

The Ways of Developing Basic Competences in the Study of Foreign Languages through Interactive Methods

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Abstract

The search for productive methods of learning foreign languages is urgent for increasing communication needs of society due to globalization. The aim of the research was to find, introduce into the educational process and test the productivity of interactive methods that can be used in the study of foreign languages and the development of basic competencies. The study involved theoretical and empirical methods, pedagogical experiment and observation. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) model was also used in the research. Linguodidactic tests were used to assess the skills acquired by students, which are part of the basic competencies. Mathematical methods for processing experimental data, Pearson's criterion and Cohen's coefficient were also used. The following were chosen among the 20 interactive methods: project method, discussion, conversation, collective analysis of the situation, role play, work in pairs, work in small groups and the use of mobile applications. Their effectiveness was investigated in learning the following foreign languages: English, German, French, Spanish, Polish. It was found that they have a positive effect on improving the correctness of language, its purity, clarity, accuracy, logic, expressiveness, conciseness. They also contribute to the development of skills to structure the report, analyse information, formulate and voice opinions, use language tools. Listening and reading improve the results, they develop the ability to correctly answer questions, express oneself in accordance with the given topic etc. Further research can be focused on identifying and developing new effective interactive teaching methods for development of foreign language competencies in students.

Keywords: communicative competence, e-learning, linguodidactic tests, listening, online learning, speech competence

1. Introduction

Globalization leads to the interaction of people, who are carriers of different cultures, languages, religions, life types. This in turn encourages people to get acquainted with the culture, history and peculiarities of life in different countries, as well as to learn non-native languages. It is necessary to achieve a level of language proficiency that is not limited to reading and understanding of what is read or translation, but allows for dialogue in a foreign language on various topics, both business and personal. To make the process of learning a foreign language productive, to achieve maximum results in a short period of time, it is necessary to look for effective projects, strategies and teaching methods. Methods based on what the teacher can teach, that is the teacher is the main actor and the student passively perceives information, are no longer effective. It is necessary to apply such methods that motivate the student to learn, that is to be an active acquirer of new knowledge. Recently, interactive methods have been widely used. They help to update existing knowledge in the student's long-term memory and combine it with new information. Different teachers use different interactive methods when teaching foreign languages. These include project-based learning, thematic learning, e-learning, creative assignments, working in pairs and small groups, discussions, conversations, role plays, interactive lectures, case studies, research, surveys, lectures with pre-planned mistakes, warm-up, project method, dramatization, web simulation game, use of virtual reality, which contributes to immersion in the atmosphere of the country the language of which is being studied. Interactive methods influence the

development of students' skills and abilities to use a foreign language in business and personal communication. However, the issue of the effectiveness of these methods in the development of basic foreign language competencies remains poorly studied.

The aim of this study was to identify the interactive methods used in the study of foreign languages which most effectively contribute to the development of basic competencies. This aim involved the following objectives:

- 1) determine the interactive methods which can be used when teaching a foreign language;
- 2) introduce interactive methods in the process of learning foreign languages;
- 3) study the effectiveness of the introduced interactive methods in the development of basic competencies in the study of foreign languages.

2. Literature Review

Suparsa, Mantra and Widiastuti (2017) classify teaching methods according to communication models (one-way communication, limited two-way communication and multi-vector communication). When using such models, where the teacher is the main actor and students take a passive position, the effectiveness of learning is low (Fandiño, Muñoz & Velandia, 2019). Interactive methods (Kharlamova, Chala & Kovalova, 2020) are referred to innovative ones along with such as modular, problem-based, collaborative learning, didactic games (Arigita-García et al., 2021; Eshonkulova, 2020.). It is believed that they increase the activity of students, and, consequently, the level of acquired knowledge, skills and abilities (Jaleniauskiene, 2016; Suprun, 2019).

Poliakova, Yashina and Popova (2017) and Vold and Brkan (2020) considered the influence of interactive methods on the development of students' communicative-cognitive, concrete-cognitive and socially-oriented competencies in the study of foreign languages. Poliakova, Yashina and Popova (2017) advise to pay special attention when learning a foreign language to live communication, the use of real documents (menus, booklets, etc.), acting out life situations.

The attitude of students to the use of the interactive learning methods in the educational process was also studied (Meguid & Collins, 2017, Yang, Zeng & Xu, 2021). They found that interactive methods involve students in active interaction with educational material and contribute to the systematization of knowledge.

