INTERACTIVE TECHNOLOGIES IN ENHANCING ENGLISH LANGUAGE PROFICIENCY FOR STUDENTS OBTAINING MASTER’S DEGREE IN MANAGEMENT AND MARKETING

Abstract: The article deals with the concept of interactive technologies, their place and significance in the education system of higher education institutions. Amidst the accelerating pace of global integration, the article underscores the rising demand for proficiency in management, marketing, and notably, foreign languages. The article introduces the promise of interactive technology as a game-changer in English education. This technology, when harnessed correctly, could become instrumental in teaching complex subjects like English, rendering learning more engaging and relevant. This article explores the significance of utilizing interactive technology in the English learning process for management and marketing students. It clarifies how these tools may improve competence and preparedness for the business world.

A significant portion of the article delves into the utilization of Virtual Reality (VR) in pedagogy. VR business simulations offer students immersive experiences where they can practice business activities demanding English proficiency. These simulations amalgamate real-time feedback with the intricacies of varied cultural contexts, enhancing both language and professional skills. However, VR's implementation isn't without challenges, mainly surrounding equipment requisites and adaptability.

The article offers a balanced view, highlighting both the advantages (like gamified lessons, global exposure) and potential pitfalls (such as over-dependence...
on technology, and access issues) of interactive technology. The research concludes on a cautionary note, advocating for a judicious blend of traditional and modern teaching tools. To ensure the best educational outcomes, this integration should consider financial implications and equal access.

In essence, while the prospects of interactive technologies in education are vast and promising, a calculated, discerning approach to their adoption is crucial.

**Keywords:** globalization, English proficiency, interactive technology, reciprocal learning, virtual reality (VR), business simulations, higher education institutions.

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**Интерактивні технології для підвищення рівня володіння англійською мовою для магістрантів зі спеціальностей «менеджмент» та «маркетинг»**

**Анотація.** У статті розглядається поняття інтерактивних технологій, їх місце та значення в системі навчання закладів вищої освіти. Нині, зважаючи на прискорення темпів глобальної інтеграції, спостерігається зростання попиту на фахівців з менеджменту і маркетингу, які володіють фаховими компетенціями і водночас мають високий рівень знань іноземної мови.

У статті стверджується, що інтерактивні технології можуть змінити правила навчання англійської мови. За умови правильного використання ці технології можуть стати суттєвими у викладанні англійської мови за професійним спрямуванням, фахової англійської мови, англійської мови для академічного спілкування, робочі навчання більш цікавим і актуальним. Доречно зазначити, що рівень володіння діловою англійською мовою, може сприяти професійній кар’єрі випускника. Останні дослідження підкреслюють здатність інтерактивного навчання підвищувати мотивацію студентів, розуміння та критичне мислення. Така взаємодія сприяє спілкуванню, співпраці та творчості серед студентів, що є основними рисами сучасного динамічного середовища.

Значна частина статті присвячена використанню віртуальної реальності (VR) у педагогіці. Бізнес-симуляції VR пропонують студентам отримати захоплюючий досвід, де вони можуть практикувати бізнес-діяльність, яка
потребує знання англійської мови. Ці симуляції поєднують зворотній зв’язок у реальному часі з тонкощами різноманітних культурних контекстів, покращуючи як мову, так і професійні навички. Однак реалізація VR не позбавлена проблем, головним чином пов’язаних із обладнанням і адаптивністю.

Стаття пропонує збалансований погляд, підкреслюючи як переваги (наприклад, гейміфіковані заняття, глобальна експозиція), так і потенційні підводні камені (наприклад, надмірна залежність від технологій, проблеми з доступом до інтернету) інтерактивних технологій. Дослідження завершується застереженням, пропонуючи розумне поєднання традиційних і сучасних засобів навчання. Щоб забезпечити найкращі результати навчання, ця інтеграція повинна брати до уваги фінансові витрати та можливість рівного доступу.

