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FEATURES OF TEACHING FOREIGN LANGUAGES USING INTERACTIVE FORMS AND TEACHING METHODS

Abstract

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 person's ability to "take on the role of another", to imagine how the communication partner perceives it, interpret the situation and design their own actions. Interactivity in relation to teaching a foreign language is understood as the speech interaction of two or more people in the process of communication.

Key words: interactivity, the process of learning, development, a foreign language, new technologies.

The 21st century is the age of advanced technology. Thus, the effective use of new technologies in the education system is a requirement of the time. This is especially beneficial while learning a foreign language. Because by learning a language, people learn the culture and potential of the entire nation. Teaching using interactive methods in various fields of human activity, including education, is very important today. In the process of learning by the usual method of

teaching, it is necessary to move to a new approach of active learning, which increases the interest of students in the subject. This task can be implemented in the learning process using only new technologies. As the head of our state noted, the current student must be transferred to the international level in order to enter the world of free space tomorrow. Therefore, in the 21st century there is a great demand for English teachers [3].

Learning technology through interactive learning methods has a direct impact on increasing student activity during the course. Interactivity in relation to learning a foreign language is understood as the verbal interaction of two or more people in the process of communication.

It is considered that communication in the process of learning a foreign language can be "one-sided" and "multi-sided". In one-sided case, we mean the organization of the educational process with the predominance of frontal forms of work, when the teacher asks / encourages the student to speech activity and the student responds. As for "multi-sided" communication, its typical forms of work are group and collective, in which each student has the opportunity to express themselves as an independent and full participant in a certain activity.

As shown by our own experience of teaching a foreign language and the experience of numerous practical teachers, 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 related to the use of interactive methods and techniques of teaching a foreign language [7].

Interactive method means to interact, to be in conversation mode, to have a dialogue with someone. In other words, in contrast to active methods, interactive methods are focused on a broader interaction of students not only with the teacher, but also with each other and on dominating activity of students during the learning process [5]. The teacher's place in interactive classes is reduced to the direction of students' activities to achieve the goals of the class.

Classes held in interactive mode allow to include all students in active work, to ensure that each student takes part in solving problems as much as possible. As a result, the weak gain some confidence in their own abilities, the strong feel the benefit of helping their friends understand the material. If within the traditional system of education, the teacher and the textbook were the main and most competent sources of knowledge, then within the new paradigm, the teacher acts as an organizer of independent cognitive activity of students, a competent consultant and assistant, while students receive knowledge as a result of their active cognitive activity. While working interactively, they develop communication skills, the ability to cooperate and interact, and develop critical thinking, which is necessary for their future professional activities.

Interactive learning is a special form of organizing cognitive activity. This is a fully defined and predictable type of training. The essence of interactive learning is that all students in the class are covered by the cognitive process, their own knowledge and thinking. Each student absorbs their unique work, knowledge, idea, and how they behaved continuously. In addition, this process

takes place in an atmosphere of mutual support. That is, it not only acquires new knowledge, but also develops the cognitive process, increasing its concentration and efficiency. However, in the latter case, the nature of interaction changes: the activity of the teacher gives way to the activity of the students. As noted in the works by T. A. Myasoed, N. Suvorova, S. B. Stupina, the essence of interactive learning is a special organization of the educational process, when all students are involved in the process of learning. Joint activity of students in the process of learning material means that everyone makes a special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which not only allows you to get new knowledge, but also translates cognitive activity to higher forms of cooperation and cooperation [1].

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 "accept the role of another", to imagine how it is perceived by a communication partner, to interpret the situation and design their own actions.

Summarizing the best methodological experience and studying the literature on the chosen problem, I came to the conclusion that teachers / teachers use the following interactive methods and techniques within the framework of a foreign language class: - work in small groups, in pairs, rotating threes, "two, four, together"; - the carousel method / "idea" carousel; - aquarium; - brainstorming / brain attack; - "openwork saw"; - Brownian motion; - "decision tree"; - method of drawing up a mental (intellectual) map; - conferences / discussions; - role - playing / business games; - debates. This list can be supplemented, because each teacher is able to come up with and implement effective methods and techniques for organizing speech interaction of students in a foreign language class in the educational process. There are many classifications of interactive methods and techniques. The same techniques may have different names in different sources [4].

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

The condition for effective teaching of a foreign language in the conditions of scientific, technical and informational 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 student's personality, 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 individual's reserve capabilities and lead to effective accelerated learning [1].

Effective teaching of a foreign language is possible if the teacher who organizes the training has a modern teaching technology. Any modern pedagogical technology is a synthesis of achievements of pedagogical science

and practice, a combination of traditional elements of past experience and what is created by social progress. Modern pedagogy and methods offer a wide variety of interactive technologies that can be used for accelerated learning of foreign languages. Interactive technologies are based on interaction between teachers and students, which is manifested through dialogical, polylogical communication, implemented through interactive exercises and tasks.

In foreign language classes the following interactive teaching methods are used in the educational process:

- game technology;
- internet technologies and multimedia tools [4].

As practice has shown, only interactive forms of training can provide high motivation, strength of knowledge, creativity and imagination of students, sociability, active lifestyle, team spirit, freedom of expression, desire to improve. The use of interactive methods while teaching a foreign language corresponds to the modern concept of learning, 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 wide use of situational and communicative approaches in teaching a foreign language.