There are many opinions of various scholars about the advantages and disadvantages of using ICTs in foreign language learning (Bilyalova, 2017, Liu, Chen & Hwang, 2018). For example, Klimova (2020) considers the advantages of mobile applications in learning a foreign language, which contribute to the development of four skills (reading, listening, writing and speaking). In particular, the following applications were considered: LinguaLeo (<https://lingualeo.com/>), Duolingo (duolingo.com), Memrise (<https://www.memrise.com/>), AnkiDroid (<https://apps.ankiweb.net/>), FluentU (<https://www.fluentu.com/>) (Linguee (www.linguee.com) (Buyse & Verlinde, 2013), and Wordhyve (<https://www.wordhyve.com/>) (Hasnine & Wu, 2021), ARTutor (Lytridis, Tsinakos & Kazanidis, 2018). The authors believe that the computer connection between the student and the study material contributes to the effective learning of foreign languages. However, there is another opinion (Klimova, 2021a) that the direct interaction of participants in the educational process is more interactive than through ICTs.

Fauyan (2019) and Matkasimova and Makhmudov (2020) emphasize the importance of using modern technologies (for example, multimedia), techniques and real material as educational equipment during interactive learning.

Multimedia has become the most important learning tool during quarantine, and is also an excellent means of organizing extracurricular activities for students. According to Matkasimova and Makhmudov (2020), multimedia can open the door to the life of the population of the country, the language of which is being studied. This can be done through video, presentations, animations, etc. In turn, multimedia helps to increase students' interest in learning a foreign language. Virtual reality technology can also be used to acquire listening, reading and speaking skills and enrich vocabulary (Klimova, 2021b).

Intercultural dialogue is important in the development of foreign language discursive competence, which in turn is part of communicative competence. It is a tool for understanding the world. Ponomarenko, Zlobina, Galitskih and Rublyova (2017) came to this conclusion thanks to an interdisciplinary approach to the process of learning foreign languages. Online learning is considered to be interactive, and it is believed that, in combination with classical face-to-face learning, it helps to develop constructive and algorithmic thinking and generally improves the quality of learning (Ju & Mei, 2018). Alkamel and Chouthaiwale (2018) emphasize that the ICTs and interactive content can

help not only to direct the process of learning to meeting the individual educational needs of each student focusing on his/her abilities, but also to achieve higher learning outcomes in general.

3. Methods

The study was conducted in five stages, corresponding to the ADDIE (analysis, design, development, implementation, evaluation) model.

The first stage involved an analysis of the advantages and disadvantages of existing interactive research methods that can be used in learning a foreign language. There was also an analysis of existing problems in the use of methods of active interaction of participants in the learning process with each other and with the educational material.

At the second stage, a model of using interactive teaching methods in learning a foreign language was designed.

The third stage involved the development of methodological recommendations for conducting classes, which provide for active interaction of students with teachers, among themselves and with educational information through ICTs.

The fourth stage lasted for one academic year and provided for the introduction of the suggested methodology for the development of students' competencies in learning a foreign language through interactive methods. The following interactive methods were used: project method, discussion, conversation, collective analysis of the situation, role play, work in pairs, work in small groups and the use of mobile applications (LinguaLeo, Duolingo). They were introduced at the Faculty of Trade and Marketing at Kyiv National University of Trade and Economics in the study of the following foreign languages: English, German, French, Spanish, Polish. The methods were used during the study of the following subjects: Practical Course of the First Foreign Language, Practical Course of the Second Foreign Language, Country Studies Through Language for the First Language, Interpretation. The methods corresponded to the educational goals of the lesson, were selected with a view to the individual characteristics of each student in the group. The main purpose of using interactive teaching methods was to develop students' competencies of free oral and written communication in a foreign language on everyday life, social, educational, professional, scientific topics (following phonetic, grammatical, lexical and syntactic norms).

In the fifth stage, the achieved results were evaluated and compared with the tasks set at the beginning of the study and the stated goal. Criteria for assessing the level of basic competencies (Nikolayeva, 2013) are listed in Table 1.

Table 1. Basic Foreign Language Competencies and Criteria for Their Assessment

Competence	Subcompetence	Basic skills and abilities	Assessment criteria	Scores	
Communicative	productive	speaking	correspondence and completeness of communicative task; independence;	30	
		writing	correct wording of expressions and variety of language means; volume and speed of speech	30	
	receptive	listening	degree of understanding; text duration and speech rate	30	
		reading	degree of understanding; text volume	30	
		translation	qualitative indicators of receptive reproductive type of speech activity	30	
	phonetic	listening	speaking, reading, writing	knowledge of sounds, sound combinations, stress, rhythm and intonation models of simple and complex sentences	15
					15
		lexical	receptive lexical skill	control directly during communication and in the process of developing listening, speaking, reading, writing and translation skills	15
	Linguistic	grammatic	reproductive lexical skill		15
			reproductive grammatical skill	correct performance of all operations related to speaking and writing skills	15
receptive grammatical skill			accuracy of understanding, speed and ease	15	

