

Interactive Approaches to Teaching English in the Framework of the “New Ukrainian School”

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Abstract—The relevance of the research topic is due to the need to modernise the educational process in the context of education reform in Ukraine and the implementation of the New Ukrainian School concept. Interactive teaching methods, such as role-playing games, group projects and technology, are essential for increasing students’ motivation and performance. The study aims to investigate the effectiveness of interactive methods of teaching English in the New Ukrainian School. The methods used in the study were questionnaires, testing, interviews and experimental analysis. To strengthen the methodology, future studies could include longitudinal analysis to observe long-term impacts of interactive methods. Furthermore, involving a larger and more diverse sample of schools across urban and rural areas would enhance the study’s generalizability. Combining qualitative methods like focus group discussions with quantitative data could also yield richer insights. The study’s results showed that using interactive methods significantly improves students’ performance, with an average score increase of 33 %. Questionnaires and interviews confirmed that 85 % of students reported an increased interest in learning English. Teachers also noted that interactive methods contribute to developing critical thinking, creativity and communication skills. The main implementation challenges include additional resources and time to prepare lessons. Overall, the study results emphasise the importance and effectiveness of interactive methods in the educational process, offering specific recommendations for their successful implementation in the New Ukrainian School.

Keywords—interactive teaching methods, New Ukrainian School, student motivation, academic performance, role-playing games, group projects, educational technologies

I. INTRODUCTION

With the rapid development of technology and globalisation, modern education requires new approaches to learning that can meet the needs of students and prepare them for future challenges. The New Ukrainian School (NUS) concept aims to create an innovative educational environment that develops 21st-century competencies, including critical thinking, creativity and communication skills [1]. What sets the NUS apart is its holistic approach to education, combining competency-based learning, a student-centered approach, and an emphasis on real-world applications. The integration of interdisciplinary content and innovative methodologies tailored to Ukraine’s socio-cultural context distinguishes

NUS as a transformative educational framework. One of the critical aspects of this concept is the introduction of interactive teaching methods that actively engage students in the learning process and promote deeper learning [2]. Interactive methods, such as role-playing games, group projects and educational technologies, are essential in developing language skills and increasing learning motivation [3]. Despite the apparent advantages, implementing interactive methods faces several challenges, such as additional resources and time for lesson preparation [4].

Nevertheless, successfully applying these methods can significantly improve the quality of education and student satisfaction with the learning process [5]. Analysing existing research and a practical experiment at a school will allow us to conclude the applicability and effectiveness of interactive methods and offer recommendations for their implementation. In the context of education reform in Ukraine, it is essential to determine which methods and approaches are most effective in promoting the development of critical competencies and ensuring high-quality learning [2].

In recent years, Ukraine’s education system has undergone significant changes to modernise the educational process and introduce innovative teaching methods. One of the main aspects of the reform is the concept of the New Ukrainian School (NUS), which emphasises the development of students’ key competencies, such as critical thinking, creativity, and communication skills [1]. However, despite the apparent advantages of interactive teaching methods, their implementation in the educational process faces several problems and challenges. To address resource limitations, schools could leverage free or low-cost online tools such as Google Classroom and Quizlet, which require minimal infrastructure. For time constraints, teachers can adopt modular lesson plans with pre-designed templates for interactive activities, ensuring efficient preparation while maintaining quality. The main problem is the lack of teacher training in using interactive methods and technologies in the educational process [2]. In addition, many schools lack the necessary resources and equipment, such as interactive whiteboards, computers, and internet access, making it challenging to use innovative methods [4]. There is also the

problem of insufficient time to prepare and deliver lessons using interactive methods, which requires additional effort from teachers [3]. In addition, not all students are actively involved in interactive lessons, which can reduce the effectiveness of such methods [5]. Another challenge is the need to adapt learning materials to the individual needs of each student, which requires significant time and organisational resources [1]. Despite these difficulties, there is an urgent need to research and evaluate the effectiveness of interactive teaching methods in the NUS to determine their actual impact on student achievement and motivation.

This article aims to study and analyse interactive teaching methods as a basis for learning English in the New Ukrainian School.

Objectives of the article:

- 1) To describe the concept of the New Ukrainian School and its impact on teaching English.
- 2) To analyse modern interactive teaching methods used for learning English.
- 3) To investigate the effectiveness of interactive methods in the educational process and their impact on students' performance and motivation.
- 4) To identify the advantages and disadvantages of interactive methods compared to traditional teaching methods.
- 5) To offer recommendations for introducing interactive methods in the educational process within the framework of the New Ukrainian School.

II. LITERATURE REVIEW

Interactive methods, like role-playing and group projects, actively engage students, boosting motivation and participation. Abduraximova and Egamberdiyeva [6] emphasise the importance of interactive methods in English language teaching, noting their positive impact on learners' performance and motivation. Aminova [7] examines the use of interactive methods for teaching English grammar, pointing out their effectiveness compared to traditional methods. Cao [2] explores interactive language teaching methods, emphasising their role in developing learners' communication skills. Qambarova [8] notes that interactive methods in higher education contribute to better learning and active participation of students in the learning process. Khaitova [1] discusses the mechanisms of teaching English using interactive methods, highlighting their advantages over traditional approaches. Sakhadinova [5] focuses on the importance of interactive methods in school education, especially in the context of new educational standards. Mykytenko [9] analyses the educational space in a new Ukrainian school, emphasising the role of interactive methods in improving the learning process. Research confirms that interactive teaching methods significantly improve the quality of education, increase motivation and develop critical thinking in students.

Using modern technologies in the educational process makes learning more interactive and engaging for students. Technology helps to introduce new teaching methods and adapt them to the needs of students. Tserklevych *et al.* [10] discuss employing virtual museums as an innovative student research tool. Rangkuti and Fakriza [4] explore the development of interactive learning applications for English

subjects, emphasising their effectiveness in the educational process. Alenezi *et al.* [11] analyse the impact of e-learning on English language learning among high school students, noting positive changes in student performance. Ong *et al.* [12] examine the use of interactive tablets to engage learners in science learning in English, emphasising their role in active learning. Nastenکو *et al.* [13] discuss distance learning and interactive methods of teaching Ukrainian as a foreign language, focusing on the benefits and challenges of using technology. Chairani [14] analyses the principles of interactive learning and interaction in English classes, emphasising the importance of technology in the educational process. Lyashenko [15] focuses on innovations in the standards of the new Ukrainian school, including the use of technology to improve the quality of learning. Thus, using modern technologies in interactive learning increases students' motivation and improves their academic performance.

