

<https://doi.org/10.34142/2709-7986.2025.30.1.02>

## TEACHING METHODS FOR LARGE STUDENT GROUPS AT A CHINESE UNIVERSITY

МЕТОДИ ВИКЛАДАННЯ У ВЕЛИКИХ СТУДЕНТСЬКИХ ГРУПАХ  
КИТАЙСЬКОГО УНІВЕРСИТЕТУ

Received: 06/10/2024


Accepted: 10/11/2024

**Liudmyla HOLUBNYCHA<sup>1</sup>, Ilona KOSTIKOVA<sup>2</sup>,  
Tetiana BESARAB<sup>3</sup>, & Tetyana KOSHECHKINA<sup>4</sup>**



<sup>1</sup>*D.Sc. (Education), Ph.D., Full Professor, Department of Foreign Languages, Yaroslav Mudryi National Law University, Kharkiv, Ukraine.*

✉ **E-Mail:** [golubnichaya11@gmail.com](mailto:golubnichaya11@gmail.com)

 <https://orcid.org/0000-0002-8252-9893>



<sup>2</sup>*D.Sc. (Education), Ph.D. in Education, Ph.D. in Philology, Full Professor, Head of Department of Theory and Practice of the English Language, H. S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.*


✉ **E-Mail:** [ilonakostikova@gmail.com](mailto:ilonakostikova@gmail.com)

 <https://orcid.org/0000-0001-5894-4846>



<sup>3</sup>*Ph.D., Associate Professor, Department of Foreign Languages, Yaroslav Mudryi National Law University, Kharkiv, Ukraine.*

✉ **E-Mail:** [besarabtp73@gmail.com](mailto:besarabtp73@gmail.com)

 <https://orcid.org/0000-0002-3667-3886>

---

© Liudmyla HOLUBNYCHA, Ilona Kostikova, Tetiana BESARAB, & Tetyana KOSHECHKINA, 2025

**Teaching methods for large student groups at a Chinese university** © 2025 by Liudmyla HOLUBNYCHA, Ilona KOSTIKOVA, Tetiana BESARAB, & Tetyana KOSHECHKINA is licensed under **Attribution-NonCommercial 4.0 International**. To view a copy of the license, visit <http://creativecommons.org/licenses/by-nc/4.0/>



✦ Ph.D. in Education, Associate Professor, Department of Foreign Languages, Yaroslav Mudryi National Law University, Kharkiv, Ukraine.

✉ E-Mail: koshechkina.t@gmail.com

id <https://orcid.org/0000-0002-8971-6632>

---

### How to Cite (APA Style):

Holubnych, L., Kostikova, I., Besarab, T., & Koshechkina, T. (2025). Teaching methods for large student groups at a Chinese university. *Educational Challenges*, 30(1), 26–39. <https://doi.org/10.34142/2709-7986.2025.30.1.02>

---

### ABSTRACT

The aim of teaching at tertiary level is to reinforce education by developing effective teaching methods and organizational forms as well as enhancing teacher-student interaction.

The **purpose** of this article is to share the authors' experience of applying a contextual teaching approach as one of the main forms of interactive classroom technology within large groups of students at a Chinese university providing pre-service teacher training.

**Methodology.** The study applied general levels of theory (analysis, synthesis, and comparison) to find the most effective teaching methods for classroom interaction within large student groups, as well as methods of empirical level (supervision and discussion) to understand the characteristics of large student groups in China.

**Results.** Teaching the course "Teaching Methods of English" at Shangqiu Normal University in China, in 2023/24 academic year required an investigation into the most suitable teaching methods for effective interaction within large student groups (120 students). The decision was made in favour of interactive teaching technology, in particular a contextual teaching model. The reason for the choice was dictated by the necessity to keep such a large number of students motivated and engaged during lessons. Academic learning activity (in the form of interactive, problem-based lecture) and quasi-professional activity (in the form of role-

Викладання на рівні вищої освіти спрямоване на вдосконалення освітнього процесу через розроблення ефективних методів викладання та організаційних форм, а також розвитку взаємодії викладача та студента.

**Мета статті** – поділитися досвідом застосування контекстного підходу викладання як одного з основних форм інтерактивної технології викладання для навчальної взаємодії з великими студентськими групами китайського університету, який готує майбутніх учителів.