			of operations	
	Foreign language competence in writing technique	graphic writing skills	correctness, clarity, accuracy, speed of writing letters	15
		spelling skills	correctness and speed of spelling words	15
	Competence in reading technique	recognition and distinction of graphemes, establishment and realization of grapheme-phonemic correspondences	reading speed; accuracy of grapheme-phonemic correspondence transfer; observance of norms of accents, pauses, intonation; reading comprehension	15
	foreign language competence in listening	the ability to identify the main points in audiotext while ignoring the unknown and secondary things	tests, surveys, rendering, translation, making a plan; formulation of questions, conversation based on its content	40
	foreign language competence in speaking	grammatic, lexical, pronunciation (articulation and intonation)	assessment of two-way communication during pair work and discussion	40
	foreign language competence in reading	identify the main points in the text and omit secondary things	assessment of reading according to Folomkina (1987)	35
	foreign language competence in writing	build integral, coherent, completed texts, according to a particular style and genre, correct in terms of composition	relevance of the situation, logic, coherence, correctness of presentation; correct structure	35
Speech	socio-linguistic	correct use of language and speech means of communication of regional vocabulary peculiar to a foreign culture	is assessed indirectly, when assessing the comprehension of the texts which were read or listened to	50
	socio-cultural	ability to apply general cultural and intercultural knowledge about a foreign language country	is assessed indirectly, when assessing the comprehension of the texts which were read or listened to, during a conversation or dialogue	50
	social	ability to use the rules and norms of communication specific to a certain culture	is assessed indirectly, when assessing the comprehension of the texts which were read or listened to, during a conversation or dialogue	50
Educational strategic		Ability to choose and use learning strategies according to the task, situation and personal psychological features	indirectly, during the control of linguistic, speech and linguo-socio-cultural competences	100
	150+150+150+150+100=700			
	≥299 – low level of basic foreign language competencies			
	300-399 – medium level of basic foreign language competencies			
	400-499 – sufficient level of basic foreign language competencies			
	500-599 – fairly high level of basic foreign language competencies			
Total	600-700 – high level of basic foreign language competencies			

This stage also involved the monitoring of the students’ reaction to the introduced teaching methods through questionnaires. The questionnaire contained 11 closed questions. The survey was voluntary, anonymous, and complied with ethical standards.

The sample consisted of 128 students of the Faculty of Trade and Marketing at Kyiv National University of Trade and Economics, who studied one of the foreign languages —English, German, French, Spanish, Polish. The experimental group included 67 students, and the control group consisted of 61 students. Interactive teaching methods were introduced in the experimental group, while the methods where the teacher is an active actor in the acquisition of knowledge by students and the development of their skills and abilities were applied in the control group. The sample also included 11 experts — teachers who knew the methods of using interactive methods in teaching and criteria for evaluating the effectiveness of the impact of these methods on the results achieved by students.

The tasks facing the experts to evaluate as interactive methods used in the process of learning a foreign language influence the development of such communicative competencies as: speech, linguistic, socio-cultural and general education. These are, in particular: 1) whether students have developed the skills needed to listen, speak, read and write in a foreign language; 2) whether students have enough knowledge and skills be able to formulate ideas in a foreign language, as well as to communicate on given topics; 3) how well the students know phonetic, spelling, lexical, grammatical means of a foreign language. Students' knowledge of the peculiarities of culture, traditions and living conditions of the population of the country the language they study, as well as the use of this knowledge when communicating in a foreign language, the ability to communicate in a foreign language about their country and its population were assessed.

Students' ability to organize in learning, their motivation, their activity during classes, the level of knowledge and their versatility, the ability to use knowledge in different situations, the formation of critical thinking, the ability to listen and perceive a different vision of the situation, to show tolerance and friendliness in the discussion, the ability to explain their own point of view were assessed.

Theoretical and empirical research methods were used in the course of the study. They included the analysis of foreign experience in the use of interactive teaching methods and the experience of Ukrainian scientists in the methods of developing foreign language competencies in students, as well as pedagogical experiment and observation. Linguodidactic tests were used to assess listening and reading skills (Tkachenko, 2019). They had the necessary indicators of validity, reliability, differential ability, practicality and economy.

The results of the study were processed by mathematical methods of data processing using Statistica software. Cohen's coefficient and Pearson's criterion were applied.

