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INTRODUCTION OF INTERACTIVE LEARNING TECHNOLOGY WITH THE USE OF ENTERTAINMENT CONTENT IN THE TRAINING OF PHILOLOGY STUDENTS

INTRODUCCIÓN DE LA TECNOLOGÍA DE APRENDIZAJE INTERACTIVO CON EL USO DE CONTENIDOS DE ENTRETENIMIENTO EN LA FORMACIÓN DE ESTUDIANTES DE FILOLOGÍA

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ABSTRACT

Contemporary practice of foreign language teaching in higher education is largely determined by global trends of changing teaching technologies, which involve interactive methods. Interactive learning methods raise students' interest in foreign language learning and make this process more engaging and richer. The purpose of the paper is to analyze the possibilities of interactive learning with the use of entertainment content in the training of philology students. Based on scientific and methodological literature analysis and an expert survey, the study identifies the advantages of learning English using various entertainment content and proposes relevant Internet resources. The authors conclude that entertainment content with audio and video recordings of songs and films, including series and their fragments, attracts the interest of students of all ages and makes classes more interesting and informative. Interactive learning relying on entertainment content not only increases student interest but develops several speech skills simultaneously.

RESUMEN

La práctica contemporánea de la enseñanza de lenguas extranjeras en la educación superior está determinada en gran medida por las tendencias globales de cambio de las tecnologías de la enseñanza, que implican métodos interactivos. Los métodos de aprendizaje interactivos aumentan el interés de los estudiantes por el aprendizaje de lenguas extranjeras y hacen que este proceso sea más atractivo y enriquecedor. El objetivo del artículo es analizar las posibilidades del aprendizaje interactivo con el uso de contenidos de entretenimiento en la formación de estudiantes de filología. Basándose en el análisis científico y metodológico de la literatura y en una encuesta a expertos, el estudio identifica las ventajas de aprender inglés utilizando diversos contenidos de entretenimiento y propone recursos de Internet relevantes. Los autores

concluyen que los contenidos de entretenimiento con grabaciones de audio y vídeo de canciones y películas, incluidas series y sus fragmentos, atraen el interés de estudiantes de todas las edades y hacen que las clases sean más interesantes e informativas. El aprendizaje interactivo basado en contenidos de entretenimiento no sólo aumenta el interés de los alumnos, sino que desarrolla simultáneamente varias destrezas del habla.

Palabras clave:

Aprendizaje interactivo, lengua inglesa, estudiantes de filología, contenidos de entretenimiento, autenticidad, recursos de Internet.

INTRODUCTION

Interactive learning methods are a powerful tool to develop the professional competence of future philologists. These instruments stimulate students' activity, engage them in the knowledge acquisition process, encourage critical thinking, and contribute to developing leadership qualities, healthy cooperation and socialization skills, and the ability to work in a team and cooperate with others (Bodina & Telysheva, 2023). Interactive learning methods enhance students' learning motivation because they allow them to research, act, and communicate independently in the process of learning. The application of interactive methods promotes a transition from a passive perception of new material to an active form of learning, thus increasing students' learning motivation and activity in practical classes (Kirillova et al., 2021).

In current foreign language teaching practice, teachers constantly contemplate how to raise the effectiveness of the learning process and motivate and engage students. Interactive methods allow the creation of interesting, creative, and up-to-date lessons that considerably improve the level of students' perception of the necessary information, enhance the quality of education, and ensure deeper learning (Hernández García de Velazco, 2022). Introducing interactive learning methods in philological education is among the most promising avenues for improving vocational specialist training (Ovezova, 2017). In this connection, utilizing entertainment content (songs, films, series, etc.) in the implementation of interactive learning technology to maximize the quality of speech skills development and boost the motivation of philology students to learn a foreign language is topical.

Our analysis of studies and publications shows that using interactive technologies in the educational process draws the attention of numerous scholars and educators. This refers to students' interaction in a state of conversation and dialogue (Gribkova, 2022). Communicating on a given topic in class, students learn to think critically and creatively, making appropriate decisions. The paramount indicators of interactive learning are using one's own experience and freedom of thought in drawing logical conclusions (Elovskaya et al., 2019). Substantiating interactive learning as an innovative pedagogical phenomenon, researchers view it as a tool for mastering new experiences, considering the theoretical and didactic aspects of interactive technologies (Siti et al., 2020; Tuma, 2021).