**Методологія.** У дослідженні застосовувалися методи загальнотеоретичного рівня (аналіз, синтез, порівняння) для пошуку найбільш ефективних методів викладання для навчальної взаємодії з великими студентськими групами; а також методи емпіричного рівня (спостереження та дискусія) для розуміння особливостей великих груп китайських студентів.

**Результати.** Викладання курсу «Методика викладання англійської мови» в китайському педагогічному університеті міста Шанцю (Shangqiu Normal University) у 2023/24 навчальному році потребувало пошуку методів викладання для ефективної взаємодії з великими студентськими групами (120 студентів). Рішення було прийнято на користь інтерактивної технології викладання, зокрема контекстної моделі викладання. Причина вибору була продиктована необхідністю підтримувати мотивацію та залученість такої великої кількості студентів під час занять. Основними видами діяльності студентів стали академічна навчальна діяльність (у формі

playing, professional simulations and others) became the core of student activities.

**Conclusions.** The authors' experience enables us to assert that interactive teaching technology, namely a contextual teaching approach is highly recommended for addressing large student groups.

**Keywords:** Chinese students, interaction, large student group, interactive technology, learning and teaching, contextual approach.

інтерактивної, проблемної лекції) та квазіпрофесійна діяльність (у формі рольових ігор, професійної симуляції та ін.).

**Висновки.** Власний авторський досвід дає змогу стверджувати, що інтерактивна технологія, а саме контекстний підхід викладання, може бути рекомендований для роботи з великими групами студентів.

**Ключові слова:** китайські студенти, взаємодія, велика студентська група, інтерактивна технологія, викладання та навчання, контекстний підхід.

## INTRODUCTION

To achieve the established goals of higher education, it is essential to reinforce the educational process by developing new and efficient teaching methods and organizational forms as well as enhancing teacher-student interaction.

Teaching at a university takes place within a student group. A student group is a special type of small social group formed for a certain study period to carry out educational activities (Hordiychuk, 2016).

A student group is officially created by university authorities and is relatively stable throughout the academic year as a primary group of students within the structure of a course, faculty, or educational institution as a whole. The members of the student group are united by common educational and professional tasks and interact with academic staff, supervisors, and amongst themselves. The number of students within an academic group at a higher educational institution is determined by the university authorities and usually ranges from between 5 and 30 students.

When we refer to teaching methods in large student groups, we mostly refer to lectures attended by several academic groups (of one or various programs that belong to a common field of study) united into a larger group that attends a particular set of lectures.

However, according to the experience of teaching at a Chinese pedagogical university (Shangqiu Normal University), teaching methods in a large student group may involve other activities, as well as lectures. They may also include different methods applied for practical educational activities and seminars.

A key factor in improving the effectiveness of education in large groups is fostering students' internal motivation (Kostikova et al., 2019). This fostering of motivation embraces organizing students' independent educational activities as well as cultivating students' skills that are necessary for self-education and self-regulation. It is also important to make students aware of the need to embrace lifelong learning, focus on creative abilities and critical thinking (Veretiuk & Chetveryk, 2024), nurture a positive attitude towards learning, and recognize the importance of cooperation with teachers and classmates (Holubnycha, 2017).

Teaching methods that promote classroom interaction within a student group and increase students' motivation as well as ensure they achieve a satisfactory academic progress are one of the topical issues of modern higher education. Moreover, it becomes

even more significant when dealing with a large student group. This paper, therefore, aims to shed some light on the dearth of information with regard to this question.

As an examination into present-day research on the problem establishes, because of the Coronavirus pandemic, much of the interaction between teachers and students has recently taken place in online format. That is why a lot of research has been directed towards teaching methods that are suitable for online learning.

Among them there is a reliable communication method (Aksu, 2020), efficiency of certain E-learning tools (Muberik, 2024), methods of teaching English online at the tertiary level (Holubnycha et al., 2022), specifics of utilizing the Moodle platform (Hontarenko, 2021), as well as Google-Meet, WebEx Meet, and ZOOM (Jackson, 2021), comparison of synchronous and asynchronous teaching methods (Kostikova et al., 2023), challenges of teaching online (Manea & Gări-Neguț, 2021), assessment of different teaching technics and tools (Nalyvaiko et al., 2021).

