



THE EFFECTIVENESS OF USING INTERACTIVE METHODS AND DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN GENERAL EDUCATION SCHOOLS

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Abstract. *The development of modern educational technologies has created new opportunities for improving English language teaching in general education schools. Interactive teaching methods and digital resources encourage students to participate actively in lessons, communicate with classmates, and develop practical language skills. This article examines the role of interactive methods and digital technologies in English language education, focusing on communicative activities, educational games, group work, multimedia materials, and online learning platforms. It also discusses the benefits and challenges of integrating these approaches into classroom practice. Particular attention is given to the development of speaking, listening, reading, and writing skills. The article emphasizes that the effective use of technology depends on appropriate lesson planning, teachers' professional competence, and students' educational needs.*

Keywords: *English language teaching, interactive methods, digital technologies, communicative competence, educational games, student engagement, general education schools.*

English has become one of the most important languages of international communication, scientific cooperation, education, and digital information exchange. Therefore, teaching English in general education schools requires methods that help students develop practical communication skills. Learners should not only memorize vocabulary and grammatical rules but also learn to express their opinions, understand spoken messages, read different types of texts, and communicate confidently in various situations.



Traditional teaching methods often involve explaining grammatical rules, translating texts, and completing written exercises. Although these activities remain useful, they may not provide enough opportunities for students to use English in real communication. Some learners can understand grammatical structures but experience difficulties when speaking spontaneously or participating in discussions. For this reason, teachers need to create a learning environment that encourages active participation and independent thinking [1].

Interactive teaching methods involve students in active learning. Pair work allows learners to practise dialogues, ask questions, and exchange information. For example, students studying the topic “Daily Routines” can interview each other about their everyday activities. Group work encourages cooperation, creativity, and critical thinking. Role-playing activities, such as conversations between customers and shop assistants, help learners use English in practical situations. Educational games, vocabulary competitions, and quizzes also make lessons more interesting.

Digital technologies provide additional opportunities for language learning. Educational videos and audio recordings help students improve listening comprehension and pronunciation. Digital presentations, pictures, and animations make vocabulary and grammar easier to understand. Online quizzes provide immediate feedback and help teachers identify students’ mistakes. Electronic dictionaries and language-learning applications support independent learning and allow students to practise outside the classroom.

Combining interactive methods with digital resources can make lessons more effective. For instance, teachers can show a short video about travelling and ask students to plan a journey in pairs. Students can discuss destinations, transport, and accommodation before presenting their plans to the class. Such activities integrate listening, speaking, vocabulary development, and presentation skills.

However, some challenges may arise, including limited internet access, insufficient technological equipment, and student distraction. Teachers can address these difficulties by selecting appropriate resources, providing clear instructions, and



using printed materials when necessary. Digital technologies should support the teacher's work rather than replace direct communication and professional guidance.

The pedagogical analysis presented in this article identifies several potential benefits of combining interactive teaching methods with digital technologies. First, interactive activities create more opportunities for students to use English in meaningful situations. Pair discussions, role-playing, and collaborative projects encourage learners to formulate sentences, respond to others, and practise communication strategies.

Second, digital materials provide access to a wider variety of linguistic resources. Videos, audio recordings, illustrations, and interactive exercises allow teachers to present English in contexts that may be difficult to reproduce using textbooks alone. These resources can be particularly useful for developing listening comprehension and introducing new vocabulary.

Third, digital exercises can provide immediate feedback and help students identify mistakes. Teachers can use assessment results to plan revision activities and provide additional support. However, automatic assessment is most appropriate for tasks with clearly defined answers. Speaking, creativity, and extended writing still require careful teacher evaluation.

Fourth, the combination of interactive and digital activities can encourage independent learning. Students may review materials, practise vocabulary, and monitor their progress beyond the classroom. Nevertheless, independent learning is more effective when students receive clear goals and guidance.

These observations represent a pedagogical analysis rather than the results of a controlled classroom experiment. Consequently, they do not establish a specific numerical improvement in student achievement. The actual effectiveness of each approach depends on lesson planning, teacher competence, students' proficiency levels, class size, and the availability of resources. Further classroom-based research could examine changes in student participation and language performance before and after the introduction of selected interactive and digital activities. Interactive teaching



methods and digital technologies offer valuable opportunities to improve English language teaching in general education schools. Pair work, group discussions, role-playing, educational games, multimedia resources, and digital assessment activities can create a more active learning environment and provide students with additional opportunities to practise English. When used appropriately, these methods support the development of speaking, listening, reading, and writing skills while encouraging confidence, collaboration, and independent learning.

However, the effectiveness of English language teaching does not depend solely on the number of digital tools used in the classroom. Successful instruction requires a clear connection between learning objectives, teaching methods, students' needs, and assessment. Technology should serve a specific educational purpose, while interactive activities should encourage meaningful communication.

To improve classroom practice, teachers should select age-appropriate digital resources, organize structured communicative activities, provide regular feedback, and adapt tasks to students' abilities. Schools should also support teachers' professional development and improve access to educational technologies [3].

In conclusion, the purposeful combination of interactive teaching methods and digital technologies can contribute to a more engaging, flexible, and communicative approach to English language education. Its success depends on thoughtful lesson planning, teachers' professional competence, and students' active participation.

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