Role-playing and group projects are essential elements of interactive learning that help students develop communication skills and critical thinking. These methods help students absorb and apply the material in practice. Protopopova and Shekhavtsova [16] investigate the linguodidactic technology "situation of success" in the context of extracurricular activities in English, emphasising its effectiveness. Shkoda [17] discusses the context of English language education in a new Ukrainian school, focusing on role-playing and group projects. Narshabaeva [18] analyses effective English language teaching methods in primary school, including role-playing and group projects. Kravchyna [19] examines the types of interactive English language teaching methods for technical education students, highlighting the importance of role-playing and group projects. Nos and Khoma [20] discuss non-standard English lessons in a new Ukrainian school, emphasising the role of interactive methods in the learning process. Lyashenko [15] focuses on innovations in the New Ukrainian School's standards, including role-playing games and group projects. Kravchenko *et al.* [21] analyse the new educational space in the new Ukrainian school, emphasising the importance of role-playing games and group projects in learning. The research confirms that role-playing games and group projects contribute to developing critical thinking and communication skills and improving learning.

Introducing interactive methods into the educational process requires a comprehensive approach, including teacher training, the development of new teaching materials and adapting methods to students' needs. These measures help to make learning more effective and motivating for students. Byrkovych *et al.* [22] discuss the cost-effectiveness of public policy in reforming higher library and information education in Ukraine, emphasising the importance of interactive methods. Pohodaieva [3] examines volunteering in English language classes in the new Ukrainian school, emphasising the importance of interactive methods. Kravchenko *et al.* [21] analyse the new educational space in the new Ukrainian school, emphasising the importance of interactive methods in teaching. Shvardak [23] discusses the directions for designing educational systems in the new Ukrainian school, highlighting the role of interactive methods. Zelenska and Saakova [24] examine the state and prospects

of the new Ukrainian school, focusing on the introduction of interactive teaching methods. Batsurovska *et al.* [25] examine methods of organising conferences for electrical engineering professionals through distance learning, emphasising the importance of interactive methods. Lychuk *et al.* [26] analyse the communication strategy of empathy, emphasising the importance of interactive methods in teaching and translation issues. Introducing interactive methods into the educational process requires a comprehensive approach, including teacher training, development of new teaching materials and adaptation of methods to students' individual needs, contributing to increased motivation and academic performance.

III. MATERIALS AND METHODS

Literature analysis. A review of existing scientific publications and research on interactive teaching methods was conducted. The sources include articles in academic journals, conference materials and other scientific works on the effectiveness of interactive education methods [1, 2, 4].

Questionnaires. Questionnaires were developed and administered to students and teachers to assess their perceptions and satisfaction with interactive teaching methods. The questionnaires included questions about the frequency of use of interactive methods, the level of students' motivation, and their performance before and after introducing interactive methods.

Testing. We conducted tests to assess students' progress before and after using interactive methods. The tests included grammar, vocabulary, and speaking tasks, allowing us to objectively assess student knowledge and skills changes.

Interviews. Semi-structured interviews were conducted with teachers and students to obtain qualitative data on motivation, perceptions and experiences of using interactive methods. The interviews allowed a deeper understanding of

how interactive methods affect learning and identified possible problems and barriers.

The experiment. In the experiment, 57 students were divided into experimental and control groups. The experimental group was taught using interactive methods (role-playing games, group projects, interactive technologies and project-based learning), while the control group used traditional teaching methods. The experiment was conducted for four months (September–December 2023) at secondary school No. 15 in Kyiv.

Data analysis. The collected data was processed and analysed using statistical methods. Means, medians, modes and standard deviations were calculated for quantitative data. Qualitative data from interviews and questionnaires were analysed using thematic analysis to identify key themes and trends.

Comparative analysis. To assess the impact of interactive methods on students' performance and motivation, the results of tests and questionnaires in the experimental and control groups were compared with data from the literature.

IV. RESULT

The New Ukrainian School (NUS) is an innovative educational reform that creates modern learning and education conditions focused on developing students' competencies. The main principles of the NUS include a competency-based approach, integration of learning content, a student-centred approach to the educational process, the use of interactive and innovative methods, and the development of teachers' professional competencies. Table 1 presents the characteristics of the New Ukrainian School concept and its impact on English language teaching.

Teaching English has undergone significant changes in the NUS context, with the aim of improving efficiency and student motivation (Fig. 1).

Table 1. The New Ukrainian School concept and its impact on English language learning

The concept of the "New Ukrainian School"	Impact on the process of learning English
Focus on a competence-based approach	Developing key competencies, such as critical thinking, creativity, and communication skills, contributes to a deeper learning of the material and the development of language skills.
Integration of learning content	Provides interdisciplinary learning and integration of subjects, making learning English more exciting and diverse.
Students at the centre of the educational process	An individual approach to students' needs and interests helps increase their motivation and active participation in learning, improving learning outcomes.
Use of interactive and innovative methods	Interactive methods (role-playing games, discussions, group projects) and ICT (interactive whiteboards, online resources) make learning more exciting and compelling.
Development of teachers' professional competencies	Continuous professional development of teachers and adaptation to new teaching methods improves the quality of English language learning.
Individualisation of learning	Programmes tailored to individual learners' needs and interests allow each learner to progress at their own pace, increasing their confidence in using the language.
Use of ICT	Introducing interactive whiteboards, online resources, and educational platforms helps make the learning process more exciting and compelling.
Focus on the practical application of the language	The training aims to develop practical communication skills in real-life situations, which helps students overcome the language barrier and increase their confidence.
Developing critical thinking and creativity	Assignments and projects that stimulate analysis and problem-solving promote critical thinking and creativity in English.

The New Ukrainian School concept promotes a more dynamic, interactive and learner-centred English language learning process, increasing students' language proficiency and readiness to use the language in different areas of life.

Modern interactive teaching methods are key to learning English. These methods aim to actively engage students in the learning process, increase their motivation, and improve the quality of learning.

1) Role-playing and simulations allow learners to immerse

themselves in real-life situations requiring English use. These methods develop communication skills, improve understanding of cultural contexts and promote active language use in different scenarios. Cao [2] analysed the benefits of role-playing in the classroom to improve learners' oral communication and interaction.

2) Group projects encourage collaboration and the development of teamwork skills. Learners learn to exchange ideas, solve problems and achieve common

goals in English. Khaitova¹ notes that group projects promote critical thinking and creativity in learners.

- 3) Interactive technologies like interactive whiteboards, online platforms, and mobile apps make learning more engaging and accessible. Technology allows for the creation of multimedia content, online lessons and testing. A study by Rangkuti and Fakriza [4] found that using interactive technologies significantly improves the quality of learning and student motivation.
- 4) Project-based learning (PBL) focuses on long-term tasks that require research and applying knowledge in practice.

Students study a topic in-depth and develop research and analytical skills. Sakhadinova's [5] study demonstrates how PBL promotes a deeper understanding of the material and the development of critical thinking.

- 5) Integrating volunteering into the learning process allows students to apply their knowledge in practice by participating in real projects and helping society. This develops both language skills and social responsibility. Pohodaieva's [3] study examines the positive impact of volunteering on students' motivation and achievement.

