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THE ROLE OF INTERACTIVE TEACHING METHODS IN DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE IN FUTURE ENGLISH TEACHERS

This research investigates the implementation and effectiveness of modern pedagogical approaches in preparing future language educators. The study analyses various methodological frameworks and their practical applications in developing professional linguistic abilities among university students. Through systematic examination of teaching practices at Ivan Franko Drohobych State Pedagogical University, the research demonstrates how different pedagogical strategies contribute to enhanced student engagement and language mastery. The study provides comprehensive analysis of multiple approaches: project-based learning, which engages students in long-term assignments investigating real-world issues; blended learning, integrating traditional classroom instruction with digital resources; game-based learning, incorporating elements of game design into the educational process; language immersion, creating authentic communication environments; cooperative learning, implementing various models such as Student Team Learning and the Jigsaw method; case method, engaging students with real or fictional scenarios; and podcast integration, utilizing authentic audio materials for developing listening comprehension skills. Each method is examined through practical examples, including specific projects, case studies, and cooperative learning activities designed for pedagogical preparation. The research pays particular attention to the synthesis of multiple methods within single instructional units, illustrated through detailed scenarios in teaching environmental issues and grammatical structures. The study addresses implementation challenges such as technical requirements for digital integration, workload distribution in project-based activities, and assessment complexities in cooperative learning environments. The findings indicate that while these methodological approaches significantly enhance language acquisition and professional development, their success depends on careful planning, appropriate method selection, and consideration of learner needs. The research concludes that these approaches, despite implementation challenges, are essential tools in modern educational preparation, particularly in developing future language educators. The study contributes to the understanding of effective pedagogical practices in teacher education and provides practical guidance for implementing innovative teaching approaches in various educational contexts.

Key words: pedagogical strategies, methodological innovation, professional development, competences of language learning, modern pedagogical technologies.

Problem statement. Recent global transformations in teaching methods, particularly in English language instruction, have highlighted the necessity of implementing interactive approaches over traditional methods. The COVID-19 pandemic and subsequent global challenges have accelerated the need for dynamic learning environments where students actively engage in language acquisition. This shift demands innovative pedagogical approaches that foster active participation and effective communication skills development. Modern educators must adapt their teaching strategies to meet these evolving demands while maintaining high standards of language instruction.

Analysis of Recent Research and Publications. Interactive teaching methods are defined as ways of organizing active student interaction in the learning process, aimed at achieving specific didactic outcomes [1]. As noted by researchers S. V. Kiyko

and V. I. Smaglii, these methods create conditions where every student experiences success and intellectual capability while engaging in multifaceted communication [2, p. 140–156]. Interactive learning encompasses sustained participation, creativity, high motivation, and continuous interaction among participants, forming a comprehensive approach to language acquisition. [3, p. 122–125]. We align with the view that the methodology can be understood as a system of actions that integrates both student and teacher activities alongside clearly planned instructional components.

The purpose of the article is to examine how interactive teaching techniques contribute to enhancing the communicative competence of future English teachers, focusing on practical applications in language learning environments. The research aims to analyze various interactive methods and their effectiveness in developing language and speak-

ing skills while preparing future educators for the challenges of modern language instruction.

Presenting the Main Material. Modern pedagogical practice employs a diverse range of teaching methods and technologies that can be effectively categorized based on their implementation approach and group dynamics. For instance, Kevin Yi, in his study, classifies 289 interactive methods for various forms of learning, including pair and group work, social networks, mobile devices, and gaming technologies [4]. These methods include group work, where students collaborate in small teams or pairs; collective methods, involving whole-class engagement; and collective-group methods, which combine both approaches for optimal learning outcomes. A synthesis of the experience of English lecturers at Ivan Franko Drohobych State Pedagogical University, with regard to the development of English communicative competence in undergraduates, indicates that the most popular active learning methods include project-based learning, blended learning, the flipped classroom method, learning through play, immersion, cooperative learning, case study method, brainstorming, role-playing, tandem learning, podcasts, associative learning methods, debates, round-table discussions, and content-integrated language learning. The following section will examine some of these methods in greater detail.