3. Results

This study analysed the advantages and disadvantages of the following interactive teaching methods: project-based learning, thematic learning method, e-learning, creative assignments, work in pairs and small groups, discussions, conversations, role plays, interactive lectures, case studies, research, surveys, lectures with pre-planned mistakes, warm-up, dramatization, web simulation game, use of virtual reality. Eight methods were chosen among the above-mentioned: the project method, discussion, conversation, collective analysis of the situation, role play, work in pairs, work in small groups and the use of mobile applications.

Table 2 shows the advantages and disadvantages of selected interactive methods.

The model of using interactive teaching methods in the study of a foreign language was designed so that the selected interactive teaching methods contribute to the development of students' competencies: communicative, linguistic, speech, linguo-socio-cultural, educational strategic.

Such methods as discussions, conversations, group work, work in pairs, role play were used to develop students' skills necessary for listening, speaking, reading and writing in a foreign language, to formulate ideas in a foreign language, as well as to communicate on given topics.

ICTs and mobile applications were also used to develop linguistic competence, which includes knowledge of phonetic, spelling, lexical, grammatical means of a foreign language.

Case methods were used for the development of socio-cultural competence, which involves not only students' knowledge of the culture, traditions and living conditions of the population of the country the language of which is being studied, but also the use of this knowledge when communicating in a foreign language, also includes the ability to communicate in a foreign language about their country and its population.

General educational competence, that is how a student is able to organize himself/herself in learning, was developed through group work, work in pairs, work with ICTs.

Table 2. Advantages and Disadvantages of Interactive Teaching Methods

Interactive method	Advantages	Disadvantages	Source
Project method	<ol style="list-style-type: none"> 1) Development of independent learning competencies; 2) Development of cooperation in a group of people competencies; 3) Development of digital literacy; 4) Increasing motivation to learn; 5) Formation of a creative approach; 6) Development of the ability to integrate knowledge from different subjects 	<ol style="list-style-type: none"> 1) Lack of an objective evaluation system; 2) Impact on the result not only of language competencies, but also skills and abilities to work with ICTs 	Ruziyeva, 2021
Work in pairs and small groups	<ol style="list-style-type: none"> 1) Intensifying the cognitive activity of students; 2) Increasing motivation to learn; 3) Development of skills to cooperate in groups 	<ol style="list-style-type: none"> 1) There may be difficulties in assessment 2) It takes more time for the teacher to prepare for the lesson 	Atmowardoyo, 2018; Petrosyan, Bashmakova, Danilina & Kazieva, 2021; Ruziyeva, 2021
Discussions, debates, conversations	<ol style="list-style-type: none"> 1) Develop the ability to express their opinions; 2) Intensifies cognitive activity; 3) Increases motivation; 4) Promote students' self-study; 5) Develop communication skills; 6) Develop the ability to listen and respect the opinion of others. 		Atmowardoyo, 2018
Role play	<ol style="list-style-type: none"> 1) Promotes the development of professional skills; 2) Promotes the development of communication skills; 3) Promotes the development of personal (behavioural) skills; 4) Increases motivation to learn 5) Develops the cohesion of game participants 	<ol style="list-style-type: none"> 1) requires acting skills 	Ruziyeva, 2021
Case method	<ol style="list-style-type: none"> 1) Promotes understanding, assimilation and integration of theoretical knowledge; 2) Forms the ability to creatively apply theoretical knowledge in practice; 3) Allows gaining practical experience in the higher educational institution; 4) Develops the ability to listen to someone else's opinion; 5) Develops the ability to express their own opinion; 6) Develops the ability to work in a team; 7) Intensifies the cognitive activity of students; 	<ol style="list-style-type: none"> 1) Requires preparation of cases 2) Requires the ability to organize students' discussion of the situation under the teacher's passive control 	Pozdeeva & Obskov, 2015
Mobile applications	<ol style="list-style-type: none"> 1) Allow learning while playing; 2) Students gain knowledge, practice and experience; 3) Develop listening, reading, grammar, writing, pronunciation skills, enrich vocabulary. 4) Motivate students; 5) Allow studying independently; 6) Contribute to the immersion of students 	Requires special technical means	Klimova, 2021a,b; Kusuma, Wigati, Utomo, & Suryapranata, 2018; Lin, 2015

The interactive teaching methods selected at the first stage of the research were to be used in accordance with the learning objectives, to correspond to the topic of the lesson and the type of activity. The appropriate interactive methods were used depending on the educational purpose of the lesson (study of new material, deepening of existing knowledge, development of practical skills, intensification of cognitive activity, generalization, integration and systematization of knowledge) (Figures 1-5).