Interactive language learning technologies rely on the active interaction of participants in communication (Gorbanyova, 2016). This interaction is achieved using various communication tasks designed to engage students in the practical application of the language in authentic situations, which builds the skills and abilities of future philologists (Marzuki et al., 2016). Interactive methods allow the student to feel not like an object but a subject in the educational process that regulates the process of knowledge acquisition, which undoubtedly conditions intrinsic motivation and increases interest in the subject (Tarasov & Kravtsov, 2023).

Regarding the use of entertainment content (music videos, films, series, etc.) in foreign language learning, researchers argue that it offers many advantages. Music videos help practice and verify listening comprehension, pronunciation (e.g., during collective karaoke singing), and reading skills (when reading subtitles) (Walker, 2017).

Scientists also believe that in language learning, it is important to not only focus on the development of the lexical and grammatical language competence of future philologists, but also familiarize students with the history, traditions, lifestyle, and socio-political situation in the country of the target language, which can be greatly facilitated using authentic entertainment content (Zakharova & Muromtseva, 2019). A convincing substantiation for the expediency of entertainment video content in foreign language teaching is given by Abdullaev et al. (2023). The researchers demonstrate that video text combines different aspects of the act of speech interaction and, in addition to the content side of communication, presents visual information about the scene and the appearance and non-verbal behavior of participants in communication in the given situation, which are often conditioned by the person's age, gender, and psychological characteristic. Furthermore, visuals give a better understanding and consolidate information and linguistic features of the language in a particular context. We cannot but agree with the point made by Zhang & Zou (2020), that a live-action film, more than any other medium, contributes to creating a speech environment, which students need greatly when mastering a foreign language.

To select appropriate entertainment content for foreign language classes, methodologists propose to consider the following methodological principles for choosing song materials: 1) the principle of authenticity, which assumes

students' cognitive activity in the sphere of linguistic and cultural studies; 2) the principle of motivation and emotional engagement determined by several factors: students' emotional state, interests, goals, etc.; 3) the principle of methodological value, which refers to the development of language skills and abilities.

One of the primary reasons for using foreign-language entertainment content from a didactic standpoint is the authenticity of these materials. Thus, entertainment content by English-speaking creators typically touches on the issues topical in English-speaking countries, includes idiomatic expressions, and usually uses everyday language (Rus, 2020).

Using authentic entertainment content in foreign language learning expands vocabulary, reinforces correct articulation and sound pronunciation, helps memorize grammatical structures, enriches imagination, evokes positive emotions, and creates high motivation and a friendly atmosphere in class.

Working with entertainment content, learners repeatedly practice certain phrases, which contributes to their natural memorization, as well as bring their grammar and vocabulary skills to the point of automaticity, which is achieved mainly through repeated listening and singing the song out loud (Hsu, 2017). The repeating chorus in a song with a simple melody and rhythm is quickly memorized; in this case, memorization results not only from the repetition of words but also from the mnemotechnical means of memorizing words by sound similarity (Ceresia, 2016). Entertainment content also enriches vocabulary with foreign-language phraseological expressions, which are crucial to know, as they represent the linguistic culture of the target country and thereby contribute to interculturally-oriented learning (Filardo-Llamas, 2017).

The problem of employing interactive technologies in the training of philology students with the use of entertainment content has not yet been subjected to a comprehensive investigation.

Therefore, the goal of the study is to analyze the opportunities for interactive learning with the use of entertainment content in the training of future philologists.

MATERIALS AND METHODS

In accordance with the features of interactive learning with the use of entertainment content in the training of philology students, we employed a qualitative-quantitative approach to research. Data were collected between November 20, 2023 and February 20, 2024 through the analysis of scientific literature on the research problem, along with an expert survey via e-mail and the processing and analysis of its results.

At the first stage of the research, the source base for the study was selected, consisting of methodological literature and scientific articles published in journals indexed in Scopus and Web of Science. Based on the analysis of the source base, the advantages of learning English with the use of various entertainment content were identified.

At the second stage, the expert survey was conducted. E-mails with the proposal to participate in the survey were forwarded to 49 experts, who were sampled based on the criterion of having at least 10 years of teaching experience or at least three publications on the research problem in peer-reviewed journals. A total of 46 experts agreed to take part in the survey, after which they were sent e-mails asking them to rank the advantages mentioned in the e-mails in order of importance by assigning points. The respondents were also asked to provide expert recommendations on the implementation of interactive learning with the use of various entertaining content and to suggest relevant Internet resources.

