INTERACTIVE ENGLISH LANGUAGE TEACHING

ІНТЕРАКТИВНЕ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

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It is known that trends in the expansion of international cooperation, and respectively, intercultural communication, have led to the emergence of new requirements for future specialists: be active participants in a foreign language professional communication, perfectly master the rules of speech behavior during communicative process. Thus, scientists and teachers of higher education are faced with the problem ensuring the highest level of formation of language competence. The article is devoted to a number of important tasks that are solved when using interactive teaching methods in the classroom in English. It is shown that the purposeful and systematic use of interactive methods in educational process makes it possible to create a productive educational environment for effective learning of foreign languages, forms communicative competence, providing comfortable conditions for the cognitive activity of students, their self-realization and self-improvement. The article analyses methods of language teaching as a generalized set of accomplishing linguistic objectives. Methods tend to be concerned with teacher and student roles and behaviors and with features as linguistic and subject matter objectives, sequencing, and materials. The considerable attention is paid to group work as central to maintaining linguistic interaction in the classroom. The article discusses the advantages, some problems to overcome in successful group work, different kinds of tasks and some rules for successful group work. The use of the method of working in small groups made it possible to increase the effectiveness of teaching, develop the creative activity of students and show an individual approach to teaching. Using an interactive approach in the process training is the need to improve the system education, increasing student motivation to learn English language, the introduction of new effective techniques in teaching.
Key words: method, group work, interaction, communication, teaching.

Відомо, що тенденції розширення міжнародного співробітництва й міжкультурної комунікації призвели до появи нових вимог до майбутніх спеціалістів: бути активними учасниками іншомовного професійного спілкування, досконало володіти правилами мовленнєвої поведінки під час комунікативного процесу. Таким чином, перед науковцями та викладачами закладів вищої освіти постає проблема забезпечення найвищого рівня сформованості мовної компетенції. Стаття присвячена низці важливих завдань, які вирішуються при використанні інтерактивних методів навчання на заняттях англійської мови. У статті наголошується на тому, що цілеспрямоване й систематичне використання інтерактивних методів у навчально-виховному процесі дає змогу створити продуктивне освітнє середовище для ефективного вивчення іноземних мов, формує комунікативну компетентність, забезпечуючи комфортні умови для пізнавальної діяльності здобувачів, їх самореалізації та самовдосконалення. Аналізується методика навчання мови як узагальнена сукупність досягнення лінгвістичних завдань. Методи, як правило, стосуються ролей і поведінки вчителя і студента, а також таких особливостей, як мовні та предметні цілі. Значна увага приділяється груповій роботі як центральній у підтримці мовної взаємодії на занятті. Розглядаються переваги, проблеми, які необхідно подолати в груповій роботі, різні види завдань і деякі правила успішної групової роботи. Використання методу роботи в малих групах дає змогу підвищити ефективність навчання, розвинути творчу

активність учнів і виявити індивідуальний підхід до навчання. Зроблено акцент на тому, що інтерактивний підхід у процесі навчання передбачає необхідність удосконалення системної освіти, підвищення мотивації студентів до вивчення англійської мови, упровадження нових ефективних прийомів у навчанні.

Ключові слова: метод, групова робота, взаємодія, комунікація, навчання.

Problem statement. The process of globalization taking place in all spheres of science and culture, caused the need not only for professional knowledge, but also showed the need to develop communication skills for interpersonal and intercultural cooperation within the country and for its outside. The formation of communicative competence is impossible without mastering foreign languages, therefore, a modern specialist, in addition to knowledge in a specific area must be proficient in foreign languages as for obtaining information existing in his field in the world, and for communication and discussion of professional problems with foreign colleagues. We should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists.