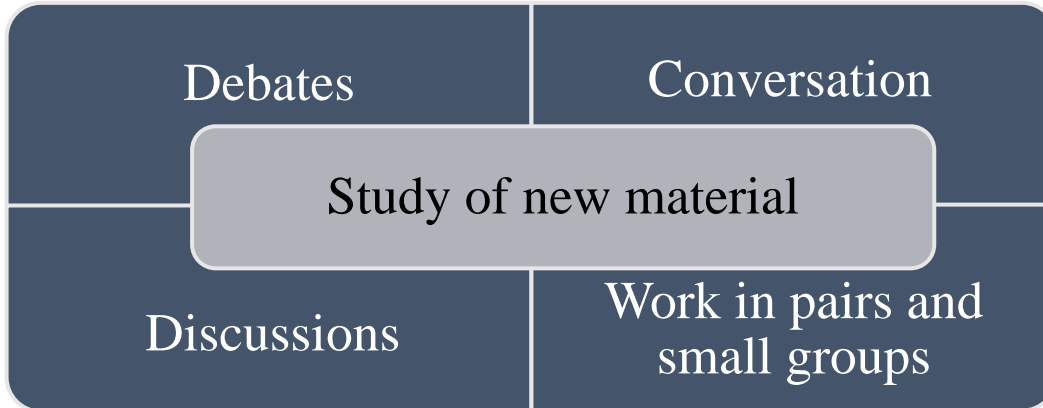


Figure 1. Interactive Methods Used in the Study of New Material

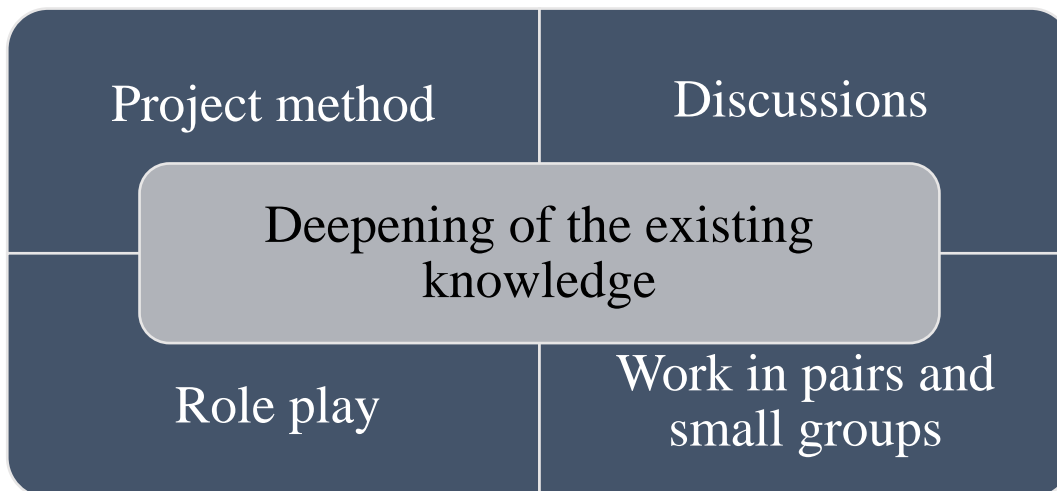


Figure 2. Interactive Methods Used to Deepen the Existing Knowledge

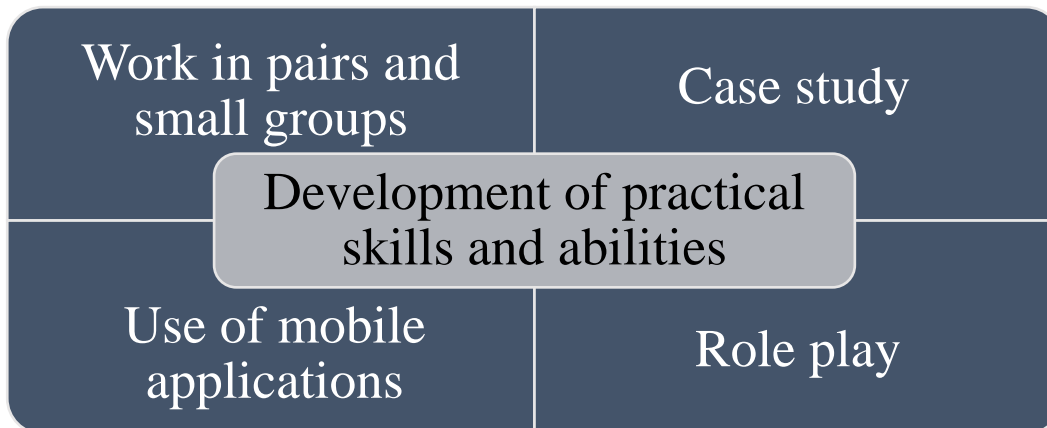


Figure 3. Interactive Methods Used to Develop Practical Skills

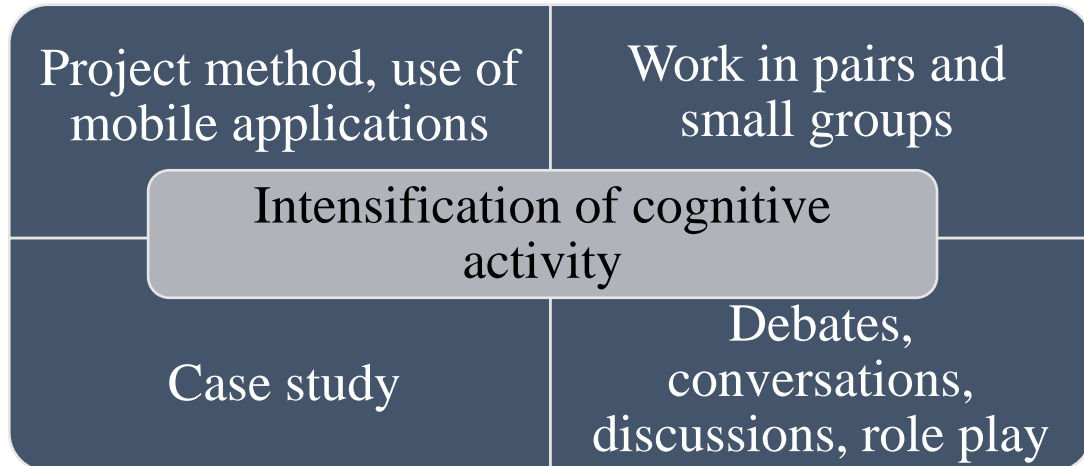


Figure 4. Interactive Methods Used for Intensification of Cognitive Activity

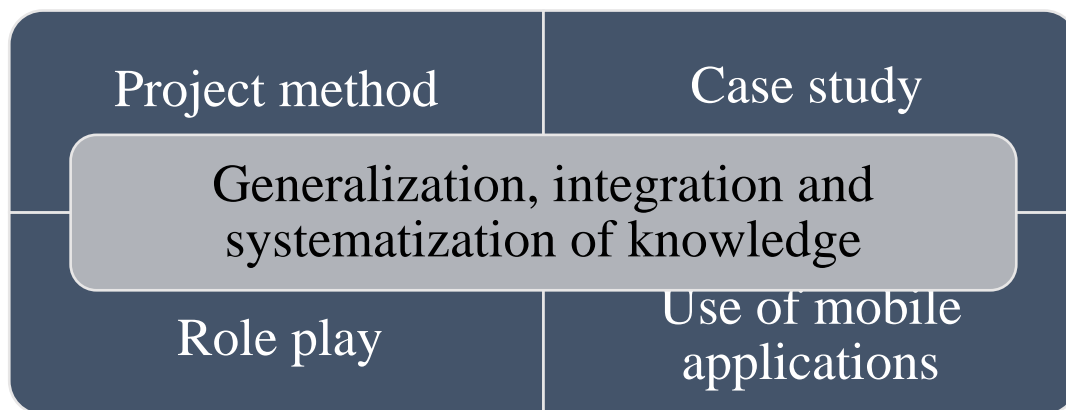


Figure 5. Interactive Methods Used in the Generalization, Integration and Systematization of Knowledge

The method of discussion can also be used when studying, for example, the topic *Ausbildung und Beruf*. Students are invited to express their views in German on the connection between education and the profession, provide arguments, facts, examples in favour of the opinion, and also summarize what was said.

Role plays can be used when studying the topic *Zwischenmenschliche Beziehungen*. Students independently distribute the roles offered by the teacher among themselves. The teacher offers different situations, and students look for a way out of them while playing their roles.

The project method can be used when studying the topic *Reise und Mobilität*, where students prepare information about the country of travel. Various mobile applications that allow simulating a trip, visit a museum or an architectural monument can also be used, as well as case method.

The methods of debate, discussion, project method can also be applied when studying the topic *Generation Gap*. *Women's Fashion*.

The method of working in pairs can be involved when practicing listening, writing, speaking skills. The same task is performed by each member of the couple under the partner's control. The obtained results are discussed in pairs, and the corresponding conclusions are made. The work can be similarly arranged in small groups. The task is performed by each group. The result obtained by the group is then presented, which is evaluated by other groups and the teacher.