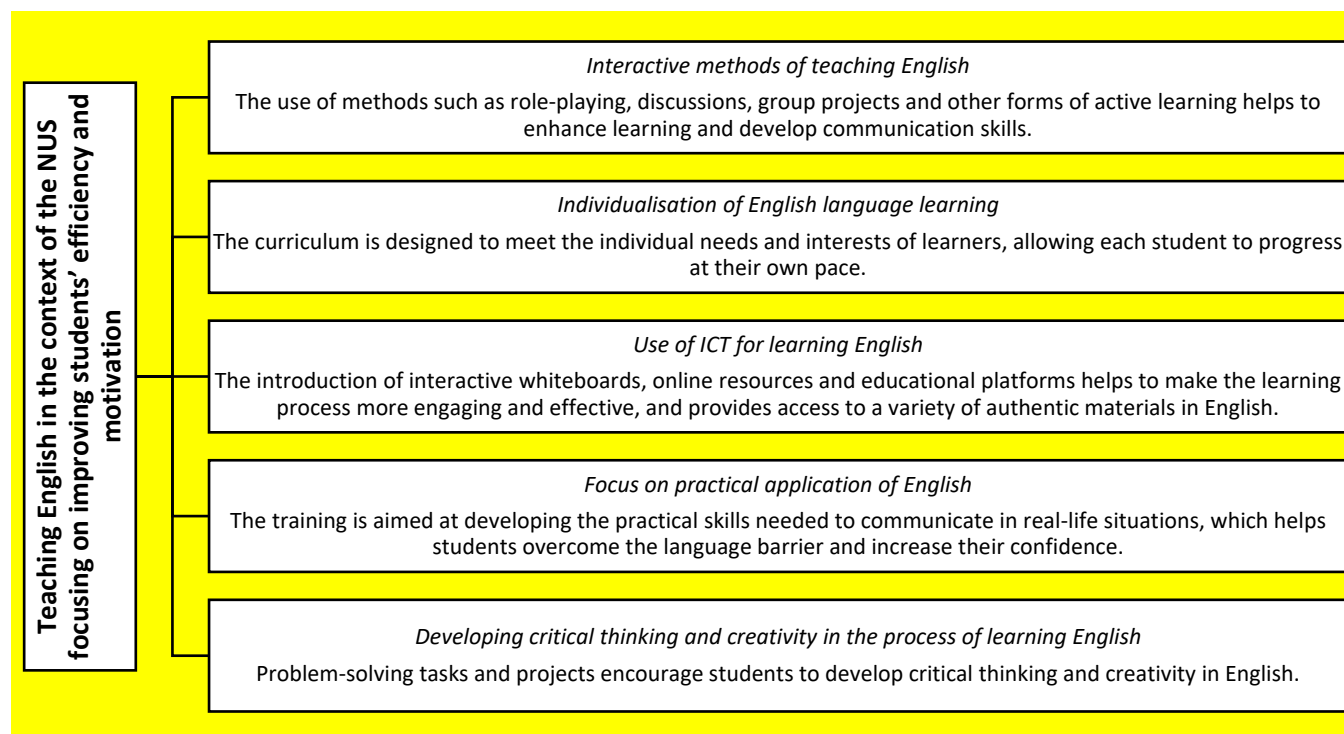


Fig. 1. Teaching English in the context of the NUS focusing on improving students' efficiency and motivation.

Modern interactive methods of teaching English, such as role-playing, group projects, interactive technologies, project-based learning, and volunteering, significantly improve the quality and effectiveness of the learning process. They help develop communication skills, critical thinking, and creativity, increasing students' motivation and

engagement.

We have studied the effectiveness of interactive methods in the learning process and their impact on student's performance and motivation. Table 2 presents the methods and procedures for investigating interactive methods of teaching English.

Table 2. Techniques and procedures for researching interactive methods of teaching English

The aim of the study	This study aims to evaluate the effectiveness of interactive teaching methods in teaching English in a school setting and analyse their impact on students' performance and motivation.
Research methods	Literature review – a review of scientific publications and research on interactive teaching methods. Questionnaire – collecting data on students' and teachers' perceptions of interactive methods (Appendix A). Testing and practical work – assessment of students' progress before and after using interactive methods (Appendix B). Interviews - obtaining qualitative data on student motivation through interviews with the student and his/her teachers (Appendix C). Role-playing and simulations: A method in which learners take on different roles in simulated situations requiring English communication.
The leading interactive methods studied in this paper are	Group projects: Work in groups on projects that require collaborative problem-solving and using English to communicate. Interactive technologies: Interactive whiteboards, online platforms and apps for teaching English. Project-based learning (PBL): Long-term tasks that require research and practical application of knowledge. Volunteering during lessons: Integrating real-life volunteer projects into the classroom.
Conducting the experiment	School: Secondary school No. 15, Kyiv. Grade: 8th grade. Research period: September - December 2023. The number of participants was 57 students, divided into two groups of 29 and 28 (experimental and control groups). Students in the experimental group learned English using interactive methods, including role-playing, group projects, interactive technologies, and project-based learning.
Description of the experiment	Students in the control group learnt English using traditional teaching methods (lectures, reading texts, doing exercises from a textbook).

Appendix D presents the questionnaire results. Table A1 shows the questionnaire results for the experimental and control groups, showing differences in students' perceptions of the effectiveness of interactive teaching methods and their impact on motivation and interest in learning English. It is crucial to analyse the questionnaire results.

Fig. 2 shows the distribution of students' responses to the frequency of using interactive methods in English lessons in the experimental and control groups. In the experimental group, 34.5 % of the students said that interactive methods were used very often, while in the control group, this figure was only 3.6 %. 41.4 % of students in the experimental group often used interactive methods compared to 10.7 % in the control group. Sometimes interactive methods were used by 17.2 % of students in the experimental group, while in the

control group, this figure was 21.4 %. Interactive methods were rarely used by 6.9 % of students in the experimental group, while in the control group, this figure is much higher and amounts to 35.7 %. None of the students in the experimental group stated that interactive methods had never been used, while in the control group, 28.6 % of them did. These data show that the experimental group used interactive teaching methods more often. The high frequency of interactive methods in the experimental group explains the significant increase in learning outcomes. The difference in the frequency of interactive methods between the groups emphasises the importance of active use of these methods to improve the quality of education. Thus, the survey results confirm the effectiveness of interactive methods in the educational process.