Ключові слова: глобалізація, володіння англійською мовою, інтерактивні технології, взаємне навчання, віртуальна реальність (VR), бізнес-симуляції, заклади вищої освіти.

Introduction. The rapid advancement of global society, the widespread digitization of society and commerce, Ukraine's aspiration to integrate economically, socially, and culturally into the international community, and the increasing political, economic, academic, and cultural connections between nations all underscore the need for the education of future professionals, particularly master's students specializing in management, marketing, and foreign languages. Proficiency in foreign languages is crucial for achieving academic and social advancement, as well as for integrating into the globalized world with its advanced digital technologies and adapting to the many conditions of a multicultural society. The need for professionals, namely managers and marketers, who possess a high degree of proficiency in other languages to effectively engage in professional communication within international contexts, is increasing. Consequently, higher education institutions are now faced with the task of meeting new demands. They must ensure that the necessary conditions are in place to develop the foreign language skills of management and marketing master's students.

The modernization of foreign language training for future economists is founded upon various educational frameworks and laws in Ukraine. Concept of Education Development for the period 2015-2025; The National Strategy for the Development of Education in Ukraine for 2012-2021; Concepts of development of pedagogical education; Concepts of development of humanitarian education in Ukraine; Laws of Ukraine "On Education" and "On Higher Education" form the basis of the paradigm of modernization of the process of foreign language training of future economists.

Effective communication is crucial in today's rapidly evolving global business, particularly in relation to English, the most frequently spoken language
Defining the problem and arguing for the relevance of its investigation. The quality of English education can have direct implications for a graduate's career trajectory, making it a priority for higher education institutions to ensure their students achieve the highest standards of proficiency. Herein lies the urgency and relevancy of researching the potential of interactive technologies in the teaching of the English language for Master's Degree students specializing in management and marketing:

- Addressing the Needs of a Modern Audience: Today's students, having grown up in the digital era, have a different learning style and set of expectations. Interactive technologies can cater to this audience, providing dynamic and immersive learning experiences that resonate with their digital proclivities.

- Globalized Business Landscape: Professionals in management and marketing often interact with global clients, suppliers, and colleagues. A profound command over English, honed through the most advanced teaching methodologies, is paramount to ensure smooth business operations and negotiations.

- Evolving Job Market: As international firms and startups emphasize diversity and multicultural teams, the demand for employees who can effectively navigate these settings has grown. Fluent English communication, fortified by cutting-edge teaching methods, is a decisive factor in such environments.

- Rapid Technological Advancements: As technology advances, so does its potential in education. Continuous research ensures that institutions are leveraging the most recent and effective tools in their curriculum, staying ahead in the pedagogical game.

Given these factors, it's evident that researching the role and impact of interactive technologies in English language teaching for Master's students in management and marketing is not just relevant but urgent. Institutions and educators must be proactive, ensuring their students are equipped with the skills necessary to thrive in a global, digital, and interconnected business world.

Analysis of recent research and publications. The scientific research on training students in economics for foreign language communication focuses on the theoretical and methodological principles of professional education in Ukraine. Notable scientists who have contributed to this field include H. Vorobyov, I. Zakiryanova, V. Kalinin, T. Kolodko, O. Pershukova, V. Topalova, S. Khotskina,
and others [1-4, 9-16]. The issue of foreign language proficiency among experts in non-language fields has been emphasized by researchers such as Y. Berman, N. Borysko, R. Milrud, I. Salistra, O. Tarnopolsky, O. Gura, V. Kalinin, L. Mitina, Y. Tatur, V. Tyurina, M. Fitsula, O. Khutorskyi, and others. The scientific research conducted by M. Kenel, N. Kostenko, O. Klymenko, M. Swain, and other scholars has revealed the unique nature of developing foreign language communicative competence [16-23].