A significant number of studies are devoted to the different characteristics of interactive teaching methods, in particular, with regard to smart wearable devices (Chen G., 2024), the application of augmented reality technology (Deng et al., 2024), interactive multimedia (Yeni Lestari et al., 2024), interactive experiences based on mobile teaching and learning (Li, 2024; Zhong & Peng, 2024), and interactive teaching methods appropriate in a classroom (Yuldashevna, 2019)

Furthermore, many academics are willing to consider teaching methods that implement and apply modern technologies to the educational process at tertiary level. These include the following: digital video recordings (Daher et al., 2024), computer technologies, online technologies (Sytnykova et al., 2023), as well as means of information and communication technologies (Shevchuk, 2021; Chetveryk & Veretiuk, 2024).

So, mobile learning technology as a teaching method is another subject of modern research on the topic. That is why there are papers devoted to collaborative learning through simulation of virtual reality (Abdullah et al., 2024), blended teaching and learning models with the support of interactive technologies (Chen, 2024), and mobile assisted language learning technology (Nariyati et al., 2020).

However, teaching methods that are suitable for working with large student groups (a common feature of Chinese universities), have not been examined in any detail up until now.

Thus, the **purpose** of this article is to share the experience of applying a contextual teaching and learning approach as one of the main forms of interactive teaching and learning technology for educational interaction with large student groups at a Chinese university providing pre-service teacher training.

## **METHODOLOGY**

The following methods were used in the research of this article:

- general levels of theory, namely analysis, synthesis, and comparison (these were required to find the most effective teaching methods for educational interaction within large student groups);
- empirical research methods such as supervision and discussion (they contributed to our understanding of the particular characteristics of Chinese students).

**RESULTS**

Teaching the course “Teaching Method of English” at the Chinese university, Shangqiu Normal University, that provides teacher training was an unusual challenge for the authors’ personal experience in China (Figure 1), involving student groups consisting of 120 students (Figure 2, Figure 3).

**Figure 1**

*The authors’ personal teaching experience in China, with Chinese colleagues*



**Figure 2**

*Large student groups consisting of 120 students*



**Figure 3**

*Happy teachers, happy students*



An analysis and comparison of different teaching methods allowed us to conclude that the most suitable and effective way to implement classroom interaction within large student groups was the use of interactive teaching and learning technology. As this technology involves dialogic learning, during which there is constant and active interaction between the teacher and the student, we were able to surmise that it would help us keep a large number of the students motivated for the duration of the class.

In this technology the teacher plays the role of organizer of the learning process and leader of the group. And it is important to note that the organization of interactive teaching methods for future teachers included modelling real-life situations.

Furthermore, it has been established that one of the main forms of interactive teaching and learning technology is the contextual teaching and learning approach (El-Sabagh, 2021).

At the core of this form is the organization of student activities, following the principles of transitioning from educational information to a contextual approach that relates past experiences to professional activities in constantly evolving environments. It is significant that the focus of the contextual teaching and learning approach diverges from focusing on past experiences to emphasizing future professional activities. This was the method we chose for teaching large student groups at the Shangqiu Normal University.

So, the contextual teaching and learning approach became a theoretically sound choice for implementing forms and methods of active learning for large student groups at tertiary level, focusing on the specialist model. It is vital that in the context of future professional activities, the teaching and learning process should evolve from information gathering to understanding, and then from understanding to taking action (Bilyk et al., 2023).

The aim of student engagement in this approach is not simply to acquire an information system and foundational knowledge but to develop the skills needed for professional practice. Information itself serves as a structural component and the basis in the overall purpose of the activity only up to a certain point, after which it should be broadly applied as a tool for regulating activities. Consequently, in the contextual teaching and learning approach, the primary focus for both students and teachers is not on delivering “a piece of information,” but rather on addressing situations characterized by social uncertainty and contradictions.

Experience demonstrated that when working with large student groups, the content of the contextual teaching and learning approach of interactive technology should encompass sociocultural dimensions. As students form relationships during class, they not only share academic information, but also their own perceptions, opinions, and emotions connected to it, all of which will help them develop their professional skills. It is also crucial that the structure of lessons in the contextual teaching and learning approach follows a certain logical progression of core student activities. These are the following:

– *Academic Learning Activity*: Students absorb subject matter through different academic forms and methods of teaching and learning, such as lectures and seminars, in which broad discussions and problem-solving sessions are incorporated (Khandve,

2001). This approach helps to establish the framework for the students' future professional roles. By participating actively, students can express their thoughts and opinions and analyse professional situations and ethical dilemmas whilst upholding their own moral judgments.