The educational process is mainly based on two types of activities. They transmit knowledge and acquire knowledge. In the first case, the teacher sends the information and the students receive it. Innovative methods also deal with this process, and their goal is to evaluate the performance of teachers and students using new ways and methods of teaching, including new technical means of teaching. As you know, the methodological approach to teaching foreign languages can be divided into three groups. These are passive methods, active methods, and interactive methods. If we are talking here primarily about passive methods, it should be noted that in passive methods the teacher is at the center of learning. He plays an active role, but the students are passive. Control can be carried out using questions, individual and control work, tests, etc. It can be useful when used by an experienced teacher. Second, in active methods, students are also active. Their role and activity are the same in the interaction process. Students can ask questions; Express their ideas with the teacher. The last but first currently interactive method or approach is a modernized form of active methods. It can be useful when used by an experienced teacher. Second, in active methods, students are also active. Their role and activity are the same in the interaction process. Students can ask questions; Express their ideas with the teacher. The last but first currently interactive method or approach is a modernized form of active methods. In the interactive method, the role of the teacher is to direct the student's activities to achieve the goal of the lesson, which includes interactive exercises and tasks [6].

Discussion. This type of interactive method requires studying the training material on the topic before starting a discussion. After studying the lexical and grammatical material on the topic, students can start a discussion. This method helps students consistently and logically Express their ideas, presenting the basis

for their statements. Here, students work in small groups, and this improves their activity, because each member of the group can Express their ideas and participate in the discussion.

Role play. Role-playing is also one of the activities used in teaching innovative methods. They are made to improve the effectiveness of training. Role-playing involves students in active work, positively affecting their internal activities. This creates favorable conditions for working together. This atmosphere creates their motivation, personal potential of internal activity and helps to form practical skills and habits. During the role-playing game, skills such as creativity, overcoming difficult situations, resourcefulness, and self-management are formed and improved. The role-playing game has not only an educational goal, but also social goals, because here some life situations are modeled for learning. When a teacher uses the role-playing method when teaching a foreign language, he / she should follow the instructions below:

- Creating a heartfelt atmosphere among students who participate in the game;

- Students should feel free, and this will help them play their role perfectly;

- Creating favorable conditions in the educational process and using the advantages;

- Taking into account the personal characteristics of students.

Multimedia training. The question of using new information technologies in teaching English is becoming more and more relevant. It is obvious that the use of computers and multimedia tools to intensify the learning process helps not only to implement a person-oriented approach to learning, but also to ensure individualization and differentiation, taking into account the level of knowledge of students [3].

To achieve a new quality of education that is truly adequate to the present, the English teacher must not only master information and computer technologies, but also realize how much the approach to the learning process is changing, when the traditional guiding and controlling functions are gradually replaced by orienting and systematizing. Only under these conditions can purposeful joint activities of teachers and students be fully implemented in the information and educational environment [5].

If in traditional training the main task was to transfer a certain amount of knowledge to students, the formation of a number of skills, then the purpose of training in IOS is to teach students to set 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, which provides motivation for active and productive activities. Pre-prepared texts, tables, pictures, music, maps, thematic video clips allow you to effectively submit material, conduct classes dynamically,

using different learning styles, develop creative activity, passion for the subject, which ultimately ensures the effectiveness of learning a foreign language.

The interactive whiteboard allows you to:

- active commenting of the material: highlighting, refining, adding information using electronic markers with the ability to change the color and thickness of the line;
- typing any task text using the virtual keyboard and displaying it in real time;
- saving results in a separate file;
- simultaneous work with text, graphics, video and audio materials;
- stimulating the development of students' intellectual and creative activity and the work of the entire group while significantly saving time [2].

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 communication.

Currently, the importance of effective foreign language teaching has increased significantly in the world, especially in developing countries. Foreign language teachers should find ways to increase students' engagement in the learning process to increase their motivation to learn languages. One way to achieve these goals is to use interactive technologies in the classroom. This helps to develop the creative potential and imagination of students, increase their cognitive interest in learning foreign languages and improve their communication skills. The term "interactive learning technology" is usually associated with computer or multimedia learning, since it implies an interactive dialogue with real partners and direct messaging. But this concept is broader and means collective cognitive activity in which all participants interact, exchange information, solve problems in an atmosphere of real cooperation, evaluate their actions [7].

In conclusion, 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 friends, establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language class relieves the nervous tension of students, makes it possible to change the forms of activity, switch attention to the key issues of the topic of the lesson. In the end, the quality of material presentation and the effectiveness of its assimilation, and, consequently, the motivation to learn a foreign language on the part of students, significantly increases.

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Аңдатпа

Тәжірибе көрсетіп отырғандай, шетел тілі сабағында интерактивті әдістер мен тәсілдерді қолдану білім алушыларда жүйке күйзелісін жояды, қызмет түрлерін өзгертуге, сабақ тақырыбының түйінді сұрақтарына назар аударуға мүмкіндік береді. Нәтижесінде, материалды беру сапасы және оны меңгерудің тиімділігі, демек, білім алушылар тарапынан шет тілін үйренуге уәждеме артады.

Негізгі сөздер: интерактивтілік, оқыту үдерісі, даму, шетел тілі, жаңа технологиялар.

Аннотация

Целью применения интерактивных методов и приемов в обучении иностранным языкам является социальное взаимодействие учащихся, межличностная коммуникация, важнейшей особенностью которой признается способность человека «принимать роль другого», представлять, как его воспринимает партнер по общению, интерпретировать ситуацию и конструировать собственные действия. Интерактивность применительно к обучению иностранному языку понимается как речевое взаимодействие двух или более людей в процессе общения.

Ключевые слова: интерактивность, процесс обучения, развития, иностранный язык, новые технологии.