DISTANCE LEARNING AND INTERACTIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: World globalization processes and scientific and technological progress, the development of means of communication have led to changes in the organization of the educational process, opened space for innovation, in particular, in the methodology of teaching a foreign language. One of the manifestations of modern trends in the methodology of the educational process is the use of interactive teaching methods. The purpose of scientific research is to study the use of interactive teaching methods in distance learning English and identify methods and forms of control that need refinement. Research methods: questionnaires; comparative analysis; systematization; generalization. Results. According to the results of an express survey, using interactive methods in distance learning English classes.

Keywords: distance learning, interactivity, interactive methods, use of video materials, educational process, participants of educational process.

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1 Intoduction

The organization and methodology of education are constantly changing, improving and optimizing for the specific needs of society and the actual social, economic, historical conditions. Necessary and timely changes are an important factor in ensuring the productivity of the educational process at all levels. For each level and form of organization of the educational process requires its own or modification of the general methodological apparatus, which allows to intensify the strengths and eliminate shortcomings in each case objectively. The purpose of the study is to improve the methodological apparatus of distance learning using interactive methods.

Distance learning is now considered not only as an auxiliary element of the educational process or as one of the options for its implementation, but also as the only possible way to organize continuity of education. The Pandemic of Covid-19 (Azubuike et al., 2020; Abuhammad, 2020) was only a catalyst for rethinking the role of distance learning. The general trend of increasing attention to the distance form of education is observed for a long time in the context of globalization and information technology, Internet, general information and technical competence and availability of technical support of means of information exchange.

The purpose of scientific investigation: study of the influence of interactive teaching methods on the motivation of students during the study of English using distance learning technologies, the definition of interactive methods to encourage interest in learning a foreign language.

Achieving the goal of the study is possible through a number of research tasks. Among the research tasks of this scientific intelligence are the following:

1. Conduct theoretical exploration of the concepts of "distance learning" and "interactivity", summarize the acquired theoretical experience and outline the scope of further research.
2. Analyze interactive teaching methods for possible implementation in distance learning.
3. Conduct a survey among distance learning students on the fact of using interactive methods and their diversity in foreign language classes.
4. To systematize and analyze the information obtained during the questionnaire in order to determine the representation / non-representation of certain interactive methods of teaching English.
5. To offer ways and means of implementation of perspective interactive methods of low representation at lessons on a foreign (English) language.

2 Literature Review

The interest of the scientific community in the issue of distance learning is especially noticeable in recent decades, due to the rapid development of information technology. There is currently no single common definition of "distance learning", there are different approaches to its interpretation.

Moore (Moore, 1980) defines distance learning as independent learning and teaching. According to the scientist, "distance learning is an educational system in which the student is autonomous and remote from the teacher in time and space, so communication takes place using printed, electronic or other means of transmitting information." Wedemeyer (Wedemeyer, 1981) interprets the concept of "distance learning" as distance learning activities using telecommunications. Keegan (Keegan, 1993) believes that distance learning is a form of learning in which there is no interpersonal communication between teacher and student. Peters (Peters, 2010) defines "distance learning" as one that has such parameters as: non-linearity, novelty, flexibility, associativity, distributivity, decentralization, openness of educational programs.

Interactivity is a transdisciplinary concept of discussion. Authors in (Sundar et al., 2003) consider interactivity to be a necessary element in order to be able to use media technologies as such and products created by such technologies. Ceresia (2016) explores the possibilities of an interactive learning environment. Walther (2005) interprets interactivity as a phenomenon, the components of which are the ability to exchange information, rapid response to information received, the presence of control. Interactive teaching methods are those methods that are characterized by these characteristics.

Fink (2002) considers the method of working in small groups as an effective way to solve complex problems, because the peculiarity of this form of interactive interaction is the creation of teams that increase personal responsibility, motivate to greater efforts in the face of competition.

Dalton-Puffer (2013) argues that the use of debate as a teaching strategy encourages students to "think about the use of academic language", i.e. activates vocabulary and language structure.

Gredler (2004) argues that role-playing and simulation became an important methodological element in the 1950s and have been an essential element of teaching ever since.

Authors in their work (Murphy & Sharma, 2010) argue that interactive lectures are nor undoubtedly more effective than traditional ones; however, it is a promising area of development and methodological improvement. Tuma (2021) explores interactive lectures on the application of the latest technologies.

From the point of view of teaching foreign languages, an example of conducting extracurricular activities can be the organization of a discussion club - Speaking Club, the effectiveness of this method of teaching has been repeatedly confirmed by various studies.

