incorporating collaborative activities, games, technology, and student-centered teaching methods, teachers can create a space where students feel valued and motivated to learn.

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APPLYING INTERACTIVE METHODS AS AN EFFECTIVE MEANS OF TEACHING ENGLISH SECONDARY SCHOOL STUDENTS

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In order to increase the effectiveness and motivation of students, it is necessary to create appropriate conditions to increase the desire and encourage students to learn. Teaching vocabulary in small groups, and in pairs with the help of interactive approaches helps to increase students' knowledge and interest. Interactive methods help to make learning as effective as possible and encourage students, helping to increase students' communication skills. It is also worth noting that lack of motivation or low level of it leads to failures in learning, lowering the level of

knowledge. Interactive teaching methods enhance the development of communication, grouping, and encouragement to learn. In this way, students show more interest and enthusiasm in learning a foreign language. It also helps to develop their imagination, creativity, and thinking.

A new, interactive learning environment inspires new ideas and opens up more opportunities, including new topics for discussion. Interactive methods are widely used in Ukraine by scientists and teachers because later it increases the enlightenment of the new generation. The use of interactive methods allows opening the world of the second language more and more widely. It is best to start using interactive techniques from junior high school because it will lead to better results and success. For illustration, her Doctorate thesis elaborated theoretical and methodological foundations for applying interactive techniques with the purpose of training future teachers of elementary schools. She claims that «interactive teaching/learning presupposes modeling close to life situations, using role plays, collective solution of the problem» [2]. Maria Radyshevska [3], in the Ph.D. thesis defines interactive competence of future teachers of Humanities as an integral quality of a personality, who is able to interpersonal communication, ready for permanent individual development, and who supports tactful and equal conditions for an interaction. Researchers have studied various areas and aspects of learning, including English. And it was in foreign language lessons that students were offered various life situations, reflections, and conversations. Each student reacted differently to the situation and tried to resolve it, but of course, all students succeeded. It is also worth noting other possibilities of foreign language methodology in the case of using interactive methods

• they allow applying optimal strategies for learning English and forming verbal capability as an integral element of the foreign language communicative capability;

• they produce a proper learning environment, which helps scholars to immerse into the foreign language girding in the process of learning English.

• they have an immense impact on acquiring professional language by unborn specialists;

Active and positive perceptions of the new method of teaching and learning improve language skills and experience, encourage and increase interest in learning, and ensure respect and collective responsibility for shared opinions. Student participation in activities to motivate students to actively learn a foreign language. Through interactive techniques, students gain new vocabulary, improve all skills (speaking, reading, listening, writing), and will eventually be able to use the target language to further their lives.

Researchers say that teachers should use as many interactive teaching methods as possible during their studies because in this way students will develop imagination and thinking. An important element is also the study of vocabulary through communication. Students interact with each other, help, support, encourage and stimulate. Friendly relationships during classes promote sincere communication that complements collective understanding and cooperation.

Under such circumstances, students receive interconnectedness and support in learning language material. It helps to feel their individuality and uniqueness. In such an atmosphere, there is no dominance of one student over another, because all are equal and coincidentally well-adjusted to each other. Therefore, we can assume that interactive conditions are necessary to create a positive educational environment that contributes to high situations of academic achievement on the bumpy road of learning vocabulary and learning a foreign language.

A different set of exercises and communication tasks designed to improve speaking skills is an essential part of an interactive classroom.

1) Preface and define the meanings of new words.

2) Operation of recently acquired vocabulary on the textual position in speech altogether with the control of the degree of verbal capability conformation.

3) Training within new verbal units on situations of separate words, phrasal word combinations, and rulings.

As part of the stages of the process of learning vocabulary, the first stage is correlated with open acts of perception by scientists of unknown words, which include the pronunciation and display of graphic images. Students identify new words and their meanings through manuals, first language translations, foreign dictionaries, and explanations.

At this stage, interactive tasks are necessary for students to correctly display lists of words in their vocabulary through research, display associations, and diagrams, come up with sentences or questions, justify these words, and more. Many communication-related exercises include repeating words, associating words with similar terms, correcting, filling in gaps, combining letters, and more. However, to some extent, such exercises are not very communicative at this stage, but the teacher must conduct them as an interactive form of work. In this respect, it's worth citing the results of a questionnaire check, which revealed that the maturity replies displayed «positive attitudes towards learning new words in isolation and in context» [4]. In addition, studies from the same experimenter bared the need for the use of the learners' mother tongue when the situation demanded. Also, when probing the effect of unequivocal and implicit vocabulary teaching strategies on the second language verbal development of learners, Reza Biria and Naser Khodaeian [5] proved that « both adults and young adults who received explicit instruction outperformed other groups taught by implicit instruction».