After the experts' responses were received, the rank of each advantage was determined according to the points assigned by the experts, and their weights were calculated, determining the significance of each advantage from the experts' point of view. For a more objective analysis of the data obtained from the expert survey, the consistency of expert opinions was assessed, and the results were mathematically processed using Kendall's coefficient of concordance.

All survey participants were informed about the purpose of the survey and the intent of its organizers to publish the results in a summarized form.

RESULTS AND DISCUSSION

The conducted literature analysis and expert survey enabled us to determine the advantages of studying English with the use of song content and rank them by importance (Table 1).

Table 1. Advantages of learning English with the use of song content.

Advantage	Essence	Rank	Weight
Memorizing new words	Songs often repeat words and phrases, helping to learn new vocabulary more quickly and easily	1	0.38
Rhythm and melody	Make it easier to memorize text and improve pronunciation	2	0.29
Improving listening skills	Listening to songs helps improve the comprehension of the language at different tempos and in various accents	3	0.22
Learning idioms and expressions	Songs often contain lexical expressions, which makes learning them more natural and authentic	4	0.11

Source: compiled based on the analysis of scientific literature and the expert survey; the coefficient of concordance W = 0.73 (p < 0.01), which indicates a strong consistency of expert opinions.

Next, based on the expert survey, we developed recommendations for the implementation of interactive learning in the study of English with the use of song content (Table 2) and a list of Internet resources that offer song content (Table 3).

Table 2. Recommendations for implementing interactive learning using song content in English learning.

Recommendations	Essence
Selection of songs by level	Choosing songs appropriate to the language proficiency level, starting with simpler songs and gradually progressing to more complex ones
Active listening	Listening to a song without subtitles first, trying to understand the general content, and then with subtitles, already knowing the words
Text study	Breaking the song lyrics down into individual phrases and words and analyzing their meaning
Phased learning	Step-by-step examination of the song: first focusing on understanding the lyrics, then on pronunciation
Creating dictionary entries	Keeping a record of new words and expressions learned from songs
Translation and analysis	Translating the song lyrics and then comparing them to the original and reviewing the differences

Source: compiled based on the expert survey.

Table 3. Internet resources with song content.

Internet resource	Characteristic
YouTube	Offers numerous video clips and audio versions of songs in English
Spotify	The service has a free version with unrestricted access to music, as well as a paid subscription with advanced features; the subscription provides unlimited ad-free access to songs with the option to download tracks for offline listening
SoundCloud	A community for musicians with many English-language songs
Last.fm	Contains audio recordings of songs
Apple Music	A free Apple platform providing access to an extensive catalog of songs in English
Amazon Music Unlimited	A free service open to Amazon users offering a wide selection of songs in English
Deezer	A subscription-based streaming service that has English-language songs

Source: compiled based on the expert survey.

The analysis of scientific literature and the expert survey also allowed us to identify the advantages of learning English with the help of video entertainment content (films, series, entertainment videos) and rank them in order of importance (Table 4).

Table 4. Advantages of learning English with the use of films and series.

Advantage	Essence	Rank	Weight
Training based on real situations	Films and series feature dialogues and situations that can be encountered in real life, which aids in expanding vocabulary and improving English comprehension in different contexts	1	0.43
Learning vocabulary and expressions	Films and series use various lexical units, idioms, and phrases that can be used in conversations	2	0.32
Improvement of pronunciation and intonation	Listening to professional actors speak English helps improve pronunciation and learn to control intonation	3	0.25

Source: compiled based on the analysis of scientific literature and the expert survey; the coefficient of concordance W = 0.69 (p < 0.01), which indicates a strong consistency of expert opinions.

Based on the expert survey, the stages of interactive work with the use of video entertainment content in English learning were determined (Table 5) and the Internet resources that offer such entertainment content were identified (Table 6).

Table 5. Recommendations for the implementation of interactive learning with the use of video entertainment content in English learning.

