INTERACTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract: Interactivity (interaction) in relation to teaching a foreign language is understood as the verbal interaction of two or more people in the process of communication. At the present stage of development of domestic methodological thought, the main structural unit of the educational process in a foreign language - a lesson / lesson is considered as "a complex act of communication, the main goal and content of which is practice in solving problems of interaction between the subjects of the pedagogical process, and the main way to achieve the goal and master the content serve as motivated communicative tasks of varying degrees of complexity.

Keywords: interactive methods, teaching a foreign language, communication, lesson, development, speech activity.

Introduction

It is generally accepted that communication in the process of teaching a foreign language can be "one-sided" and "multilateral". In the first case, we mean the organization of the educational process with a predominance of frontal forms of work, when the teacher asks / encourages the student to speech activity - the student answers. As for the "multilateral" communication, for him the typical forms of work are group and collective, in which each student has the opportunity to prove himself as an independent and full participant in a certain activity.

For that during the organization of "multilateral" communication in a foreign language class that all participants in the educational process interact, opportunities are created for revealing the personal potential of each student. In practical methodology, significant experience has been accumulated today in organizing speech interaction in a foreign language lesson. According to R.P. Milrud, mutual express surveys and interviews in the study group, information exchange, searching for a partner, making group decisions, coordinating joint actions, discussion "according to the rules" and other tasks allow students to learn how to use a foreign language in practice.

Discussion

As our own experience of teaching a foreign language and the experience of numerous practicing teachers shows, it is not always possible to organize speech interaction in the classroom using traditional methods and forms of work. The main methodological innovations today are associated with the use of interactive methods and techniques for teaching a foreign language. Interactive methods are methods that allow you to learn to interact with each other; and interactive learning is learning built on the interaction of all students, including the teacher. However, in the latter case, the nature of the interaction changes: the activity of the teacher gives way to the activity of the students. As T.A. Myasoed, N. Suvorova, S.B. Stupin, the essence of interactive learning lies in the special organization of the educational process, when all students are involved in the learning process. The joint activity of students in the process of mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also transfers cognitive activity to higher forms of cooperation and cooperation.

The purpose of using interactive methods and techniques in teaching foreign languages is the social interaction of students, interpersonal communication, the most important feature of which is the ability of a person to "take on the role of another", imagine how a communication partner perceives him, interpret the situation and design his own actions.

Summarizing the best methodological experience (publications of leading scientists in the journal "Foreign Languages at School", articles and methodological developments of foreign language lessons on the site "Festival of Pedagogical Ideas" of teachers of practitioners) and studying the literature on the chosen problem, I came to the conclusion that within the framework of a foreign language lesson language teachers / lecturers use the following interactive methods and techniques: - work in small groups, in pairs, rotational trios, "two, four, together"; - carousel method / "ideological" carousel; - aquarium; - brainstorming / brainstorming / "brainstorming"; - "openwork saw"; - Brownian motion; - "decision tree"; - reception of drawing up a mental (intellectual) map; - conferences / discussions; - role-playing / business games; - debate. This list can be replenished, because. each teacher is able to come up with and implement in the educational process effective techniques and methods for organizing the speech interaction of students in a foreign language class. There are many classifications of interactive methods and techniques. The same techniques in different sources can be called differently.

We shall reveal the essence of some interactive methods that are innovative in the practice of teaching foreign languages.

Result

The condition for effective teaching of a foreign language in the context of a scientific, technological and information explosion is, in our opinion, a combination of traditional intensive teaching methods with the development and use in teaching practice of a number of modern interactive methods that are focused on the personality of the student, wider interaction of students not only with the teacher , but also with each other, as well as to increase the activity of students in the learning process. It is necessary to create such pedagogical conditions that would contribute to the optimal use of the reserve capabilities of the individual and would lead to effective accelerated learning.

Effective teaching of a foreign language is possible if the teacher who organizes the training knows modern teaching technology. Any modern pedagogical technology is a synthesis of the achievements of pedagogical science and practice, a combination of traditional elements of past experience and what has been created by social progress. Modern pedagogy and methodology offer a wide variety of interactive technologies that are advisable to use in the accelerated learning of students in foreign languages. Interactive technologies are based on the interaction of a teacher and students, which is manifested through dialogue, polylogue communication, implemented through interactive exercises and tasks.

In foreign language classes, the following interactive teaching methods are used in the educational process:
– gaming technologies;
– internet technologies and multimedia tools.

As practice has shown, only interactive forms of education can provide high motivation, strength of knowledge, creativity and imagination of students, communication skills, an active life position, team spirit, freedom of expression, and a desire to improve. The use of interactive methods in the period of teaching a foreign language corresponds to the modern concept of teaching, which is based on the principle of active activity of students. The task of the teacher is to teach them to consciously master the language material in the process of collective activity and the widespread use of situational and communicative approaches in teaching a foreign language.

