THE ROLE OF INTERACTIVE METHODS OF TEACHING ENGLISH

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Abstract. The article is devoted to the consideration of the role of interactive technologies in the organization and development of dialogue communication in English lessons. Interactive teaching methods are due to the peculiarities of modern education as an education aimed at forming a personality with formed competencies. This is the relevance of this study.

The article aims to describe the expansion of the use of situational tasks, discussions, role-playing games, elements of discussion in the classroom and conducting the lesson in a playful way, which allows students to increase the level of language competence.

The scientific significance of the work lies in the theoretical understanding of the methodological basis for teaching students to communicate in a foreign language, the formation of communicative competencies.

The practical significance of the work in a detailed description of the methodological possibilities of modern interactive forms of teaching students.

Particular attention in the article is paid to the characteristics of interactive teaching methods: round table, debates, forums, court session, role-playing games, cross-discussion, brainstorming, etc.

It is noted that the technology of using interactive forms of learning is a logical and gradual use of forms of active learning.

The use of interactive technologies in teaching contributes to: increasing the effectiveness of teaching; mastering more teaching concepts per unit of time; increasing the rate of assimilation of the material; active participation of each student in the educational process; awakening students' interest in learning a foreign language by exerting a multifaceted influence on them.

Thus, interactive forms of teaching intensify the educational process, develop the student's personal and discussion skills, expand and deepen individual language skills, and activate the creative component of the student's personality.

The article formulates the results of teaching students using interactive methods, which determines the practical value of the work.

Key words: interactive technologies, communication, teaching foreign languages, discussion, role plays

Basic Provisions

Interest and achievemnets in the use of interactive teaching methods has been increased every year. Interactive technologies in teaching the foreign language are motivational learning ways. They are mostly based on the organization and

conducting the educational process in forms of educational and cognitive activities using some aspects of organizational, management and pedagogical means [1]. The notion "interactive" derived from English word "to interact" which is composed of two stems. "Inter" means "mutual", "act" means to activate. In the whole meaning 'interactive' has a meaning of an activity which is capable of interacting in discussion, conversation, dialogue with others. Therefore, the term 'interactive method' in pedagogy refers to the interactions or relationships between learners working together and influencing each other in the course of discussion.

Today modern system of education is focused on the interactive technologies use in foreign language education. This is due to objective factors, such as:

- the possibility of increasing the training effectiveness, the possibilities of assimilating a larger number of teaching concepts and an increase in the rate of material assimilation;

- active participation encouraging of each learner in educational process;

- awakening learners' interest in learning a foreign language by exerting a multifaceted impact on them.

Introduction

As we know, modern means education are not just training facilities, but the formation of an independent personality. This is a personality with proposed competencies. The learners are not only interested in activities and topics that they will never encounter in real life or at work. Training a person as an independent personality who knows ways of thinking critically, gives his assessment of the situations taking place in this world. What we offer our learners should be useful for them.

Description of material and methods

The wide-range use of interactive technologies as educational resources serves as an intellectual bases for training the the younger generation creativity. For this reason, methodical approaches of using the interactive technologies for the implementing the approaches to student-centered and interactive learning. They are inportant to develop the personality in training. However, in the development of the creative potential of an individual, his ability to predict his activities results, we need to formulate a strategy for finding techniques and methods for solving problems. They are in both educational and practical. Therefore, using interactive teaching technologies depends not only on the social structures, but also on the individual needs for self-determination and self-determination in modern intercultural development of relations.

Results

Particular attention is paid to the use of various Internet resources for online learning a foreign language -according to D.V. Dobrynina. They are:

- mobile devices for learning and teaching languages;

- training platform and training in a virtual environment;

- role playing games as a learning environment for language training;

- using new textbooks for language learning;

- virtual reality for language learning;

- preparation digital devices for language learning, digital panels, videos, and etc [2, p. 14].

This technologies contribute to the creation the intensification of the teaching process. It serves to the creation of methods aimed at personality development and student discussion skills.

The aim and objectives of training are substantiated by the training conditions of interactive technologies in teaching the foreign languages. In this regard, in the latest research on pedagogic and psychological research, we need strongly recommend to use interactive technologies. It involves with the provision of the formation of their subject position in determining their educational activities. It helps the learners with the increasing individual opportunities to expand and deepen their language skills. In this research, we tried to reveal the essence of the use of interactive technologies in teaching foreign languages. We also deal with the structural and meaningful units of this technology characteristics. Basically, the content and methods of interactive learning in collaborative learning and in general are focused on the introduction of interactive technologies into practice.

A model of methods of teaching a foreign language is proposed, taking into account the general system of goal-setting in teaching, as well as the specifics of the subject "Foreign language".

Discussion
The most important task of teaching is mastering the language as a means of communication (or mastering foreign language communication) and the formation of communicative skills. The communicative method was thoroughly developed by Shukurova I. V., Orekhova E. Yu., and his works had a huge impact on the development of modern linguodidactics, the main provisions of which were formulated in a number of works [3, p.14].