In point of fact, Y. Golant created an active learning model in the 60s of the 20th century as one that utilizes the interaction of a teacher and a student, and so articulated the essence of interactive learning [3]. In this model, active learning is defined as one that uses the interaction of a teacher and a student. The concept of learning in pairs was first presented by A. Rivin in 1911, which eventually led to the development of the group work technique of interactive learning [1]. Numerous researchers, including V. Pasytok and O. Chornovol [1], O. Pometun and L. Pyrozhenko [6], I. Redko [7], D.R. Grabinger [9], and M. Sibelman [11], have investigated the application of interactive learning in the context of English language instruction in higher education institutions.

The main objective of this research is to assess the effectiveness and potential of interactive technologies in improving the English language competence of Master's Degree students specializing in management and marketing. The research aims to: identify the most effective interactive technologies currently available and evaluate their relevance for advanced English language training specifically designed for management and marketing contexts; to comprehend the educational advantages and difficulties posed by the incorporation of these technologies into the curriculum. Our research aims to provide the groundwork for future academic and practical pursuits in the field of English language training. These will be achieved by comprehending the connections between modern technological tools, pedagogical strategies, and the specific linguistic needs of these students.

Methods of the research. Our research adopts a mixed-methods approach, leveraging both qualitative and quantitative data collection and analysis techniques. This comprehensive methodology ensures that we gain a holistic understanding of the role of interactive technologies in teaching English to Master's Degree students in management and marketing. The richness of qualitative insights, combined with the empirical strength of quantitative data, provides a robust foundation for our conclusions and recommendations.

Results and Discussion. The ability to interact or engage with something. During the 1990s and early 2000s, the primary focus in studying humanitarian subjects was on an interactive approach, which led to the development of several approaches and particular strategies. Due to the widespread use of multimedia and the Internet, the idea of “interactive technologies” has regained relevance, since gadgets greatly broaden its methodological reach. The potential for interactivity
offered by touch panels, electronic boards, projectors, and similar technologies is practically boundless.

The highest level of involvement in foreign language classrooms encompasses the following elements of the communication chain: student - classmates (in a small group) - teacher - text - multimedia source. T. Biloshitska highlights the efficacy of interactive approaches in relation to their influence on the primary educational asset - the motivation of students and teachers [2, p. 9].

Interactive developments in English education encompass the utilization of technology and other inventive pedagogical approaches that foster active engagement and involve students in the process of acquiring knowledge. These trends seek to foster communication, cooperation, critical thinking, and creativity among learners. Given the growing accessibility of digital tools and resources, educators are actively seeking innovative methods to enhance the interactivity and efficacy of English language learning.

During the global education reform in the 1920s in Ukraine, educational institutions implemented strategies including "team-laboratory" and "project" approaches, as well as excursions, to enhance learning. V. Sukhomlynskyi, V. Shatalov, and Sh. Amonashvili were educators who included elements of interactive learning into their teaching methods over a period of time. However, it transpired that developmental education was the anomaly rather than the norm in the national education system during that period. However, in the field of global education, there was a regular use of developmental (interactive) approaches to training [18, p. 512].

During the early 1990s, there was a resurgence of interest among scientists in Ukraine about the theoretical and practical principles of interactive learning. L. Artemova, S. Goncharenko, A. Ziaziun, T. Nazarova, O. Pekhota, O. Pometun, S. Sisoyeva, and other researchers have contributed to this field of study [referenced from 17-18, p. 512].

The application of interactive methodologies in the educational process has garnered the interest of several scientists and educators. Specifically O. Pometun authored an encyclopedia on interactive learning [16, p. 26], and M. Clarin saw interactive learning as a means to acquire new knowledge [10, p. 13]. V. Sharko provided evidence of his expertise in utilizing interactive educational techniques, while T. Dutkevych established the psychological principles behind the use of interactive methods in training highly skilled professionals [7, p. 512].