Method

Some of the interactive approaches I use in class are:
1. Role play.
An analysis of the experience of pedagogical activity shows that a productive technology for learning a foreign language by students, a means of increasing the motivation for learning, is a role-playing game. The main stages of a teaching role-playing game are: putting forward and discussing

an idea regarding a communicative situation (an obligatory element of a role-playing game is the resolution of a problem situation), a set of roles and an approximate course and rules of the upcoming game; distribution of roles and determination of the content (scenario) of the role-playing game; preparation of a set of game documentation (identification marks, emblems, posters); individual preparation of each student for the upcoming game; role play; summarizing. It should be noted that each stage in the algorithm for the implementation of a role-playing game is important, but it is especially necessary to note the final stage, which consists of assessments and self-assessments of the individual contribution of each student to the preparation and conduct of the game, the adequacy of foreign language statements of the role played and the existing communicative situation, as well as the truthfulness and expressiveness of role behavior.

A detailed and methodically well-organized role-playing game contributes to the active involvement of students (even the most timid and shy) in the learning process, their self-affirmation and self-esteem, high-quality assimilation of didactic material; creates a need for communication; focuses on the ability to plan one's own speech behavior and the behavior of the interlocutor; develops creative abilities, attention, memory, thinking, the ability to control one's actions; improves relationships with classmates and teachers. Moreover, professional games allow you to set the subject and social roles of future professional activity in training, develop professional, creative thinking.

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Преподаватель (от лица прохожего) начинает игру по теме «Оказание первой медицинской помощи», предлагая реплику-стимул: «You look pale and upset today». Один из учеников (гость) дает свою реакцию на данную реплику: «No wonder. He has a sunstroke». Следующий ученик реагирует на эту фразу, согласно заданной теме, используя активную лексику. Действие продолжается пока все участники диалога не используют всю необходимую активную лексику по теме и не закончат описание картинки или озвучивание видеоролика.

Dialogue example: **"In the country".**

Pete:	Ma, where are you?
Mother:	I'm in the kitchen, Pete. What's the matter?
Pete:	My friend Nick feels bad. He has a bad headache and his skin is very hot.
Mother:	Where is he?

Pete:	He is on the bank of the river. He was lying in the sun for a long time.
Mother:	He probably has a sunstroke. Is anybody with him?
Pete:	Yes, Boris is there.
Mother:	Don't waste time. Run back quickly and take Nick to a shady place. Raise his head a little. Put a wet cloth on his head. I'll take some medicine and come in a minute.

During the game, colloquial phrases on the topics "Providing first aid", "Diseases" are simultaneously fixed. It is advisable to pre-distribute game cards, which can be designed in different ways.

For example: one side of the card gives information about the role situation and is the same for all participants (Then need your help. Every person must have enough knowledge of giving first aid. And must help a person at any hour of the day and night. That's why you should know how to help a person in different situations.)

The reverse sides of the cards are different for different participants, because. they contain information about this actor and indicate a possible course of action:

Situation.	*If you help a person who has a sunstroke:*

 Notes:
1) **sunstroke** ['sAnstrouk] – солнечный удар;
2) **to cool** [kHl] – охлаждать, (здесь) прохладный;
3) **shady** [SeIdI] – тенистое;
4) **sponge** [spAnG] – губка;
5) **to keep up** – поддерживать;

6) **blood circulation** ['sWkjuleISn] – кровообращение.

During the game,

the teacher can take on the role of a leader or one of the secondary roles in order to have the right to intervene in the communication process, stimulate passive participants to talk, and direct the course of the game in the right direction.

The role-based organization of educational material contributes to the effective organization of students' educational activities, creates the psychological readiness of students for speech communication, and prepares them for situational spontaneity of speech.

Thus, students systematize knowledge on the studied grammatical topic and train lexical material. Also at the final stage, students can be asked to complete the test. The results are summed up and the whole group is rated, or the best group is called. The use of this technique is also possible when working with vocabulary or with educational text.

1. Multimedia technologies.

The issue of using new information technologies in teaching English is becoming more and more relevant. It is quite obvious that the use of a computer and multimedia tools to intensify the learning process helps not only to implement a student-centered approach to learning, but also to ensure individualization and differentiation, taking into account the level of knowledge of students.

To achieve a new quality of education that is truly adequate to modern times, an English teacher must not only master information and computer technologies, but also realize how much the approach to the learning process changes when traditionally leading and controlling functions are gradually replaced by orienting and systematizing ones. Only under these conditions can the purposeful joint activity of the teacher and students in the information and educational environment (IEE) be fully implemented.

