

## INTERACTIVE TEACHING METHODS IN FOREIGN LANGUAGE LESSONS

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### Abstract

In modern society, everything is changing rapidly, nothing stands still. Education is no exception. One of the important and necessary conditions for the successful development of modern education is the search for new methods and forms of teaching that can contribute to the achievement of more effective activities of students.

### Introduction

Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that the priority in the work of the teacher is given to the methods of indirect pedagogical influence.

Dialogical methods of communication, joint search for truth, development through the creation of educational situations, and various creative activities are brought to the fore. The main methodological innovations today are associated with the use of interactive teaching methods.

### The concept of "interactive learning"

Translated from English, "inter" means mutual, "act" means to act, that is, to act together on an equal footing, is mutually necessary. Interactive – included in the action, interacting, being in a state of conversation, dialogue with someone, with something.

Interactive learning is interactive learning. Interactive is called technology, method, and form. But more often, interactive learning is a special form of organizing cognitive activity, in which the traditional typology of methods is implemented. The leading role is given to developmental, search and research educational activities. The student is not a consumer of knowledge, but a seeker, he feels his intellectual viability and necessity. Interactive classes are structured in such a way that each student is involved in the process of cognition, has the opportunity to think, understand, create, and analyze. Joint activity involves the contribution of everyone, the exchange of ideas, knowledge, information, methods of action: from interaction through interaction to mutual enrichment. Interactive forms in the classroom are aimed at stimulating educational and cognitive motivation, developing independence and activity; education of analytical and critical thinking; formation of communication skills; self-development of students.

Interactive methods of teaching English are innovative. Based on the research of A. L. Andreev, we understand the innovation process as "a purposeful, motivated process aimed at creating, mastering and using modern ideas that are relevant and adapted to specific conditions and meet clear criteria". As mentioned above, teaching English is an integral system, the main goals of which are the formation and development of foreign language communicative and cultural competence of students. At the same time, the focus should be on the individual characteristics of students, their active educational activity. The teacher needs to make every effort to form a positive motivation to learn English.

It should be noted that teaching interactive interaction requires the use of educational material taken from life in English lessons, which, in properly organized conditions, contributes to natural

communication in the studied language. In order to create situations of interactive interaction, it is necessary to exclude the limitation of work to tasks in which students need to imagine themselves in a particular situation. On the contrary, tasks are expedient, the very formulation of which contains the need for interactive interaction.

N. A. Suvorova offers her own classification of interactive teaching methods based on communicative functions. In this classification, all methods are divided into three groups:

- 1) discussion (dialogue, group discussion, analysis and analysis of life situations);
- 2) game (didactic games, business games, role-playing games, organizational and activity methods);
- 3) a psychological group of interactive methods (sensitive and communicative training, empathy).

### **Basic rules for organizing interactive learning**

Rule one. All participants should be involved in the work to some extent. To this end, it is useful to use technologies that allow you to include all participants in the discussion process. Rule two. It is necessary to take care of the psychological preparation of the participants. The point is that not everyone who comes to the class is psychologically ready for direct involvement in certain forms of work. In this regard, warm-ups, constant encouragement for active participation in work, and providing opportunities for self-realization are useful. Rule three. There should not be many students in the technology of interactivity. The number of participants and the quality of training can be directly correlated. The optimal number of participants is 25 people. Only under this condition is productive work in small groups possible. Rule four. Preparation of the room for work. The room should be prepared in such a way that it is easy for participants to change seats to work in large and small groups. Physical comfort should be created for trainees. Clear consolidation (fixation) of procedures and regulations. You need to agree on this at the very beginning and try not to violate it. For example: all participants will be tolerant of any point of view, respect everyone's right to freedom of speech, respect their dignity. Pay attention to the division of seminar participants into groups. Initially, it is better to build it on the basis of voluntariness. Then it is appropriate to use the principle of random selection.

### **Mandatory conditions for the organization of interactive learning**

- trusting, at least positive, relations between the teacher and students;
- democratic style;
- cooperation in the process of communication between the teacher and students;
- reliance on the personal ("pedagogical") experience of students, the inclusion of vivid examples, facts, images in the educational process;
- the variety of forms and methods of presenting information, forms of activity of students, their mobility;
- inclusion of external and internal motivation of activity, as well as mutual motivation of students.

Interactive forms of learning provide high motivation, strength of knowledge, creativity and imagination, sociability, active life position, team spirit, the value of individuality, freedom of expression, emphasis on activity, mutual respect and democracy.