Project-Based Learning has emerged as a particularly effective approach in language education. This method engages students in long-term assignments that investigate real-world issues while

developing linguistic, research, and critical thinking skills. Students work on projects ranging from cultural awareness initiatives to digital storytelling, allowing them to apply language skills in practical contexts. While this approach effectively promotes active engagement and collaboration, educators must carefully manage workload distribution and resource allocation to ensure equitable participation. Here are the examples of projects which can contribute to the development of students' English communicative competence.

Project-based learning offers significant benefits: it promotes active student engagement through real-world tasks, develops collaboration skills through team activities, and enables practical application of knowledge. However, instructors must address challenges such as uneven workload distribution among group members and the demanding nature of planning and coordinating student activities, particularly when time and resources are limited.

Blended Learning integrates traditional classroom instruction with online resources, such as videos, e-courses, blogs, and podcasts, to support independent learning. This methodology combines in-class activities with digital tools, allowing students to engage with material through online exercises, virtual group projects, and video content. It offers flexibility, enabling personalized learning paths while maintaining structured guidance [5, p. 186–188]. A variation, **Flipped Learning**, involves teachers providing video lectures online, with assessments conducted during in-class activities. However,

Table 1

Examples of Projects

Project Title	Focus Area	Objective	Why it's Useful
English Around Us: Exploring Local Culture through Global Perspectives	Cultural Awareness and Language Development	Investigating local culture while developing English skills	Helps future teachers integrate culture into language lessons, enhancing global perspectives in language learning.
Digital Storytelling: Crafting and Sharing Personal Narratives in English	Storytelling and Personal Narratives	Creating and sharing personal stories in English	Enhances creativity and technology use in language teaching, vital for modern classrooms.
Language Leaders: Organizing and Participating in English Debates and Public Speaking	Public Speaking and Critical Thinking	Engaging in debates and improving public speaking in English	Promotes skills in argumentation and public speaking, crucial for teaching students effective communication.
Global Newsroom: Creating and Presenting English News Reports on Current Events"	Journalism and Current Events	Reporting and presenting news stories in English	Develops skills in engaging students with current events, improving speaking and writing abilities.
English for Future Careers: Industry-Specific Language Skills and Networking	Career Development and Professional English	Developing specific English language skills for professional use	Prepares student teachers to teach career-specific language skills, essential for real-world communication.

successful implementation requires careful attention to technical requirements and student self-organization skills.

Examples of applying Blended Learning in English language classes for Student Teachers include:

- Online exercises:** Students complete grammar and vocabulary exercises at home and use class time for more complex tasks, such as writing essays or creating presentations, to apply their new knowledge.

- Virtual group projects:** Students collaborate using platforms like Google Docs or Padlet, co-editing documents and creating multimedia presentations. In class, they present their work, receive peer feedback, and are assessed by the instructor.

- Viewing video materials:** Students watch video lectures at home on topics such as cultural aspects or grammatical constructions. In class, they engage in discussions, debates, or activities that allow them to apply what they've learned.

While Blended Learning provides flexibility and enhances engagement through ICT tools, challenges include technical issues (e.g., unstable internet), difficulties with self-organization for some students, and the need for high IT proficiency. Additionally, creating a blended learning course requires significant time and effort from teachers to plan and distribute materials effectively.

Game-Based Learning has shown remarkable potential in language education by incorporating elements of game design into the learning process. This approach transforms traditional exercises into engaging activities through points systems, achievement tracking, and competitive elements. Language quests and interactive platforms such as Kahoot, Quizlet, or Duolingo create an immersive learning environment that maintains student interest while developing core language skills. Educators must balance entertainment aspects with academic rigor to ensure learning objectives are met.