Analysis of recent research and publications. In the studies of O.A. Golubkova, T.N. Dobrynina, V.K. Dyachenko, M.V. Klarina, T.A. Myasoed., And others reflect the problems of mastering and using interactive teaching methods. Currently, the concept of" interactive teaching methods" is filled with new content, a priority role in it is assigned to interaction; development of personal communication skills (L.K. Geykhman, L.V. Zaretskaya, D.A. Makhotin); the development and implementation of the social experience of people (L.N. Kulikova); educational and pedagogical cooperation between participants in the educational process (E.V. Korotaeva, A.Y. Prilepo, N.E. Shchurkova and others). As noted in writings of N.A. Suvorova, S.B. Stupina, the essence of interactive learning consists in a special organization of the educational process, when all students are involved in the learning process.

The aim of our study is to expand the essence and objectives of interactive methods, explore the basic forms, principles and technologies of an interactive approach, consider organizing training in interactive methods.

Presentation of the main research material. In the traditional way of teaching, the teacher manifests himself as the main intermediary educational and professional activities. In this type of education the teacher acts as a provider of information, i.e. a lecturer who relies on for textbooks. However, the role of the teacher is being transformed under the influence interactive technologies that require the teacher to show initiative. Interactive learning is a hands-on, real-world approach to education. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition. Interactive learning can take many different forms [1, p. 34]. Students strengthen their critical thinking and problem-solving skills using a much more holistic approach to learning.

Interactive means the ability to interact. Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. At the heart of current theories of communicative competence is the essential interactive nature of communication [2, p. 52]. The communicative purpose of language compels us to create opportunities for genuine interaction in the classroom. An interactive course of technique will provide for such negotiation. Interactive classes will most likely be found:

– doing a significant amount of pair work and group work;

– receiving authentic language input in real-world contexts;

– producing language for genuine, meaningful communication;

– performing classroom tasks that prepare them for actual language use "out there";

– practicing oral communication through the give and take and spontaneity of actual conversations;

– writing to and for real audiences, not contrived ones.

Speaking about the interactive teaching method we distinguish:

The Direct method is the "naturalistic" – simulating the natural way in which students learn first languages. It means, that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

Teaching pronunciation at the elementary levels, the teacher uses different colored tables, on which each color or symbol represents a specific sound.

The Natural Approach emphasizes on the fact that the student cannot learn everything. Each next portion of the material must necessarily be based on what has already been passed and at the same time easily digestible. The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners. It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used.

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress.

Teaching Proficiency through reading and storytelling consists in telling the teacher short stories, saturated with new words and a further series of questions to students, requiring them to give simple, but emotionally charged answers.

Our approach to language teaching is obviously the keystone to all our teaching methodology in the classroom. We have much learn in this profession. We will best instruct ourselves, and the profession at large, when we maintain a disciplined inquisitiveness about our teaching practices.

The organization of the multi-party communication process is facilitated by the use of appropriate interactive teaching methods aimed at developing creative activity-oriented students' abilities that stimulate activity and "ingenuity" An approach to the educational process that is based on the interaction of subjects teaching, in our case – the interactive principles of teaching non-linguistic students specialties, based on the use of their own experience, interaction with immediate area of future professional activity. With this kind of training the role of the student increases, since he is no longer involved only in obtaining professional knowledge in the field, but also in the search, development and transformation of acquired theoretical knowledge into practical skills and abilities. As practice shows, training in couples or groups much more effectively. This applies not only to academic success of students, but also their intellectual development, because such qualities of a team an employee as the ability to help each other, a joint search for the truth or a solution to a problem are always prerequisites for a successful professional future activity.

Thus, the use of role-playing games in which students communicate in pairs or in groups not only allows you to make the lesson more diversified, but also provides an opportunity for students show verbal independence, implement communication skills and speech skills [3, p. 87]. "Role-playing games" contribute not only to the development of the ability to express their thoughts, but also to respect the opinions and suggestions of others. The atmosphere of goodwill, Encouragement during discussion conditions the mental and emotional emancipation of students, reduce the fear of possible mistakes, contribute to development of the ability to reason. To summarize, it should be pointed out that interactive methods are appropriate used in the process of training future specialists, since they are promising technologies in teaching a foreign language and define dialogue as the leading form of educational and cognitive interactive interaction. This implies complex application of selected according to the principles of communication and cooperation interactive methods, means and forms of teaching a foreign language in order to achieve optimal result. Interactive learning also leads to the development of professional and personal qualities of students, including: increased activity, critical thinking, development the ability to argue their opinion, increase responsibility for decision-making the formation of the ability to cooperate and teamwork, the development of the ability to further self-education, that is, all those qualities that should have modern specialist.

