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INTEGRATION OF THE INTERACTIVE SMART BOARD IN TEACHING ENGLISH AS A SECOND LANGUAGE FOR THE DEVELOPMENT OF VOCABULARY SKILLS IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract

The article explores the specifics of integrating the interactive smart board into the educational process of higher education institutions with the aim of developing vocabulary skills in students learning English as a Second Language (ESL). Theoretical approaches to the formation of lexical competence in university students are analyzed, and the didactic potential of interactive technologies in higher education is determined.

The main stages of working with lexical material using the interactive smart board are characterized, as well as its impact on students' motivation, autonomy, and communicative activity. The study concludes that the use of the interactive smart board is both appropriate and effective as a means of intensifying English language instruction in higher education institutions.

Key words: interactive smart board; English as a Second Language; vocabulary skills; higher education institutions; digital technologies.

The current stage of development of higher education institutions is characterized by the active digitalization of the educational process, driven by globalization, Ukraine's integration into the European educational space, and the growing demands for the professional training of future specialists. Proficiency in English as the language of international communication is a prerequisite for academic mobility, participation in international educational programs, research projects, and professional activities. In this context, the issue of improving the effectiveness of teaching English as a Second Language in higher education institutions becomes particularly relevant.

One of the key components of foreign language communicative competence is lexical competence, as an adequate breadth and depth of vocabulary ensure successful academic and professional communication. An insufficient level of vocabulary development among higher education students often leads to difficulties in understanding professional texts, participating in discussions, delivering presentations, and producing academic writing in English. This situation highlights the need to search for and implement innovative teaching methods and tools that can intensify vocabulary acquisition.

In the context of educational transformation, the use of information and communication technologies has become especially significant, with the interactive smart board occupying an important place among them. It combines the advantages of traditional visual teaching aids with digital resources, ensuring interactive interaction between teachers and students. The integration of the interactive smart board into ESL instruction opens new opportunities for student-centered learning, cognitive engagement, and increased learner motivation.

The relevance of using the interactive smart board is particularly evident in higher education institutions, where English language instruction has a strong academic and professional orientation. University students are required to master not only general English vocabulary but also academic and professionally oriented lexical units, which demand more complex modes of presentation, analysis, and practical application. The interactive smart board enables the creation of a multimodal learning environment that combines text, audio, visuals, and interactive tasks, meeting students' cognitive needs and facilitating deeper vocabulary acquisition.

Moreover, the relevance of this topic is determined by the necessity to implement the principles of inclusive, differentiated, and learner-centered education in higher education institutions. The interactive smart board allows instructors to adapt learning materials to different proficiency levels, promotes learner autonomy, and supports the development of independent vocabulary learning skills. This is particularly important in heterogeneous academic groups and in the context of the increasing role of self-directed learning in higher education. Thus, the relevance of studying the integration of the interactive smart board in teaching English as a Second Language for the development of vocabulary skills in higher education students is обусловлена a combination of social, educational, and pedagogical factors. Research in this area aligns with current trends in higher education development, contributes to the modernization of foreign language teaching methodology, and has practical significance for improving the quality of language training of future professionals.

The purpose of the article is to provide a theoretical justification and analysis of the effectiveness of integrating the interactive smart board into teaching English as a Second Language for the development of vocabulary skills in students of higher education institutions.

The interactive smart board in higher education institutions functions not merely as a technical device but as a comprehensive pedagogical tool that enhances students' learning activity. Its use ensures the integration of visual, auditory, and kinesthetic channels of perception, which is a crucial factor in effective vocabulary acquisition. At the stage of introducing new vocabulary, the interactive smart board allows words and terms to be presented within the context of authentic texts, video lectures, academic presentations, and professional discussions. This approach contributes to the formation of a deep understanding of lexical meanings and their functional use in academic discourse. During the consolidation stage, the smart board facilitates the use of interactive exercises, including classification tasks, collocation analysis, semantic mapping, and drag-and-drop activities. These practices promote the transition of vocabulary from passive recognition to active usage and enhance students' linguistic confidence.

The interactive smart board also plays a significant role in the development of communicative competence in higher education students. Through role plays, academic debates, presentations, and project-based activities, students apply newly acquired vocabulary in real or simulated professional situations. Such activities foster the development of academic and professional communication skills in English [5].

Furthermore, the interactive smart board supports differentiation and the development of learner autonomy. Teachers can adapt tasks according to students' proficiency levels and engage learners in the independent creation of educational content, which aligns with the principles of student-centered learning in higher education. The interactive smart board is one of the key tools of innovative education, combining traditional pedagogical approaches with modern digital technologies. In the context of ESL instruction in higher education institutions, its use enhances student engagement, expands opportunities for audiovisual presentation of vocabulary material, and stimulates active classroom communication. Research by Higgins, Beauchamp, and Miller demonstrates that interactive whiteboards create a multisensory learning environment that positively affects language learning, particularly vocabulary development [3].