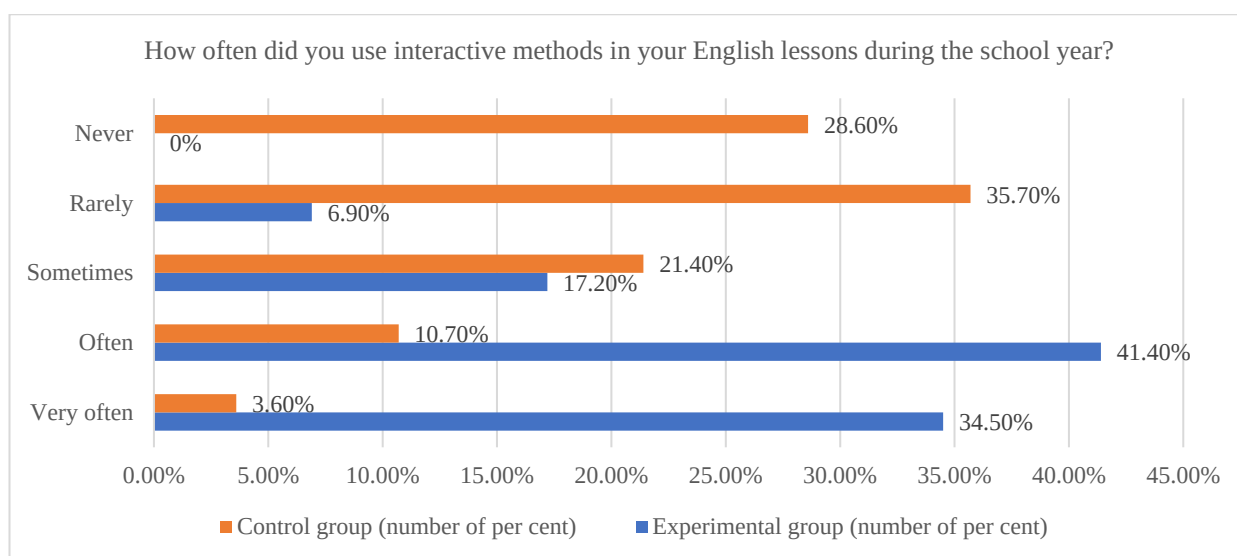


Fig. 2. Current state of using interactive methods in English classes.

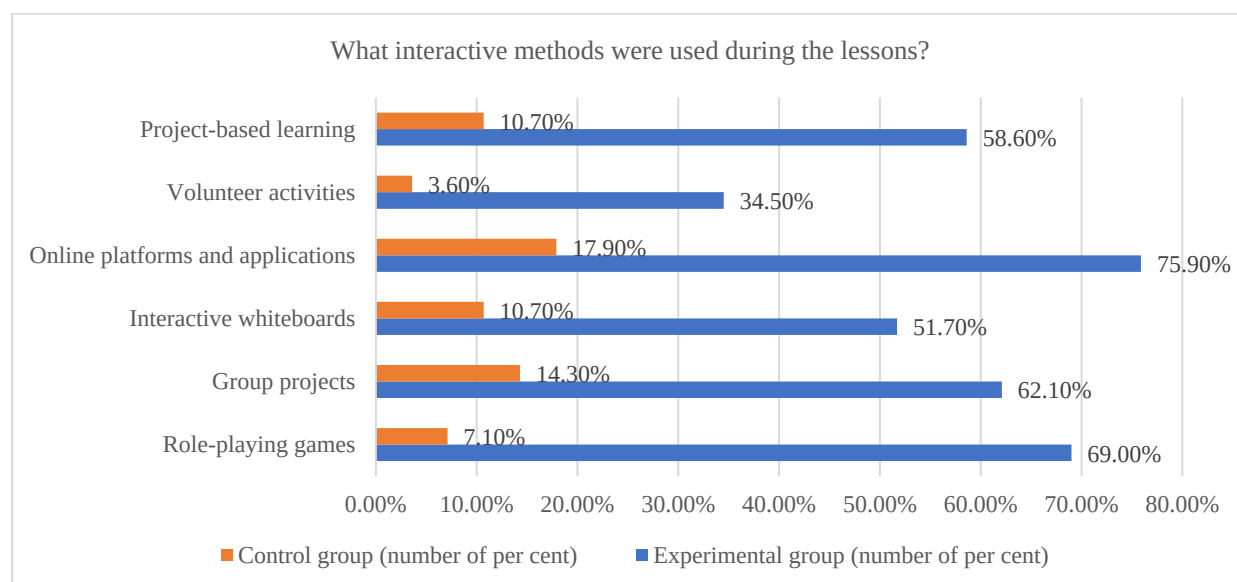


Fig. 3. Current status of using interactive methods in English classes.

Fig. 3 shows different interactive methods in English lessons in the experimental and control groups. The most popular method in the experimental group was online platforms and applications, which were used by 75.9 % of the students, while in the control group, this figure was only 17.9 %. Role-playing games were used by 69 % of students in the experimental group, while only 7.1 % of the control

group used them. Group projects were also popular in the experimental group, with 62.1 % of students using them compared to 14.3 % in the control group. Interactive whiteboards were used by 51.7 % of students in the experimental group and 10.7 % of students in the control group. Volunteer activities were implemented in 34.5 % of the experimental group, while this figure was only 3.6 % in

the control group. Finally, project-based learning was used by 58.6 % of the experimental group and 10.7 % of the control group. These data emphasise the experimental group's greater use of interactive methods than the control group.

Fig. 4 shows how interactive methods helped improve the English language skills of the experimental and control groups. In the experimental group, 41.4 % of the students said that the interactive methods helped them immensely, while no answer was given in the control group. Interactive methods helped 27.6 % of students in the experimental group

and only 7.1 % in the control group. Interactive methods helped 20.7 % of students in the experimental group and 28.6 % of students in the control group moderately. Interactive methods helped 10.3 % of students in the experimental group and 35.7 % of students in the control group a little. None of the students in the experimental group said that interactive methods did not help, while in the control group, 28.6 % of them did. These data emphasise that students in the experimental group saw more significant benefits from using interactive teaching methods than those in the control group.