Stage	Essence
Selection of films and series by level	Starting with films and series intended for the current proficiency level, while not confining the student to content that is too simple
Keeping a record of new words	Keeping a dictionary or notes recording new words and expressions heard in context
Repetition and watching	Rewatching films and series allows for reinforcing the studied material and catch more details
Reproducing dialogues	After watching, characters' dialogues are reproduced by students in their own words in a roleplay
Using subtitles	Starting to watch with English subtitles first and then turning them off or resorting to subtitles only in moments that are difficult to understand
Active watching	Discussing the plot in the group, talking about the events that help utilize the obtained knowledge actively
Diversity of genres	Alternating different genres to expand vocabulary and learn different stylistic expressions

Source: compiled based on the expert survey

Table 6. Internet resources for films, series, and entertainment videos.

Internet resources	Characteristic
IMDb TV	A service from IMDb offering a variety of films and series available for free
YouTube	The platform has many English-language channels and users uploading films and videos. In addition, some channels upload films that can be streamed legally
TikTok	Features short videos (up to 60 seconds), usually with humorous content and musical accompaniment
Netflix	One of the most popular commercial streaming services with a wide selection of English content
Amazon Prime Video	A major subscription streaming service with plenty of English content
Hulu	The service specializes in streaming series and has many options in English

Source: compiled based on the expert survey

The contemporary teacher can employ a wide array of authentic audio and video materials, making classes more informative and effective. For this reason, we argue that the use of film fragments and their viewing at home should be a more popular practice. Assigning materials to be viewed at home saves contact hours. However, the teacher needs to check the completion of this task by presenting several interactive exercises in the classroom. For instance, an appropriate option would be to check facts from the film or the course of events in it.

We further suggest that such methods of interactive learning as the group discussion method and the role-playing method can be based on the use of entertainment content.

In the group discussion method, students are divided into groups to discuss a song they listened to, a film fragment they watched, etc. Students argue their own opinions about what they heard/saw and present their thoughts using the acquired knowledge (Gorbanyova, 2016). Group interaction engages participants in joint problem-solving (debates, discussions, etc.) and fosters cooperation and communication.

Another possible option is group work or work in pairs, when students divide into small teams or pairs representing a film character. To make this task more interesting, the teacher may offer a gendered approach to it – male students representing female characters and vice versa. After completing the exercise, each team or pair is asked to draw conclusions on the work of the opponent team.

The roleplaying method, in which students imitate a situation from a fragment of a film/series while playing certain roles is also applicable. Students can reenact various scenarios utilizing their language skills in the context of the characters' interaction.

Using a film fragment, the teacher can also offer students a game, dividing them into two teams (one for the male and one for the female protagonist). The male protagonist's team prepares questions for the female protagonist's team, and vice versa. The teams then ask their questions in turns and responses to them should contain active grammatical patterns.

The next stage is to discuss the used language instruments and ways to improve communication in similar situations. This work helps students to exercise communication and adapt to different life situations, enabling them to practice dialogical speech skills.

At the final stage, students should complete a written assignment to strengthen their written skills in presenting their own opinions logically and coherently. Students may be asked to present their own opinions in a reasoned manner. The teacher should limit the volume of presentation of material with the obligatory observance of a clear structure of the text – problem statement, presentation of the main evidence, and conclusions. It is also possible to require basic words and phrases to be used in the reporting text, the list of which the teacher provides in writing in advance.

The teacher may also invite students to present their opinions in the form of a presentation, which will allow other students to evaluate the results of the work and agree or disagree with the conclusions. This creates the conditions to engage all students in the discussion.

Another option is to use fragments of a film (series) to study classical material, especially when studying sociocultural topics (Zakharova & Muromtseva, 2019). The teacher can offer students a selection of fragments from different films depicting the same situation from different angles (going to the store, going to a restaurant, getting acquainted, etc.). Different film genres can also be included, which allows students to draw comparisons later.

CONCLUSIONS

Today's students at times lack the motivation to study a foreign language from manuals over an extensive period of time. The modern student needs their interest to be caught, which can only be achieved through interactive learning. In our view, interactive learning can rely on using entertainment content, which allows interesting students and developing several speech skills simultaneously.

The study demonstrated the significant advantages and transformative potential of incorporating entertainment content into the philology curriculum. Through the methodical application of interactive learning techniques, from songs and films to digital media, student engagement and motivation increased markedly. The empirical data collected through literature analysis and the expert survey confirmed that these dynamic educational practices not only increase the attractiveness of language learning but also greatly facilitate the development of complex language skills.

The results attest to the need for a broader adoption of interactive learning strategies in language education, emphasizing the need for continuous adaptation and creativity in teaching methodologies.

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