Lexical competence is understood as the ability of learners not only to recognize words but also to use them accurately and appropriately in speaking, writing, and listening comprehension. Nation emphasizes that effective vocabulary learning requires contextualization, repeated exposure, and active involvement in communicative situations, which can be effectively achieved through interactive technologies [6]. The interactive smart board enables the implementation of these principles by integrating multimedia resources and promoting direct learner interaction with content.

The multimedia potential of the interactive smart board is particularly valuable for higher education students, as it allows instruction to be tailored to the demands of professional discourse. For instance, when teaching academic or professionally oriented vocabulary (in fields such as tourism, history, psychology, physical education, law, etc.), the smart board can display academic texts, thematic graphs, terminological schemes, and professional video materials, facilitating comprehension and retention of specialized vocabulary. Hur and Suh note that the use of interactive technologies in language classrooms activates cognitive processes, increases concentration, enhances associative thinking, and strengthens learning motivation [4]. Interactive exercises, in particular, help students transfer vocabulary knowledge from classroom tasks to real-life communicative situations.

Work with the interactive smart board can be structured into several logical stages, each with its own methodological focus and pedagogical value.

During the initial presentation of vocabulary, the smart board allows lexical items to be introduced through situational contexts, dialogues, and authentic texts. The use of multimedia elements—images, videos, and audio recordings—creates a rich semantic context for each lexical item, significantly increasing the likelihood of meaningful acquisition.

Interactive presentations may include:

- clickable vocabulary cards with phonetic transcription and usage examples;
- short video clips featuring native speakers illustrating term usage;
- thematic dialogues with interactive comprehension checks.

These formats help students associate word meanings with real-life situations, which is essential for developing deep lexical competence. According to Coyle, Yañez, and Verdú, such contextualized approaches positively influence vocabulary retention and active use among learners [2].

After the initial introduction, proper consolidation of new vocabulary is essential. The interactive smart board offers extensive opportunities for individualized and differentiated practice. The most effective activities include matching exercises, gamified tasks (quizzes, team competitions, vocabulary quests), and interactive vocabulary maps that illustrate semantic relationships such as synonyms, antonyms, and collocations. Katwibun emphasizes that such interactive practices transform repetition from a routine activity into a meaningful learning process, facilitating the shift from passive recognition to active vocabulary use [5].

The interactive smart board also enables formative assessment of vocabulary acquisition through instant quizzes with automatic scoring, drag-and-drop exercises requiring logical reasoning, and collaborative group tasks. This assessment format not only increases student motivation but also allows instructors to promptly adjust subsequent instructional stages.

Lexical competence in higher education is closely linked to overall academic communicative competence. The use of the interactive smart board supports the creation of authentic learning situations that closely resemble students' future professional activities. Through interactive technologies, students can simulate academic presentations, participate in professional discussions, solve case studies requiring academic vocabulary, and create multimedia projects. These activities foster not only vocabulary development but also public speaking skills, argumentation, and critical thinking—key components of professional communicative competence. Schmid notes that interactive teaching tools increase learners' verbal participation and engagement, which is a crucial prerequisite for successful vocabulary development [7].

One of the major advantages of the interactive smart board is its ability to support differentiation and learner autonomy. Higher education institutions are characterized by diverse student proficiency levels, which necessitates adaptive instructional strategies. The smart board allows instructors to design multi-level tasks, organize independent work with

supplementary multimedia resources, and conduct individualized vocabulary practice sessions. Such approaches contribute to the development of learner autonomy, which is essential for successful language learning in an environment of open access to information. Nation emphasizes that effective vocabulary acquisition largely depends on learners' ability to work independently with lexical material and manage their own learning progress [6].

For effective integration of the interactive smart board, several methodological principles should be observed: goal orientation, contextualization of vocabulary, diversity of interactive forms, and timely feedback. Adherence to these principles ensures not only efficient vocabulary acquisition but also the overall development of students' communicative competence.

Conclusions. The interactive smart board is a powerful pedagogical tool for developing vocabulary skills in higher education students learning English as a Second Language. Its use contributes to the creation of a multimodal learning environment, increased motivation and verbal activity, the development of learner autonomy and critical thinking, and the formation of academic and professional communicative competence. The proposed methodological approaches and interactive strategies can be effectively applied by foreign language instructors in higher education institutions to optimize the learning process and improve vocabulary learning outcomes.

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