Game-based learning in English language lessons offers several benefits and challenges. It boosts student motivation and engagement, creating a dynamic learning environment where students actively participate. Game elements, like points and rewards, motivate students to achieve better results, while allowing for individualized pacing, immediate feedback, and the ability to revisit material. Additionally, it fosters critical thinking, problem-solving, and teamwork. However, preparing and implementing game-based activities requires significant time and effort from teachers. Not all students may be engaged, and some may feel that games are irrelevant to their learning. Furthermore, classroom management can become challenging if students focus too much on the game, potentially disrupting class dynamics and reducing productivity.

The Language Immersion method creates an environment where English serves as the primary

medium of communication, exposing students to authentic language situations and materials. This approach naturally develops speaking and listening skills while fostering cultural awareness. Although some students may initially find full immersion challenging, the long-term benefits in language acquisition and confidence building are substantial.

This method can be effectively applied through various conversational topics. In *Travel and Tourism*, students discuss travel plans, create itineraries, explore different cultures, and role-play as tourists and guides, practicing relevant vocabulary and dialogues. In *Work and Career*, they develop resumes, participate in mock interviews, analyse job advertisements, write cover letters, and engage in business discussions. In *Shopping and Consumerism*, students simulate buying and selling scenarios, compare prices, evaluate product quality, negotiate transactions, and resolve customer service issues.

The key advantage of language immersion is its ability to enhance communicative competence by promoting natural speech, improving pronunciation, and increasing fluency [6, p. 22–24]. Additionally, real-life language use reinforces learning and helps reduce students' fear of making mistakes. However, learners with lower proficiency levels may experience stress and frustration due to difficulties in understanding all linguistic structures. Furthermore, explaining complex or abstract concepts without resorting to the native language can sometimes hinder comprehension.

Cooperative Learning shifts focus from teacher-centered instruction to student collaboration, implementing various models such as Student Team Learning and the Jigsaw method. This approach particularly excels in developing communication skills through cultural exchange projects and group debates. Success depends on careful group management and ensuring equal participation among students. Here are examples of cooperative learning applications in English lessons:

- Project Work "Cultural Exchange".** Students are divided into groups, each researching a cultural aspect of an English-speaking country (e.g., traditions, holidays, cuisine). Each member is responsible for a subtopic. After gathering information, the group collaborates to create and present their findings, enhancing research skills, communication, teamwork, and intercultural competence.

- The Jigsaw Method.** The lesson topic is divided into sections, and students independently study specific aspects. For example, when learning the Past Perfect tense, students might focus on different uses: **Sequence of past actions** (e.g., *By the time he arrived, they had finished dinner*); **Changes in state or position** (e.g., *She had never traveled alone before she went to Paris*); **Conditional relationships in the past** (e.g., *If I had known, I would have called*

you); **Completion of actions before a past moment** (e.g., *By the time the train left, they had said goodbye*). Students first discuss their findings in expert groups before teaching their original group members. This method fosters independent learning and the ability to convey knowledge effectively. Afterward, they discuss their findings in expert groups before teaching their original group members, fostering independent learning and effective knowledge sharing.

Cooperative learning offers several benefits, including increased motivation and engagement in English study. Interactive tasks like role-playing, group projects, and problem-solving enhance speaking, listening, and vocabulary skills while fostering critical thinking through analysis and discussions. However, it also presents challenges, such as the need for thorough teacher preparation, task structuring, and managing large groups. Teachers may face issues like students reverting to their native language, reinforcing incorrect language patterns, unequal participation, or interpersonal conflicts, which can affect group effectiveness.

The Case Method engages students with real or fictional scenarios that require problem-solving and critical thinking. By analyzing business situations, cultural conflicts, and social issues, students develop practical language skills while learning to navigate complex situations [7, p. 329–352]. This method effectively bridges the gap between theoretical knowledge and practical application, though it requires significant preparation time and careful assessment planning.

There are the examples of case-based tasks that can be integrated into English language lessons as part of the professional training of future English teachers.