The next stage of learning foreign language vocabulary includes lies aimed at further learning the formation of speech skills and abilities. Students performing such tasks perform schemes with new words, which are aimed at multiple uses. Students work with the textbook and their dictionaries to gradually improve their skills through conversations and dialogues. They use textual information using recent experience. Exercises at this stage include answering questions about certain exercises, explaining certain visual aids, compiling verbal maps, paraphrasing

sentences, and so on. Students adapt to work with the textbook, use summaries, developments, and plans to build new conversations and conversations. They change their minds a bit and look for confirmation in other sources and resources. Such activities require the mobilization of all students, requires concentration on facts and examples to support judgments, where these exercises are unlikely to be performed without interaction and, of course, speech. Exercises at this stage help students to practice and put into practice language (verbal) material that will help prepare them for other interactive work. Also, these exercises will allow students to develop skills for creative thinking. Students work with the textbook and in turn improve their results, expand their research and achieve certain goals. Vocabulary learned at this stage remains in long-term memory, which allows you to restore speech skills and use them effectively in conversational situations. That is why such exercises harden students, make them endurance and meet their needs.

At the end of the third stage of the formation of communication skills is aimed at engaging in active speech and the use of active vocabulary through exercises aimed at training speech. These exercises allow students to actively use the new vocabulary in their discussions and conversations. At this stage, an active test of the student's knowledge in both oral and written speech. By performing the exercises suggested and described in the textbooks, and dealing with controversial issues in debates and adaptations, students appear in a professional environment and gain experience in performing realistic duties. Being in such conditions, students can not but use special and professional language. It is in these types of interactive work that students apply vocabulary learning strategies that help consolidate and generalize their knowledge. Students develop not only their verbal and communicative capability, but they also broaden their professional outlook and enrich their socio-cultural horizons, as «socially oriented competencies are needed for successful global interactions» [1]. This is necessary for the new generation, including economists and scientists, who will take part in important meetings, conferences, and negotiations. In order to better master the business language and be able to communicate with business partners,

students must have knowledge of what is happening in the modern world and be sure to know all the trends of today. Therefore, they should read the news, read literature, look for reports and glossaries that will be relevant to their profession. This method helps to be on par with modernity and meet the demands of mankind in order to educate competent professionals capable of resisting many political, socially profitable, and artistic challenges.

All of these stages are «closely interconnected,» for at the end of the initial stage we can note the elements from the second stage, while at the end of the middle stage there appear the elements of the last one [1]. Conducting these exercises allows you to memorize new lexical items, fix them in memory and re-learn and apply them in speech situations. Special work with individual words during language exercises does not deny the communicative approach but creates unity between them. All actions taken with words should be clearly explained and understood by students because in this way the process of learning and replenishing vocabulary becomes logical and consciously justified. However, the process of learning speech skills should be interactive and interesting, including the activity and interaction of the whole group or class. Students must be able to analyze, compare, contrast, and distinguish between different points of view. Interactive methods and techniques include a wide range of ways to talk, write reports, and conduct debates and discussions. Each student makes a lot of effort, learning new words, enriching vocabulary, gaining verbal knowledge, and becoming more and more competent in speech. Students also expand their professional worldview and develop their social traits, improve their verbal skills, demonstrate understanding of the socio-artistic environment and learn to be friendly, worthy to live in this society.

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ТРАНСФОРМАЦІЯ ОСВІТНЬОГО СЕРЕДОВИЩА В СЕРЕДНІЙ ШКОЛІ ЧЕРЕЗ ЦИФРОВІЗАЦІЮ: СУЧАСНА ПРАКТИКА В НІМЕЧЧИНІ

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У сучасному освітньому просторі цифровізація вже не є простою тенденцією, а стала необхідною умовою для ефективної організації навчального процесу. Особливо помітним цей процес став у роки пандемії COVID-19, коли школи по всьому світу, зокрема і в Німеччині, були змушені оперативно перейти на дистанційне та змішане навчання. В цих умовах виникла потреба у гнучких, надійних і водночас зручних цифрових інструментах, здатних