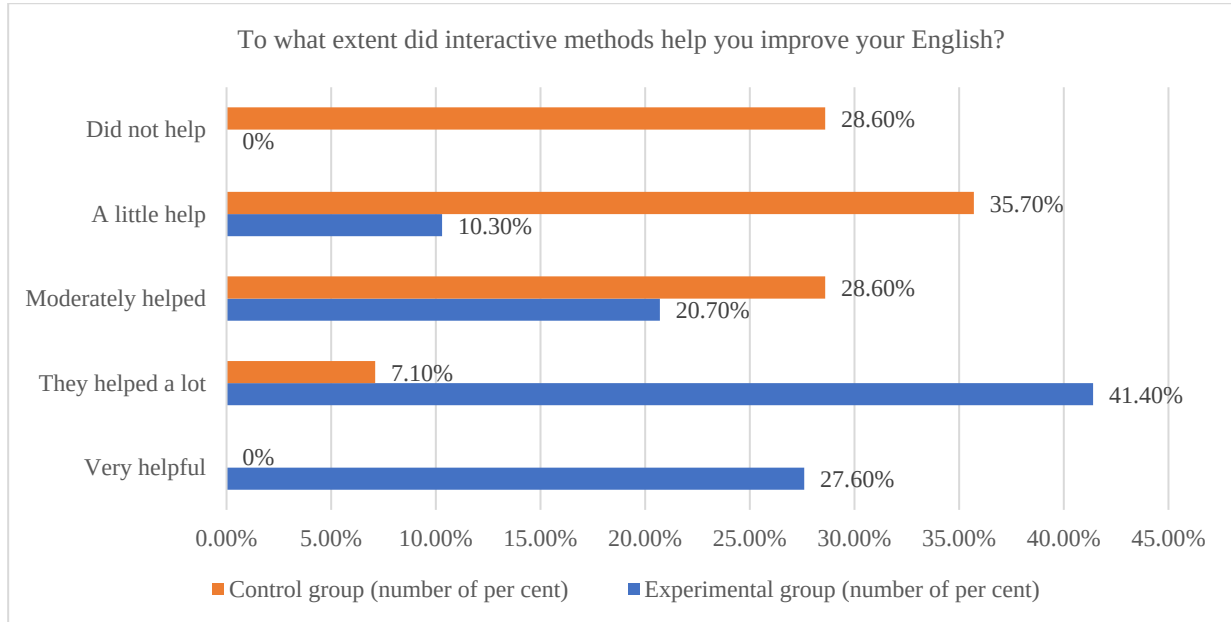


Fig. 4. Current use of interactive methods to improve English language proficiency.

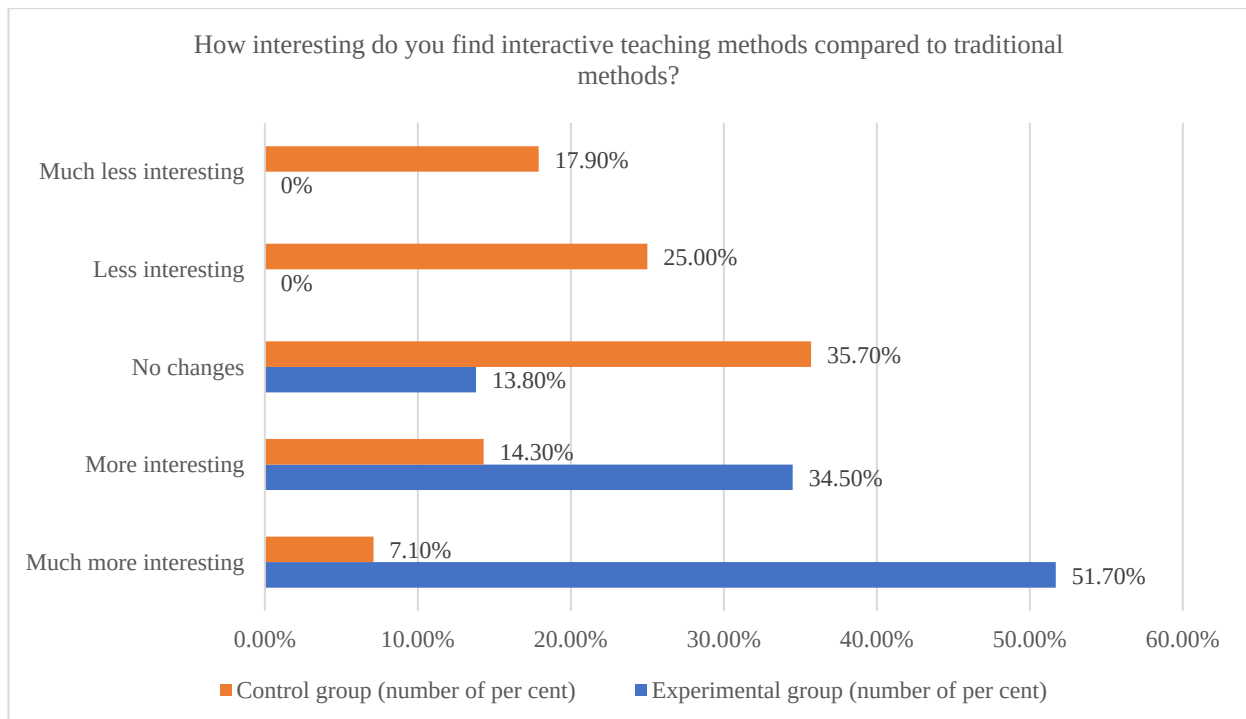


Fig. 5. Current use of interactive teaching methods compared to traditional methods.

Fig. 5 shows how much more exciting students find interactive teaching methods than traditional ones. In the experimental group, 51.7 % of students said that interactive methods were much more interesting, while in the control group, this figure was only 7.1 %. 34.5 % of students in the

experimental group considered interactive methods more enjoyable than 14.3 % in the control group. 13.8 % of students in the experimental group did not see any difference in comparison with traditional methods, while in the control group, the number of such students was 35.7 %. None of the

experimental group students considered interactive methods less attractive, while in the control group, 25 % of students gave this answer. In addition, 17.9 % of students in the control group considered interactive methods much less attractive, which contrasts with the experimental group, where there were no such responses. These data emphasise that students in the experimental group find interactive teaching methods more exciting and motivating than traditional methods.

Fig. 6 shows how students rate their motivation to learn English after using interactive methods. In the experimental group, 41.4 % of the students reported that their motivation had increased significantly; in the control group, this figure

was only 3.6 %. Motivation increased by 34.5 % in the experimental group and 10.7 % in the control group. In the experimental group, 17.2 % of students did not notice any changes in motivation, while in the control group, 35.7 % did not notice any changes in motivation. Motivation decreased in 6.9 % of the experimental group and 28.6 % of the control group. None of the students in the experimental group reported that their motivation had decreased significantly, while 21.4 % of the control group did. These data emphasise the positive impact of interactive teaching methods on students' motivation in the experimental group compared to the control group.