According to scientist F.U. Yakubov, using interactive methods allows learners to make knowledge more accessible. They help learners:

- to determine one's place in the team and to avoid conflicts, to build up constructive relationships in team, to find a compromise, resolve conflicts, to strive for dialogue;

- to learn listening to another person, respect an alternative view;

- to simulate different situations and solve them together in order to enrich your life experience;

- to analyze accounting information, be creative in the educational process;

- to learn to formulate your own opinion, correctly express your thoughts, prove your point of view, be able to argue your point of view, conduct a discussion;

- to educate the skills of project activities, independent work, creativity [4].

When teaching future education specialists, we can use the following interactive teaching methods: creative assignments, brainstorming, discussion, role playing games.

There are some interactive methods in developing students' discussion skills in teaching the foreign languages. For example, one of the interactive methods is creative (problematic) assignments.

For instance, a round table is a form of educational discussion. Round tables are characterized by simple conversation among the team members. The aim of the round table is discussion of all questions posed, expressing team members own opinions, to listen to the opinions of others.

Let's consider types or forms, of educational discussions:

- Debates;

- Round tables;

- Forums;

-Role-playing games;

- Cross discussions, etc.

A forum is also a form of educational discussion, here one group exchanges views with anothers.

Discussion is one of the most forms of educational discussion. This is a discussion of various topics in the lessons. Discussions on professionally oriented topics are useful for the future communication of learners in the workplace, in the enrichment of their vocabulary in some particular areas. The teacher need to engage his learners after reading an article or text in the discussion. The topics are related to the problems and issues of their future work. The teacher needs to formulating questions, organize, facilitate discussion. He also needs to pointing out original ideas, interesting, conflicting questions that help to resolve differences.

A creative task is the content based interactive method. A creative task gives stimuli to learning and motivates learners. It creates an atmosphere of learning. It helps to find "correct" solution to the question based on personal experiences and the experience of colleagues, friends,. It allows us to create a basis for learning in

cooperation and joint learning. The intercultural communication involes all participants in the educational process, including the teacher [5, 28].

The choice of a creative task is up to the teacher. It is necessary to find such tasks that would meet the following criteria:

-practical and useful for learners;

- do not have a clear and unambiguous answer or solution;

- interest the learners;

- serve for training purposes [6, 52].

The next well-known interactive method is brainstorming.

The brainstorming method was founded by an American scientist Alex Osborne in late 1930s. *Brainstorming* is one of the effective forms of discussion that engage all learners in class. Alex Osborne believes that the fear of critical perception of others can be initial decisions in human brain. They will develop a "fear of looking stupid" syndrome. A person, especially in business environment, is afraid to seem ridiculous because of his non-standard solution. This brainstorming method assists learners with thinking abilities and original ideas. Therefore, one of the main conditions for "brainstorming method" is the avoidance of criticism [7, 62].

The instructor announces the topic, the purpose of the discussion, rules for participants and criteria for evaluating ideas. The main rule for both teacher and student is that criticism is prohibited. Experts and secretaries are then selected or appointed. For instanse, a teacher says to his learners: "*Dear ladies and gentlemen! Our company's sales figures are not as good as last year. What could we do to attract customers*? " Every student generates ideas that are recorded by secretaries. The teacher encourages student participation. All ideas must be accepted at this stage. Learners can improve their own ideas with their group mates. They can even give up their ideas and stick to another. Every student briefly speaks several times, but very quickly within one minute. Next stage of work is concluding stage where all ideas are grouped evaluated, and the most acceptable are selected.

Role-playing games are one of the popular techniques among foreign language teachers and learners. Role-playing games are of a great motivating factor and help energize the class as whole. They are suitable for learners of any age or a group and any language level. Every student has a role to play. They are involved in a situation that requires communication. If a student is usually shy or unwilling to speak, pretending to be someone else, he / she willingly participates [8, 41].

A business game is a type of role playing game that has simple rules and procedures. Learners have business functions, relationships as they really are. The difference is that learners are involved in activities related to their future professional life. A business game is a very effective means for both learning the language and preparing for future work [9, 75].

Usage of role-playing games in particular increase the learners motivation for cognitive activities. Creates a positive psychological atmosphere in the classroom. By creating problematic situations, the teacher makes sure that the material corresponds to the level of laanguage knowledge and intellectual capabilities of the team. It is reflected in real situations of professional activity. It is also associated with the topic of future work. The acquisition of knowledge and communication skills in a foreign language is initiative aim.

By completing these tasks, learners can understand the information presented in the text, activate lexical and grammatical material.

In this regard, the following forms of organization methods and techniques in the course of learning English and usage of interactive technologies can be distinguished:

- multimedia lecture - search for information on the Internet or in multimedia catalogs; work with an interactive whiteboard;

- working with concepts as a self-study method. The learners work individually and in pairs. In a team they interact with information, where the teacher takes minimal participation;

- interactive communication (active interaction among the participants). It becomes as an important knowledge source and experience in the active and interactive teaching methods implementation(brainstorming, role-playing games, group discussion, situation analysis and etc.);

- using the interactive whiteboard. This is a touch screen connected to a computer. here the image on the board is passed through a projector.