Nguyen (2019) emphasizes the high efficiency of extracurricular learning. Hauser (2008) comprehensively studied the ways of organizing the Speaking Club and described this activity as an effective method of developing language and interaction skills. Authors in (Kasper & Kim, 2015) emphasized the need to teach English not only in the classroom but also outside it, emphasizing the effectiveness of the Speaking Club.

Malu and Smedley (2016) argue that the Speaking Club allows students to learn about the cultural features of the country and ensure better integration into student society. Sorgen (2015) studied the impact of the Speaking Club on the integration of refugees into society and found out its effectiveness both for language and for the development of social skills. In their work, Alvermann (1999), Bjorklund (1985) emphasized the importance of student interaction in preparation for the Speaking Club.

Rao (2007) found that students who studied brainstorming techniques and used them regularly for a period of twelve months showed noticeable results that were higher when writing assignments. In teaching English, brainstorming is often used when learning to write. Authors in (Tsai et al., 2020) show an increase in teacher-student interaction using this interactive method. Free association techniques and association trees are often included as elements of preparation for writing or warm-up, as Richards (1990) argues.

Gomes and others (2017) emphasize the possibility of widespread use of the "decision tree" in education in general due to its speed, clarity and ease of implementation. Hattie and Timperley (2007) argue that the decision tree method implements feedback: correcting errors immediately leads to faster skills acquisition.

The text projects that encourage students to use English texts: a series of texts for more intensive study of a topic or a single text, such as a play for reading, discussion, dramatization, and rehearsal; distance learning projects that include letters, audiocassettes, photographs, etc. as exchanges between students in different countries.

Boyce and Hineline (2002) define mutual learning as an interactive method that emerged from the empirical history of behavioral sciences and emphasize its prospects in terms of modern teaching conditions.

Golich (2000) notes that the case method is student-centered and based on interaction between students and faculty and students in a group, i.e. is purely interactive, and the originality and effectiveness of the method is that students discover knowledge under the guidance of a teacher during training therefore, "how to learn".

3 Methods

Realization of the purpose of this scientific intelligence is possible with the use of such methods as:

- analysis of scientific experience of interactive methods of teaching English;
- synthesis of information and logical processing of the received data;
- questionnaires to confirm / refute the use of interactive methods in practice;
- comparative analysis of the data obtained as a result of the questionnaire, systematization and generalization of the information obtained as a result of the questionnaire;
- comparative analysis of the results of theoretical and practical explorations;
- conducting project work (distance learning in English using interactive methods).

To identify the true state of affairs in terms of interactivity of methodological support of English as a foreign language, a two-stage questionnaire was conducted, in which 50 first-year students majoring in "Pedagogics" of the M.P. Dragomanov National Pedagogical University.

Students participating in the study speak different levels of language and at the time of the study were studying remotely in connection with quarantine measures. All interested first-year students of the specialty "Pedagogics" who study the discipline "English" were invited to take part in the survey.

The first stage of the questionnaire involves filling out an express form to identify the presence / absence of the category "interactivity" as a characteristic of conducting classes in English as a foreign language.

The express form of the questionnaire indicated in Table 1 is a practical implementation of the interactive method of fixing the conclusions of the "decision tree" and is based on the principles of interactivity of the educational process derived during the study.
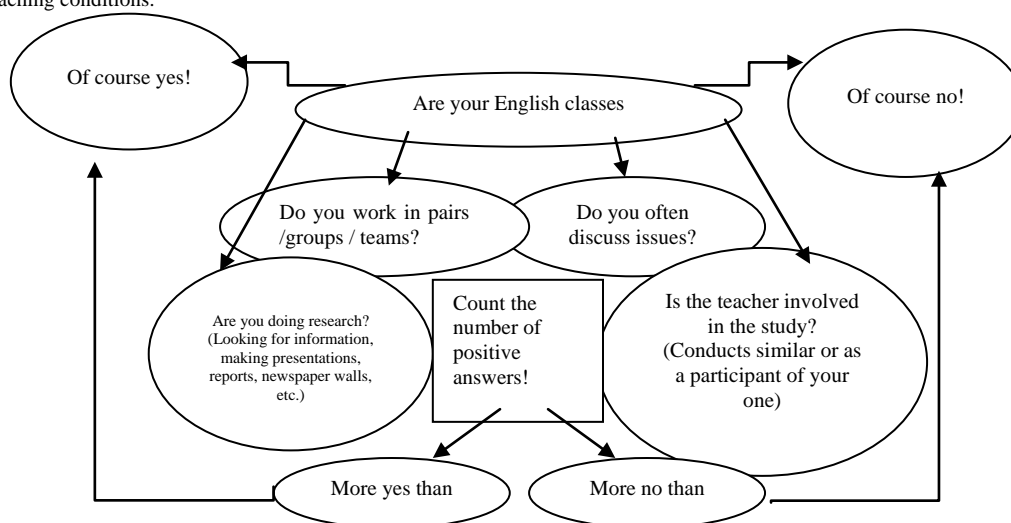