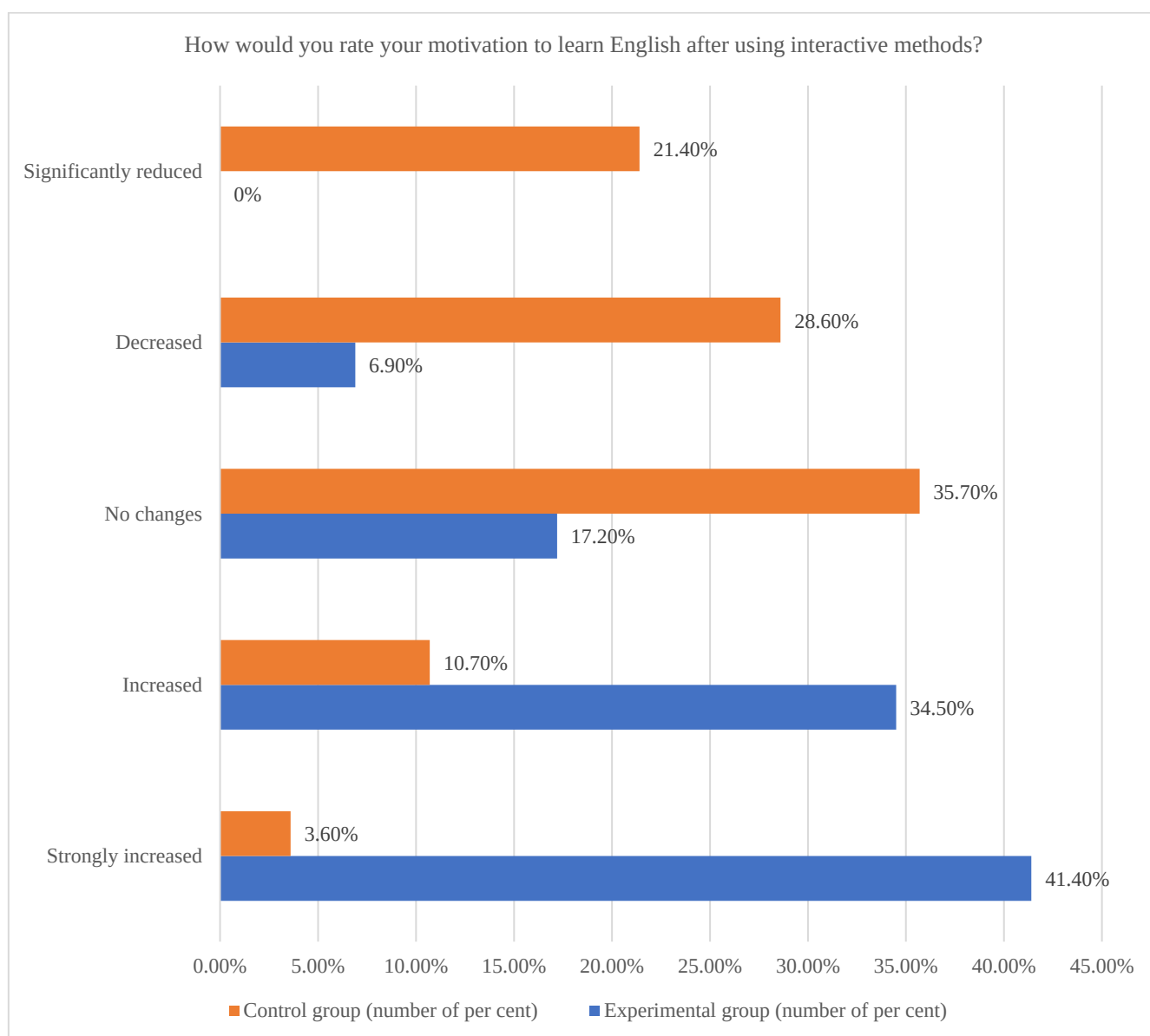


Fig. 6. Assessing motivation to learn English after using interactive methods.

We used interactive teaching methods and data from questionnaires and students before and after tests to analyse the experiment's results. The calculation was carried out as follows:

Average score of practical work before and after the experiment:

For each group (EH and CG), the mean values of the survey scores before and after the experiment were calculated. The formula for calculating the mean score (Mean):

$$\bar{X} = (\sum_{i=1}^N X_i) / N$$

where X_i is the score of each student,

N – the total number of students.

Average test score before and after the experiment:

Similarly, the average test scores of each group were calculated before and after the experiment. The formula for calculating the average score:

$$\bar{S} = (\sum_{i=1}^N S_i) / N$$

where S_i is the score of each student,

N – the total number of students.

Based on the study results, we present the increase in test and practical work results in the experimental and control groups on histograms (Fig. 7).

The effectiveness of interactive methods in enhancing

student performance is evident in the comparative results of the experimental and control groups. Table 3 presents a detailed breakdown of students' progress in practical and test scores before and after the experiment, illustrating the significant improvements observed in the experimental group.

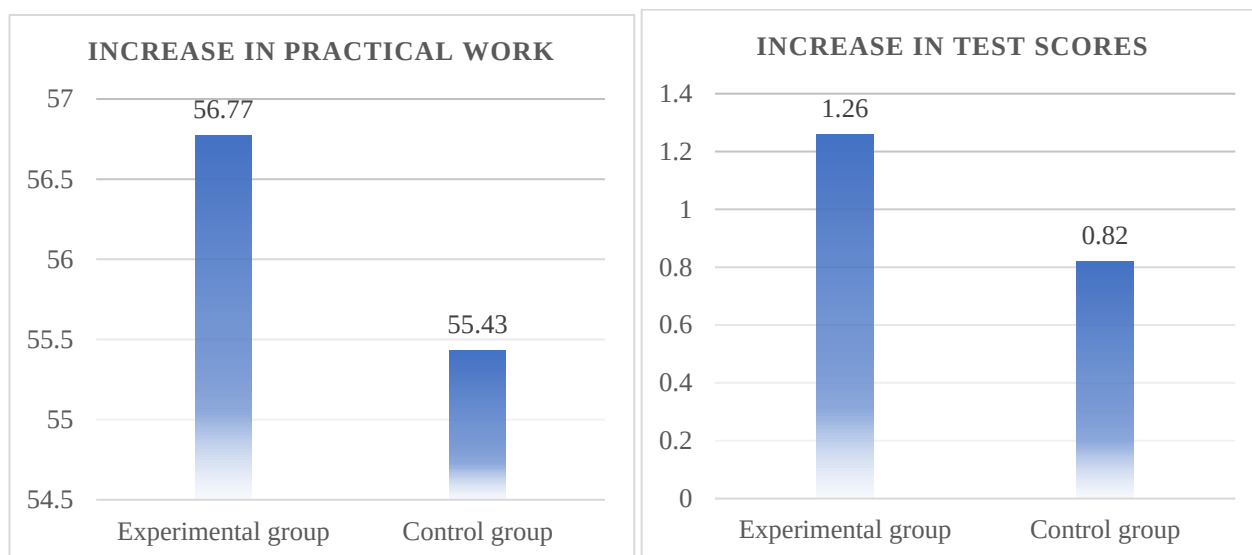


Fig. 7. Increase in test and practical work results in the experimental and control groups.

