



TEACHING MODERN FOREIGN LANGUAGES THROUGH INTERACTIVE METHODS

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Annotation

As the world becomes ever more connected, the appeal of learning a new language is clear. Whether for business or pleasure, being able to communicate on an international level can bring many benefits. Nowadays most students of higher education want to use effective study methods so they can learn a language fast and speak it. So today foreign language teachers of higher educations should be creative, searchable and find the best suitable method for each group or even for each student. In this article there are given some modern methods of teaching foreign languages.

Keywords: approach, method, language learner, multilingual, direct method, suggestopedia, lexical approach, structural approach.

Introduction

The modernization of higher professional education dictates the search for new methods, techniques and technologies that would contribute to the effective teaching of students, including foreign languages. Modern education in order to achieve high educational results should be characterized by constant information content of the content of education, activation of the pace of learning with the involvement of modern information technologies. In modern scientific and methodological literature, more and more attention is paid by the authors to the justification of the high educational potential and the effectiveness of the use of innovative teaching technologies in the system of teaching foreign languages.

Currently, the state educational standard has high requirements for students. Short terms of mastering topics, a large amount of information are modern conditions for the general educational process. In order to fulfill such requests, new teaching methods must be found. Due to this, in the methodology of teaching English, there has been a transition from a communicative approach to an interactive one. The interactive approach is one of the varieties of the communicative approach.

At the present stage of development of higher professional education, there is a tendency to reduce the number of classroom hours and increase the hours allocated for independent work of students. In this regard, we can state the fact that today the role of the teacher in the educational process is being transformed. Until recently, the





teacher was perceived as the main source of information, but today his role can be more fully characterized as the organizer and leader, expert and consultant of the educational and self-educational activities of future specialists.

Such transformations became possible due to the emergence and widespread introduction of innovative and more effective technologies, forms and means of education into the educational process of higher education, which make it possible to optimize the process of professional training of future specialists as part of their studies at the university.

The high productivity and efficiency of innovative technologies in the context of training future specialists is justified by their multifunctionality. Thus, innovative pedagogical technologies perform the following functions in the educational process: informative; formative; motivating; systematizing; controlling.

Innovative technologies and teaching methods make it possible to achieve the following goals: accessibility of the perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removing the psychological barrier (fear of communicating, making a mistake); comprehension of educational material, analysis of learned material.

The purpose of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher acts as an assistant.

In the course of interactive communication, students learn to think, solve problems, make decisions and participate in discussions. Modern pedagogy has many interactive methods. Among them are the following:

- Creative tasks;
- Educational games (role-playing games, educational games, etc.);
- Work in small groups, pairs, triplets (reception "2.4, together");
- "Carousel" method;
- "Aquarium";
- "Brainstorming" or another name "brainstorming";
- "Openwork saw";
- "Brownian motion";
- Drawing up a mental map;
- "Choose a position";
- Debates;
- Use of project methodology.

This list can be replenished, because each teacher can implement their own techniques and methods.





The scope of one article does not make it possible to describe all the interactive methods of teaching foreign languages, so we will consider only those that are used in practice.

Method of "Select position". The students are given a problematic question, where they should be divided into 3 groups. The first group has a point of view "For", the second "Against", and the third "I don't know, I haven't defined my own position". Students are divided into groups and discuss the correctness of their position. One or more members of each group argue their position, after which a collective discussion of the problem takes place and the correct decision is made. For example, discussing such a problem as "The Internet".

The most interesting method used in practice is the "Sinquain" method which originated in the United States at the beginning of the 20th century under the influence of Japanese poetry. Later it began to be used for didactic purposes, as an effective method for the development of figurative speech, which allows you to quickly get the result.

1. The first line is the designation of the topic using one word (noun);
2. Description of the topic (2 adjectives);
3. Description of the action, according to the proposed topic (3 verbs);
4. Drawing up a phrase of 4 words that expresses the attitude to the topic (different parts of speech);
5. Selection of a synonym for the topic (1 word).

To effective innovative pedagogical technologies that can be used in the system of teaching foreign languages with a high level of effectiveness in achieving educational results, researchers most often include interactive distance learning technologies (Skype, Viber, WhatsApp, e-mail, Internet chat, etc.). etc.), computer learning tools (electronic manuals, textbooks, sources of virtual libraries, educational portals, etc.), multimedia learning resources, training and testing and other latest information technologies.

Tangible progress regarding the effectiveness of teaching foreign languages both in the humanities and in technical universities, according to researchers, has been achieved through the widespread use of electronic learning tools in the educational process of higher education. These tools are used both in the classroom and extracurricular (distance) learning.

The didactic potential of electronic teaching aids in foreign language classes lies in the fact that their use in the educational process contributes to:

- Better assimilation of knowledge by students;





- The formation and development of various types of skills and abilities (listening skills based on adapted and authentic sound texts, the ability to reproduce monologue and dialogic speech, the skills and abilities of translation and summarizing texts, skills and reading skills with the direct use of materials from the Internet and local networks;
- Increasing the informative richness and visibility of the lesson;
- Expansion of active and passive dictionaries of students, familiarization with the vocabulary of modern foreign language, which reproduces the culture of a certain country, its political and social structure;
- Formation of creativity, development of creative activity of future specialists;
- the formation of motivation for the cognitive activity of students, the need to use a foreign language in interactive communication;
- Strengthening the motivation of independent work of students;
- Increasing the level of individualization and differentiation of students' activities;
- The ability to choose the pace and volume of educational material, the level of its complexity, to implement control with feedback and diagnostics, to increase the level of its objectivity.

In conclusion, it is worth noting that the interactive teaching method increases motivation in learning English, the learning process becomes more interesting and exciting, and students feel freer. In addition, all methods and techniques develop communication skills, teach to work in a team and listen to each other.

Summarizing the above, we conclude that, along with the indicated advantages of the analyzed learning technologies, the importance of academic forms of obtaining knowledge and developing students' competencies should not be leveled. The use of modern technologies in English classes should not be an end in itself. These technologies should be perceived as effective didactic and technical teaching aids.

To conclude teaching a language can help in both your personal and professional life. It can boost other skills and improve your cultural understanding. Each student has unique talent, interest in learning a new language. So, a professional teacher should find the most suitable effective methods of teaching a foreign language according to student's own desire, capability and time.

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