Figure 1. Express form of research of interactivity of employment

The next stage of the survey was to determine the priority areas for the implementation of interactivity in the actual form of distance learning English as a foreign language.

The survey was implemented in the form of a questionnaire, the form of which is given in Table 1. Types of work proposed by students from their experience. The questionnaire will reflect the variety of forms of control used in English classes, as well as the most common ways to conduct them.

Table 1. Survey form for interactive tasks

Type of control forms	Execution frequency from 1 to 5 (in ascending order of frequency)				
1. Conducting project work (presentations, other)	1	2	3	4	5
2. Writing reports / abstracts	1	2	3	4	5
3. Carrying out scientific research (scientific articles, other)	1	2	3	4	5
4. Video recording video editing	1	2	3	4	5
5. Other (specify that):	1	2	3	4	5

4 Results

Given the results obtained during the rapid survey, we can conclude that with varying degrees of interactivity in English classes met 100% (50) of students in the survey group; manifestations of interactivity in ascending order according to the survey are the following: group work (68%), performance of research work (86%), equal participation of teacher and student

(88%), discussion (96%). In the real picture of the implementation of the interactive the most important criterion is the presence of discussions, the smallest role is played by group work. We can assume that the implementation of group projects will be able to "increase" the level of interactivity of distance learning English. The results of the rapid survey are shown in Table 2:

Table 2. The results of an express survey of the interactivity of distance learning English

1. Claim the interactivity of English classes	50/50	100%
2. Claim non-interactivity of classes	0/50	0%
3. Claim to perform research work	43/50	86%
4. Claim that they do not perform research work	7/50	14%
5. Claim to work in pairs / groups / teams	34/50	68%
6. Claim that they do not work in pairs / groups / teams	16/50	32%
7. Argue that discussions are often used	48/50	96%
8. Argue that they do not use discussion	2/50	4%
9. It is claimed that the teacher also participates in research work (conducts his own or helps)	44/50	88%
10. Claim that the teacher does not participate in research work (does not conduct his own or does not help)	6/50	12%

The frequency of performing various types of work in distance learning English classes is shown as a percentage in Figure 2. Most often, students perform project work, at least - video recording or video editing.
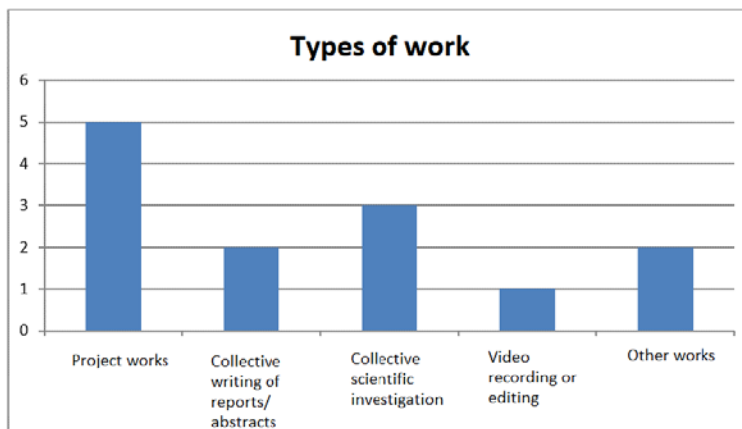

Figure 2. Frequency of different types of work in distance learning English

The analysis of the results of the express survey of the interactivity of remote English lessons and the survey on the frequency of use of various forms of control gives grounds to assert the need for methodological improvement of group work and the use of video materials.

