctly convey and justify his thoughts, lead a discussion, listen to others, respect and take into account other opinions and points of view.

The next type of interactive activity is discussion. This is a purposeful and orderly exchange of opinions, statements with the aim of “finding the truth” or forming a certain point of view among the participants. It is very important that the discussion is conducted among students, the teacher controls only its course, but not the content itself, and that is, it becomes a strong means of self-expression, a

stimulus. The content can change depending on the situation, what really matters is the final result – the students’ reproduction of the act of communication.

One of the most active discussion forms of the lesson can be singled out as “Brainstorm”, which includes joint problem solving. The purpose of this game is to ensure the generation of ideas for an extraordinary solution to a particular problem. It is a well-known technique, the essence of which is that all students take turns expressing absolutely all, even similar, opinions about the problem. What is said is not criticized or discussed until the end of the statements. Thus, the interactive technique “Brainstorm” is used at the motivation stage to develop students’ creative abilities and the ability to express their opinions. Either the situation or only key concepts from the given topic is presented for processing; the students’ task is to solve the situation, more precisely, to develop options for its solution and to compare their results with the information provided by the teacher.

The project method is one of the active methods of conducting classes, which involves individual, pair or group activity of students, which ensures the guaranteed achievement of the planned result. The dominant feature of all projects is their positive motivation. The project is an individual work. Project work is a very active mediator. Those who study do not only familiarize themselves with the vocabulary or use it, they gather information, draw maps, drawings, diagrams, conduct surveys, interviews, conduct research and make records.

Based on the fact that the teaching of a foreign language in the agricultural university has not only a communication-oriented, but also a professionally oriented character, and the goal of the discipline is the formation of communicative and professional competence in students, which ensure a sufficient level of perception, processing and generation of information in English in the field of the future profession, the use of modern educational interactive technologies is a necessary condition for achieving the above goals and the effectiveness of the foreign language learning process in general.

**Conclusions.** Interest in interactive learning methods among teachers of higher education institutions is growing every year. The introduction of interactive methods of teaching foreign languages makes it possible to intensify lessons and activate students' independent work, make the learning process more interesting, which, ultimately, leads to an increase in the quality of the educational process in general. In addition, the new generation that has grown up in the age of computerization requires new methods and approaches to learning. While using interactive methods, the role of the teacher changes dramatically, it ceases to be central. The teacher only regulates the process and deals with 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 execution of the intended plan.

**Prospects for further research.** The use of interactive forms and methods of learning in the process of studying at the agricultural university will allow a specific student to acquire the experience of actively mastering the content of future professional activity in relation to practice, develop communication, analysis and self-analysis skills, increase motivation for interpersonal interaction not only in educational, but also in professional situations.

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## **ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ В АГРАРНОМУ УНІВЕРСИТЕТІ**

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*У статті розглядаються інтерактивні методи навчання іноземної мови. Одним з головним завдань професійної вищої освіти на сучасному етапі є підготовка кваліфікованого працівника, що володіє іноземною мовою на достатньому рівні для установалення особистих, наукових і культурних контактів з носіями мови й головним чином як інструмент налагодження професійного спілкування для ефективного обміну інформацією та досвідом у майбутній практичній діяльності у сфері сільського господарства. У статті подано короткий огляд інтерактивних методів навчання іноземної мови. Виявлено, що суть інтерактивного навчання полягає у тому, що навчальний процес відбувається за умови постійної взаємодії. Сьогодні все більше і більше викладачів ЗВО усвідомлюють важливість використання різноманітних інтерактивних методів у процесі навчання. Сучасні інтерактивні методи орієнтовані на індивідуалізацію, дають можливість підвищити якість освіти й використовувати навчальний час більш ефективно. Доведено, що використання інтерактивних методів навчання в процесі вивчення іноземної мови в аграрному ЗВО дає змогу активно освоювати зміст майбутньої професійної діяльності у тісному взаємозв'язку з практикою, дозволяє підвищити мотивацію до міжособистісної взаємодії в професійних ситуаціях.*

**Ключові слова:** *інтерактивні методи, іноземна мова, мотивація, ефективність, спілкування, інтерактивність, професійне спілкування.*