It should be noted that interactive learning uses predominantly active methods. Let's consider group work. Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. Determine what you want to achieve through the small group activity, both academically and socially. The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. Roberson and Franchini (2014) emphasize that for group learning to be effective, students need a clear sense that group work is "serving the stated learning goals and disciplinary thinking goals" of the course.

The important advantage offered by group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. The small group becomes a community

of learners cooperating with each other in pursuit of common goals.

There are some important distinctions between pair work and group work. Pair work is more appropriate than group work for tasks that are short linguistically simple and quite controlled in terms of the structure of the task. Appropriate pair activities include:

– practicing dialogues with a partner;

– simple questions and answer exercises;

– performing certain meaningful substitution "drills";

– quick brainstorming activity;

– checking written work with each other;

– preparation for merging with a larger group;

– any brief activity for which the logistics of assigning groups, moving furniture, and getting students into the groups is distractive.

Pair work enables you to get students engaged in interactive communication for a short period of time with a minimum of logistical problems [4, p. 67].

The first step in promoting successful group work is to select an appropriate task. In other words, choose something that lends itself to the group process. Lectures, drills, dictations, certain listening tasks, silent reading, and a host of other activities are obviously not suitable for small group work. Typical group tasks include:

1. Games. A game could be any activity that formalizes a technique into units that can be scored in some way.

2. Role-play and simulations. Role play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. Simulations usually involve a more complex structure and often larger groups where the entire group is working through an imaginary situation as a social unit, the object of which is to solve some specific problem.

3. Drama. Drama is more formalized form of role-play or simulation with a preplanned story line and script. Sometimes small groups may prepare their own short dramatization of some event, writing the script and rehearsing the scene as a group.

4. Project. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation.

5. Interview. A popular activity for pair work, but also appropriate for group work, interviews are useful at all levels of proficiency.

6. Brainstorming. Brainstorming is a technique whose purpose is to initiate some sort of thinking process. IT involves students in a rapid fire, free association listing on concepts or ideas or feelings relevant to some topic or context.

7. Information gap. The term information gap covers a tremendous variety of techniques in which the objective is to convey or to request information.

8. Jig saw. Jig saw techniques are special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

9. Problem solving and decision making. Problem solving group techniques focus on the group's solution of a specified problem. Decision making techniques are simply one kind of problem solving where the ultimate goal is for students to make a decision.

10. Opinion exchange. An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with.

It should be noted that all interactive methods and techniques develop communication skills and abilities, help to establish emotional contacts between students, teach to work in a team, listen to the opinions of their peers, establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension in students, makes it possible to change the forms of activity, to switch attention to the key issues of the topic of the lesson.

Conclusions. We can conclude that the content of the Foreign Language course should take into account the needs, interests and personal characteristics of students as full participants in the learning process, built on the principles of conscious partnership and interaction with the teacher, which is directly related to the development of students' independence, their creative activity and personal responsibility for the effectiveness of training. Interactive teaching methods have their positive and negative sides. The positive ones include a high degree of motivation, an expansion of the resource base, the maximum individualization of training, ample opportunities for creativity, the strength of the assimilation of materials. The negative aspects include a strict limit of students, a small amount of material studied, spending a lot of time, the complexity of individual assessment, etc. Interactive learning requires the use of special forms of organizing cognitive activity and sets such specific goals as, for example, creating conditions for interactive learning, the involvement of students in educational interaction and cooperation with the teacher and with each other, which makes the learning process productive and effective.

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