TEACHING ENGLISH TO ACADEMIC LYCEUM STUDENTS THROUGH INTERACTIVE METHODS

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Annotation. *This article shows that teaching English to youngsters by using interactive methods as well as ways to use different techniques during the lesson.*

Аннотация. *В этой статье рассказывается о преподавании английского языка взрослым с использованием интерактивных методов, а также о способах использования различных техник во время урока.*

Key words: *teaching, interactive, game, create, role playing, process, flipped classroom*

Teaching English to academic lyceum students requires a thoughtful, student-centered approach that takes into account their cognitive maturity, academic goals, and growing need for real-world language application. One of the most effective strategies in this context is the use of interactive methods, which foster active participation, meaningful communication, and long-term retention of knowledge. Unlike traditional teacher-centered instruction, interactive methods place students at the center of the learning process, allowing them to engage with the language in practical and creative ways.

Interactive methods enhance student engagement by involving them in activities that require critical thinking, problem-solving, and collaboration. These methods not only improve language skills—such as speaking, listening, reading, and writing—but also help students develop important life skills like teamwork, confidence, and autonomy. Academic lyceum students, who are generally more self-motivated and academically inclined, benefit from interactive techniques that challenge their intellect while making the learning process enjoyable and relevant.

There are a variety of interactive methods that can be effectively implemented in English classrooms at academic lyceums. Role plays and simulations, for example, provide opportunities for students to practice real-life situations such as job interviews, travel scenarios, and academic discussions. These activities encourage the use of authentic language and help students internalize vocabulary and grammatical structures in context. Similarly, project-based learning engages students in long-term

assignments that culminate in presentations, portfolios, or group research projects. This method not only develops academic language but also enhances students' ability to plan, collaborate, and present their ideas clearly.

Task-based learning is another powerful approach, where students focus on completing meaningful tasks such as organizing events, conducting surveys, or creating advertisements. Through these tasks, language is learned as a practical tool for communication rather than as an abstract system. A flipped classroom model can also be highly effective, where students are introduced to new material at home via videos or readings, and class time is devoted to interactive exercises, discussions, and application of the content. This encourages students to take responsibility for their learning while maximizing face-to-face time for practice and feedback.

Integrating technology into interactive English teaching is essential in today's digital age. Tools such as Kahoot, Quizlet, Padlet, and educational video platforms can make learning dynamic and accessible. These platforms support gamification, which introduces elements of competition, scoring, and rewards to boost motivation. For instance, using vocabulary games, grammar races, and storytelling dice can make routine practice enjoyable and memorable. In addition, think-pair-share activities and group discussions give students time to process information, articulate their thoughts, and learn from peers, thus promoting deeper understanding and confidence in speaking.

Interactive teaching methods are not limited to isolated activities but can form the basis of comprehensive lesson planning and assessment. Teachers can incorporate debate clubs, English corners for informal conversation, interview projects with peers or community members, and digital storytelling using multimedia tools. These methods allow students to use English in meaningful ways, enhancing both fluency and accuracy.

Assessment in interactive classrooms should also reflect the nature of learning. Formative assessment—through observation, peer evaluation, and feedback—should be prioritized over traditional summative tests. Rubrics can be used to evaluate group work, presentations, and participation fairly and consistently, focusing on progress and performance in real communicative tasks.

Despite the many advantages of interactive methods, certain challenges may arise. Some students may be reluctant to participate actively due to shyness or fear of making mistakes. In such cases, teachers should create a supportive and inclusive environment where all contributions are valued. Uneven participation can be addressed by assigning rotating roles within groups and setting clear expectations. Additionally, limited access to resources or technology can be mitigated through the

use of printed materials, low-tech alternatives, and creative use of classroom space and time.

Interactive teaching methods are rooted in constructivist learning theory, which posits that learners construct knowledge most effectively through active engagement and meaningful experiences. When students are involved in interactive tasks—whether in the form of group discussions, collaborative projects, role-plays, or technology-assisted activities—they are not passive recipients of information but active participants in the learning process. This shift from teacher-centered to learner-centered instruction is particularly effective in language learning, where the primary goal is not merely the acquisition of grammar and vocabulary, but the ability to use the language fluently and appropriately in diverse contexts.

Academic lyceum students benefit especially from interactive methods due to their evolving cognitive and social skills. They are capable of handling complex topics, analyzing arguments, and engaging in reflective discussions. For instance, engaging students in structured debates on contemporary issues—such as environmental problems, technology in education, or social media's impact on youth—can not only improve their English fluency but also develop their critical thinking and persuasive speaking skills. Similarly, integrating literature-based activities such as dramatization of scenes from short stories or modern adaptations of classic plays can enrich students' cultural awareness and language proficiency simultaneously.

Another valuable interactive strategy is **collaborative learning**, where students work in pairs or small groups to complete tasks, solve problems, or create content. For example, a group project to develop an English-language newsletter, podcast, or blog on lyceum events combines writing, speaking, editing, and digital literacy in one meaningful task. This not only deepens their engagement but also reflects real-world communication scenarios. Collaborative tasks promote peer-to-peer learning, where students can model language for each other, correct mistakes, and build interpersonal communication skills.

The teacher's role in an interactive classroom changes significantly from that in a traditional setting. Rather than being the sole source of knowledge, the teacher becomes a facilitator, guide, and co-learner. Effective interactive teaching requires careful planning: activities must be structured with clear objectives, appropriate scaffolding, and enough flexibility to allow creativity. For example, in a lesson using the "jigsaw" method, the teacher assigns different students to become "experts" on a particular topic, then forms mixed groups where each student shares their expertise.