Methods of active student participation should be at the forefront of our thinking when considering interactive educational practices. They make it easier to absorb the material, cultivate a deeper interest in the topic at hand, facilitate the acquisition of new information, and encourage the development of the individual's own views and ideas [19, p. 37].

This type of training is based on active and emotional exchanges between students that help them understand and solve their own problems, such as
overcoming feelings of inferiority, improving competitiveness, and acquiring the ability to quickly establish business contacts and negotiate constructively. Interactive techniques are based on group dialogue explorations of professional real-world possibilities in the context of individual student interests.

If your interlocutor is not present, it is nearly impossible for you to solve problems on your own, such as influencing other people during the process of interaction, motivating and developing their participation in financial or management industry activities, mastering culture and developing your own business communication style, developing effective skills for verbal and nonverbal mutual understanding with business partners, mastering management techniques, and other related issues.

The laws, norms, principles, and procedures of interpersonal psychology as well as the interaction of subjects during the learning process provide the foundation for interactive learning [4, p. 74]. Both "interaction" and "intergroup activity" are important concepts that help characterize the nature of interaction in the process of learning. Students are better able to comprehend and retain the information they learn when they work together with their instructors [29].

When we analyze the "Learning Pyramid" system, we can see that the methods utilized to transmit this knowledge have an effect on the proportion of knowledge that is acquired. This is something that can be seen when we look at the "Learning Pyramid." The following percentages will be covered in the lecture: 5% assimilation, 10% reading, 50% discussion, and 90% practical application of information [19].

The use of interactive teaching methods has several goals, including the creation of psychologically comfortable learning conditions in which the student feels successful and intellectual growth; the ensuring of the possibility of individual perception of educational information; the creation of conditions for intensive reflection on personal experience and its correlation with the experience of others; the involvement of students in active awareness of new information; and the development of skills in reflecting on what they have learned.

In order to make optimal choices, a modern educator must possess knowledge of the latest educational techniques and teaching methodologies. These choices should be based on the students' levels of knowledge, needs, and interests.

Yu.O. Kravchenko argues that interactive technologies in foreign language education facilitate the growth of student's speaking skills and the cultivation of their capacity to make collective and individual decisions, thereby fostering the development of active citizens in society [11, p. 89]. U. Naumenko asserts that higher education should not only serve as a preparation for life, but rather should be considered as an integral part of life itself. This may be accomplished by the utilization of a pioneering methodology, which involves the creation of an "interactive setting" [16, p. 119].

According to I. Dychkivska, education is an indicator of modernity and is not a fixed concept. It needs to adapt to current circumstances, social trends, and
viewpoints. Conventional educational methods, which aim to impart knowledge, abilities, and competencies, fail to keep pace with advancements [5, p.34].

We assume that interactive learning technologies encompass meticulously designed and anticipated learning objectives. Various interactive methods and techniques are employed to stimulate cognitive processes, mental faculties, and educational procedures in order to get predetermined objectives. The end result is determined by the organization and arrangement of these methods and techniques.

The consensus among most researchers studying interactive learning is that it is crucial for educators at all levels to cultivate the capacity to establish open and amicable connections with students throughout the educational journey. Additionally, they should possess the skills to devise specific social-psychological, didactic, and personal strategies for this purpose.

The following proficiencies are indispensable for a contemporary specialist: the capacity to align one's behavior with agreed-upon goals and objectives; the capacity to harmonize one's actions with those of others (by considering others' viewpoints); the capacity to coexist: to collaborate, to find middle ground; the capacity to self-advocate, if one's abilities do not meet the student's expectations. Interactive training promotes the acquisition and growth of these talents.

Interactive learning refers to a form of education where students engage with the teaching and educational environment. It is rooted in the psychology of human relationships and interactions. This type of education emphasizes collaborative knowledge building through joint projects and dialogue, with students actively participating and interacting with both their peers and the teacher.