Conclusion

In conclusion, foreign learners need knowledge from the history of language, culture and tradition, since there is a cultural enrichment of conceptual knowledge in the development of communicative speech. The main ideas about different aspects of life of different eras are formed through interactive technologies. Its appliance helps to develop logical thinking, moral sense and the ability to think critically , compare, defend their own opinions in intercultural communication. It is important to master accurate learing, expressive oral and written speech. The teacher's aim is to organize a qualified system of working with discussion, aimed at the formation of a thinking, communicatively competent personality.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДА ИНТЕРАКТИВТІ ӘДІСТЕРДІҢ РӨЛІ

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Аңдатпа. Мақала ағылшын тілі сабағында диалогтық қарым-қатынасты ұйымдастыру мен дамытудағы интерактивті технологиялардың рөлін қарастыруға арналған. Интерактивті оқыту әдістері қалыптасқан құзыреттіліктері бар жеке тұлғаны қалыптастыруға бағытталған білім беру ретінде қазіргі білім берудің ерекшеліктеріне байланысты. Бұл зерттеудің өзектілігі.

Мақалада студенттердің тілдік құзыреттілік деңгейін арттыруға мүмкіндік беретін жағдаяттық тапсырмаларды, пікірталастарды, рөлдік ойындарды, пікірталас элементтерін сабақта қолдану аясын кеңейту және сабақты ойын түрінде өткізуді сипаттау мақсаты койылған.

Жұмыстың ғылыми маңыздылығы студенттерді шет тілінде қарым-қатынас жасауға үйретудің, коммуникативтік құзыреттіліктерін қалыптастырудың әдістемелік негіздерін теориялық тұрғыдан түсінуде.

Жұмыстың практикалық маңыздылығы студенттерді оқытудың қазіргі интерактивті формаларының әдістемелік мүмкіндіктерін толық сипаттауда болып табылады.

Мақалада оқытудың интерактивті әдістерінің ерекшеліктеріне ерекше назар аударылады: дөңгелек үстел, пікірсайыс, форумдар, сот отырысы, рөлдік ойындар, өзара пікірталас, ойға шабуыл және т.б.

Оқытудың интерактивті түрлерін қолдану технологиясы белсенді оқыту формаларын логикалық және кезең-кезеңмен қолдану болып табылатыны атап өтілген.

Оқытуда интерактивті технологияларды қолдану мыналарға ықпал етеді: оқытудың тиімділігін арттыру; уақыт бірлігінде көбірек оқыту тұжырымдамаларын меңгеру; материалды игеру жылдамдығын арттыру; әр оқушының оқу процесіне белсенді қатысуы; оқушыларға жан-жақты әсер ету арқылы олардың шет тілін үйренуге деген қызығушылығын ояту.

Олай болса, оқытудың интерактивті түрлері оқу-тәрбие процесін белсендіреді, оқушының жеке тұлғалық және пікірталас қабілеттерін дамытады, жеке тілдік дағдыларын кеңейтеді және тереңдетеді, оқушы тұлғасының шығармашылық компонентін белсендіреді.

Мақалада интерактивті әдістерді қолдану арқылы студенттерді оқытудың нәтижелері тұжырымдалған, бұл жұмыстың практикалық мәнін анықтайды.

Тірек сөздер: интерактивті технологиялар, қарым-қатынас, шет тілін оқыту, пікірталас, рөлдік ойындар.

РОЛЬ ИНТЕРАКТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация. Статья посвящена рассмотрению роли интерактивных технологий в организации и развитии диалогового общения на уроках английского языка. Интерактивные методы обучения обусловлены особенностями современного образования как образования, направленного на формирование личности со сформированными компетенциями. В этом заключается актуальность данного исследования.

В статье ставится цель описать расширение использования ситуационных задач, дискуссий, ролевых игр, элементов обсуждения в классе и проведения урока в игровой форме, что позволяет учащимся повысить уровень языковой компетенции.

Научная значимость работы заключается в теоретическом осмыслении методологической базы обучения студентов диалоговому общению на иностранном языке, формированию коммуникативных компетенций.

Практическая значимость работы в подробном описании методических возможностей современных интерактивных форм обучения студентов.

Особое внимание в статье уделяется характеристике интерактивных методов обучения: круглый стол, дебаты, форумы, судебное заседание, ролевые игры, перекрестное обсуждение , мозговой штурм и др.

Отмечается, что технология использования интерактивных форм обучения - это логическое и постепенное использование форм активного обучения.

Использование интерактивных технологий в обучении способствует: повышению эффективности обучения; усвоению большего количества обучающих концепций за единицу времени; увеличению скорости усвоения материала; активному участию каждого студента в учебном процессе; пробуждению интереса студентов к изучению иностранного языка путем оказания на них разностороннего воздействия.

Таким образом, интерактивные формы обучения интенсифицируют учебный процесс, развивают личностные и дискуссионные навыки учащегося, расширяют и углубляют индивидуальные языковые навыки, активизируют творческую составляющую личности учащегося.

В статье формулируются результаты обучения студентов с применением интерактивных методов, что обусловливает практическую ценность работы.

Ключевые слова: интерактивные технологии, общение, обучение иностранным языкам, дискуссия, ролевые игры.