This method encourages responsibility, active listening, and the use of English in an authentic way.

Technology plays a crucial role in modern interactive English teaching. Tools such as Google Classroom, Padlet, Flipgrid, and language learning apps allow students to collaborate asynchronously, record responses, share multimedia projects, and receive feedback in real-time. Especially in lyceums where students may have access to devices, these tools can extend learning beyond the classroom and encourage continuous language exposure. Furthermore, interactive whiteboards, virtual reality, and AI-driven tools can create immersive language experiences, simulating real-life contexts like ordering food in a restaurant, attending a conference, or traveling abroad.

Despite the advantages, it is important to acknowledge and address potential barriers to implementation. Teachers may encounter resistance from students unaccustomed to active participation, especially those who have learned in more traditional or exam-focused settings. Time constraints, large class sizes, and limited access to technology can also hinder interactive teaching. However, these challenges can be mitigated with incremental integration of interactive elements, professional development for teachers, and the use of low-cost, adaptable materials.

Assessment in an interactive learning environment must align with the methods used. Traditional paper-based tests often fail to capture the breadth of skills developed through interactive learning. Therefore, alternative assessment methods such as portfolios, self-assessments, peer evaluations, and performance-based tasks (e.g., presentations, oral reports, and project showcases) are recommended. These assessments not only evaluate language proficiency but also promote learner autonomy and reflection.

Looking ahead, the use of interactive methods in teaching English to academic lyceum students reflects broader educational shifts toward personalized, experiential, and lifelong learning. As global communication becomes increasingly important in both academic and professional settings, students must be equipped with not just linguistic accuracy, but also intercultural competence, digital literacy, and collaborative problem-solving skills. Interactive English teaching helps prepare students not only for university entrance exams, but also for real-world challenges where language is a tool for connection, leadership, and innovation.

Teaching English to academic lyceum students is a process that requires both pedagogical sensitivity and innovative strategies tailored to the intellectual and developmental needs of adolescents preparing for higher education. These students are often motivated, future-oriented, and capable of complex thought, making them

ideal candidates for interactive teaching methods that emphasize student engagement, collaboration, and real-world communication.

Interactive teaching methods are grounded in modern educational theories, especially constructivism and communicative language teaching. These methods promote active student involvement and allow learners to construct knowledge through participation, experimentation, and communication. When students are actively engaged in using English for real purposes—whether through conversation, writing, or multimedia—they develop both fluency and accuracy more effectively than through passive methods like memorization and translation.

The Importance of Interactive Methods

Interactive methods foster not only language acquisition but also vital soft skills such as critical thinking, creativity, teamwork, and independent learning. Academic lyceum students benefit greatly from approaches that challenge them to express ideas, debate topics, solve problems, and create content in English. These methods support intrinsic motivation, as students take ownership of their learning and see the relevance of English to their future academic and professional goals.

Moreover, interactive learning accommodates diverse learning styles—visual, auditory, and kinesthetic—making lessons more inclusive and effective. It also provides opportunities for authentic assessment through performance tasks, portfolios, and peer feedback, which better reflect students' real communicative competence.

Key Interactive Methods for Teaching English

Below are the most widely used and effective interactive methods for lyceum-level English instruction, along with examples and practical classroom applications.

1. Role Play and Simulation

Role play involves assigning students specific roles (e.g., doctor and patient, interviewer and applicant) and having them act out a scenario. Simulations go further by recreating real-life situations, such as a courtroom trial or a Model United Nations session.

Benefits:
- Enhances speaking fluency and vocabulary in context
- Builds confidence and empathy
- Encourages creativity and spontaneity

Example: Students simulate a job interview where one plays the interviewer and the other is the applicant. The teacher provides target phrases such as "Tell me about yourself" or "Why do you think you're suitable for this role?"

2. Project-Based Learning (PBL)

In PBL, students work over an extended period to research and complete a meaningful task, often culminating in a presentation or product (e.g., brochure, video, or digital portfolio).

Benefits:

- Integrates language skills with research and critical thinking
- Encourages collaboration and autonomy
- Creates authentic use of language

Example: Students create a travel brochure for a country where English is spoken. They research destinations, write descriptions, and present their work to the class.

3. Task-Based Language Teaching (TBLT)

This method emphasizes completing real-world tasks using English, such as planning a trip, solving a problem, or designing an advertisement.

Benefits:

- Focuses on meaningful communication
- Encourages problem-solving
- Builds functional language skills

Example: Students work in pairs to plan a school event. They must write invitations, create schedules, and present the plan to the class in English.

4. Flipped Classroom

In this method, students study new content at home through videos, readings, or interactive slides. Class time is then used for practice, discussion, and application.

Benefits:

- Maximizes classroom interaction time
- Promotes learner independence
- Encourages deep learning

Example: Students watch a grammar explanation video at home, then use class time to write and peer-review short paragraphs using the target structure.

In conclusion, teaching English to academic lyceum students through interactive methods is a dynamic, effective, and forward-looking approach. It acknowledges the intellectual potential of these students while addressing their developmental needs. Through role-plays, projects, debates, technology integration, and collaborative activities, students gain both language proficiency and essential life skills. While challenges exist, the long-term benefits of interactive teaching—in terms of motivation, performance, and personal growth—make it an indispensable part of modern English language education.

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