If in traditional education the main task was to transfer to students a certain amount of knowledge, the formation of a number of skills, then the goal of training in IEE is to teach students to pose and solve cognitive problems, and for this, to find, process, use and create information, navigate in the information space.

In recent years, electronic interactive whiteboards have become the most universal technical means of teaching. Interactive whiteboards are an effective way to introduce electronic content of educational material and multimedia materials into the learning process, providing motivation for the student to be active and fruitful. Pre-prepared texts, tables, pictures, music, maps, thematic video clips allow you to effectively present the material, conduct classes dynamically, using different learning styles, develop creative activity, passion for the subject, which ultimately ensures the effectiveness of mastering a foreign language.

The interactive whiteboard allows you to:

– active commenting on the material: highlighting, clarifying, adding information using electronic markers with the ability to change the color and line thickness;

- typing any text of the task using the virtual keyboard and its demonstration in real time;

– saving the results in a separate file;

– simultaneous work with text, graphics, video and audio materials;

- stimulating the development of mental and creative activity of students and the work of the entire group with significant time savings.

Since the main task of a teacher in the process of teaching a foreign language is to form language competencies, I successfully use an interactive whiteboard as a method of communicative technique.

Pre-prepared thematic texts, training and testing exercises, illustrations, audio and video materials on the topics of "My family", "My home", "Sightseeing", "United Kingdom of Great Britain and Northern Ireland", "London", etc. serve as a support for introducing or activating the lesson material, repeating and consolidating speech patterns, improving speaking skills and listening to foreign speech, control and self-control of knowledge. Significant assistance to foreign language teachers in the process of preparing interactive tasks is provided by educational materials available on the sites:

1.   http://www.youtube.com – video and audio archive.

2.   http://www.britannica.co.uk - Encyclopedia Britannica, or Encyclopædia Britannica, is the most complete and oldest universal encyclopedia in English, as well as the name of the publisher.

3.   http://en.wikipedia.org – multilingual online encyclopedia.

4.   http://www.study.ru – online resource for learning English.

5.   http://www.easyenglish.com - online resource for learning English

Experience with an interactive whiteboard allows you to effectively combine its capabilities and the implementation of the didactic principles of novelty, visibility, communicative activity, interactivity, feedback, a combination of collective, group and individual forms of work.

The interactive methods used in the learning process also include the method of projects, discussions, competitions, the use of Internet resources, and work with videos. The use of interactive methods allows you to create an authentic virtual language environment at any stage of teaching foreign languages, include students in real situations of intercultural communication, gain individual experience in communicating with a different culture, which ultimately affects the effectiveness of the formation of a foreign language communicative culture of a future specialist.

The effectiveness of teaching a foreign language depends largely on the extent to which the teacher owns modern teaching technology.

Many studies provide evidence of the advantages of organizing the process of teaching foreign languages using computer technology, and the authors offer their own approaches to the question of the role of a computer in the system of teaching foreign languages. Of interest is the classification of the main functions of a computer in teaching foreign languages, proposed in the work of American authors K. Evelyn and W. Oliver. They believe that the most effective use of a computer in teaching foreign languages is in the function of a tutor, "text editor", consultant, partner. In addition to providing maximum support in the learning process, the computer also helps the teacher to analyze, control and evaluate the work being done. Among the most pressing issues of scientific research, the following stand out: the use of data bank programs, computer programs to expand vocabulary and improve writing skills, simulation modeling, the use of satellite and television learning technologies, and editing machine translation.

Conclusion

Simulation-simulation modeling in professionally oriented teaching of foreign languages opens up wide opportunities for creating situations that increase the motivation for learning foreign languages, creates an imitation of the language atmosphere. The computer acts as a consultant, providing information of a reference nature, as well as a partner, carrying out work on the program in an interactive mode. One of the types of such programs are games that can be of a cognitive, social, linguistic nature. According to American experts, simulation programs provide an integrating activity of students in the study of foreign languages, combining the processes of reading, interpreting what is read, forming and fixing input / output information.

A qualitatively new training of graduates, the formation of their creative abilities and creative thinking, readiness for rationalization and inventive activity is the main guideline and indicator of the professional suitability of modern forms of education. The search for ways to enhance the cognitive activity of students through the use of interactive teaching methods, through the introduction to independent research of scientific sources based on the potential use of their own practical experience continues.

It should be noted that all interactive methods and techniques develop communication skills, help establish emotional contacts between students, teach them to work in a team, listen to the opinions of their comrades, and establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves students' nervous tension, makes it possible to change forms of activity, switch attention to the key issues of the topic of the lesson. Ultimately, the quality of the presentation of the material and the efficiency of its assimilation are significantly increased, and, consequently, the motivation for learning a foreign language on the part of students.

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