However, it is important to note that Chinese students are not used to taking an active part in debates or sharing their opinions and ideas. They justify this by explaining that the Chinese are typically afraid to be wrong or looking incompetent, or silly.

So, it took us several lessons to “wake the students up”. To change this dynamic, we first had to make it clear to the students that there were not necessarily any “incorrect opinions” and that multiple viewpoints can exist simultaneously and, moreover, may be even useful. In addition, we had to impress upon them that mistakes are common amongst students and that mistakes would help them learn to understand why something was wrong or right.

We explained that, in the end, it is much worse to remain passive during classes than to try out different responses, making some mistakes along the way and getting essential experience for their future profession.

– *Quasi-professional Tasks*: Quasi-professional learning involves simulating real-world professional conditions, relationships, and actions within the classroom. In this case the most effective methods of teaching include business simulations, role-playing, exercises, game-based discussions, and other types of ludic activities. These activities help students model the tasks of professionals and managers (in our case, teachers), such as solving complex problems or making decisions related to managing production processes (in our case, the educational process).

Therefore, the contextual teaching and learning approach enables the development of a framework of challenging situations, which in turn supports the establishment of essential conditions for cultivating theoretical, practical, and professional thinking.

This approach thoroughly prepares future professionals (teachers) for practical training by applying theoretical knowledge and practice as well as integrating the social context of their professional activities: while performing quasi-professional tasks our students assumed the roles of teachers and students, immersing themselves in real-world professional scenarios.

Moreover, this active involvement helps students apply theoretical knowledge to practical situations, thereby enhancing their ability to use acquired knowledge to regulate their own behaviour. Consequently, educational motivations gradually evolve into professional ones.

In our teaching experience at Shangqiu Normal University during the 2023/24 academic year, the lessons were organized by the university authorities into blocks of three classes (each of them 50 minutes long with a 10-minute break between them). So, taking into consideration the chosen form of interactive teaching and learning technology we built the lesson blocks in the following way:

– the 1<sup>st</sup> lesson of each block was a lecture of in the form of a problem-solving task (Holubnycha et al., 2024; Tuma, 2021) with mandatory reliance on visual content: usually in the format of a video presentation (see Figure 4). During these lectures, we first asked

the students a problem question or proposed a small practical problem. The students then tried to solve the problem, find answers and express their opinions. Only after this did we summarize the theoretical information.

In order to make sure all 120 students remained engaged, we motivated them by giving them extra points for their answers (we used plastic “smiles”: one “smile” was equivalent to one point because it was very difficult for us to quickly remember all of the 120 (what for us were, unusual) names and surnames).

It is important to note that the students were very keen to get extra points, so they were very actively engaged. Practically everyone wanted to express his or her opinion or add something they thought was important.

#### Figure 4

*A presentation slide for the lecture on the topic of “Teaching-Learning Games”*



For example, we used Figure 4 in a lecture about “Teaching-Learning Games”, in which we presented the following problem case: “A teacher prepared these pictures in order to teach the topic “Weather and Seasons” to her 10-year-old students. Think of some teaching-learning games that she could use here”.

Each lecture contained between 5 and 10 problem-solving tasks.

– the 2<sup>nd</sup> lesson was in the form of teamwork on a certain task. The group of 120 students was divided into 12 teams of 10 students each. During the second lesson of the block, they had to prepare a lesson plan using the theory from the previous lecture. Each team had their own assignment.

While preparing the lesson plan, all of the students were very active. In particular, it’s important to point out that the students showed a great deal of creativity.

For example, they prepared diverse handouts, slides, video presentations, interactive video games, and teaching-learning games; they incorporated indoor games and introduced songs and rhymes (see Figure 5).

**Figure 5**

*Handouts made by Chinese students*



– the 3<sup>rd</sup> lesson was a quasi-professional task in which students role-played an activity. Before starting to act out the lesson, the students had to name the topic of the lesson that they were about to present, its purpose, the teaching method or methods they were going to use, and the age of the schoolchildren for whom the lesson was intended. One student played the role of teacher, another was a teaching assistant and all of the others played the role of school students (see Figure 6).

**Figure 6**

*Chinese students acting out a school lesson*



While one team was acting out their lesson, the students from the other teams watched and when the lesson was over, they could ask questions about the teaching method applied. It is important to note that they got extra points for any questions they asked. This was how we encouraged the students to watch attentively.