### **Basic interactive forms of learning.**

Modern pedagogy is rich in interactive approaches, among which the following can be distinguished:

- creative tasks;
- work in small groups;
- educational games (role-playing games, imitations, business games and educational games);
- use of public resources (invitation of a specialist, excursions);
- social projects and other extracurricular teaching methods (competitions, interviews, films, performances, exhibitions);
- study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, "Student in the role of a teacher", "Everyone teaches everyone", mosaic (openwork saw), use of questions, Socratic dialogue);
- testing;
- Workout;
- feedback;
- distance learning.
- discussion of complex and debatable issues and problems;
- problem solving ("decision tree", "brainstorming", etc.);

### **Interactive forms of teaching used in foreign language lessons.**

**Creative tasks** are understood as those educational tasks that require students not just to reproduce information, but to be creative, since the tasks contain a greater or lesser element of uncertainty and, as a rule, have several approaches. personal experience and the experience of your colleague, allow you to create a foundation for cooperation, communication of all participants in the educational process, including the teacher. The choice of a creative task in itself is a creative task for the teacher, since it is necessary to find a task that would meet the following criteria:

- does not have an unambiguous and one-word answer or solution
- is practical and useful for students
- related to the life of students
- arouses the interest of students
- serves the purpose of learning as much as possible

If students are not used to working creatively, then it is necessary to gradually introduce first simple exercises, and then more and more complex tasks.

**Working in small groups** is one of the most popular strategies, as it gives all students the opportunity to participate in work, practice cooperation and interpersonal skills.

**A role-playing game** is a performance by group members of a scene with pre-assigned roles in the interests of mastering a certain behavioral or emotional side of life situations. A role-playing game is carried out in small groups (3-5 participants). Participants receive a task on cards, distribute roles, act out the situation and present it to the whole group. to feel certain states more realistically, to feel the consequences of certain actions and to make a decision.

**A mini-lecture** is one of the most effective forms of presenting theoretical material. Before it begins, you can brainstorm related to the upcoming topic, which will help to actualize it for the participants, find out the degree of their awareness and attitude to the topic. The material is presented in a language

accessible to the participants. Each term must be defined. It is better to explain the theory according to the principle "from the general to the particular". It is important to refer to authoritative sources and emphasize that everything said is not invented by you, but studied and described by specialists in this field. At the end of the speech, you need to discuss all the questions that the participants have.

**Project development** - this method allows participants to mentally go beyond the classroom and draw up a project of their actions on the issue under discussion. The most important thing is that a group or an individual participant has the opportunity to defend their project, prove its advantage over others and find out the opinion of friends. Participants can ask for advice, additional literature. topics and then discuss these materials with the whole group.

**Watching and discussing videos.** You can use both feature and documentary videos, fragments from them, as well as videos. With the help of testing, you can determine the level of awareness of students, their attitude to the topic under discussion. The approach to the formulation of test questions should be correct: they should be compiled competently and clearly.

**Warm-ups** in order to relieve psychological and physical stress. Warm-ups also contribute to the development of communication skills (communication). They should be appropriate in content, form of activity and duration. So, for example, before exercises that require focused attention, too active warm-up games should not be carried out.

**Feedback** allows you to find out the reaction of the participants to the topics discussed, to see the advantages and disadvantages of the organization and conduct of training, to evaluate the result. Participants (in no particular order) are invited to speak about the past exercise, information block, a specific day or the entire training. It is important to focus on the feelings and experiences of each of the participants. All statements should be listened to silently, without disputes, comments and questions. The speaker should be thanked for what he said.

**"Brainstorming"**, "brainstorming" (the "delphi" method) is a method in which any answer of students to a question is accepted. It is important not to evaluate the expressed points of view at once, but to accept everything and write down everyone's opinion on a board or a piece of paper. Brainstorming" is used when you need to find out the information **"Brainstorming"** is an effective method when necessary:

- discussion of controversial issues;
- stimulating insecure students to take part in the discussion;
- collecting a large number of ideas within a short period of time;
- finding out the awareness or preparedness of the audience;
- work in small groups.

The most effective in this situation is work in groups. In this case, the teacher provides diagnostics and monitoring, organizes the learning environment, and provides support.

**Training** (from the English train - to educate, teach, accustom) is the process of obtaining skills and abilities in any field by performing sequential tasks, actions or games aimed at achieving the development and development of the required skill participants in the learning process.

## Conclusion

The problem of teaching a foreign language in a general education school based on the approach of interactive interaction is relevant, since its solution can increase the effectiveness of teaching foreign language communication and improve the quality of knowledge, skills and abilities.

When using interactive methods, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the process. Participants turn to social experience – their own and the experience of others, while they have to communicate with each other, jointly solve problems, overcome conflicts, and find common ground. The formation of foreign language communicative competence is the main goal of teaching a foreign language. Without teaching communication and without creating favorable conditions for the interaction of students in a foreign language in the classroom, it is impossible, which proves the expediency of using the technology of interactive learning, the priorities of which are dialogue, the possibility of self-expression, creativity and reflection.

This work presents the educational opportunities of interactive forms of teaching a foreign language. It is revealed that the interactive approach is effective, stimulates mental activity and search activity, increases productivity, and also contributes to the improvement of grammatical and lexical skills in students.

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