	1. Professional development of teachers and the training they receive - Organisation of seminars and workshops: regular seminars and workshops for teachers on the use of interactive methods and technologies in the educational process. - Exchange of experience: creation of platforms that facilitate the transfer of practical knowledge and ideas between teachers from different schools.
	2. Integration of technology - Providing the necessary equipment: equipping schools with interactive whiteboards, computers, tablets and Internet access. - Use of educational tools: introduction and use of online tools and programmes such as Moodle, Google Classroom, Quizlet, etc.
	3. Creating interactive learning materials - Creating multimedia resources: create and use videos, interactive stories, and other multimedia for learning. - Interactive opportunities: create projects and tasks that require active participation and interaction of students.
	4. Personalisation of learning - Differentiated approach: adaptation of educational resources and methods to individual needs and level of preparation will vary from learner to learner. - Tracking: continuously monitoring learners' progress and providing them with the necessary support and feedback.
	5. Active participation of students - Role-playing and simulations: Include role-playing and simulations that encourage learners to apply what they are learning in real-life situations. - Group projects: create group projects that require collective problem-solving and communication in English.
	6. Volunteer projects and activities - Volunteer projects: Integrating volunteering into the educational process promotes the practical application of knowledge and the development of social skills. - Project-based learning (PBL): Creating long-term tasks that require research and application of knowledge in real-world settings.
	7. Review and evaluation of effectiveness - Ongoing evaluation: Continuously evaluate the effectiveness of interactive methods. - Analysis of results: Analyse data and adjust the educational process based on the results.

Fig. 8. Recommendations for introducing interactive methods into the educational process in the New Ukrainian School.

Table 3. Study results of interactive methods of teaching English

Group	The average score for practical work before the experiment	Average score for the practical after the experiment	Average test score before the experiment	Average test score after the experiment
Experimental	3.21	4.47	61.24	80.9
Control	3.14	3.96	59.39	59.96

In the control group, the average score for the practical work increased from 3.14 to 3.96, an increase of 0.82 points. The average test score in the control group increased from 59.39 to 59.96, an increase of only 0.57 points. The traditional teaching methods used in the control group proved less effective, as they did not provide the same level of engagement and practical application of knowledge. This resulted in the control group showing minimal academic

performance and motivation improvements.

Thus, interactive teaching methods in the experimental group proved effective, significantly increasing students' knowledge and skills.

The advantages and disadvantages of interactive teaching methods compared to traditional methods are presented in Table 4.

Table 4. Advantages and disadvantages of interactive learning methods compared to traditional methods

Advantages of interactive methods	Disadvantages of interactive methods
Increase student motivation and engagement	Require more time to prepare and conduct
Interactive methods make learning more engaging and stimulate student motivation [1]	Teachers need more time to prepare interactive lessons [2]
Developing critical thinking and creativity	Need for resources and equipment
Interactive tasks and projects stimulate critical thinking and creativity [5]	Interactive methods require resources and equipment that may not be available in some schools [4]
Improving communication skills	Difficulties in classroom management
Role-playing and group projects develop students' communication skills [2]	Interactive methods can lead to increased noise and chaos in the classroom [1]
Individualisation of learning	Uneven participation of students
Interactive technologies allow you to adapt learning material to the individual needs of students [4]	In group projects, uneven participation of students is possible [1]

Recommendations for introducing interactive methods into the educational process within the New Ukrainian School are presented in Fig. 8.

Implementing interactive teaching methods in the New Ukrainian School requires a comprehensive approach, including teacher training, technology integration, development of interactive materials, individualisation of learning, active student involvement, volunteerism and project-based learning, and regular evaluation and analysis of effectiveness.

V. DISCUSSION

Interactive teaching methods in the New Ukrainian School have significantly impacted students' performance and motivation. Our research has shown that interactive methods, such as role-playing, group projects, interactive technologies, and project-based learning, promote students' deeper learning, critical thinking, and creativity.

According to the questionnaire and interview data, most learners reported a significant increase in their interest in learning English when using interactive methods. This is supported by research by Khaitova [1], who notes that interactive methods make learning more exciting and stimulating for learners. Increased motivation is associated with the active participation of learners in the learning process and the ability to apply knowledge in real-life situations [3].

Role-playing and group projects used in the experimental group improved learners' communication skills. Cao [2] argues that such methods allow learners to interact actively with each other, which is a critical factor in language learning. Our data supports this, significantly improving students' speaking skills and interaction.

Interactive technologies enable teachers to customize

learning experiences, aligning them with individual students' needs, thus enhancing engagement and outcomes [4]. emphasise using educational platforms and applications that provide a personalised learning experience. Our findings show that students accessing such technologies performed better on tests and post-experiment questionnaires.

Interactive methods, such as project-based learning and volunteering, allow students to apply their knowledge in practice, contributing to better learning. Sakhadinova⁵ notes that PBL (Project-Based Learning) promotes the development of students' research and analytical skills. Our study also shows that students who participated in such projects demonstrated a deeper understanding of the topics studied and a higher level of language proficiency.

Despite the apparent benefits of interactive methods, our analysis also revealed some challenges associated with their implementation. One of the main challenges is the need for additional resources and equipment, such as interactive whiteboards, computers, and internet access, which may not be available in some schools [4]. In addition, teachers reported that these methods require more time to prepare and deliver lessons, which Cao [2] supports.

Based on the research and literature, it can be concluded that interactive teaching methods have significant potential to improve the quality of education in the New Ukrainian School. A comparative analysis of interactive methods in Finnish and Singaporean education systems shows similar benefits in improving student motivation and critical thinking skills. This suggests that these methods can be adapted across diverse educational contexts with appropriate cultural adjustments. These methods help to increase students' motivation and engagement, develop their communication and critical skills, and ensure individualised learning. While the study highlights the benefits of interactive methods, it does not extensively explore the impact of teacher attitudes

or the socio-economic disparities across different schools. Further research should examine how these factors influence the adoption and success of interactive teaching practices. Long-term, the application of interactive methods is likely to yield benefits beyond academic settings, such as enhanced problem-solving abilities and teamwork skills essential for professional success in a globalized job market. However, successful implementation of these methods requires adequate resources and teacher training. Research should be aimed at developing strategies to overcome these challenges and optimise the use of interactive methods in the educational process. For instance, in the experimental group, the average test scores increased by 19.66 points, illustrating the effectiveness of role-playing and group projects in enhancing knowledge retention. Interviews revealed students' enthusiasm for project-based learning, with one participant stating, 'I now feel more confident expressing my ideas in English.'

VI. CONCLUSION

Interactive teaching methods have proven effective in learning English in the New Ukrainian School. The challenges of implementing interactive methods include limited access to technology, inadequate teacher training, and varying levels of student engagement. Policymakers should address these issues by allocating resources equitably and prioritizing teacher development. Future research should focus on the longitudinal impacts of these methods, particularly their influence on students' higher education outcomes and career readiness. Firstly, such methods significantly increase students' motivation, making learning more exciting and rich. Secondly, role-playing games and group projects help develop students' communication skills and critical thinking. Third, integrating interactive whiteboards and online platforms makes learning more modern and accessible. However, introducing interactive methods requires additional resources and time for lesson preparation, which may be challenging for some educational institutions. Nevertheless, the study results show that with proper organisation and support from the administration, interactive methods can significantly improve the quality of education. Thus, for the successful implementation of interactive methods in the educational process, it is necessary to continue research and development in this area and provide continuous professional development for teachers.