## **DISCUSSION**

The unique value of interactive teaching methods for dealing with a large student group is that they enable students to learn how to collaborate effectively and enhance the learning process. Furthermore, the contextual teaching and learning approach contributes to the socialization of students by fostering an awareness of their role and potential within a group. In this interactive learning and teaching process, the teacher serves primarily as a guide and interpreter of the students' outcomes.

The primary responsibility lies with the students, who draw on their group work experience and their skills in expressing their thoughts and analysing their peers' perspectives. Additionally, employing interactive styles helps create a classroom environment that promotes cooperation, understanding, goodwill, and effective communication.

Therefore, our belief in the effectiveness of interactive teaching methods is completely aligned with the position of Lasky et al. (2010) as well as Giorgdze & Dgebuadze (2017), who consider that for a lesson to be efficient, the teacher must apply interactive teaching methods (especially of a student-centered nature) as these increase the amount of knowledge that students acquire.

We fully agree with Senthamara (2018) and can conclude that the interactive teaching and learning technology used met all of the necessary requirements mentioned by this academic, with particular reference to the following: it involved both the teacher and students actively; it encouraged and anticipated student participation; it made use of questions to spark debate, focusing on the importance of responses; it provided students with practical, hands-on activities; it actively engaged students in the learning process; it was structured and summarized to achieve specific learning goals; it built upon students' prior knowledge and abilities; it accommodated different learning styles; it promoted independent learning and it utilized teaching tools to capture and maintain students' attention.

Moreover, it is important to note that practically all of the interactive teaching styles proposed by Angelo & Cross (1993) were applied in our work within the large student group. The difference was simply in the names used to denote each interactive teaching style, although they share the same meaning.

We are also in agreement with Ahmed, & Hossain (2023), who assert that that when students assume different roles, they become more motivated and assimilate content more effectively. We used some of their more popular interactive techniques (with slight variations) in the classroom, as well as those of Yee (2019).

For example, "Picture Prompt" (using mostly slides); "Think Break", which involves a minute of thinking and making notes (we gave our students the whole 50-minute lesson to think about the assignment and prepare it); "Instructor's Storytelling Course" where the teacher starts discussing a scenario and the students have to continue it (we used

this educational technique widely in the problem-solving tasks); however we did not apply “Total Physical Response”, “Choral Response”, or “Word Cloud Guessing” in class.

The experience of implementing interactive techniques is described in detail by Shatri (2016). But firstly, these interactive techniques took place in secondary school, and secondly, she did not work with large student groups. She does, however, underscore the importance of problem-based tasks which was also one of the most effective tools, in our experience.

We can therefore conclude that our experience of using interactive teaching and learning technology, namely the contextual teaching and learning approach, mostly coincides with the propositions and recommendations of the aforementioned scientists. However, none of them focused in any detail on dealing with large student groups.

## CONCLUSIONS

Thus, the experience of applying the contextual teaching and learning approach as one of the main forms of interactive teaching and learning technology for educational interaction with large student groups at a Chinese university providing pre-service teacher training has proved that this educational model is ideally suited to keeping large numbers of students motivated and engaged during lessons.

This applied to both lectures (where students acquire the necessary knowledge for their future professional activity) and practical classes (where they demonstrate received knowledge and attempt to apply it to real-world professional situations themselves).

It is evident from the described experience that interactive teaching and learning technology, namely the contextual teaching and learning approach is highly recommended for dealing with large student groups.

---

## CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

## FUNDING

The authors declare that this study received no specific financial support.

---

## REFERENCES

- Abdullah, R., Mohd Nawi, M. N., Salameh, A. A., Deraman, R., & Harun, A. N. (2024). Enhancing collaborative learning in mobile environments through interactive virtual reality simulations. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(11), 15–26. <https://doi.org/10.3991/ijim.v18i11.49049>
- Ahmed, M. K., & Hossain, K. I. (2023). interactive approaches in the ELT classroom: a conceptual study in the educational institutes of Bangladesh. *American International Journal of Social Science Research*, 14(2), 1–8. <https://doi.org/10.46281/aijssr.v14i2.2141>
- Aksu, Z. C. (2020). Distance education in COVID-19 pandemic: insights from Turkish students. *Research Methods in Social Sciences Final Report*, 11, 1–15. <https://www.researchgate.net/publication/344787867>

- Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: a handbook for college teachers* (2nd ed.) Jossey-Bass publishers. San Francisco. [https://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Classroom%20Assessment%20Techniques\\_%20A%20Handbook%20for%20College%20Teachers.pdf](https://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Classroom%20Assessment%20Techniques_%20A%20Handbook%20for%20College%20Teachers.pdf)
- Bilyk, V., Banak, R., Bardadym, O., Sokal, M., & Anichkina, O. (2023). Introduction of interactive teaching methods in modern schools. *Revista Eduweb*, 17(2), 199–209. <https://doi.org/10.46502/issn.1856-7576/2023.17.02.17>
- Chen, F. (2024). Exploring blended learning models supported by mobile interactive technologies in higher education. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(11), 27–40. <https://doi.org/10.3991/ijim.v18i11.49777>
- Chen, G. (2024). Design and application of scenario-based perception of smart wearable device interaction method. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(13), 69–81. <https://doi.org/10.3991/ijim.v18i13.49071>
- Chetveryk, V., & Veretiuk, T. (2024). Elements of content and language integrated learning (CLIL) in higher education conditions. In *Modern scientific challenges are the driving force of the development of scientific research: XXIV International scientific and practical conference* (pp. 175–179). International Scientific Unity. <https://dspace.hnpu.edu.ua/handle/123456789/15050>
- Daher, W., Baya'a, N., Jaber, O., & Shayeb, H. (2024). Using digital video recordings in class activities for enhancing Mathematics pre-service teachers' reflective thinking. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(13), 20–36. <https://doi.org/10.3991/ijim.v18i13.49443>
- Deng, W., Wang, L., & Deng, X. (2024). Exploring interactive learning environments based on augmented reality technology. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(12), 15–29. <https://doi.org/10.3991/ijim.v18i12.49911>
- El-Sabagh, H.A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, 18, 53. <https://doi.org/10.1186/s41239-021-00289-4>
- Giorgdze, M. & Dgebuadze, M. (2017). Interactive teaching methods: challenges and perspectives. *International E-Journal of Advances in Education*, 3(9), 544–348. <http://ijaedu.ocerintjournals.org/en/download/article-file/390165>
- Holubnycha, L. (2017). Experience of teaching English basing on educational partnership in non-language universities. *Journal of Linguistics and Literature*, 1(1), 1–5. <http://pubs.sciepub.com/jll/1/1/1>
- Holubnycha, L., Besarab, T., Pavlishcheva, Ya., Kadaner, O., & Khodakovska O. (2022). E-Learning at the tertiary level in and after pandemic. *Acta Paedagogica Vilnensia*, 48, 47–60. <https://doi.org/10.15388/ActPaed.2022.48.3>
- Holubnycha, L., Kuznetsova, O., & Demchenko D. (2024). History of problem-solving teaching and learning evolution. *History of science and technology*, 14(1), 64–84. <https://www.hst-journal.com/index.php/hst/article/view/625/465>