The experts found significant improvements in the results of the development of students' basic competencies as a result of the introduction of the developed methodology for the use of interactive methods in the study of a foreign language (Table 3).

Table 3. The Results of Expert Assessment of the Level of Basic Competencies in the Study of Foreign Languages

Compe tence	Subcompetence	Basic skills and abilities	Average scores			
			In the experimental group		In the control group	
			Before the experiment	After the experiment	Before the experiment	After the experiment
Communicative	productive	speaking	13	22	14	19
		writing	9	21	9	15
		listening	15	26	16	20
	receptive	reading	17	27	17	22
		translation	12	25	12	18
		Total score	66	121	68	94
Linguistic	phonetic	listening	7	13	7	9
		speaking, reading, writing	6	12	7	8
		receptive lexical skill	6	13	6	8
	lexical	reproductive lexical skill	5	12	5	8
		lexical intelligence	6	13	6	9
		reproductive grammatical skill	7	13	7	9
	grammatical	receptive grammatical skill	8	14	8	10
		foreign language competence in writing technique	7	12	6	9
		spelling skills	6	11	6	8
		recognition and distinction of graphemes, establishment and realization of grapheme-phonemic correspondences	9	14	9	12
Total score	67	127	67	90		
Speech	foreign language competence in listening	the ability to identify the main points in audiotext while ignoring the unknown and secondary things	21	36	21	28
		grammatical, lexical, pronunciation (articulation and intonation)	19	33	20	26
	foreign language competence in reading	identify the main points in the text and omit secondary things	17	29	17	23
	foreign language competence in writing	build integral, coherent, completed texts, according to a particular style and genre, correct in terms of composition	14	21	14	18
	Total score	71	119	72	95	
Linguo-socio-cultural	socio-linguistic	correct use of language and speech means of communication of regional	25	43	26	32

Educational strategic		vocabulary peculiar to a foreign culture				
	socio-cultural	ability to apply general cultural and intercultural knowledge about a foreign language country	23	44	23	31
	social	ability to use the rules and norms of communication specific to a certain culture	22	43	22	31
		Total score	70	130	71	94
		Ability to choose and use learning strategies according to the task, situation and personal psychological features	68	89	68	75
		Total scores	342	586	344	448
		The level of basic foreign language competencies	Medium	Fairly high	Medium	Sufficient

A survey of students found that they prefer to use mobile applications when learning foreign languages (88.2%), as well as role-playing games during classes (85.2%). There were students who were less interested in classical lectures (31.5%) and practical classes (35.2%). The vast majority of students (61.1%) are able to organize their studies.

The survey found that the standard deviations from the mean percentages of the same parameters assessed by experts in different academic groups differed. The intergroup variance, which is a characteristic of the fluctuations of the considered groups, and the intragroup variance, which is a characteristic of the fluctuations which are caused by random factors not taken into account, are not equal values. This suggests that the null hypothesis is not true.

Besides, applying Pearson’s criterion, having calculated the value of χ_1^2 in assessing the communicative, linguistic, speech, linguo-socio-cultural and educational strategic competencies of students of the experimental group ($\chi_1^2 = 2,9$), and comparing with $\chi_2^2 = 0,5$ obtained in assessing these competencies in students of the control group, we found that $\chi_1^2 > \chi_2^2$. This indicates the correlation between the use of interactive teaching methods in learning a foreign language and the development of relevant competencies.

Table 4. The Results of the Students’ Survey

Item No.	Questions	Yes		No	
		Resp.	%	Resp.	%
1.	Are you interested in working on project preparation?	57	44.4	71	55.6
2.	Does working in pairs during classes facilitate studying?	101	79.6	27	20.4
3.	Do you like to play role-playing games during classes?	109	85.2	19	14.8
4.	Do role-playing games contribute to the acquisition of knowledge and the development of skills?	107	83.5	21	16.5
5.	Do you like to discuss specific situations during classes?	71	55.6	57	44.4
6.	Do discussions and debates on the topics being studied facilitate learning?	90	70.3	38	29.7
7.	Do mobile applications contribute to the development of foreign language competencies?	113	88.2	15	11.8
8.	Would you like to continue learning using interactive methods?	92	72.2	36	27.8
9.	Do you like traditional lectures?	40	31.5	88	68.5
10.	Are practical classes which involve classical exercises effective?	45	35.2	83	64.8
11.	Do you use the time allotted for studying rationally?	78	61.1	50	38.9

Intergroup variance, which is the weighted sum of squares of deviations of group means from the general mean due to the heterogeneity of the sample, namely the different conditions for the introduction of interactive teaching methods in different academic groups, ranged from 290 to 980. In the survey, Cohen's d was about 1.0 in the experimental group, which indicates the high efficiency of interactive teaching methods used in learning a foreign language and the development of basic competencies. This gives grounds to state that interactive teaching methods, such as discussions, work in pairs, work in small groups, role play, conversations, collective analysis of situations, use of mobile applications are effective in learning a foreign language and developing communicative and speech competencies.

