

Types of Interactive Methods of Teaching Foreign Languages in Higher Education Institutions

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ABSTRACT: The purpose of this study is to analyse the effectiveness of using interactive technologies in the process of teaching a foreign language at a higher educational institution. The principal result of our research is the analysis of the influence of using interactive techniques on acquiring communicative competence and personal development. The major conclusions estimate the significance of applying interactive technologies in learning process.

KEYWORD: interactive technology, interactive method, communication, Mobile-assisted language learning, multimedia language learning, gamified language learning.

Nowadays, the importance of teaching a foreign language effectively has grown significantly in the world, especially in developing countries, such as Uzbekistan.

English language teachers are positive about the usage of technology in foreign language teaching, understanding the importance of technology and its usage. However, the simplest technologies of interaction are usually used: sending e-mails and presentations. Foreign language programs should include computer integration courses. Most students and teachers enjoy using interactive technologies in foreign language teaching, despite the shortcomings. This ensures the implementation of a diversified approach to foreign language teaching.

The main types of foreign language learning technologies are "technologies for mobile learning, multimedia learning and socialization, speech-to-text and text-to-speech recognition, and digital-game-based learning". The main tasks of using technology are the development of practical skills, providing students with educational content, improving interaction, changing approaches to learning.

New technologies will expand the intercultural concept of learning for intercultural communication and learning foreign languages, which requires the adaptation of teachers. The new interactive learning environment will include "the use of digital materials that are easily edited and customizable, a virtual or mobile learning environment, the integration of knowledge with social networks that connect people to ideas, an effort to personalize instruction as much as possible, and a belief that knowledge is best understood as a creative process of co-constructed meaning within a community of practice."

Moreover, the role of a foreign language teacher is being transformed due to the greater amount of authentic content on the Internet. Teachers in the future will not provide "linguistic input and corrective feedback", but will act as a personal tutor in the learning experience of students. As a result, mentoring and tutoring in foreign language teaching will become more widespread.

The usage of technology for learning foreign languages is rapidly increasing. Smartphones and tablets are considered to be the most important devices in the classroom. Learning platforms and programs are developing rapidly, which ensures the growth of "practices of technology-enhanced language learning"

Mobile learning refers to learning with mobile devices, such as smartphones, tablets, digital pens, and wearable devices like smart-watches, AR and VR glasses.

Multimedia-assisted language learning refers to presenting language knowledge (e.g. grammar knowledge and word concept) or conducting learning activities (e.g. exercises and instructional games) using multimedia, such as videos, audios, and images.

Socialised learning refers to learning with socialisation tools such as online platforms or communities and social networks.

Technologies for speech-to-text recognition and text-to-speech recognition (STR and TSR) refer to the technologies that automatically generate the textual or audio counterparts of learners' speech (or writing). The literature indicates that they are effective in deepening learners' knowledge processing and memorisation by strengthening the connections between audio and textual forms of language knowledge.

Game-based learning refers to the integration of game elements (e.g. rules and goals, challenge, mystery/storyline, rewards, etc.) in delivering instructional content and conducting learning activities.

Mobile-assisted language learning

Mobile-assisted language learning generally provides positive effects. This method of teaching is used to study vocabulary, integrated learning, listening, speaking skills and reading in most cases. This method is least used for the development of writing, grammar skills and pronunciation. This indicates the peculiarities of foreign language teaching: as a rule, students spend a lot of time learning words, acquiring conversational skills, so interactive teaching methods are most suitable in these aspects. The necessity for spoken communication in a multilingual environment has also led to a high level of usage of interactive methods. It is very important if a person wants to acquire listening, reading and speaking skills. Acquiring writing skills is becoming a more difficult process due to the low prevalence of virtual keyboards on mobile devices. Calculations show that 63% of studies found positive effects of Mobile-assisted language learning. Moreover, the greatest effect of this type of interactive methods of foreign language teaching is observed in word learning, integrated learning, reading and speaking.

Mulmedia language learning

Moodle, an interactive multimedia learning software, is the most popular way to learn foreign languages. The effectiveness of Mulmedia language learning has been proven in a number of studies. In one study, the appropriate use of multimedia promoted learning by deepening knowledge processing and promoting motivation (Hwang, Shadiev, Hsu, Huang, Hsu, & Lin, 2016). Okuno and Hardison (2016) have compared the effectiveness of the auditory-visual and auditory systems only in learning a foreign language pronunciation and have found that the combination of audio and video is the optimal tool for learning vowels.

Both Chen, Tan, and Lo (2016), and Liakin, Cardoso, and Liakina (2017) report some positive learning outcomes using Moodle - an interactive multimedia learning software. Some studies also suggest the integrated use of technologies for multimedia learning of foreign languages. For example, Liu, Chen, and Hwang (2018) have developed a collaborative e-learning system using video-based materials and tools for conscious foreign language learning. Participants trained in a fitness center and the level of their audio-skills and listening improved significantly.

Gamified language learning

Language courses that use a play environment have helped to engage students, enhance their interaction and improve their knowledge of a foreign language. There are some works that are important in this field of study and among the peer-reviewed studies. Rachels and Rockinson-Szapkiw (2018) have developed a Spanish game-based course to enhance the general language skills of beginners. The games were based on the free DuolingoVR application, which can personalize the learning experience by providing students with appropriate scaffolding and adapting instruction to suit their level of language proficiency. Similarly, Hung (2017) has gamified classroom learning using Kahoot !, another free app that can be used to create learning games.

Some game-based language learning studies have integrated other technologies, such as Kinect technology and augmented reality (AR). For example, Yukselturk and others (2018) have developed three games that immersed students in a play environment where they took an active role in learning by interacting with others. Kinect technology was used to improve students' play experience. To adopt synchronous commands based on students' responses, they used a motion sensor - input device consisting of an RGB camera, three-dimensional depth sensors, a multimassive microphone, and built-in processing cores.

It was found that the players of the game have achieved significant development in speech, listening, reading and writing. Hsu (2017) has also developed a task-based game system to facilitate vocabulary learning. The enhanced AR game created a three-dimensional space where students gained and applied language skills in virtual and real dimensions. The results have shown that students who studied with AR achieved better learning outcomes than those who did not.

Conclusion

Interactive teaching methods have become an integral part of foreign language teaching. The research has proved the effectiveness of learning using technology.

Many studies have proven the positive effects of interactive technologies or new ways of interacting in the process of foreign language learning. They help improve foreign language skills and student achievement. For example, the effectiveness of real-time learning technology and teaching classmates in online classrooms, the introduction of game learning has been proven. Different approaches to the usage of interactive teaching methods and strategies are needed to maintain a certain level of student motivation and involvement in the learning process. Knowledge of students' foreign language determines their level of benefit in the future profession.

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