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Research Article

INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

This article is devoted to the methodology of teaching foreign languages, to approaches to their varieties and provides a number of rules for conducting effective lessons and the functions of teachers of foreign languages.

KEYWORDS

Trend, progress, interactive, criteria, efficiency, problem-search method, reflection, productive, element, unusual

INTRODUCTION

Recently, there has been a tendency in the methodology of teaching foreign languages to move from a communicative approach to its kind — an interactive approach, which was proposed by Western methodologists. Some authors identify it with the communicative approach, considering that "the interactive model of language acquisition assumes that learning occurs during and during participation in language acts (speech events)." Others define the interactive method as a modified direct method that includes a number of other methods [4, 56].

THE MAIN RESULTS AND FINDINGS

Interactive training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions. In addition, interactive learning forms the ability to think in an extraordinary way, to see a problematic situation in its own way, to find a way out of it; to justify their positions, their life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance towards their opponents, the necessary tact, goodwill to the participants in the process of finding ways of mutual understanding together, searching for the truth.

In interactive learning, the teacher performs the function of an assistant in work, one of the sources of information; the central place in his activity should not be occupied by an individual student as an individual, but by a group of interacting students who stimulate and activate each other [1, 20-24].

Thus, the teacher's mastering of problem-based search methods is the surest way to organize students' creative research activities, which means interactive learning.

For the development of creative abilities, it is very important for a teacher today to move from reproductive teaching methods to productive ones, when a student must not only show an understanding of the phenomenon being studied, but also solve problems by revealing cause-and-effect relationships between them, be able to link the material being studied with practice, with life. At the same time, in order to ensure the maximum independent creative activity of students, the teacher needs to limit himself to a guiding influence, based on the fact that any child strives for success and never, as the well-known psychologist Celestin Frenet claims, "gets tired of work that meets his functional life needs" [5, 30].

To create a situation of success in the classroom, it is necessary to adhere to the following rules:

- all students are able to assimilate the material, master the skills and abilities;
- students should know that the teacher believes in them;
- the teacher should encourage cognitive activity, focus on understanding, not on mechanical memorization, in no case give knowledge in a ready-made form, but use a problem–based approach in teaching: for example, offer students to continue the thought, do by analogy, include associative thinking - in a word, create a situation for the children success in order to promote the development of intellectual, creative, subject-practical spheres, that is, the formation of personality as a whole;
- the psychological climate in the classroom is important; the teacher's ability to surprise, to bring an element of unusual.

The systematic conduct of English lessons using interactive methods and ICT makes it possible to conclude that the task of developing students' creative abilities is being successfully solved. One of the main achievements of pedagogical activity is the creation of a situation of success in the

classroom, which makes it possible to activate the development of creative abilities, stimulate their manifestation, and also contribute to improving the learning outcomes of students [2, 89].

When using an interactive whiteboard, an ordinary lesson becomes more effective, the dynamism of the lesson increases, the possibility of video actions opens up, the possibility of obtaining information quickly. Teaching using interactive whiteboards differs significantly from the usual teaching methods, although the basics of successful classes are the same. First of all, any activity, including using interactive technologies, should have a clear plan and structure, achieve certain goals and results. All this helps students to better assimilate the material and relate it to what they already know. The interactive creativity of the teacher and the student is limitless. It is only important to skillfully direct it to achieve the set educational goals [3, 260].

Interactive pedagogical interaction is characterized by a high degree of intensity of communication of its participants, their communication, exchange of activities, change and diversity of their types, forms and techniques, purposeful reflection by the participants of their activities and the interaction that took place. Interactive pedagogical interaction, the implementation of interactive pedagogical methods are aimed at changing and improving the behaviors and activities of participants in the pedagogical process.

Interactive training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions. In addition, interactive learning forms the ability to think in an extraordinary way, to see a problematic situation in its own way, to find a way out of it; to justify their positions, their life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance towards their opponents, the necessary tact, goodwill to the participants in the process of finding ways of mutual understanding together, searching for the truth.

In interactive learning, the teacher performs the function of an assistant in work, one of the sources of information; the central place in his activity should not be occupied by an individual student as an individual, but by a group of interacting students who stimulate and activate each other.

Thus, the teacher's mastering of problem-based search methods is the surest way to organize students' creative research activities, which means interactive learning.

For the development of creative abilities, it is very important for a teacher today to move from reproductive teaching methods to productive ones, when a student must not only show an understanding of the phenomenon being studied, but also solve problems, revealing cause-and-effect relationships between them, be able to link the material being studied with practice, with life [6, 51].

To create a situation of success in the classroom, it is necessary to adhere to the following rules:

- all students are able to assimilate the material, master the skills and abilities;
- students should know that the teacher believes in them;
- the teacher should encourage cognitive activity, focus on understanding, not on mechanical memorization, in no case give knowledge in a ready-made form, but use a problem–based approach in teaching: for example, offer students to continue the thought, do by analogy, include associative thinking - in a word, create a situation for the children success in order to promote the development of intellectual, creative, subject-practical spheres, that is, the formation of personality as a whole;
- the psychological climate in the classroom is important; the teacher's ability to surprise, to bring an element of unusual.

CONCLUSION

The systematic conduct of German language lessons using interactive methods and ICT makes it possible to conclude that the task of developing students' creative abilities is being successfully solved. One of the main achievements of pedagogical activity is the creation of a situation of success in the classroom, which allows you to activate the development of creative abilities, stimulate their manifestation, and also contribute to improving the learning outcomes of students.

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