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INTERACTIVE FORMS AND METHODS IN TEACHING A FOREIGN LANGUAGE

Summary: *During the preparation of classes on the basis of interactive forms of education, the teacher is faced with the task of choosing the most effective form of education for studying a particular topic, it opens the possibility to combine several teaching methods to solve the problem, which contributes to a better understanding of the material by students. The purpose of this article is to draw the attention of teachers to more advanced and relevant methods of teaching a foreign language, to acquaint them with the forms and methods of work of this method in order to optimally achieve the communicative goal of learning.*

Keywords: *interactive methods, dialogue, discussion, communication*

Modern methods of teaching foreign languages offer us a wide choice of learning concepts, methods and technologies, both traditional and innovative.

The concept of the old school was dominated by the passive way of transferring data from teacher to student, i.e. the teacher most often expounded the finished information, demanding its reproduction later. In a more modern society, the active method of teaching a foreign language prevails. But the more advanced method is interactive. It maximally contributes to the development of communicative skills, which is the goal in itself of learning foreign languages. The article provides information about this method.

Interactive ("Inter" is mutual, "act" means to act) - means interacting, talking, and conducting a dialogue with someone. Interactive initiates a more multifaceted interaction of students with both the teacher and with each other, in contrast to active methods. The main function of a teacher in interactive classes is to direct the activities of students to the achievement of lesson objectives. The teacher, of course, develops a lesson plan (usually, these are interactive exercises and tasks during which the student studies the material). Consequently, the main components of interactive lessons are interactive exercises and tasks performed by students. The cardinal distinctive feature of interactive exercises and tasks is that, while performing them, students work on the basis of the material already studied, they are most focused on learning the new.

Interactive methods allow you to move away from a monologue system of learning to a dialogue or polylogue, when students not only can freely exchange their opinions, opinions and assessments of facts, but have the right to argue with the teacher, defending their point of view, position.

The interactive works when the teacher does not state the ready truths, but organizes the search and discussion by the students.

The interactive method involves the mutual learning of students, which creates a friendly atmosphere of tolerance, security, mutual support, mutual understanding. This allows us to develop the very cognitive activity through high forms of cooperation and cooperation in the process of obtaining new knowledge.

The essence of interactive learning is that the learning process involves all

students to the maximum in the learning process, so that each participant has the opportunity to understand and reflect on their knowledge and thoughts. Hence, a huge role is given to the individualization of the knowledge of each individual in the joint activity of students in the educational process. The interchange of knowledge, thoughts, ways of action is what interaction offers. During training sessions, the development of dialogue / polylog dialogue takes place, which leads to mutual understanding, interaction, and joint solution of common, but individually valuable tasks for each participant. Interactive eliminates the dominance of both one speaker and one opinion over another. As a result, students learn critical thinking, analyzing circumstances and solving complex problems, weighing alternative opinions, making thoughtful decisions, discussions, and communicating with other partners. For this purpose, individual, pair and group work are organized in the lessons, research projects, role-playing games are used, work is being carried out with various information sources, creative works are used. Along with the traditional (work in small groups, in couples-three, role-playing or business game) forms of work, the interactive method uses such techniques as work in rotational (replaceable) triples, carousel, unfinished offer, aquarium and others.

What are the forms of interactive learning? In modern society, methodologists and practicing teachers have developed many forms of group work for teaching foreign languages. The most widespread of them are "outer circle", "spinner", "aquarium", "brainstorming" and "debate" (the names can vary, the essence is important). These forms are effective only if the lesson discusses a problem in general, about which students have initial ideas based on previous lessons and daily life. In addition, the topics discussed should not be closed or too narrow. Now let's talk more about learning technologies.

"Dialogue" - the point is that the groups find an agreed solution. The result of the work is reflected in the form of a diagram or a final text, which is then recorded in notebooks. The methodology includes criticism of the position of another group and the search for its strong positions. Experts fix general views, and at the end of the work give a generalized response to the task, which is recorded by all.

Brainstorming is a group method of generating ideas. When conducting a brainstorming session, one must proceed from the fact that there are no absurd ideas. On the contrary, it is necessary to get as many such ideas as possible. At the same time, neither the ideas nor the authors can be evaluated.

"Brownian movement" - students, like molecules, randomly move around the office to gather information on this topic.

"Take a position" - a statement is declared. Students approach the poster with the words "YES" or "NO". Preferably, they can explain their position.

"Discussion" - educational group discussions are held on the selected problem in small groups (from 6 to 15 people) students. The educational discussion differs from other discussions in that the problem under discussion is new only for a group of people participating in the discussion, that is, the already known solution to the problem is to be found in the educational process. The search process should lead to objectively well-known, but new knowledge from the point of view of students.

Form of work in groups

"Interchangeable triple" - the composition of groups (triples) changes during

the lesson.

"Decision Tree" - the class is divided into several groups with the same number of students. Each group discusses the issue and makes notes on the "tree" (a piece of paper or a blackboard). Then the groups change places and write their thoughts on the trees of the neighbors.

"Common project" - groups receive various tasks that cover the issue from different angles. After work is completed, reports are prepared and notes are made on the board. From these records a general project is compiled, which is reviewed and supplemented by a group of experts.

"Synthesis of thoughts" - a copy of the previous method with the difference that the students make all the records on the sheets, which are then transferred to the next group. The sheet emphasizes the thoughts with which the group disagrees. The experts process the sheets and make a general report, which then discusses the class.

"Search for information" - a method used to revive the dry and uninteresting material. In this case, there is a team search for information that complements the already existing (teacher lecture or homework). Subsequently, students answer questions. Answers to questions should be found in textbooks or handouts. Limited time is given to analyze information and find answers to questions.

"Carousel" is a type of work that children like a lot. For this, two rings are formed: the inner and the outer. In the inner ring, the students sit still. In the external change every 30 seconds. In a few minutes, the students speak several topics and try to convince the interlocutor in their rightness.

"Aquarium" - the method consists in the fact that several students play the situation in a circle, while the others observe and analyze.

Thus, at the moment a large number of methods and forms of interactive learning have been developed. But each progressive teacher can come up with their own methods of working with the class. Most of the listed interactive methods relate to cooperative learning technologies, when students unite to complete assignments, master the material and develop communication skills during discussion and argumentation of their positions. The great advantage of this type of educational activity is that all students of the class are involved in the general work. The difficulty lies in the ability to organize the activity of students, to attach them to this type of work as permanent. The methods mentioned in the article can serve as a basis for creating all new forms. Interactive creativity of the teacher and the student is limitless, this is the main advantage of interactive learning.

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