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INTERACTIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Interactive technologies have become an integral part of modern learning, including foreign language teaching, which can help improve the quality and efficiency of education by making the learning process more engaging.

A fundamental tenet of interactive learning is engaging students through active participation. Interactive technologies for teaching foreign languages entail facilitating speech communication among learners using diverse methods and tools, while considering each student's unique characteristics to accomplish the intended objectives of enhancing foreign language communicative skills (Pometun et al., 2002).

Utilizing personalized learning methods within education offers diverse benefits. These approaches encourage a student-centric approach, departing from standardized teaching to provide tailored and flexible experiences. By catering to individual requirements and interests, personalized learning strategies enhance comprehension and long-term retention of content (Kugai, 2023, 153).

The form of learning is a key component of interactive technologies in foreign language learning. Nowadays, distance learning is an important form of education that is actively discussed in the context of domestic and foreign pedagogical practice. The analysis of this form reflects the following features that contribute to the implementation of interactive foreign language teaching:

Availability of educational information in the virtual learning environment.

Flexible structure of knowledge presentation that gives students a choice of materials at different levels of complexity.

Asynchronous nature of learning, which allows students to study at any time and in a convenient place.

Communicativeness, provided by a constant dialog in the learning process through online services.

The international aspect of learning, which allows for the convenient exchange of educational services.

The new role of the teacher as a consultant and coordinator of the educational process.

The new role of the student, who becomes more autonomous in choosing the methods, time and place of study, as well as in communicating with the teacher.

Despite the advantages of distance learning in terms of interactivity, it is worth noting that it also requires some effort from both the teacher and the student, as it requires more concentration and self-discipline.

It is also worth noting that learning languages with the help of a computer has numerous advantages, including psychological aspects. The use of computer-based methods of teaching foreign languages guarantees confidentiality, as only the student and the teacher know what mistakes were made during the assignments,

which allows students not to feel self-conscious in front of their classmates and does not lower their self-esteem (Svyrydenko, 2016, 457).

In addition to psychological benefits, computer-based learning has other methodological advantages:

Repetition of phrases for better memorization by performing stereotypical training operations with language forms.

Repeating words or phrases after the speaker in acoustic isolation helps to avoid unintentional repetition of classmates' intonations.

The structural design and integrity of educational material blocks contribute to its memorization and eliminate monotony in the work, adding an emotional and expressive aspect.

Imitation of the speaker's gestures and facial expressions during the repetition of verbal material helps students to work directly with the language material and memorize it involuntarily, rather than just memorize it by heart.

Computer analysis of each student's problems provides teachers with the necessary information to quickly resolve learning difficulties (Rakhletska et al.).

To summarize, we can say that the use of computer technologies in foreign language teaching has numerous advantages, including improving the quality of learning and ensuring student privacy. This approach allows for personalized learning and efficient use of time and resources.

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