

## Positive and Negative Advantages of the use of Interactive Methods in the Technology of Improving the Methods of Teaching Foreign Languages in Preschool Education

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**Abstract:** This study investigates how family lineage descent groups influence the intergenerational transmission of education. Furthermore, findings suggest that intergenerational persistence has been decreasing in matrilineal descent groups in recent cohorts, while increasing for the patrilineal descent groups. The study gives a good sense of the relationship between family lineage descent and intergenerational transmission of education. In addition, it indicates that there is both substantial upward and downward intergenerational education mobility in the country.

**Keywords:** Interactive teaching methods, technology-enhanced language learning, Mobile learning, Multimedia language learning, Socialized language learning, Gamified language learning.

Interactive teaching methods contribute to the formation of flexible forms, formats and teaching methods (Stewart, C., Wolodko, B., 2016; Zhu, E., 2017; Rolim, C. and Isaias, P., 2019). As a result, the level of productivity and self-efficacy of students and teachers increases due to the intensification of the educational process (Benta, D., Bologa, G., Dzitac I., 2015; Moreno, V., et al, 2016). Interactive teaching methods allow to adapt the educational process and learning to the requirements of the main participants (Arrosagaray, M., et al, 2019), to improve the level of communication between participants (Keane, T., Keane, W. F., Blicblau, A. S., 2016). Interactivity is considered as an interaction between individuals and systems for information exchange (Georgieva-Tsaneva, G., Bogdanova, G., Negoslav Subev, N., 2017) using "real-time applications" (Kebble, PG, 2017). So, interactive methods can be considered as ways of interaction. The integration of interactive technologies into learning provides the introduction of a systematic dynamic approach (Serrano, D. R., et al, 2019) into the learning process, "increased focus on student success" (Drake, B. M., Walz, A., 2018). The Institute for the Future, a nonprofit research group, identifies six future trends that will determine global change: "increased lifespans, smart machines, big data, new media ecology, online networks, and increased global interconnectivity" (Institute for the Future, 2017). These trends will require new skills from students and teachers, which will require new teaching methods and learning priorities. Due to the progress of the integration of machine translation and artificial intelligence, many simple tasks in foreign language learning will be replaced by automation. The aim of the article is to conceptualize interactive methods of teaching foreign languages in higher education institutions. The main issues of the study are: 1. Historical trends in the usage of interactive methods of teaching foreign languages. 2. Types of interactive methods of teaching foreign languages in higher education institutions. 3. The effectiveness and effects of the introduction of interactive methods of teaching foreign languages in higher education institutions. 2 LITERATURE REVIEW The effectiveness of interactive technologies in teaching foreign languages in higher education institutions has been proven in a number of studies. Recent works confirm the following positive changes: «increase of selfawareness, improvement of social and communicative skills; ... Benefits of communication in small groups: comparing life experiences, broadening of outlook, active involvement of people

with special needs, ability to relieve psychological tension, communicative skills improvement, ability to teach each other; ... Better understanding of different processes that occur in public life; understanding of the culture of different ethnic groups; better understanding of English; the ability to use modern ICT in everyday life” (Viktorov, LV, Kocharyan, AB, & Korotun, OO, 2018).

Learning foreign languages is transformed in the direction of providing flexibility, inclusion, personalization of the educational process (Pokrivcakova, S., 2019). The use of interactive technologies led to the development of the concept of ICALL - intelligent computer-assistant language learning. Interactive tools are implemented in "personalized learning materials, machine translation tools, AI writing assistants, chatbots, AI-powered language learning software-platforms and apps, intelligent tutoring systems, adaptive and intelligent systems for collaborative learning support, intelligent virtual reality" (Pokrivcakova, S., 2019). Due to the integration of technologies into learning, there is a gradual conceptualization of linguistic and cultural aspects of learning through technological solutions from the beginning of the usage of local networks of computers to advanced technologies (virtual reality and augmented reality) (Blyth, C., 2018). 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 (Zekiye, Ö. Z. E. R., 2018). Most students and teachers enjoy using interactive technologies in foreign language teaching, despite the shortcomings (Trigueros Rueda, Y., 2017). 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 (Zhang, R., & Zou, D., 2020).

Publications have been classified by the following main areas, research issues in order to understand the trends in the integration of interactive methods of teaching foreign languages in the educational process in universities over the past ten years: research methodology, types of interactive technologies in foreign languages, effectiveness of interactive technologies in foreign languages. The methodology consisted of two elements of classification of scientific publications: types of interactive methods in teaching foreign languages and the effects of interactive methods in teaching. The first stage of the research was the selection of publications according to the research methodology: preference was given to publications with quantitative evaluation methods (questionnaires and statistical processing of questionnaires).

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.” (Blyth, C., 2018). 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. Despite this, “teachers will need to help learners reflect on their experiences and gain a greater awareness of contextual and cultural variables” (Haugh, M.,

2017). This pedagogical trend has accelerated in the last ten years. For example, in the 1980s, when applied linguists encourage using authentic materials to counter the artificiality of formal learning, teachers began to emphasize the importance of the cultural context. As a result, foreign language teachers have moved away from their traditional, didactic concept of foreign language teaching, based on formal, non-contextual rules, in favor of contextual tasks that were a priority for discussion. Although communicative foreign language learning has undoubtedly helped teachers to overcome the artificiality of formal learning, the challenge remains to teach socially relevant knowledge of foreign language usage that is based on social and cultural factors and does not occur in the context of the audience. Therefore, the study of foreign languages and the development of intercultural communicative competence remain problematic, taking into account the lack of external practical foreign context.

### Literature

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