TEACHING ENGLISH THROUGH MODERN INTERACTIVE METHODS

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Abstract: *This article is about interactive learning - a modern way of learning, which consists in the interaction of all participants in the educational process: teachers and students. It is important that interactive teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone.*
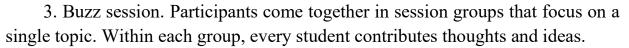
Key words: *Interactive learning*, *interactive activities*, *standard lessons*, *interactive lessons*, *discussion*.

The rapid development of modern society compels a student to learn and understand the material quickly, especially a foreign language. Nowadays, mastering at least one foreign language is becoming integral requirement for the professional competence of a specialist. Therefore, it is necessary to pay attention to the efficiency and quality of the process of learning foreign languages. The most effective methods of learning languages are interactive methods. The aim of the article is to define the main role of interactive methods of teaching English. To achieve the given aim, the following tasks were specified: to describe the main interactive methods and to give some examples of using these techniques. The term "interactive" means that people work together and have an influence on each other.

This situation implies a dialogue or a conversation. Therefore, these methods are aimed at the interaction between students and the teacher as well as among students only. It requires an active role of students in the learning process. The purpose of the interactive learning is to create some special conditions leading to the involvement of all the students into the learning process in which the participants can understand and realize everything that happens, influence each other and make their own contribution having established the friendly and mutually supportive relationship. Here are some of the most effective ways to engage your students.

1. Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together.

2. Think, pair, and share. Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice.

3. Buzz session. Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas.

4. Incident process involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people preparing your students for life beyond your classroom.

5. Q&A sessions. On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

The interactive lesson is an impromptu training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find themselves involved in the cognitive process, have the ability to understand and reflect on what they know and think.

Teacher's place in interactive lessons often comes down to directing students to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments, during which the student learns the material). Thus, the main components of interactive lessons are interactive exercises and assignments that are performed by students. The fundamental difference between interactive exercises and tasks from ordinary ones is that in the course of their implementation not only material already learned is fixed, but also new material is studied. Interactive exercises and assignments are designed for so-called interactive approaches.

Thus, the use of interactive forms of teaching English shows that their use makes it possible to instill in students interest in the language being studied; creates a positive attitude to its study, stimulates independent speech-cognitive activity of students; makes it possible to more purposefully implement an individual approach to training; increases the positive motivation of learning a foreign language among students, supports the internal motivation of learning. Interactive aspects of teaching stimulate the intellectual activity of high school students in teaching a foreign language. In addition, to the question "is it worth resorting to interactive forms of teaching in a foreign language lesson?" One can

safely and affirmatively answer what is "worth", since learning a foreign language should lead the learner to master speech skills (listening, speaking, reading and writing), realizing the communicative essence of the language. I believe that positive motivation is the key to successful learning a foreign language.

The form of presentation (reportage, messages, role-playing game, discussion) children choose themselves. Using the technology of interactive learning in my work, I came to the conclusion that this forms and improves the general culture of communication and social behavior in general and leads students to practical knowledge of a foreign language. The most relevant for the teacher, in my opinion, is interactive knowledge test (the ability to conduct an exam, quiz, testing) with an immediate analysis of the results; the lesson can be recorded and saved for later playback.

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