The case method promotes critical thinking and analytical skills, allowing students to apply theoretical knowledge in practice and encouraging active participation. It also helps develop teamwork

skills and effective idea presentation [8, p. 60–62]. However, teachers face challenges such as the time required to prepare high-quality cases that align with students' proficiency levels and encourage in-depth analysis. Ensuring active participation from all students can be difficult, as discussions may be dominated by more assertive individuals. Additionally, assessing participation can be complex, but it is important to evaluate both the quality of analysis and individual engagement, through written reports or oral presentations.

The Podcast Method utilizes authentic audio materials to expose students to native speech patterns and cultural content. Through carefully selected podcasts focusing on vocabulary, grammar, and cultural learning, students develop listening comprehension skills and cultural awareness. This method offers flexibility in learning but requires careful consideration of content difficulty levels and technical accessibility.

After analyzing a range of free podcasts available online, we provide examples that, in our opinion, would be particularly helpful for English student teachers in learning vocabulary, grammar, and cultural material.

Podcasts in English lessons offer key benefits: exposure to native pronunciation, improved listening skills, and vocabulary expansion. Covering diverse topics, they boost motivation and enable flexible, independent learning. However, overly complex content may discourage students, and the lack of interactivity can hinder comprehension. Additionally, limited access to devices or the internet may pose challenges.

Other active methods (such as brainstorming, role-playing, the associative method, discussion, roundtable, and content-integrated language learning) are foreign language teaching techniques that create an interactive environment for actively absorbing material. They help students develop communi-

Table 2

Examples of Case-Based Tasks

Case	Task	Assignment
1. Planning a Trip	A group of friends plans a trip to another country with a limited budget.	Students must choose a country, plan the itinerary, consider the budget, and create a travel plan that satisfies everyone.
2. Launching a Startup	Task: A group of young entrepreneurs decided to launch an eco-friendly startup with products.	Students need to develop a business plan, identify the target audience, choose a marketing strategy, and present their product.
3. Conflict Resolution	A conflict arises among students at school regarding the choice of a topic for a project.	Students should analyze the situation, find a compromise, and propose a solution that satisfies both parties.
4. Organizing a Charity Event	The school plans a charity event to raise funds for an orphanage.	Students must propose a format for the event, create an implementation plan, distribute responsibilities, and prepare promotional materials.
5. Social Media	A debate arises at school about the impact of social media on students.	Students analyse arguments for and against social media, form their position, and justify it.

Table 3

Podcasts for learning vocabulary, grammar, and cultural material

Category	Podcast Title	Description
Podcasts for Vocabulary Learning	The English We Speak (BBC) [9]	Features episodes focusing on new or interesting phrases and expressions in contemporary English, describing real-life situations and providing vocabulary usage examples.
	Luke's English Podcast [10]	Analyzes vocabulary in various contexts, featuring dialogues and explanations of new words and expressions.
	6 Minute English (BBC) [11]	Offers short episodes on specific topics, such as ecology or technology, aimed at expanding listeners' vocabulary.
Podcasts for Grammar Learning	Grammar Girl (Quick and Dirty Tips) [12]	Provides clear explanations of grammatical rules such as word order, punctuation, and verb tenses.
	Espresso English Podcast [13]	Features short episodes focusing on grammatical aspects of English, such as articles, conditionals, and the passive voice
	English Grammar 101 [14]	Explains both basic and advanced grammar rules with practical examples and clear explanations .
Podcasts for Cultural Learning	All Ears English [15]	Teaches the language while highlighting aspects of American culture, customs, and social nuances to help students better understand language context.
	The History of England [16]	Covers various periods of British history, ideal for students combining language learning with cultural knowledge.
	Stuff You Should Know [17]	Discusses a wide range of cultural, scientific, and historical facts related to the US and other English-speaking countries .

cation skills and critical thinking. These methods encourage active participation in the learning process, enhancing motivation for language learning. Additionally, they improve teamwork abilities, expand vocabulary, and foster a deeper understanding of language structures.