- Hontarenko, I. (2021). Peculiarities in distance learning of foreign language using Moodle platform. *Educational Challenges*, 26(2), 52–62. <https://doi.org/10.34142/2709-7986.2021.26.2.05>
- Hordiychuk, O. (2016). Sotsialno-psykholohichniy klimat u studentskomu kolektyvi [Social and psychological climate in the student collective]. *Psykholohichni vymiry kultury, ekonomiky, upravlinnia: Naukovyi zhurnal*, VIII, 1–11. <https://ena.lpnu.ua:8443/server/api/core/bitstreams/fde244e3-2254-437e-b328-d2890299ccd5/content> [in Ukrainian].
- Jackson, E. A. (2021). Efficacy of virtual technology as the way forward for teaching and learning with the experience of a global pandemic. *Educational Challenges*, 26(2), 6–12. <https://doi.org/10.34142/2709-7986.2021.26.2.01>
- Khandve, P. V. (2001). Interactive lectures in engineering education. *European Journal of Engineering Education*, 26(1), 15–28. <https://doi.org/10.1080/03043790123124>
- Kostikova, I., Gulich, O., Holubnycha, L., & Besarab, T. (2019). Interactive whiteboard use at English lessons: from university students to young learners. *Revista Espacios Educacion*, 40(12), 10–15. <http://www.revistaespacios.com/a19v40n12/19401210.html>
- Kostikova, I., Holubnycha, L., Marmaza, O., Budianska, V., Pochuieva, O., & Marykivska, H. (2023). Real country experiences: on-line teaching in wartime after pandemic in Ukraine. *International Journal of Interactive Mobile Technologies (IJIM)*, 17(03), 123–134. <https://doi.org/10.3991/ijim.v17i03.36419>
- Lasky, B. A., Otto, M. A. & Morrish, W. (Eds.). (2010). *Teaching Methodologies*. BABSEA CLE. [https://www.babseacle.org/wp-content/uploads/2010/05/BABSEA\\_CLE\\_Teaching\\_Methods\\_Manual-7-Sep-2010.pdf](https://www.babseacle.org/wp-content/uploads/2010/05/BABSEA_CLE_Teaching_Methods_Manual-7-Sep-2010.pdf)
- Li, T. (2024). The role of interactive mobile learning in enhancing university students' foreign language writing skills. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(14), 28–43. <https://doi.org/10.3991/ijim.v18i14.50405>
- Manea, C. N., & Gări-Neguț, O. (2021). When “face-to-face” is no longer an option: classroom management challenges during the Covid-19 pandemics. *Educational Challenges*, 26(2), 13–25. <https://doi.org/10.34142/2709-7986.2021.26.2.02>
- Muberik, S. (2024). The effectiveness of e-learning usage among university students in the Kingdom of Saudi Arabia. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(16), 83–103. <https://doi.org/10.3991/ijim.v18i16.47703>
- Nalyvaiko, O., Khomenko, A., Vereshchak, D., & Poliakov, D. (2021). Comparative analysis of distance learning systems in the United Arab Emirates and the United States of America. *Educational Challenges*, 26(1), 86–101. <https://doi.org/10.34142/2709-7986.2021.26.1.07>
- Nariyati, N. P. L., Sudirman, & Pratiwi, N. P. A. (2020). EFL pre-service teacher's perception toward the use of mobile assisted language learning in teaching English. *International Journal of Language Education*, 4(1), 38–47. <https://doi.org/10.26858/ijole.v4i2.10052>
- Senthamara, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3(Suppl. 1), 36–38. <https://doi.org/10.21839/jaar.2018.v3iS1.166>

- Shatri, Z. G. (2016). Implementation of interactive teaching techniques in school practice. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 24(1), 90–99. <https://core.ac.uk/download/pdf/235049989.pdf>
- Shevchuk, A. (2021). The peculiarities of teaching foreign languages by means of information and communication technologies. *Educational Challenges*, 26(1), 102–111. <https://doi.org/10.34142/2709-7986.2021.26.1.09>
- Sytnykova, Yu., Shlenova, M., Kyrpenko, Ye., Kyrpenko, V., Konoplenko, N., & Hrynchenko, I. (2023). Teaching technologies online: changes of experience in wartime in Ukraine. *International Journal of Emerging Technologies in Learning*, 18(18), 165–176. <https://doi.org/10.3991/ijet.v18i18.40491>
- Tuma, F. (2021). The use of educational technology for interactive teaching in lectures. *Annals of Medicine and Surgery*, 62, 231–235. <https://doi.org/10.1016/j.amsu.2021.01.051>
- Veretiuk, T., & Chetveryk, V. (2024). Developing critical thinking in language and literary education. In *Scientific exploration: Bridging theory and practice: Collection of scientific papers with the proceedings of the 1st International Scientific and Practical Conference* (pp. 138–141). European Open Science Space. <https://dspace.hnpu.edu.ua/handle/123456789/16506>
- Yee, K. (2020). *Interactive Techniques*. <https://www.usf.edu/atle/documents/handout-interactive-techniques.pdf>
- Yeni Lestari, N. G. A. M., Boeriswati, E., & Dhieni, N. (2024). Using Interactive Multimedia to Stimulate Early Childhood Students' Speaking Skills: A Systematic Review. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(16), 174–196. <https://doi.org/10.3991/ijim.v18i16.47583>
- Yuldashevna, A. S. (2019). Importance of interactive teaching methods in professional education. *European Journal of Research and Reflection in Educational Sciences*, 7(12), 666–670. <https://www.idpublications.org/wp-content/uploads/2019/11/Full-Paper-IMPORTANCE-OF-INTERACTIVE-TEACHING-METHODS-IN-PROFESSIONAL-EDUCATION.pdf>
- Zhong, J., & Peng, Z. (2024). Design and experimental study of interactive experiences in architectural heritage education based on mobile augmented reality technology. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(13), 96–111. <https://doi.org/10.3991/ijim.v18i13.50249>