Future research should focus on developing strategies to overcome the identified problems and optimise using interactive methods in the educational process. To support resource-limited schools, policymakers should consider providing centralized access to free or subsidized interactive teaching platforms. Additionally, training programs for teachers, focusing on time-efficient preparation of interactive lesson plans, can enhance their capacity to implement these methods effectively. Schools could also establish partnerships with local businesses or NGOs to acquire necessary resources.

APPENDIX

A. Appendix A

Questionnaire for evaluating interactive methods of

teaching English

Dear student! Please answer a few questions about your experience learning English using interactive methods. Your answers will help us to improve the learning process.

How often did you use interactive methods in your English lessons during the school year?

- ☐ Very often
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

What interactive methods were used during the lessons? (Multiple choices are possible)

- ☐ Role-playing games
- ☐ Group projects
- ☐ Interactive whiteboards
- ☐ Online platforms and applications
- ☐ Volunteer activities
- ☐ Project-based learning

To what extent did interactive methods help you improve your English?

- ☐ Very helpful
- ☐ They helped a lot
- ☐ Moderately helped
- ☐ A little help
- ☐ Did not help

How interesting do you find interactive teaching methods compared to traditional methods?

- ☐ Much more interesting
- ☐ More interesting
- ☐ No changes
- ☐ Less interesting
- ☐ Much less interesting

How would you rate your motivation to learn English after using interactive methods?

- ☐ Strongly increased
- ☐ Increased
- ☐ No changes
- ☐ Decreased
- ☐ Significantly reduced

Do you have any suggestions for improving English lessons using interactive methods?

B. Appendix B

Testing and practical work

Testing to assess progress

Section: Grammar and vocabulary

1. Fill in the blanks with the appropriate words:

- a. It is _____ (go) to the market all Saturday.
- b. If I _____ (be) you, I would study more.

2. Select the correct answer:

- a. He _____ (has/have) already finished his homework.
- b. They _____ (is/are) going to the cinema tonight.

3. Translate the following sentences into English:

- a. I like to read books.
- b. We will study in the library.

Write a short essay (50-100 words) on the topic: My favourite hobby.

Practical work to test the knowledge of 8th-grade students after the experiment

Theme: “My Day”

Aims: To test knowledge of vocabulary and grammar and the ability to use English in practice.

Instructions for students:

- Write an essay on the topic “My Day”.
 - Describe your typical day in English.
 - Use at least ten sentences.
 - Include information about what you do in the morning, afternoon, and evening.
 - Use linking words (first, then, after that, finally).
- Create a dialogue with a classmate.
 - Imagine meeting a friend and telling him about your day.
 - Use at least ten cues for each participant.
 - Include questions and answers about your day, feelings, and plans for the next day.
 - The dialogue should be recorded and presented in writing.
- Fill in the table with the daily schedule.

Time	Action
7:00 - 8:00	Wake up, have breakfast
8:00 - 12:00	Attend school classes
12:00 - 13:00	Lunch break
13:00 - 15:00	Afternoon school activities
15:00 - 16:00	Homework.
16:00 - 18:00	Free time (sports, hobbies, etc.)
18:00 - 19:00	Dinner
19:00 - 21:00	Family time or relax
21:00 - 22:00	Prepare for bed, read a book, etc.

Complete the table in English using your actions. Use the correct tenses and verbs.

- Grammar task.

Fill in the blanks in the sentences using Present Simple or Present Continuous:

I usually _____ (get up) at 7:00 am.

Right now, I am _____ (write) an essay.

After school, I _____ (do) my homework.

My friends and I often _____ (play) soccer in the evening.

Look! She's _____ (reading) a new book.

- Vocabulary dictation.

The teacher dictates ten words on the topic “Daily Routine”; the students write them down and translate them into Russian.

Wake up, Breakfast, School, Homework, Lunch, Dinner, Free time, Play, Read, Sleep.

Evaluation:

- Essay: 20 points (accuracy, vocabulary, grammar, structure)
- Dialogue: 20 points (accuracy, vocabulary, grammar, interaction)
- Table: 20 points (accuracy, correctness of filling)
- Grammar task: 20 points (correct verb forms)
- Vocabulary dictation: 20 points (correct spelling and translation of words)

Maximum number of points: 100.

C. Appendix C

Interviews to assess motivation

- How do you like lessons using interactive methods compared to traditional lessons?
- Which interactive methods do you like the most and why?
- Do you think interactive methods helped you to understand and remember the material better? Can you give us some examples?
- Do you feel that you have become more confident in using English thanks to the interactive methods? Why?
- Is there anything you want to change or add to your English lessons?
- How would you rate your motivation to learn English after using interactive methods? Why?
- Do you have any additional comments or suggestions?

D. Appendix D

Table A1. Survey results

Question	Experimental group (number of students)	Control group (number of students)	Experimental group (number of per cent)	Control group (number of per cent)
How often did you use interactive methods in your English lessons during the school year?				
Very often	10	1	34.5 %	3.6 %
Often	12	3	41.4 %	10.7 %
Sometimes	5	6	17.2 %	21.4 %
Rarely	2	10	6.9 %	35.7 %
Never	0	8	0 %	28.6 %
What interactive methods were used during the lessons?				
Role-playing games	20	2	69.0 %	7.1 %
Group projects	18	4	62.1 %	14.3 %
Interactive whiteboards	15	3	51.7 %	10.7 %
Online platforms and applications	22	5	75.9 %	17.9 %
Volunteer activities	10	1	34.5 %	3.6 %
Project-based learning	17	3	58.6 %	10.7 %
To what extent did interactive methods help you improve your English?				
Very helpful	8	0	27.6 %	0 %
They helped a lot	12	2	41.4 %	7.1 %
Moderately helped	6	8	20.7 %	28.6 %
A little help	3	10	10.3 %	35.7 %
Did not help	0	8	0 %	28.6 %
How interesting do you find interactive teaching methods compared to traditional methods?				

Much more interesting	15	2	51.7 %	7.1 %
More interesting	10	4	34.5 %	14.3 %
No changes	4	10	13.8 %	35.7 %
Less interesting	0	7	0 %	25.0 %
Much less interesting	0	5	0 %	17.9 %
How would you rate your motivation to learn English after using interactive methods?				
Strongly increased	12	1	41.4 %	3.6 %
Increased	10	3	34.5 %	10.7 %
No changes	5	10	17.2 %	35.7 %
Decreased	2	8	6.9 %	28.6 %
Significantly reduced	0	6	0 %	21.4 %

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Oksana Boiko and Olha Dolhusheva conducted the research; Kateryna Shvets, Yuliia Nadolska analyzed the data; Oksana Boiko and Olha Dolhusheva wrote the paper; Yuliia Nadolska and Larysa Yepifantseva made researching; all authors had approved the final version.

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