In contemporary pedagogical practice, educators can effectively implement and synthesize diverse methodological approaches within a single instructional unit. This integrative approach is particularly evident in the instruction of various subject matters. To illustrate, in addressing the thematic unit of **"Environmental Issues"** instructors may employ a tripartite methodological framework: project-based learning methodology for the empirical investigation of specific ecological challenges → role-play simulation methodology to facilitate stakeholder debates regarding potential interventions, and → structured brainstorming protocols to generate solution-oriented proposals. This methodological triangulation facilitates comprehensive topic comprehension and maximizes student engagement in the learning process.

In the context of grammatical instruction, specifically **the Gerund**, pedagogues may implement an immersion-based methodology through the strategic design of task-oriented activities necessitating gerund usage (e.g., articulating recreational pursuits). This can be augmented by implementing a structured roundtable discussion protocol, wherein learners articulate their personal interests while consciously incorporating gerund constructions. The instructional sequence culminates in the application of associative learning methodology, whereby students construct cognitive maps centered on gerund usage, thus

reinforcing linguistic comprehension and fostering divergent thinking processes.

Conclusions. Interactive teaching methods have demonstrated significant potential in enhancing English language acquisition when properly implemented. The success of these approaches depends on careful planning, appropriate method selection, and consideration of student needs. While implementing these methods presents certain challenges, their benefits in developing communicative competence make them invaluable tools in modern language education. Future research should focus on evaluating the long-term effectiveness of these methods and developing strategies for their optimal implementation in varied educational contexts.

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Пристаї Г. Роль інтерактивних методів навчання в розвитку англomовної комунікативної компетентності майбутніх учителів англійської мови

Статтю присвячено дослідженню ефективності сучасних педагогічних підходів у фаховій підготовці майбутніх учителів англійської мови. Мета дослідження полягає в аналізі ролі інтерактивних методів у розвитку комунікативної компетентності, їхнього впливу на формування мовних і мовленнєвих навичок та готовності студентів педагогічного університету до викликів сучасного викладання. До розгляду запропоновано дослідження, проведене на основі педагогічного досвіду викладачів Дрогобицького державного педагогічного університету імені Івана Франка, яке демонструє, як різні стратегії сприяють підвищенню мотивації студентів та вдосконаленню їхньої мовної майстерності. Розглянуто широкий спектр методів: проєктне навчання, яке залучає студентів до дослідження актуальних проблем; змішане навчання, що поєднує традиційні й цифрові ресурси; ігрові технології через квести та нагороди за досягнення шляхом використання інтерактивних додатків або онлайн-платформ; мовне занурення, яке створює автентичне комунікативне середовище; кооперативне навчання, що включає командну роботу; кейс-метод, що розвиває аналітичне мислення через реальні й змодельовані ситуації; та інтеграцію подкастів для покращення навичок аудіювання й розширення соціокультурної обізнаності. Кожен метод проаналізовано через практичні приклади, в яких зазначено мету, цілі та шляхи досягнення результату. До того ж, доведено, що поєднання кількох інтерактивних методів при виконанні конкретного завдання, сприяє глибшому розумінню теми та активній діяльності студентів. Це не лише покращує засвоєння матеріалу, набуття необхідних комунікативних навичок і вмінь, але й стимулює розвиток критичного мислення, вміння контролювати, аналізувати та регулювати власну діяльність. Зазначено, що впровадження інтерактивних методів у навчальний процес містить виклики, зокрема технічні вимоги, нерівномірний розподіл навантаження, значних часових витрат, використання рідної мови чи труднощі в процесі оцінювання кооперативного навчання. Результати дослідження засвідчують, що інтерактивні підходи значно покращують засвоєння мови та професійний розвиток студентів-філологів, проте ефективність їх застосування залежить від ретельного планування, доцільного вибору методів і врахування потреб здобувачів освіти.

Ключові слова: педагогічні стратегії, методичні інновації, професійний розвиток, мовні компетенції, сучасні педагогічні технології.