

INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES

This paper analyses the interactive and quite interesting methods we have in teaching foreign languages. Teachers may use a number of methods between traditional and modern. Everybody has their own understanding and conclusions on teaching foreign languages.

The article is devoted to the description of interactive methods of teaching foreign languages. Interactive methods of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction. Special attention is paid to the methods which vary with different purposes, age groups, and stages of mental development. A structure of teaching process and its results are presented in this paper. Some of the common learning peculiarities of language learners as well as guiding principles to teaching foreign languages are given. In accordance with the selected characteristics and guiding principles the author considers it necessary to use some of interactive methods of teaching.

Today the transformations, which are actively occurring in our country, have led to people's demand for learning foreign languages, especially English as an international one. Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for self-perfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the others – to be effective in career.

So, the results of their learning a foreign language are to be factually provided with knowledge and competencies, personal development, self-independence and creative search, an ability to continue learning the language at a higher level.

At the present stage of the development of modern methodical thought, the basic structural unit of the educational process in a foreign language teaching is that the classes are considered as a complex act of communication, the main purpose and content of which is solving problems of interaction between subjects of pedagogical process.

The main way to achieve the goal and master the content is the performance of motivated communicative tasks of varying degree of complexity. It is generally accepted that communication in the process of teaching foreign languages can be either one-sided or multilateral. In the first case, we mean the organization of the educational process with the predominance of

such forms of work, when a teacher asks a student, encouraging him to a speech activity and a student answers. As for a multilateral communication, the typical forms of work are group and collective, where each student has an opportunity to express himself as an independent participant of a certain activity.

During such classes all the participant interact with each other and a teacher and new opportunities are created for revealing the personal potential of each student. Mutual express polls and interviews in the training group, information exchange, finding your own partner, making group discussions, coordinating joint actions, discussions and other tasks allow students to learn a foreign language. As the experience of teaching foreign languages and an expertise of numerous teachers show, it is not always possible to organize interaction using traditional methods and forms of work.

The basic methodical innovations today are connected with the application of interactive methods. These are methods that allow students, to learn how to interact with each other. Interactive learning is built on the communication of all students including a teacher. The essence of interactive learning is the special organization of teaching process, when all the students are involved in the process. The joint activity of students in the process of mastering knowledge means that each student makes his own individual contribution, exchanging thoughts, ideas, attitudes, perceptions, etc. Moreover, this happens in the atmosphere of mutual support, which allows not only to acquire new knowledge, but also translates cognitive activity into higher forms of cooperation and collaboration.

The objective of using interactive methods and techniques in teaching foreign languages is the social interaction of students, their interpersonal communication, the most important feature of which is the ability of a person to take the role of another, to imagine how the partner perceives it, to interpret the situation and design his own actions. During foreign language classes, teachers use the following methods and techniques: Work in small groups, in pairs, rotational triplets; Warming Up/ Brainstorming; Decision Tree; Mental (intellectual) card; Conferences/ Discussions/ Debates; Case Study; Role-playing/ Business games, etc.

This list can be replenished. Each teacher is able to come up with and implement in the educational process effective methods of organizing speech interaction of students.

Speaking about teaching we must say that it can be a very rewarding and enriching experience. In terms of teaching foreign languages, the right methods to adopt should be multipurpose-oriented, mainly concerned with the characteristics of a person. In other words, with a fully developed mental power, person's own way of thinking, memory capacity, imitation ability, strengths and weaknesses will possess all the qualities necessary for self-perfection of learning foreign languages.

Based on the traditional methods and forms of teaching the methods are enriched with modern ICT that meets one of the leading requirements of education, its informatization and digitalization. The use of ICT in one's own activity as a part of the competency of person's image promotes individual development, as well as disclose creative and intellectual abilities of an individual at all levels of education.

While preparing or carrying out practical tasks, students may include such forms of work as multimedia presentations, web-pages and other interactive tutorial information. Moreover, all instructions are given in the self-study course materials, as self-learning is often deprived of the opportunity to clarify difficult points from the instructor, ask for «help» because of the territorial remoteness.

Built-in (embedded) courses is another type of electronic self-directed method, providing training on demand: such courses are usually embedded in computer programs, files, web pages or web applications, making the learning process continuous. Embedded e-learning programs can be located in the web, or on a learner's computer.

The means of e-learning tools often depend on the nature of dialogue organization, which usually occurs between the parties of the educational process and can be synchronous or asynchronous. Synchronous interactions occur in real time, i.e. all participants are in the network at the same time. Media components of synchronous interaction include sharing chats, applications, white-boards, audio and video conferencing.

Asynchronous interactions do not require simultaneous presence of the participants in the network. Asynchronous media components include e-mail and online discussion forums. Collaboration tools such as an online discussion forum is a kind of message board, a new way to exchange ideas. White board is a tool that allows you to share graphic images and collaboration tool that simulates the activity of the instructor when he paints academic information on the board, involving learners in the process. Chat means enabling instant messaging,

Web-tours and travel is a means and method of the academic «journey» after the leader over the Internet; unilateral (training slide shows accompanied by an explanation of learners) and bilateral presentation (the latter allows learners to ask questions during the presentation, make comments, i.e. participate in an event, etc.) – provides an opportunity for free interaction of remote learners to solve general educational problems.

The use of new methods in education is always accompanied by certain emotions. The target aspect of technology is to stimulate an interest to professional problems through self-research activities, performing creative tasks with the use of knowledge received while studying.

The technology is based on three components: knowledge, actions, subjectivity (variety of psychological abilities and mechanisms, which include intellect, senses, impulses, will and character of a person). The content of technology corresponds to the requirements of a contemporary professionals. The characteristic features of the technology are variety of training stages (theoretical, practical, moral-psychological) and conditions which influence on the effectiveness of education, providing the use of methods, forms and means of several pedagogic technologies at a time, which help to form a personality. To improve students' skills and knowledge, a teacher may combine the above-mentioned methods.

So, there are so many different interactive methods of teaching which together with the traditional ones help us to instruct students while learning foreign languages and organize the work in class. To conclude, the major concern is aimed at the achievement of the best result or a relatively better one. Thus, if you're interested in shaking up your teaching in innovative ways that keep your students engaged and excited, try the above-mentioned methods and choose the most effective ones.

We believe that finding new and innovative methods of teaching is a crucial skill for high school teachers. Brain research has actually shown that certain methods and approaches can truly enhance the learning process. Applying innovative learning and attention-management techniques to classes will ensure the success for both students and teachers.

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