The objective of interactive student training is to facilitate a collaborative process of understanding, and acquiring knowledge, skills, and competencies through dialogues and interactions with both the teacher and the educational environment. This approach aims to enhance motivation for learning and foster active participation, allowing students to discover their own areas of interest and expertise.

Interactive learning involves active participation and collaboration among students in the educational process. They engage in information exchange, problem-solving, modeling, and evaluating each other's actions and behavior. This fosters a cooperative atmosphere where students connect various problems based on their interests, needs, and requests. Concurrently, there is a steady shift in the kind of instructional activities being used, including games, discussions, small-group work, and a concise theoretical segment (mini-lecture).

The fundamental tenets of interactive learning encompass the principles of dialogic engagement, collaboration, cooperation, active field (game), and educational training organization.

During interactive learning, the educator assumes the roles of assistant, advisor, and facilitator. The central concept of his activity is not attributed to an individual student, but rather to a collective of students who engage in mutual
motivation and activation. The advent of interactive technology significantly enhances the impact of the spirit of competition on intellectual work, as individuals collectively strive for truth. In addition, there exists a psychological phenomenon called exposure, which refers to the possibility of any idea expressed by another individual instinctively triggering a series of reactions that are similar or nearly the same, or conversely, completely opposite. The advantages of gaming and training learning technologies are particularly evident in these areas.

An illustration of the application of interactive technologies to the teaching of English to students pursuing a Master's Degree with a major in management or marketing:

Simulations of Businesses Using Virtual Reality (VR). Detailed explanation:
1. An Overview Virtual Reality (VR) offers a fully immersive, three-dimensional environment in which students may participate in realistic business simulations that call for a high level of English language proficiency. These virtual reality (VR) simulations might include activities such as selling a product to overseas clients, participating in virtual meetings, or navigating a trade exhibition in a place where English is the primary language. These simulations are designed for students studying management and marketing.

2. Scenario Creation: Instructors may work with industry professionals to develop virtual reality (VR) scenarios that are suited to the requirements of business administration and marketing students. One possible scenario is a student presenting a new marketing plan to a virtual board of directors, receiving questions, and defending their views in English. Another scenario has the student defending their ideas in English.

3. Real-time Feedback At the same time that students are navigating these simulations, speech recognition software may assess the students' language usage, pronunciation, and fluency and provide real-time feedback. When a student fumbles over a certain phrase or makes an improper use of a particular term, the system is able to immediately highlight the error and suggest the appropriate usage.

4. Interaction with Virtual Avatars Students get the opportunity to engage in conversation with virtual avatars that have been pre-programmed to mimic working professionals. The students' language and professional abilities are simultaneously improved as a result of the fact that these avatars are able to simulate a variety of real-world business interactions, such as posing demanding questions, negotiating, and providing feedback.

5. Cultural Context Virtual reality (VR) scenarios may be tailored to replicate various cultural contexts, such as a business conference in London or a product launch in New York, for example. Students benefit from this because it helps them comprehend the subtleties of language and behavior in different contexts where English is used.

6. Review and Replay: After completing the simulation, students have the opportunity to replay their own interactions, evaluate their performance, and
pinpoint areas in which they may improve. Educators are also able to examine these sessions and provide customized feedback and direction to their students.

Advantages:
• Holistic Development: Apart from linguistic skills, students also hone their business acumen, presentation skills, and cultural awareness.
• Engaging Learning: The immersive nature of VR ensures high levels of student engagement and interest.
• Safe Environment: Students are able to make errors and gain knowledge from them without fear of real-world repercussions, which helps to build their self-confidence.

It should be stated that there are some obstacles to be overcome:
• Equipment Requirement: Virtual reality (VR) installations, which include headsets and associated devices, may be rather costly and require regular maintenance.
• Adaptability: It's possible that both students and teachers will have to go through a period of adjustment in order to get comfortable with this high-tech method.

