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Interactive learning tools using at offline and online lessons of English language for professionally oriented purposes

The process of teaching foreign languages at higher institutions has been changing quite actively in recent years. On the one hand, it is facilitated by the objective strengthening by the need for professional communication in foreign languages for young professionals, and on the other hand, by the events in the world that changed society significantly. The pandemic forced to transfer training to a distance format in a short period of time. The hostilities in Ukraine put universities and institutes in conditions where the education is conducted in a mixed format with a periodic returning back to distance learning. In such conditions, university teachers try to maintain the necessary level of teaching foreign languages, using various methods and new technologies. Today's students need interesting classes with practical content, and their perception of information is different from those who studied even five or seven years ago. Teachers of higher education institutions today feel that communication with students takes place on a different, interactive level, and this requires building practical classes, especially foreign language classes, which should take into account such changes.

Interactive learning is the way of working during the educational process, when students are actively involved in both the process and the result. The relationship between the teacher and the student during such training acquires an open, positive content. The use of Internet resources during lessons, which can raise the interest and involve students in work, increases the effectiveness of this type of education.

Well-known forms and methods of interactive learning, as S. Sysoeva mentions in her work, are presentations, discussions, "brainstorming", the "round table" method, the "business game" method, competitions of practical works with their discussion, educational trainings, collective solving the creative tasks, practical group and individual exercises, case method, modeling a certain type of activity or situation, designing and writing business plans, writing programs, discussing video calls, including recording of specific actions, etc. [2, p.39].

Let's give an example of a role-playing game during a foreign language lesson for master's degree students studying a discipline of a scientific communication in English. During the lesson, the situation of an English-language conference is acted out, when the students make presentations within a certain time limit. It is mandatory to present yourself as a representative of a certain organization or your own university, and to answer the questions of colleagues after the report. This activity allows the participants to feel the real situation of English language speaking in front of an audience, to practice writing a scientific text in a foreign language and to answer questions on your topic. Very often the reports present the information from student's master's paper which increases the effectiveness of the task. Such work, in our opinion,

takes place more effectively in the classroom, but it can also be successfully used during online lessons.

Modern technologies provide wide opportunities to include video resources for working with interactive learning elements. For example, during our English language classes, students of the specialties related to food technology or restaurant business are offered English-language videos, where famous chefs present the process of cooking interesting dishes that are new to the audience. Students are given the task to write down the ingredients of the presented recipes, answer the questions, or present the information they have seen to another group. During the preparation of the tasks for such work, the teacher can use video recordings posted on YouTube. To facilitate the preparation of work and tasks, the teacher has the technical ability to process the text version of the video using the GPT chat to prepare questions. Of course, students can listen to the video several times, and even read the text or subtitles. But as a result, this will lead to a better mastery of the material. Similar work with videos can be done both during online classes and in the classroom.

To diversify learning, gaining additional experience, and to search for additional information, Internet resources are indispensable for teachers and students. While preparing for the lessons with students of food technology we can see that a lot of professional and educational sites provide necessary and useful information about food that will be useful to both professionals and consumers. So, this information can be successfully used during classroom work when teaching a foreign language of professional direction. L. Vlasenko, I. Trygub, for example, offer a number of useful sites for mastering professional vocabulary in a playful way. The website <https://www.teach-this.com/functional-activities-worksheets/ordering-food-restaurant> contains information for mastering professional vocabulary and reading professional texts, the website <https://www.esolcourses.com> (sections of food and drinks) offers tasks, videos, thematic games [1]. This work increases the interest and interactivity of classes during both online and offline learning.

Thus, we can see that the importance of interactive learning methods in foreign language classes for students of higher educational institutions remains undeniable, their effectiveness is enhanced thanks to modern technical capabilities and new applications that began to be developed and implemented in educational work at a distance learning process during the pandemic. The combination of the methods increases students' interest and thus motivation for languages studying, as well as it inspires teachers to further methodological research.

References

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