As a result, students were invited to take part in an interactive project to learn English as a foreign language. Features of the project are listed in Table 3:

Table 3. Interactive project for the use of video materials in distance learning English classes

PROJECT:	LET'S LEARN ENGLISH TOGETHER!
Methods:	project method, brainstorming method
Materials:	videos created independently or found on the Internet
Execution time:	1 week
Topic:	The role of English in my life: before, today and tomorrow. The students themselves during the brainstorming suggested an indicative list of topics. Relative thematic freedom is provided to enhance creativity and freedom of expression.
Presentation method:	group in the Trello learning management system: 10 subgroups of 5 people united by one video idea
Video requirements:	duration from 3 to 5 minutes, use of English as the main, grammatical and phonetic correctness,
Assessment:	Depends on the fulfillment of video requirements and the assessment of opponents (students write reviews of videos of other groups.

Instructions for execution:	1) register or renew an account in the Trello learning management system, accept an invitation to participate in the project "Let's learn English together" 2) get acquainted with the requirements of the project and choose a topic for future video 3) think together with other students in your group the plot of the video; 4) shoot / compose video; 5) post the video in the appropriate post on Trello; 6) comment on videos of other groups.

The thematic direction of work under the terms of the project is determined by the interactive method of "brainstorming". Students suggested their own variations on a common theme, which were put forward as a common task.

The topics selected by the students during the "brainstorming" are given in Table 4:

Table 4. Topics for project activities based on video materials

	Topics for project activities based on video materials
1.	Everyday situations in English: my daily routine
2.	Speeches and constructions of everyday use
3.	Curiosities of English phonetics
4.	One day from my student life
5.	The situation from my future
6.	If I worked abroad
7.	Comic situations of interlingua misunderstanding
8.	If I didn't understand English
8.	The role of English in my life
10.	If I met an English-speaking foreigner
11.	If I was born British
12.	If I lived in America
13.	Interesting about the English language
14.	The role of the English language in the world
15.	English-speaking world: countries and nations
16.	Difficulties of translation from English into Ukrainian
17.	Difficulties of translation from Ukrainian into English
18.	Advantages and disadvantages of my profession
19.	Prospects for the development of my specialty
20.	How to learn English?

LET'S LEARN ENGLISH TOGETHER! Distance Learning Project was conducted by students majoring in "Pedagogics", based on the learning management system "Trello". Students-participants of the project showed interest in the interactive lesson and presented videos on all requirements. At the end of the project, feedback was collected, according to which the interactive project "LET'S LEARN ENGLISH TOGETHER!" met with unequivocal approval of the audience.

5 Discussion

Interactive teaching methods are used in the direct presence of the teacher, which contradicts the distance learning. However, the possibility of optimizing these interactive methods is not excluded.

Bajrami and Ismaili (2016), Lin and Wang (2018), Hoa and Tai (2020), Tarchi, Zaccoletti and Mason (2021), Yang (2021), Fandiño and Velandia (2020), Thompson and von Gillern (2020), Rus (2020) note the use of videos in a creative way. Mann, Crichton and Edmett (2020) investigated the use of video clubs to improve teacher skills. Charalambos, Philippou and Olympiou (2018) emphasized the productive interaction of all participants in the learning process using the method of video clubs.

Thus, the use of video materials in distance learning English is a promising interactive method of teaching, as confirmed by many

scholars. The use of video materials taking into account the principles of interactivity has a high creative potential and is guaranteed to increase the motivation of students and the degree of their interest in the learning process.

According to the results of the study, work in small groups with the use of video materials requires the greatest methodological intervention in connection with the subjective opinion of students, identified during the express survey, and during the survey on forms of control.

6 Conclusions

In the framework of this study, a theoretical exploration of the concepts of "distance learning" and "interactivity" was conducted. Interactive forms and methods of teaching are identified, such as work in small groups, debates, educational games, interactive reading, heuristic conversations, extracurricular activities, methods of discussion and problem solving, the latest interactive methods (project method, case method, mutual learning). These methods were described and analyzed for possible implementation in distance learning.

The scientific novelty of the study is to identify the main manifestations of interactivity in distance learning English (group work, research work, equal participation of teacher and student, discussion). The influence of interactive on students' interest in learning English with the help of distance learning technologies, encouraging interest in learning a foreign language is determined.

The theoretical significance of the study is to create a methodological version of the implementation of interactive methods in the learning process. The development of interactive classes in accordance with the calendar-thematic plan is an urgent scientific need.

Of practical importance are the methodological methods of conducting express surveys (using the method of "decision tree"), the use of interactive methods in distance learning English (project method, "brainstorming"), the actualization of basic and professional lexical material with the help of videos.

These methodological developments can be used in classes in English as a foreign language and in writing guidelines for teaching English.

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Primary Paper Section: A

Secondary Paper Section: AI, AJ