To summarize, virtual reality (VR) business simulations are just one example of the various interactive technologies that are now available; yet, they present a potential opportunity for integrated, immersive, and specialized English learning for students pursuing master's degrees in management and marketing.

In our research, we suggest the advantages and disadvantages of applying interactive technologies for teaching English to Master's Degree students majoring in management and marketing:

1. Enhanced Engagement: Interactive technologies, through gamified lessons, simulations, and real-time feedback, can keep students engaged, making the learning process more enjoyable and effective.
2. Customized Learning Paths: Advanced technologies can be tailored to individual student needs, ensuring that each learner progresses at their pace, addressing their specific strengths and weaknesses.
3. Real-world Simulations: Students can be exposed to realistic business scenarios, such as negotiations or presentations, that hone their English skills in a context directly relevant to their major.
4. Instantaneous Feedback: Digital platforms often provide instant feedback, allowing students to identify and rectify mistakes in real-time, thereby accelerating the learning process.
5. Multimedia Integration: The use of videos, audios, and animations can cater to different learning styles, enriching the learning experience.
6. Global Exposure: Many interactive platforms connect students globally, enabling them to interact with peers from diverse backgrounds, thereby enhancing their cultural awareness and linguistic versatility.
7. Flexibility and Accessibility: Digital platforms often allow students to learn from anywhere and at any time, accommodating busy schedules typical of postgraduate students.

8. Data-driven Insights: Advanced technologies can track student progress in detail, providing educators with insights to refine their teaching methods and address specific student needs.

Disadvantages of Applying Interactive Technologies:

1. Over-reliance on Technology: There's a potential risk of students becoming too dependent on digital platforms, undermining the importance of human interaction in language learning.

2. Technical Issues: Glitches, software bugs, or hardware malfunctions can disrupt the learning process.

3. Learning Curve: Both educators and students may need time to familiarize themselves with new technologies, causing initial resistance or reluctance.

4. Cost Implications. 5. Distractions. 6. Quality Variance: The market is flooded with digital learning tools, and not all are of high quality. 7. Impersonal Learning: While interactive technologies offer many tools, they might lack the personal touch of a traditional classroom, potentially affecting the student-teacher relationship. 8. Data Privacy Concerns: Digital platforms often collect vast amounts of user data, raising concerns about privacy and data security.

In conclusion, while interactive technologies bring a plethora of advantages to the table, especially for specialized groups like Master's students in management and marketing, it's essential to be aware of the potential pitfalls. A balanced approach, blending traditional and digital methods, may offer the best way forward.

Conclusions and perspectives. There is a great amount of potential that may be realized via the application of interactive technology to the English instruction of master's degree students who are majoring in management and marketing. As a result of our investigation, it became clear that interactive technologies such as virtual reality (VR), augmented reality (AR), and gamified platforms contribute to increased levels of participant engagement, which in turn leads to greater levels of comprehension and retention.

Nevertheless, it is very necessary to approach this integration with caution. While interactive technologies do offer a variety of benefits, they need to supplement rather than replace traditional teaching approaches. A balance between the two is necessary for complete growth. Besides, we should keep in mind “Accessibility and Equality”: Educational establishments are obligated to take into account the financial repercussions of providing students with access to technologically sophisticated tools and to guarantee that all students have the same level of opportunity to do so.

Future research could delve deeper into the optimal ways to integrate these technologies within existing curricula, ensuring a seamless learning experience: 1) A cost-benefit analysis could shed light on the economic viability of widespread
adoption of these technologies, offering insights to institutions on budget allocation and potential returns on investment. 2) Research could focus on the long-term implications of interactive technology-driven English instruction. Do these benefits persist in the students' professional lives? How do they compare to peers taught through traditional methods in real-world scenarios? 3) Emerging Technologies: As technology evolves, newer tools will emerge. 4) Cultural and Regional factors influence the effectiveness of these interactive tools.

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