4. Discussion

The interactive methods of teaching a foreign language introduced in this work (discussions, work in pairs, work in small groups, role play, conversations, collective analysis of situations, use of mobile applications) allowed making the process of developing basic competencies more effective. The study found that the level of communicative, linguistic, speech, linguo- socio-cultural and educational strategic competencies has increased from medium to fairly high due to the use of interactive methods. At the same time, traditional teaching methods have changed the level of basic competencies from medium to sufficient.

According to Poliakova, Yashina and Popova (2017), the most effective interactive methods for learning a foreign language are role play, analysis and discussion of situations among such methods as the project method, brainstorming, role plays and business games, discussions. They contribute to the development of the following competencies: independence in acquiring knowledge and using it in practice, as well as in decision-making; ability to work in a team; ability to find ways to resolve situations, to speak publicly and defend the opinion (Ruziyeva, 2021).

The use of discursive dialogue in the learning process has a positive impact on the development of foreign language discursive competence (Ponomarenko et al., 2017). A survey of 150 students led to the conclusion that the use of interactive methods in the study of foreign languages increased the level of motivation to communicate by an average of 5%. The level of discursive competence of students in learning foreign languages with the help of interactive methods has increased by more than 15%. On average, the frequency of using discursive competence in intercultural dialogue has increased by 10% (Ponomarenko et al., 2017). A survey (Ponomarenko et al., 2017) found that 84% of students support the communication between teachers and students while learning a foreign language, 89% prefer to work in groups, 69% of students are willing to participate in role-playing games, 82% prefer to discuss cases.

Alkamel and Chouthaiwale (2018) showed that ICTs and interactive content have a positive effect on the development of four basic skills (grammar, writing, reading, speaking) when learning a foreign language (including English). It was found by Meguid and Collins (2017) that the use of interactive teaching methodology in 95 cases out of 100 leads to an increase in student involvement, has a positive effect on the development of thinking and concentration on the main point. The motivation to learn increases in 82% of cases. According to respondents, students prefer to develop listening skills, pronunciation, enrich vocabulary and deepen grammar knowledge. They are more passive in the development of reading and writing techniques in a foreign language, despite the fact that writing itself contributes to the development of three other skills (listening, reading and speaking).

Pozdeeva and Obskov (2015) showed that not all teachers perceive interactive methods as an effective tool in the development of foreign language communicative competence. But 98% of respondents like classes that involve interactive teaching methods, which are based on the interaction of the student with the teacher, with classmates. According to them, such methods help them to get involved in the educational process, encourage them to analyse the proposed situations, to reflect on specific topics and actively seek solutions to problems, as well as promote the development of international relations.

Fauyan (2019) established the need for the use of interactive multimedia in the study of a foreign language by students through the ADDIE model. This study showed through the ADDIE model the effectiveness of methods of discussion, work in pairs and in small groups, role play, discussions, collective analysis of situations, the use of mobile applications in the development of communicative, linguistic, speech, linguo-socio-cultural and educational strategic learning competencies in learning English, German, French, Spanish, Polish as foreign languages.

5. Conclusions

The issue of learning foreign languages becomes urgent today, when people's communication is not limited by the geographical borders of countries. In particular, the search for methods that allow to not only gain knowledge of a

foreign language, but also to develop skills and abilities to use them in communication on various business, professional and everyday topics quickly and efficiently. This paper examines the effectiveness of the use of interactive teaching methods in the study of foreign languages, and the impact they have on the development of basic competencies. It is established that such interactive teaching methods as conversation, discussion, role play, work in pairs and small groups, the use of mobile applications in learning foreign languages, thematic discussions improve accuracy, clarity, logic, expressiveness, conciseness, and also have a positive impact on the development of communicative competence.

The results of this study are of practical importance. They demonstrate the importance of changing traditional teaching methods, where the teacher played the central role in communicating new knowledge to students, to new ones. In particular, interactive methods make the student the main actor in the learning process, who not only acquires knowledge, but also acquires relevant competencies in the course of active interaction with the teacher, other students or with educational information.

Due to the rapid development of technologies, it is necessary to constantly monitor them in order to timely introduce them into the educational process and study their effectiveness.

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